

HISTORICAL RETROSPECTIVE OF PSYCHOPEDAGOGY IN THE BRAZILIAN CONTEXT: GENESIS, DOCUMENTATION AND LEGALIZATION

RETROSPECTIVA HISTÓRICA DA PSICOPEDAGOGIA NO CONTEXTO BRASILEIRO: GÊNESE, DOCUMENTAÇÃO E LEGALIZAÇÃO

RETROSPECTIVA HISTÓRICA DE LA PSICOPEDAGOGÍA EN EL CONTEXTO BRASILEÑO: GÉNESIS, DOCUMENTACIÓN Y LEGALIZACIÓN

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ABSTRACT: This article presents a theoretical contribution of the doctoral thesis entitled “The psychopedagogue in the municipal public network in seven Brazilian states: scenarios and challenges”, covering the historical trajectory of psychopedagogy in the Brazilian context from 1970 to 2020. The methodology adopted is of a theoretical and bibliographical nature, which aimed at recovering the genesis of Psychopedagogy, including data on the creation of documents and representative bodies of the area. Thus, the importance of the Brazilian Association of Psychopedagogy (ABPp) was verified, as well as the congresses, events, debates, and meetings held at regional, state, and national levels, which contributed to discussions and reflections on Psychopedagogy in Brazil, the formation and performance of the psychopedagogue, the professional identity and the regulation of the profession.

KEYWORDS: Psychopedagogy. Genesis. Brazilian context.

RESUMO: *O presente artigo traz um recorte do aporte teórico da tese de doutorado intitulada “O psicopedagogo na rede pública municipal em sete estados brasileiros: cenários e desafios”, abrangendo a trajetória histórica da Psicopedagogia no contexto brasileiro desde 1970 até 2020. A metodologia adotada é de cunho teórico-bibliográfico, a qual objetivou a recuperação da gênese da Psicopedagogia, abrangendo inclusive dados da criação dos documentos e órgãos representativos da referida área. Assim, constatou-se a importância da Associação Brasileira de Psicopedagogia (ABPp), dos congressos, eventos, debates e encontros realizados a nível regional, estadual e nacional, os quais contribuíram para discussões e reflexões sobre a Psicopedagogia no Brasil, a formação e atuação do psicopedagogo, a identidade profissional e a regulamentação da profissão.*

PALAVRAS-CHAVE: *Psicopedagogia. Gênese. Contexto brasileiro.*

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RESUMEN: *Este artículo trae una contribución teórica de la tesis doctoral titulada “El psicopedagogo en la red pública municipal en siete estados brasileños: escenarios y desafíos”, abarcando la trayectoria histórica de la psicopedagogía en el contexto brasileño desde 1970 hasta 2020. La metodología adoptada es de carácter teórico y bibliográfico, que tuvo como objetivo recuperar la génesis de la Psicopedagogía, incluyendo datos de la creación de documentos y órganos representativos del área. Así, se verificó la importancia de la Asociación Brasileña de Psicopedagogía (ABPp), de los congresos, eventos, debates y encuentros realizados a nivel regional, estatal y nacional, que contribuyeron a las discusiones y reflexiones sobre la Psicopedagogía en Brasil, la formación y actuación del psicopedagogo, la identidad profesional y la regulación de la profesión.*

PALABRAS CLAVE: *Psicopedagogía. Génesis. Contexto brasileño.*

Introduction

In this study we seek to bring aspects of the historical trajectory of Psychopedagogy in the Brazilian context from 1970 to 2020, covering data on the emergence of Psychopedagogy, the main congresses, events, studies, research, documents and the creation of representative agencies of Psychopedagogy such as ABPp, Sections and Nuclei. In this sense, it is also evident that the construction of its own theoretical body has been strengthening and consolidating the history of Psychopedagogy in Brazil.

The methodology adopted in this article is of a theoretical-bibliographic nature, which, according to Gil (2002, p. 44, our translation), can be “developed on the basis of already prepared material, consisting mainly of books and scientific articles” and from bibliographic sources.

The data from the theoretical-bibliographic research were organized in chronological order, being presented in two moments: the first presents a historical overview of Psychopedagogy in Brazil from 1970 to 2020, and the second presents aspects related to regulation and the creation of documents with the purpose of standardizing and guiding the work of the psychopedagogist in Brazil.

Historical overview of Psychopedagogy in Brazil

First, it is necessary to understand the concept of Psychopedagogy, which according to the ABPp (2019, p. 1, our translation) is defined as “a field of knowledge and interdisciplinary action in Education and Health with different subjects and systems, whether they are people, groups, institutions and communities”. Also, according to the document, Psychopedagogy has

as its object of study the human learning, considering the subjects and systems, the family, the school, society, the social, historical and cultural context.

According to the Psychopedagogy Formation Guidelines in Brazil, Psychopedagogy is "an area of knowledge, performance and research, which deals with the human learning process, aiming to support individuals and groups involved in this process, from the perspective of diversity and inclusion" (ABPp, 2013a, p. 1, our translation).

It is noteworthy that the concept of Psychopedagogy presented is the result of the evolution of studies and discussions that occurred along the historical trajectory, since, initially, Psychopedagogy focused on learning difficulties and school failure and, currently, its object the study of the human learning process.

Psychopedagogy emerged in Brazil in the 1970s and has its historical trajectory influenced by foreign authors, such as Sara Paín, Jorge Visca, Alicia Fernández, Ana Maria Rodriguez Muñiz, Bernardo Quirós, Jacob Feldman, and Brazilian authors, such as: Lino de Macedo, Neide Aquino Noffs, Maria Cecilia Almeida e Silva, Nádia Bossa, Elcie Masini, Maria Lúcia Lemme Weiss, Beatriz Judite Scoz, Eloisa Quadros Fagali, Edith Regina Rubinstein, Maria Aparecida Neves, Leda M. Codeço Barone, Maria Célia R. Malta Campos, Maria Cristina Natel, Laura Monte Serrat Barbosa, Evelise Maria Labatut Portilho, Isabel Cristina Hierro Parolin, Simone Carlberg, Neusa Hickele, among others.

In Brazil, Psychopedagogy has its genesis marked by a movement that promoted formation, supervision, advice to education professionals, as well as contact with different theoretical positions on the process of teaching and learning.

Furthermore, the genesis of Psychopedagogy is linked to the need to attend to human beings who have learning difficulties. In this sense, Almeida and Silva (2018) state that, in the beginning, the object of study of Psychopedagogy was the symptoms of learning difficulties, and the objectives were to remedy them.

In the 1970s, learning problems were associated with neurological dysfunction, also called Minimal Cerebral Dysfunction (MCD). In this case, the organicist explanation of the learning problems, the medicalizing attitude and the pathological view prevailed, which, according to Barbosa (2006, p. 52, our translation), "began to have the connotation of a cure and not a processual overcoming of learning difficulties". Thus, in that decade, people with learning difficulties were referred to medical specialists, who issued a diagnosis justifying the aforementioned difficulties.

It should be noted that at the end of the 1970s, Jorge Visca brought to Psychopedagogy the theoretical foundation that was systematized by Pichon-Rivière, called

Convergent Epistemology and “comes to Rio de Janeiro [Jorge Visca], invited by Movimento School (RJ), to teach the first free courses on Psychopedagogy on a constructivist, interactionist and structuralist basis” (RODRIGUES; NOFFS; FABRÍCIO, 1997, p. 6, our translation).

In this sense, Barbosa (2012, p. 13, our translation) adds that in the 1970s “Convergent Epistemology as the foundation of a psychopedagogical proposal arrived in Brazil”, which was widely publicized in Rio de Janeiro, Curitiba, Campinas, Salvador, São Paulo and later spread to other regions of the country through its followers.

According to the theory of Convergent Epistemology, learning is “conceived as a process, in which the learner has an intense participation in their own learning, articulating cognition and affection and ensuring that knowledge is desired and, therefore, learned” (BARBOSA, 2012, p. 13, our translation).

The first specialization courses in the field of Psychopedagogy emerged in Brazil in the 1970s, with the aim of contributing to the formation of professionals who attended to people with learning problems. It is recorded that the first courses with a psychopedagogical focus were offered at the Pontifical Catholic University of São Paulo (PUCSP) in the mid-1970s, and “Professor Genny Golubi de Moraes organized courses aimed at school difficulties and coordinated a service of clinical care for children from the public network at the Clinic of PUCSP” (RUBINSTEIN; CASTANHO; NOFFS, 2004, p. 229, our translation).

Between 1970 and 1972, in Porto Alegre, in the state of Rio Grande do Sul, a formation course for psychopedagogists was offered at the Médica Psicopedagógica Clinic, which, in 1974 and 1975, was adapted and taken to the Federal University. from Rio Grande do Sul, becoming a specialization course in Psychopedagogy.

In 1979, the first “regular course in Psychopedagogy was created in São Paulo at the Sedes Sapientiae Institute, an initiative of Maria Alice Vassimon, pedagogue and psychodramatist, and Mother Cristina Sodr  D ria, director of the Institute” (RUBINSTEIN; CASTANHO; NOFFS, 2004, p. 229, our translation).

Then came the *lato sensu* specialization courses in Psychopedagogy in the state of São Paulo from the 1980s onwards, which later spread to other institutions and regions in Brazil. In that decade, according to Rubinstein, Castanho and Noffs (2004, p. 230, our translation), the formation of professionals in Psychopedagogy in different Brazilian capitals “had the important collaboration of psychopedagogists [...] who showed the possibility of understanding the student that fails from an integrated vision”.

Another important milestone was the foundation of the Psychopedagogues Association of São Paulo on 12 November 1980, which later became ABPp (BARBOSA, 1994). We highlight that the ABPp is “a private law association, nationwide, non-profit and economic, has a technical, scientific and social character, with a preponderant focus on Psychopedagogy activities” (ABPp, 2013b, p. 1, our translation).

The creation of the ABPp represents a milestone for the class of psychopedagogues, consolidating itself as a national reference body, committed to technical-scientific improvement, with the function of aggregating professionals from the Brazilian territory, engaging them in debates, meetings, conferences, courses, seminars, congresses and events at regional, state, national or international levels.

Also the ABPp, as a “class agency since the 1980s, when it was established, is concerned with several issues: regulation of the profession, ethics and formation, among other priorities” (RUBINSTEIN; CASTANHO; NOFFS, 2004, p. 233, our translation).

In 1982, the first Bulletin in the field of Psychopedagogy was prepared, which in 1991 gave rise to the journal *Psicopedagogia*. This is maintained until today with continuous publications, conserving the quality, promoting discussions, debates and the strengthening of a theoretical body that allows psychopedagogues new reflections and the improvement of their practice. It is worth highlighting that the Bulletin and the journal *Psicopedagogia* are important for the constitution of the identity of Psychopedagogy in Brazil, as for many consecutive years they were the only source of dissemination of knowledge in this area (BAPTISTA, 1996).

To assist children with learning difficulties, in 1983, the Pedagogical Guidance and Counseling Nucleus (NOAP) of the Education Department of the Pontifical Catholic University of Rio de Janeiro (PUC-RIO) was created. According to Teixeira and Freitas (1993), the work developed by that nucleus sought to integrate the university, community and elementary school; therefore, schools were offered the possibility for the university to develop actions within the context of the school context.

Then, in 1984, the 1st Meeting of Psychopedagogists was held in São Paulo, covering the theme "Experiences and perspectives of psychopedagogical work in the Brazilian reality", with the theme "Psicopedagogia - preventive and therapeutic view in the learning process of child, adolescent and adult in formal and informal education and in different institutions". This meeting aimed to: bring together psychopedagogues, researchers and professionals from different areas – educators, psychologists, neurologists, psychiatrists, speech therapists, educational therapists and others who contribute to the theoretical and practical knowledge of

Psychopedagogy; discuss theoretical and practical trends in preventive and therapeutic approaches to Psychopedagogy; comprehensively situate the professional role and identity of the psychopedagogues in our environment; propose the creation of the Brazilian Association of Psychopedagogy and the formation of state associations (BARBOSA, 1994).

In this first 1st Meeting of Psychopedagogues, it was proposed the transformation of the São Paulo State Association of Psychopedagogues into ABPp, which incorporates, in its history, the foundation date of the Psychopedagogue Association of São Paulo (BARBOSA, 1994). In several regions of Brazil, that same year, there were movements and debates with the aim of defining the profile of the professional psychopedagogues.

The first formal course in Clinical Psychopedagogy was started at the private level at the Center for Psychopedagogical Studies of Rio de Janeiro in the 1980s, which followed the model carried out by the Buenos Aires Study Center, directed by Jorge Visca. During this period, the State University of Rio de Janeiro (UERJ) created the Psychopedagogy Service, which aimed to serve the local community.

Following a historical path, the II Meeting of Psychopedagogy was held in 1986 and, in the same year, the III Meeting and I National Congress of Psychopedagogy took place, as the unifying and organizing sphere of debates and standardization of guidelines for the field of Psychopedagogy. These events provided space for a greater number of participants with diversified knowledge, with the aim of bringing professionals together and building a comprehensive view of learning.

Between 1986 and 1987, in Rio de Janeiro, meetings were held between professionals in the field of Psychopedagogy and representatives of university institutions, which aimed to create the Brazilian Association of Psychopedagogy - Section Rio de Janeiro (ABPp-RJ), which was created in 1987. The aforementioned Association “was the second created in Brazil and, since its foundation, it has been holding periodic scientific events with the primary objective of meeting the needs of professionals involved with learning” (ZENICOLA; CASTRO, 2007, p. 152, our translation).

From the 1990s onwards, it is also observed that there was an expansion of the psychopedagogical praxis, which started to understand the human being as an active subject of their learning and linked to the other who teaches (BERLIM; PORTELLA, 2007).

Then, in 1990, the first specialization course in Psychopedagogy was created at the Pontifical Catholic University of Paraná, and the selection of candidates was carried out by analyzing the curriculum vitae, requiring professional experience of at least two years and graduation at the 3rd degree level (PORTILHO, 1992). According to the author, the

Psychopedagogy course aims to integrate the various areas of knowledge in order to study in-depth learning as a dynamic and evolutionary process.

Also in Belo Horizonte, in the 1990s, the first Psychopedagogy course at the *lato sensu* postgraduate level was created, developed by the Extension and Research Center of the Minas Gerais State Education Institute (RUBINSTEIN; CASTANHO; NOFFS, 2004). From that decade on, in Brazil, it is known that the Specialization courses in Psychopedagogy have increased considerably, being offered by several Brazilian universities.

In 1990, the Brazilian Association of Psychopedagogy - Section Goiás (ABPp-GO) was founded, which developed several actions, such as the holding of Formation Courses for the psychopedagogue, which allowed professionals in the capital and interior areas the chance to improve their knowledge and their psychopedagogical practices (ABPp-GO, 2020).

Also created in 1990 was the Brazilian Association of Psychopedagogy – Paraná Section, headquartered in Londrina. And, in 1991, the Psychopedagogy study group in Curitiba became a Subsection of the Paraná Section (BARBOSA, 1994).

Another important event took place in 1992: ABPp promoted the II Brazilian Congress of Psychopedagogy and the V Meeting of Psychopedagogues, covering the theme “The Psychopedagogical Praxis in the Brazilian National Reality”. During the general meeting held at this event, the principles and guidelines that generated the first Code of Ethics of Psychopedagogy were constituted, which had as its primacy delimit the objectives of Psychopedagogy and the main nuances of the identity of the psychopedagogue.

To discuss institutional psychopedagogical work, the VI Meeting was held in 1994, with the theme “Institutional Psychopedagogy”. Then, in the same year, a Psychopedagogy Course was implemented by the ABPp, on an experimental basis, based on its own formation model, which was theoretically based following the proposal of the document on the professional identity of the Psychopedagogue elaborated in 1989 (SCOZ, 1998).

In 1996, the Brazilian Association of Psychopedagogy - Bahia Section (ABPp-BA) was created, which excels in the development of study groups, lectures, courses, workshops and services, aiming to contribute to the formation and development of psychopedagogues with a focus on an inclusive and transformative educational perspective (ABPp-BA, 2019).

It is evident that, in 1996, one of the researchers and founders of the Brazilian Association of Psychopedagogy (ABPp), Neide de Aquino Noffs, defended her doctoral thesis at the University of São Paulo (USP), entitled “*Psicopedagogo na rede de ensino: a trajetória institucional de seus atores-autores*” (Psychopedagogue in the teaching network: the institutional trajectory of its actors-authors), which was the first thesis in Brazil in the field

of Psychopedagogy (NOFFS, 2003). It is important to highlight that the aforementioned author defends the importance of the psychopedagogue as a new education professional. She was president of the ABpp in the terms of 1995/1996 and 1997/1998, and since 1995 coordinates the commission that seeks to regulate the profession of psychopedagogue in Brazilian territory.

In 1998, the VIII Meeting of Psychopedagogues took place in São Paulo; at the event, reflections and discussions were held that resulted in the creation of the first register of Psychopedagogy courses in Brazil. Also, the researcher Maria Cecilia Almeida e Silva, in the same year, took the initiative to seek a theoretical foundation for Psychopedagogy, which “came from the observation that Psychopedagogy in Brazil is apparently in a pre-knowing phase with positive characteristics of this state [...]” (ALMEIDA E SILVA, 2018, p. 17, our translation).

In 2003 the Lumiar Psychopedagogical Service Project of the Brazilian Association of Psychopedagogy of Section Ceará was created, which sought to contribute to the service of people who did not have the financial conditions to pay for the psychopedagogical intervention (SILVA; CASTRO, 2007).

In that same year, according to Barbosa (2007), the I Meeting of Psychopedagogy of Paraná took place in Maringá and, in São Paulo, the VI Brazilian Congress of Psychopedagogy, the II Latin American Congress and the X Brazilian Meeting of Psicopedagogues were held in which debates and discussions were held on the quality of formation of professional psychopedagogues, also aiming to update the records of Psychopedagogy courses in Brazil.

In 2005, the first undergraduate course in Psychopedagogy offered by the Pontifical Catholic University of Rio Grande do Sul (PUCRS) was recognized. During this period, two other undergraduate courses were also in progress: one at La Salle University Center, located in Canoas, in Rio Grande do Sul, and another at FIEO University Center, located in Osasco, in the state of São Paulo.

At FIEO University Center, which is the Foundation Teaching Institute for Osaco, a specialization course in Psychopedagogy was created in 1994 as a pilot experience for a future master's course in the area. In 2006, at the respective University Center, the creation of the master's course was authorized, first with a concentration area in Psychopedagogy, being later reformulated to the master's course in Educational Psychology (UNIFIEO, 2020).

Along the historical trajectory of Psychopedagogy in Brazil, in addition to the ABPP at the national level, Sections and Nuclei were created throughout the Brazilian territory.

Currently, ABPp has 15 Sections and 5 Nuclei distributed throughout the country. Check it out in sequence: in the South Region there is the Rio Grande do Sul Section, Santa Catarina Section, Paraná Section, Paraná North Nucleus; in the Southeast Region there is the São Paulo Section, Rio de Janeiro Section, Espírito Santo Section, Minas Gerais Section and Southern Minas Section; in the Midwest Region, Federal District Section, Goiás Section; in the Northeast Region, the Bahia Section, Sergipe Section, Pernambuco Section, Paraíba Nucleus, Rio Grande do Norte Section, Ceará Section and Piauí Section; and in the North Region, there is the Pará Section and the Maranhão Nucleus (ABPp, 2020).

It is noteworthy that the representative agency of Psychopedagogy in Brazil, the ABPp, since its foundation, has excelled in developing actions and "promotes courses and events in which the focus continues to be the study of identity, areas of knowledge, formation of the psychopedagogues, recognition of the profession" (NOFFS, 2003, p. 60, our translation).

Resolution No. 1 of 6 April 2018 (CNE, 2018) was published, which establishes guidelines and standards for the offer of *lato sensu* postgraduate courses called *specialization courses*, within the scope of the Federal System of Higher Education, as provided for in art. 39, paragraph 3, of Law n. 9,394/1996, and also offers other measures (BRASIL, 1996).

After the publication of the aforementioned resolution, according to the ABPp (2019b), the Formation and Regulation Commission presented the references of its study to the National Council of the ABPp, and the commission understands that it must suggest a Formation Policy that points out the principles that organize the actions in the area.

At the IV National Psychopedagogy Symposium, which took place in 2019 in São Paulo, the theme was "Psychopedagogy and Professionalization: contexts and transformations". This Symposium aimed to provide opportunities for the realization of dialogues, reflections and collective propositions among peers that offered subsidies to professional psychopedagogues in face of the challenges encountered in daily practice in the field of Psychopedagogy.

In the city of Londrina, in the state of Paraná, on 4 and 5 October 2019, the 1st Symposium on Psychopedagogy of the South Region took place, whose theme was "Dialogues with related areas - History, research and areas of action". In addition to this, in Brazil, in 2019, the Symposium of Psychopedagogy of the Northeast Region, of the North Region, of the Southeast Region, and the Symposium of the Midwest Region, which were held separately, one in the Federal District and the other in Goiás, took place in Brazil.

Therefore, the History of Psychopedagogy in Brazil is marked by the creation of representative bodies, by struggles, movements and achievements that strengthened this area.

Regulation and standardization of Psychopedagogy in Brazil

The growth in the number of professionals working in the field of Psychopedagogy motivated the creation of documents with the purpose of standardizing and guiding the work of the psychopedagogue in Brazil. Psychopedagogy representatives from various Brazilian states, coordinators of Psychopedagogy courses, representatives of Sections and Nuclei, who, with the collaboration of the Argentinean psychopedagogue Sara Paín, sought to discuss aspects of the professional profile of the psychopedagogue.

It is also noteworthy that the discussions promoted in Psychopedagogy events, the growing expansion of specialization courses in the area in the five Brazilian regions and the increase in the number of formed professionals led ABPp to create a document on the Professional Identity of Psychopedagogue. With the need to regulate the psychopedagogical profession, in 1988, the representatives of the ABPp received guidance from the document referring to the professional profile of the psychopedagogue prepared by Prof. Guiomar Namo de Mello, who at the time was a state deputy (SCOZ, 1998).

Thus, the various events, debates and discussions contributed to the creation of the first version of the Psychopedagogy Code of Ethics, which was prepared by the National Council of ABPP in the 91/92 biennium and later reformulated by the National Council of Psychopedagogy in the 95/ 96.

It is important to highlight that the Psychopedagogue Code of Ethics is a document that is constantly updated, regulates the principles of Psychopedagogy, the exercise of psychopedagogical activities, formation, responsibilities and duties of psychopedagogues and relationships with other professions. It establishes the rules of professional secrecy, portrays the norms for scientific publications, guides how professional advertising should be, deals with fees and provides observances regarding compliance with the document, which is recommended by the National and State Councils of the ABPp.

In 1996, through Federal Deputy Barbosa Neto, the members of ABPp, composed of the president, at the time Neide de Aquino Noffs, the vice-president, Nívea Fabricio, the president of the Goiás Section, Marilene de Azevedo Ribeiro, the vice-president from the same Section, Maristela Nunes Pinheiro, and Congressman Barbosa Neto himself participated in a hearing in Brasília, with the objective of clarifying and explaining about the ABPp,

articulating with the objectives of the III Congress of Psychopedagogy, which would take place in the same year, in 1996, which aimed to discuss the field of activity of the psychopedagogue and the professional profile.

In 1997, Deputy Barbosa Neto created the first Bill of Law n. 3,124/97, which provides for the regulation of the profession of psycho-pedagogue; it also creates the Federal Council and the Regional Councils of Psychopedagogy and determines other measures (BRASIL. CONGRESSO NACIONAL. CÂMARA DOS DEPUTADOS, 1997). The aforementioned Bill “aims to discipline the exercise of Psychopedagogy as a profession, as well as the various areas of its performance” (RUBINSTEIN; CASTANHO; NOFFS, 2004, p. 235, our translation).

Another important milestone in the field of Psychopedagogy occurred in 2000, the creation of the Basic Guidelines for the Formation of Psychopedagogues in Brazil and the thematic axes for the Psychopedagogy Formation Courses, which were the result of events entitled Pre-Congress of Course Coordinators and Supervisors of Internship, V Brazilian Congress of Psychopedagogy, I Latin American Congress of Psychopedagogy and IX Meeting of Psychopedagogues (BARBOSA, 2007).

Then, the occupation of educational psychologist in the labor market was officially recognized in 2002, established in the Brazilian Classification of Occupations, being inserted in the occupational family 2394-25 of programmers, evaluators and teaching advisors (ABPp, 2002). From the creation of the Brazilian Classification of Occupations, it is expected, in terms of national legislation, that the profession of psychopedagogue will be regulated through legal procedures.

With the expansion of courses in Psychopedagogy in Brazil, the Formation and Regulation Commission of the National Council of ABPp, under the coordination of Evelise Maria Labatut Portilho (PR), Luciana Barros de Almeida (GO) and Neide de Aquino Noffs (SP), together with the representative team of ABPp, created, in 2008, the document called Basic Guidelines for the Formation of Psychopedagogues, which guides the organization of courses in Psychopedagogy, which must form professionals who guarantee learning as a right for all human beings. In relation to the *lato sensu* courses, observing the specificity and complexity of the education of the psychopedagogue, the Psychopedagogy documents, at the time, recommended that the minimum workload of the specialization was 600 face-to-face hours, covering theoretical study and practical activities with internships in area of Psychopedagogy.

Also in the same year, Bill n. 3,512-C of 2008, was created, authored by Raquel Teixeira, which "provides for the regulation of the exercise of the activity of Psychopedagogy", being free throughout Brazil the exercise of the psychopedagogical activity, since that the legal provisions are observed and respected. It is noteworthy that, in 2010, the aforementioned Project was unanimously approved by the Constitution and Justice and Citizenship Commission, through an ordinary deliberative meeting (BRASIL, 2008).

Bill 31/2010, the second authored by Federal Deputy Raquel Teixeira, which regulates the activity of Psychopedagogy, was also approved by the Social Affairs Committee (CAS) of the Federal Senate and then returned to the Chamber. Until 2019, the Project remained in process for voting in the National Congress, and the steps for regulation and voting were monitored by representatives of ABPp (BRASIL, 2010).

At the Pre-Congress of the IV National Symposium on Psychopedagogy, a meeting was held with course coordinators, which aimed to update the Guidelines for the Training of Psychopedagogues in Brazil (2018/2019). At this meeting, according to the ABPp (2019b), a set of indicators was presented, guidelines for the construction of the curricular matrices of formation courses in Psychopedagogy at undergraduate or graduate levels, which are described in full below: 1) Curriculum flexibility – Curriculum matrix with specific knowledge also providing knowledge necessary for the regional context; 2) Interdisciplinarity/multidisciplinary/transdisciplinarity; 3) Psychopedagogical intervention – supervised by a psychopedagogue; 4) Research – intervention and knowledge construction; 5) Collaborative shared management (collegiate course), welcoming environment (systemic vision); 5) Distance Education (DE) – hybrid model – taking care of personal formation; 6) Minimum workload of 450 hours for the *lato sensu* course and for the undergraduate course at least 3,200 hours;

Regarding the distribution of the workload in the *lato sensu* courses, the ABPp (2019b) suggests that at least 360 hours of the courses address specific knowledge - theoretical-practical references within the area of knowledge and at least 90 hours are activities of intervention. It is important to highlight that, according to the ABPp (2019c), the workload of specialization courses with 360 hours is purely insufficient for the formation, highlighting the need for supervision in Psychopedagogy for professional formation and improvement.

In 2019, the last update of the document called the Psychopedagogue Code of Ethics was also carried out by the Ethics Committee and with the consent of the National Council of ABPP in the 2017/2019 triennium, being approved at the General Assembly held on 26

October 2019, which took place at the IV National Symposium of Psychopedagogy (ABPp, 2019a). It appears that since its creation, this document has been reformulated four times and, according to the ABPp (2019a, p. 1, our translation), it is necessary to constantly update the text so that it “maintains in accordance with the expectations of the professional category and society”.

By detailing the historical aspects of the trajectory of Psychopedagogy, it is observed that many advances have occurred, which have contributed to the opening of new spaces for professional practice, drafting laws, codes and guidelines specifying the attributions and responsibilities of professionals formed and/or specialized in area of Psychopedagogy, in addition to collaborating in the strengthening of struggles in search of regulation of the psychopedagogical profession.

Final considerations

It is concluded that by bringing data from the historical trajectory of Psychopedagogy in Brazil, the importance of ABPp, congresses, events, debates and meetings held at regional, state and national level, which contributed to discussions and reflections on Psychopedagogy in Brazil, the formation and performance of the psychopedagogue, the professional identity and the regulation of the profession.

It should be noted that the events also contributed to reflections, discussions and preparation of documents, such as the Psychopedagogue Code of Ethics, Guidelines for the Formation of Psychopedagogue in Brazil, National Parameters for the Elaboration of Public Competitions, among others.

Furthermore, the realization of the thesis made it clear that the theoretical-bibliographic research combined with the data obtained and analyzed offer subsidies capable of strengthening the actions and struggles in favor of the regulation of the position of psychopedagogue. The research has significant contributions in the sense of giving greater prominence to the professional psychopedagogue and their contributions towards learning and improving education for all students.

These insights can be deepened from the complete reading of the research; we leave this suggestion here. It is expected that this study will provoke concerns about Psychopedagogy in Brazil, mobilizing interested parties to produce new studies that can contribute to the continuous development of the area in the country.

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