

CARE IN THE CASE OF ASD – ASD

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RESUMO: Neste trabalho será abordado a respeito da importância do atendimento educacional especializado no desenvolvimento pedagógico de crianças com Transtorno do Espectro do Autismo-TEA. Sendo a finalidade dissertar sobre a excepcionalidade que o suporte educacional, acompanhado de uma equipe estruturada e multidisciplinar favorece na educação da criança com autismo. Este Artigo dará ênfase ao progresso que a escola fornece na trajetória de alunos com alguma necessidade específica, como por exemplo, aqueles que possuem TEA. O favorecimento positivo que um atendimento educacional especializado e as suas políticas de uso e aplicabilidade apresentam será relatado através das relevâncias que uma sala de recursos multidisciplinar, unida a uma rede de funcionários habilitados e o apoio familiar podem proporcionar na aprendizagem pedagógica, moral e social dos discentes com autismo, uma vez que a educação especial produz resultados positivos e duradouros para toda a vida no indivíduo que dela usufrui. Além disto, apontar o surgimento do termo autismo e a contextualização discutida do Atendimento Educacional Especializado- AEE baseado nas Diretrizes do Ministério da Educação como também mencionar pontos importantes no comportamento do docente perante situações de debates não articulados em sala sobre inclusão, aprimorando a vivência da turma através do desenvolvimento da criança com Transtorno do Espectro do Autismo.

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Palavras-chaves: Educação. Autismo. Educação Especial. Atendimento Educacional Especializado. Inclusão.

ABSTRACT: This work will address the importance of specialized educational care in the pedagogical development of children with ASD-Autism Spectrum Disorder. The purpose is to discuss the exceptionality that educational support, accompanied by a structured and multidisciplinary team, favors the education of children with autism. This Article will emphasize the progress the school provides in the trajectory of students with a specific need, such as those with ASD. The positive favoring that a specialized educational service and its use and applicability policies present will be reported through the relevance that a multidisciplinary resource room, together with a network of qualified employees and family support can provide in the pedagogical, moral and social learning of the students with autism, since special education produces positive and lasting results for life in the individual who enjoys it. In addition, pointing out the emergence of the term autism and the contextualization discussed in Specialized Educational Service - AEE based on the Guidelines of the Ministry of Education, as well as mentioning important points in the teacher's behavior in situations of non-articulated debates in the classroom about inclusion, improving the experience of class through the development of the child with Autism Spectrum Disorder.

Keywords: Education. Autism. Special education. Specialized Educational Service. Inclusion.

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INTRODUCTION

This article presents as its theme the importance of Specialized Educational Service (SES) in the pedagogical development of children with Autism Spectrum Disorder. Identifying and recognizing the effectiveness of the methods acquired for better student development is fundamental in the educational process.

The theme was selected due to the observance of the social issues that build the country and the wide scarcity of resources. In the school grounds, the impasses presented by some students with ASD is the vehement response to the slowness of the public power for schools, not only in supply, but also in inspection and demand, which highlighted points that previously went unnoticed by the eyes, when in fact the difficulty in the development of children with autism comes from social forgetfulness. Considering that this disorder interferes with social development, the importance of detecting and working on it during the student process contributes, mainly, to the intellectual and social self-esteem of the student, being fundamental for his formation as a citizen, which points to the discussion of specific methods as indispensable.

After arguing about this study, the observance brought us to reflect on the following question: the importance of specialized educational care in the social and intellectual growth of children with ASD

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In order to answer the question of the aforementioned article, we point out the following general objective: To avidly perform the methods addressed in the Inclusive Special Education course for the development of students with ASD who are in the process of training.

The specific objectives are: To delineate the historicity of autism; listing the need for specialized educational services; Emphasize the dimension of SEA techniques and point out the relevance that inclusive schools produce in the educational and social formation of children with Autism Spectrum Disorder (ASD).

METHODOLOGICAL PERCUSE

The methodological approach adopted in this study used a qualitative approach. According to José Camilo Santos Filho (1995), qualitative research "... conceives of man as subject and actor, emphasizing the centrality of meaning as a product of social interaction." (SANTOS, 1995, p.41).

The research procedure used in this article is based on a bibliographic research. According to Antônio Joaquim Severino (2013), bibliographic studies "... it is the one that is carried out from the available record, resulting from previous research, in printed documents, such as books, articles, theses, etc.". (SEVERINO, 2013, p.106). In order to deepen the discourses presented, we resorted to field research. From the perspective of Antônio Joaquim Severino (2013), "research is approached in the proper environment for research". (SEVERINO, 2013, p.107).

The data collection instrument used was observation. According to Marina de Andrade Marconi & Eva Maria Lakatos (1999), the observation "... It uses the senses to obtain certain aspects of reality. It consists of seeing, hearing, and examining facts or phenomena." (MARCONI; LAKATOS, 1999, p.90).

The locus of the research was a Municipal School, Recife-PE, in the classes of Early Childhood Education and Elementary School, respectively. With structure and support for the development of students, however, with the absence of effective resources for the resourcefulness of the theme addressed.

THEORETICAL BACKGROUND

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THE IMPORTANCE OF SPECIALIZED EDUCATIONAL CARE IN THE PEDAGOGICAL DEVELOPMENT OF CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)

The birth of a child always generates a lot of expectations for the mother and family. Currently, through prenatal care, with ultrasonography and other exams, it is already possible to monitor the formation of the baby in the mother's uterus, to know if everything is in order or if there is a problem. When something is detected, even in prenatal care, it is easier to seek a cure and have more medical guidance. After birth, the family monitors the child's development and usually the parents expect it to be within the standard that most of society deems normal. When this does not happen, the child is unable to perform activities expected for their development, such as: not following object movements with their eyes, not being startled by very loud noise or not being able to stand noises; not walking; Not talking and isolating oneself from people, among others, causes a certain frustration in the family, starting to observe the child more, to be sure that the help of doctors and specialists is necessary to give a specific clinical diagnosis.

According to the MEC:

The Ministry of Education, through the Secretariat of Special Education, considering the Federal Constitution of 1988, which establishes the right of everyone to education; the National Policy on Special Education from the Perspective of Inclusive Education, January 2008; and Legislative Decree No. 186, of July 2008, which ratifies the Convention on the Rights of Persons with Disabilities (UN, 2006), establishes the Operational Guidelines for Special Education for Specialized Educational Service (SES) in basic education, regulated by Decree No. 6,571, of September 18, 2008." (BRAZIL, 2008, p. 13)

The establishment of the operational guidelines for special education for specialized educational service in basic education regulated by the Ministry of Education contributed to a great advance in legal frameworks and pedagogical principles, equality, and conditions of access to participation in an inclusive educational system . The guidelines guide schools in their organization and work planning. The Specialized Educational Service Program is a public policy aimed at students who have specific learning needs. According to the Ministry of Education, "special education is a teaching modality that crosses all levels, stages and modalities..." (BRASIL, 2008, p.16). This means that the study in basic education is assured to the autistic child, as well as specialized educational care. This service complements the student's education with a view to autonomy and independence in school and outside of it. Special education services and resources are those that ensure conditions of access to the curriculum through the condition of accessibility to teaching materials, spaces and equipment, communication and information systems, and school activities. Parents or guardians of a child diagnosed with ASD must enroll in a regular school, which must offer specialized educational care (SES), promoting access and conditions for quality education. Under this circumstance, the need to understand the term autism in order to understand the reason for the emergence of the term Autistic and especially to understand the importance of monitoring. Taking into account the beginning of the social formation, that any individual who presented behavioral patterns was, consequently, pointed out as crazy, specifically schizophrenic, since any person who obtained any difference in the pattern, was characterized and reclusive from social life, being often considered as someone incapable of living in society. This "separate circle" included children, young people and adults with specific needs who received the general labeling of schizophrenics without any procedural clinical report to prove it. After that, Leo Kanner, who participated in an observatory study of 11 "schizophrenic" children where this thesis was overturned after understanding that the children in study did not have a standard behavior of schizophrenic people, rectified the term and thus created the definition of autism, which comes from the Greek "*autós*" which means by itself. During this phase, many scientists believed that autism

came from the mother, i.e. congenital; This position was overturned, as were others that resulted in the recognition of Autism Spectrum Disorder as a disorder in 1968, and only in 1993 did they join the *World Health Organization* (WHO). In other words, the importance of studies about ASD are the crucial tools for the development of Specialized Educational Service, in which it has in its formation the function of improving the learning of the individual with autism and their social life, since one of the milestones of this disorder is the difficulty in social life, which is variable obtaining numerous degrees. It is known that ASD manifests and develops differently in each case Mello (2004, p.114-115) characterizes the triad of difficulties that would be the common manifestations caused by autism, they are:

[...] Communication difficulty - characterized by difficulty in using all aspects of verbal and non-verbal communication. (...) Difficulty socializing - this is the crux of autism and the easiest to generate false interpretations. (...) Difficulty in using imagination - is characterized by rigidity and inflexibility and extends to the various areas of the child's thinking, language, and behavior. Example: obsessive and ritualistic behaviors.

It is necessary to work on each area of difficulty presented by the autistic child, whether in communication, socialization or the use of imagination, there are characteristics common to the general picture, but also unique according to each person. There is no formula for teaching children with ASD. Today, education experts already know: even if two people have the same diagnosis, they can react differently to the same pedagogical proposal. So what works for one student with autism may not work for another. Thus, the interventions should be analyzed individually by the entire multidisciplinary team that follows the case. To teach a child with autism, the teacher does not need to be an expert in the disorder, but he or she should have at least a succinct notion of how to improve his or her educational tactics to work with. In addition, it is important that you try to get to know all students individually, also taking a close look at the process of how each one learns in an attempt to enrich the applicability of the activities on the school grounds. More than specific knowledge, the inclusion of these children requires a change in the school's policy and how it does education. It is through this need that the included school enters into specialized educational issues, considering that one of the biggest obstacle points in children with ASD is the difficulty in socialization, which directly interferes in the pedagogical progress of the child with autism. It is precisely because of this issue that there is a need for a space capable of providing greater support to the intellectual advancement of the individual.

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The education that includes is the one that obtains an adaptive structure in the function of introducing the child to the pedagogical environment in order to face the obstacles that the disorder presents and overcome the social barriers through inclusion, especially in school, where it is the environment that the child has greater access to the variability of races, people, ethnicities and among others that favors their learning. According to Melo, Lira and Facion (2008, p.65), education that makes it possible to educate in an inclusive way, [...]

[...] It imposes the construction of a project that will not happen by chance or from one moment to the next and that is not an individual task. On the contrary, it is a collective work, which involves discourses and clashes between different spheres (government, society, school and individual) in which it is possible to reflect on which school we want to build and which individuals we want to form.

The magnitude that the inclusive school provides to the development of the child with ASD is explicit when it presents an advance in interactional behavior engaged in social and educational advancement as well. However, the multidisciplinary team becomes the point that interconnects the social to the educational, stabilizing a bridge as a means of contingency capable of providing the child with ASD with a peaceful and healthy life.

Even so, it is worth noting that the inclusive school does not refer only to a multidisciplinary team or a specialized educational service room. It is relative according to the entire organization that the educational institution has, such as the space, the team, specific work instruments as well as an operating system, an active faculty that interacts with the child and their respective physiological, educational and social needs. A park that offers sensory group activities; Didactic materials that are directed to autistic people and among other utensils, are part of the set of essential items for the formation of children with Autism Spectrum Disorder that, unfortunately, are scarce in many public and private schools, which hinders the entire multidisciplinary network to advance in education. Appealing to the contextualization of theory is the biggest setback in the current period, since the Ministry of Education has already provided the main guidelines that an inclusive school must have for pedagogical development to occur. However, the government's slowness in education further emphasizes the difficulties of the cases, hindering the entire methodology addressed and reformulated by the team.

This means that the moment calls for practice and not more theory, since there is already guidance on how to work with this demand from students. Based on this criterion, the analysis under the proper working conditions and desired result has an exorbitant variation deriving, solely and exclusively, from negligence. If we compare the educational

structure of private schools with the public school system, the increase in advantage comes not only in the systematic organization of learning practices, but also, mainly, in the inevitable absence of minimum resources that a Specialized Educational Service room should have. Following this logic, it is necessary to clarify what an SEA room is. According to the Instituto Paradigma website (2013, p. 32):

The multifunctional resource rooms are environments equipped with equipment, furniture and didactic and pedagogical materials for the provision of specialized educational services that have the following objectives: To provide conditions of access, participation and learning in regular education to students with disabilities, global developmental disorders and high abilities or giftedness, enrolled in the regular public school system.

Rich in materials that can meet the requirements of pedagogical planning, the Multifunctional Resource Rooms are fundamental for the improvement of what is learned in the classroom as well as in the attempt to develop the individual's social skills through games and guided activities. The goal is fully achievable through a well-equipped room. Already aiming at the difficulty in quickly aggregating such equipment, the MEC developed a program that would facilitate the implementation of the AEE tools, in view of the organizational demand, that is, as they are differentiated instruments, the attention to applicability, use and conservation has a whole guide, ensuring a greater durability of the equipment. In addition to ensuring greater avidity in the process of organizing the school structure to receive this enriching space, the Program for the Implementation of the Multifunctional Resource Room established by the Ministry of Education, brings with it a spreadsheet of documents that enable the faster application of the SEA in the institutional premises. As well as means of granting various materials through donations that occur in a corporate way.

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According to the MEC:

The donation of the items is configured as the delivery of public assets for the safekeeping and care of the beneficiaries. The Contract for the Donation of the goods of the multifunctional resource rooms is formalized by the Ministry of Education through the Secretariat of Special Education/SEESP, which forwards it in three copies for signature by the head of the Secretariat of Education, stipulating a period of 30 days for its return." (BRASIL, 2012, p. 54).

The organization offers security and brings multiple benefits between those who donate and the government, being a bridge for the improvement of commercial relations between private companies, individuals and other institutions. Such action provides the government with an immediate line of findings that need these tools already present, which, however, need to be distributed to state and municipal schools without these materials.

The instruments are diverse, among them are informative technological devices, books in Braille, alphabet in LIBRAS, games for inclusion, Golden material, tactile body system, embossed numerical sequence, dice and bingos in LIBRAS and Braille, mat assembles and disassembles and among others. The list is huge and they are extremely important in the pedagogical path that, bringing to the reality of children with ASD, stimulate the cognitive, sensorial and communicative part, considering that children with autism have difficulty in speech, are hyperactive, aggressive, easily irritated and are extremely sensitive to sound. These difficulties are emphatic characteristics of the concern that should be had with the follow-up in the Resource Room, and silence and tranquility in the space are essential throughout the service.

In accordance with the guidelines (BRASIL, 2009 Decree No. 13/2009), In order to work in the SES, the teacher must have initial training that qualifies him or her for teaching and specific training in special, initial or continuing education. The training and updating of SEA teachers are very important, as they provide knowledge of the general characteristics of children with ASD. This knowledge emerges under the work strategies. From the moment there is knowledge of the being, the possibilities of interaction and leading the child to new horizons of learning are expanded. In addition, it helps in the articulation with the teacher of the regular classroom and the rest of the school community so that it flows smoothly and in agreement with regard to inclusive and accessibility guidelines.

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It should not be forgotten that the offer of specialized educational service (SES) must be included in the Pedagogical Project of the regular school, organized in a multifunctional resource room. The care of the child should take place in the opposite shift and that becomes the result of many speculations among many who question why the care should be at this time. The answer is clear, because the autistic child has difficulties in affective and social relationships and seems to live in an isolated and parallel universe. To take her out of the regular classroom, to do the service, would be to reinforce this characteristic. Contact with other children in their age group provides communicative, social and behavioral learning. The report of the teacher's experience in 2016 with a student diagnosed with ASD proves this:

The child, in the previous year, did not stay inside the classroom and had a lot of difficulty relating to classmates and other school staff. That year, she was promoted to the second year of elementary school. On the first day of school, the mother went to take her and said that she would stay at the school, because she did not know how the child would

react to the new situation. Treating it normally, considering its specificity, was the crucial point. Upon entering the classroom, she had a first interaction led by the teacher, who began by saying that everyone is equal and special. In the beginning, there was an idea contrary to this thought among the other students that was soon refuted with the conclusion exposed by the advisor: "everyone is special because they are children of God". This transformed the classroom environment, favoring the social growth of the child in question, who exposed his satisfaction through a simple smile, and it is notorious that within it, that position of the teacher, before the class, included her affectively to the student body of the room. Perhaps, she felt discriminated against, excluded, and forced to react differently from others by the weight of the nomenclature. Using the pedagogy of inclusion as a tool: teaching by placing the child with ASD in the participation of all activities was what generated in the class the rupture of this paradigm of exclusion (always considering the limits and special needs of the student in question). After all the involvement, the child began to interact with the other students; talking, playing, running and even fighting with other colleagues; proving the effectiveness that the experience with the class provides to their social development and also in learning. It was through observation that the student in question was successful in learning, because she observed her classmates doing the activities, as well as didactic exercises, and tried to do the same within her limits.

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The teacher of the Specialized Educational Service should know that autism is a disorder that affects the abilities of learning, communication and adaptation. And that in order to start the care work, it is necessary to diagnose the child's life history. In this way, you will understand the cause of some behaviors and facilitate the approach with the child, creating a bond of friendship, affection and respect. The autistic child has his or her own preference for companionship, so the teacher must enable the interaction so that the child feels comfortable and confident accepting the work and activities developed. Soon after the establishment of this relationship, the teacher will develop specific activities, in order to observe the acceptance or not of the student. For the same specific purpose, several didactic resources of the most diverse technologies that exist in the resource room are used. Subsequently, after each service performed, reports and mapping of the advances and difficulties presented are carried out, which will serve as a basis for the preparation and execution of a schedule and plan for specialized educational service, evaluating the functionality and applicability of resources and pedagogical activities such as: games, music,

activities at the interactive educational table, story telling, in line with the contents programmed in the curriculum.

Silva and Almeida (2020, p. 63), found through research clear and objective information related to the teaching and learning process of students with ASD, highlighting that, "the education of an autistic child is an experience that requires from the educator a pedagogical organization aimed at the development of their skills and competencies", therefore, it is of paramount importance that in the inclusion process the teacher recognizes the student's difficulties in the educational process "and seeks the participation and the advancement of all, working with new pedagogical practices".

Orrú (2013, p. 1708) describes that in the SES of students with ASD:

It is important to highlight that social relations promote transformations in development. Therefore, the student with autism, supported by social relationships with other peers, will be able to develop different learning possibilities. Therefore, the focus should not be on the symptoms of autism, on the deficiencies and flaws, as is done in a marked way in the diagnostic criteria, but rather on the potentialities that can be developed by a subject who learns.

However, Silva and Almeida (2020, p.67) in cases of ASD, the main problem is inflexibility, and the "occurrence of such manifestations should not be interpreted as the permanent state of the child or what its future consists of", as these are behaviors that are expected when some change in routine occurs. In this sense, the authors describe the importance of children with ASD being inserted in the school environment as soon as possible, "bearing in mind that the same inflexibility that makes the first experiences in this environment so difficult may also promote attachment to situations that may later become undesirable" (SILVA E ALMEIDA, p. 68).

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Something also important is the bond with the parents, always attentive to how much their child advances in learning and in the acquisition of skills, complementing all this at home through exercises and tasks that are guided to them, as a continuity of the educational work of the school. The Specialized Educational Service works with the objective of achieving the progressive improvement of the student's quality of life, defining the conducts together and involving the autistic person's family frequently in the process. The SEA teacher should, once a month, meet with the parents to receive *their feedback* and, at the same time, talk about their routine at home, receiving special monitoring and attention in the interventions.

With the advancement of technology, it is common for parents to give their children a cell phone or *tablet* , consequently, it is necessary for the teacher to use these and other

tools for the development of the autistic child. So, teach and use Assistive Technology resources, such as: information and communication technologies, alternative and augmentative communication, accessible computing, specific software, among others; in order to expand students' functional skills, promoting autonomy, activity and participation. AT in Specialized Educational Service emerges as an updated tool that contributes to the development of strategies, services and resources, with a view to accessibility, as well as the autonomous participation of people with special needs in their biopsychosocial path. As stated by Schimer et al (2007),

Doing AT school is to seek, with creativity, an alternative for the student to accomplish what he wants or needs. It's finding a strategy so that he can do it differently. It is valuing your way of doing things and increasing your capacities for action and interaction based on your skills. It is to know and create new alternatives for communication, writing, mobility, reading, play, arts, use of school and pedagogical materials, exploration and production of themes through the computer, etc. It is to involve the student actively, challenging himself to experiment and know, allowing him to individually and collectively build new knowledge. It is to remove from the student the role of spectator and attribute to him the role of actor. (p.31)

When the autistic child comes across the interactive table in the resource room, for example, he is attracted by all the charm and diversity of educational games in the area of mathematics, history, the environment, social interaction, Portuguese with literacy and storytelling that interact with the child. This stimulates the imagination through the animated story with video that enables the autistic person to understand the plot, since he has difficulty understanding the abstract information. Games stimulate logical thinking, learning and development. Despite the difficulties involved in the treatment of children with ASD, it is possible to use various devices as allies in socialization, as there are many who need more help to develop socially. Specialized educational services are increasingly attentive to the use of technologies to break down barriers and enable the child's development and learning.

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From this perspective, the digital tools easily accessed nowadays bring with them the function of providing autonomy to children with ASD, when encompassed in the context of resources present in the care room. This faithful recognition of the importance of applications and other digital media, which provide the integration of SEA rooms to the high-tech³ system, favoring learning and expanding the techniques of the team involved in the growth and interactional development of the autism child.

³ **High-tech:** high-tech; whose technology is very advanced.

The proof of this is given by the understanding of the social adaptation that, through the efforts presented in inclusive schools, generates in the organization of the collective that intends to end the segregation between people without and with special needs, whether in the middle of the street (through the adaptability of the sign, the asphalt and among other parts), or in the work environments that incorporate autistic people into the workforce. This attitude corrupts ableism, which refers to the prejudice that is based on inferiorizing the human being due to some disability that he has.

Ableism encompasses all forms of prejudice, whether they are against the physically, hearing, visual, mentally impaired or those with some syndrome who are despised by other beings. This name comes from the fact that the people who commit it believe that the disabled will not perform the designated activity successfully due to their limitation, but this is where inclusion comes in (which is not limited to the school territory, but extends to all other areas of social coexistence); through dialogue and interactionism, in addition to contact and guidance, presenting to others that the PNE (Special Needs Ported) can perform any activity that a person without special needs can do, because everyone has the same capacity to perform the tasks demanded.

Lifelong follow-up is crucial, not just limited to the early years of schooling. It is true that the main purpose of the Service is to provide autonomy to those who enjoy it, however, the constant transformations that enter the world can cause numerous reactions. The presence of the family to welcome in the face of any behavioral and intellectual novelty are points that must remain in the daily life of the person with Autism Spectrum Disorder - ASD, in view of the ability that the autistic person has to isolate himself when something is out of his control, so future psychological assistance, family support and continuous interaction must be linked to his priorities.

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This does not mean that the treatment should be differentiated, but that the observance throughout their development as a participating citizen is aligned in order to avoid irreparable damage to the life of the child in formation, since society is, unfortunately, far from being a model of acceptance and equality. Through this, working as soon as possible on the institution for the reception, not only of children with ASD, but any one with special needs is also to prepare the class in the receptive approach and in the introduction of the PNE in the enclosure, emphasizing the affectivity and understanding of equality among all students since they are the adults of the future.

FINAL THOUGHTS

The importance that specialized educational care produces in the development of children with ASD and other special needs is notorious and necessary in the current context, as progress depends on the impact that education has on the social mold in which humanity is inserted. Through this assumption that the desired break in the precepts imposed by society occurs, it contrasts with the measures idealized for children with autism, who face difficulties from an early age due to the characteristics arising from the disorder. Through this, the implementation of SES in the educational system in order to improve the experience of these children and also the recognition of ASD as a disability, imposed on the common the seriousness that manifestation for inclusion adds to the global environment. In view of this, the content exposed in this work presented in a broad and clear way the substantial path that has to be gradually smoothed in the education network, aiming both at the preparation of the school environment and at the preparation of the teaching staff and other employees who are part of the institution.

Therefore, the specific objectives were successively achieved through the development in which the contextualization of autism was outlined through an in-depth research, indicating the need that the Specialized Educational Service grants the structuring of the educational institution that makes use of it, showing, through research, the importance that inclusion brings to the formation of autistic children in their social and pedagogical cycle. Thus, outlining a new strand in society that is routinely willing to break with archaic paradigms, making room for inclusion that begins at school and reflects on the entire social body, emphasizing the role of the multidisciplinary team and specialized teachers who, through teaching, have the power to transform the world.

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