

AUTISM SPECTRUM DISORDER

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RESUMO: O presente artigo foi desenvolvido a partir de pesquisa bibliográfica, documental e estágio supervisionado na escola Monsenhor Fabricio. Tendo como principal assunto as dificuldades das pessoas com Transtorno de Espectro Autista. Com relação ao autismo, temos hoje uma dificuldade quando tratamos do assunto da Educação Inclusiva. Existe uma falta de informação sobre o que deve ser feito ou não quando se tem alunos portadores de necessidades especiais em sala de aula. Assim, este projeto de intervenção teve por objetivo apresentar uma fundamentação teórica sobre as características e tratamentos e as estratégias de ensino que devem ser dispensados aos alunos autistas. Para basear esta proposta fiz uma revisão da literatura utilizando as publicações em português no portal da Biblioteca Virtual em Saúde (BVS), e biblioteca Virtual *Scientific Electronic Library Online* (SciELO), com os descritores Autismo; Revisão; diferentes abordagens. criança; Inclusão; Interação; Social; Aprendizagem; Escola; Educador. Conclui-se que o autismo é uma desordem global que causa reações como, por exemplo, o não desenvolvimento normal da inteligência. Isso resulta na dificuldade de desenvolver relações sociais normais e em comportamentos compulsivos e ritualísticos.

Palavras chaves: Autismo. Criança. Inclusão. Interação. Social. Aprendizagem. Escola. Educador.

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ABSTRACT: This article was developed from bibliographical and documentary research and supervised internship at Monsenhor Fabricio school. Having as main subject the difficulties of people with Autistic Spectrum Disorder. With regard to autism, we have a difficulty today when we deal with the subject of Inclusive Education. There is a lack of information about what should or should not be done when students with special needs are in the classroom. Thus, this intervention project aimed to present a theoretical foundation on the characteristics and treatments and teaching strategies that should be provided to autistic students. To base this proposal, I did a literature review using publications in Portuguese on the Virtual Health Library (VHL) portal, and the Virtual Scientific Electronic Library Online (SciELO), with the descriptors Autism; Revision; different approaches. child; Inclusion; Interaction; Social; Learning; School; Educator. It is concluded that autism is a global disorder that causes reactions such as, for example, the non- normal development of intelligence. This results in difficulty developing normal social relationships and in compulsive and ritualistic behaviors.

Keywords: Autism. Child. Inclusion. Interaction. Social. Learning. School. Educator.

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I INTRODUCTION

The study is based on concepts, characteristics, research and fieldwork through supervised internship. The most accepted concepts about autism, this disorder, and its various syndromes genetically identified or that present characteristic diagnosed conditions that are encompassed in autism.

The intention is to perceive and improve knowledge about learning and the importance of the work of the psychopedagogue in a school institution, his role in pedagogical intervention in cases of ASD, making it possible to understand these relationships, in order to seek a new look at this problem.

A real case will be reported and studied, which illustrates the possibilities of a child with autism, learning and socialization. For the evaluated child, specific psychopedagogical instruments were applied, such as: interview with parents/guardians, observation of the child in the classroom and at recess, application of activities, starting from the Operational Interview Centered on Learning, projective activities, psychomotor assessment, academic activities of Portuguese Language and Mathematics, verifying the skills and difficulties presented by the child.

Autism or Autism Spectrum Disorder (ASD) is a developmental disorder that leads to impairments in communication and social interaction, encompassing restrictive and repetitive behaviors. Awareness on the subject is essential to inform people about what autism is, reducing myths and prejudices around this diagnosis. Access to information helps parents, teachers, and family members of children with ASD to better understand the characteristics of the disorder and how to deal with it.

Since 1980, Autism (ASD) has been described in the Diagnostic and Statistical Manual of Mental Disorders (DSM) which directs the diagnoses of neuropsychiatric disorders worldwide.

In its most recent update (DSM-5), autism is described as a developmental disorder that leads to severe social communication impairments and restrictive, repetitive behaviors that typically begin in the first years of life.

Autism is a condition that compromises the ability to communicate and language. Children with ASD have difficulty perceiving shared events, expressing what they feel or think in the most diverse situations, using words according to the context, among other characteristics that hinder their overall development.

Psychopedagogy has the role of evaluating, investigating and detecting difficulties and abilities of children with Autistic Expecto Disorder (ASD). Thus, it is possible to carry out the intervention to develop such difficulties and increase the individual's repertoire.

The psychopedagogue will help the teacher to develop a specific pedagogical plan for the child with autism. Through these activities, the student will build his knowledge and be inserted in his class, enabling the creation of a bond with the school environment and with colleagues.

JUSTIFICATION

There is a great association between autism and mental disability, from mild to severe, and it is considered that the severity of this mental disability is not necessarily associated with the severity of autism

Today we have a difficulty when dealing with the subject of Inclusive Education. There is a lack of information about what should be done or not when you have students with special needs in the classroom. This clinical picture presented by the children makes it difficult for them to be included in schools, bringing social and family problems, making life difficult for the parents to work and for the children themselves, who are left without an adequate teaching-learning process.

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1 GOALS

GENERAL OBJECTIVE

- Develop an intervention project presenting teaching strategies to preschool and elementary school teachers.

SPECIFIC OBJECTIVES

- Identify in the literature the characteristics of treatments that should be given to autistic students.
- Describe the educational activities proposed for autistic children

2 METHODOLOGY

Most of the time, children with ASD have many behavioral barriers such as: difficulty in communication, echolalia, stereotypy and avoidance/avoidance behaviors. Due to behavioral issues, it is important that the professional psychopedagogue has knowledge in Applied Behavior Analysis or supervises with a specialist in the area.

Performing Applied Behavior Analysis, in addition to helping in the functional analysis of the behaviors emitted by the child, it can also collaborate with teaching procedures in relation to pedagogical activities.

To describe the prioritized problem, some data provided by the database's Information System and others that were produced by the author herself were used due to her experience in the supervised internship in a kindergarten and elementary school, through different sources of data collection.

From the study and work in the internship, an action plan was prepared, understood as a way to systematize proposals for solutions to face the inclusion of autistic children in elementary school.

3 THEORETICAL FOUNDATION

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Psychopedagogy

The Psychopedagogue seeks to analyze the student's situation in order to diagnose the problems and their causes. In this way, it raises a hypothesis through the analysis of symptoms that the individual presents, listening to the family and the school.

Psychology, according to the dictionary Aurélio (1986), is "the science of psychic phenomena and behavior" and experimental psychology is "the branch of psychology that submits to scientific experimentation the facts known by observation in order to verify them and extract from them the general laws". Pedagogy, in the same dictionary, means "theory and science of education and teaching". Psychopedagogy is defined, in the same work, as the "application of experimental psychology to pedagogy".

Developmental psychology in the cognitive and affective aspects, the development of language acquisition, applied linguistics, techniques and methodologies for the re-education of reading and writing and, fundamentally, the knowledge of the learning process, as well as the numerous variables that interfere with it (RUBINSTEIN, 1987, p.14).

In addition to the areas mentioned above, BARONE (1987, p.18) includes others when

he lists important areas for Psychopedagogy: "philosophy, sociology, psychology, medical sciences and psycholinguistics. Discoveries in the field of biological sciences, especially neurology, also contribute to the educator's action"

BARONE (1987, p. 17) mentions the French psychopedagogue Janine Mery, who mentions the following specificities of psychopedagogical work: firstly, the learning problem is not understood in isolation, but, on the contrary, "it is considered as a manifestation of a disturbance that involves the totality of the personality"; Secondly, the learning problem is not considered as a "fixed entity", but as "a dynamic perspective"; he also considers that, for the development of the educational relationship, it is necessary to establish a "true transferential and counter-transferential relationship" between the child and the psychopedagogue; In conclusion, he says that "the task of the psychopedagogue is to lead the child to reintegrate into normal life, according to his possibilities and interests".

According to SAMPAIO (2017), learning problems manifest themselves in different ways within the school, and divergent symptoms present themselves to reveal that something is not right. Each child is unique in their way of being, learning, as well as not learning. We ask ourselves, as teachers, why some can learn and others cannot, if the way of teaching is the same.

Psychopedagogy has an extremely important role within the school environment. It is a preventive work to the learning problems that are investigated in children, which interacts with what is presented to them, however the teaching processes, the methodology and the activities established for the various difficulties that may seem. This way of working for these difficulties will often reveal the child's expression, being an observed feeling, a fear, an anguish, a trauma so that they can be overcome.

Psychopedagogical intervention in cases of ASD

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Some of the procedures used in ABA are:

- **Modeling:** aims to reinforce in a differential way the answers that are close to what is being requested. It is important to start by positively reinforcing those responses close to what is desired and, thus, gradually the psychopedagogue will demand greater refinement of the response until the child is able to respond to the activity correctly.

- **Learning without error:** It is important that the psychopedagogue ensures the success of learning and the motivation of the child, offering the necessary tips for learning. That is, to help the child to achieve the target behavior, taking into account the prerequisites he has and

those that remain to be learned. For this to occur, the professional must follow the hierarchy of tips, starting with the most intrusive tip and fading until the child performs independently.

- **Use of reinforcers:** It is important that the psychopedagogue uses items that the child prefers to motivate them to perform the desired activities.

4 FINDINGS

In view of the observations made in the institutional internship period, seeking to elaborate an intervention proposal, I conclude that it is pertinent to create strategies that favor the development of students, I identified in the literature a high rate of obstacles to the inclusion of autistic children in kindergarten and elementary school.

There are many causes that generate the problem, however, the main causes are in relation to the lack of knowledge of this syndrome and the difficulty presented by children, the difficulty for their inclusion in kindergarten and elementary schools.

The questions remain: What is autism? Is it the neurological one? The physiological? An intrauterine trauma? The rejection of the parents? A brain damage? Is it psychogenic? Part of the CNS, did it not develop adequately? Neurons growing in the wrong direction. Why does Autism occur more in boys than girls?

What do these causes interfere with the acceptance of children in kindergarten and elementary school?

Considering the problems presented, as well as the causes related to autistic children, and the critical node prioritized in this article was the lack of strategies in elementary school and family treatment to deal with autistic children.

Some strategies to follow can be adopted

- Encourage the student to practice activities of greater concentration, providing her with more security and control in what she is doing;
- Help them learn from experiences, records, and experiments for greater self-esteem and interest;
- Reinforce that she is capable of her school performance and that she needs to dedicate herself a little more.
- Work on the correct adequacy of grapheme and phoneme relationships for the construction of texts;

- Encourage the correct pronunciation of words so that L. improves his writing;
- Perform daily reading practices, improving fluency, intonation and vocabulary expansion;
- Encourage the practice of games such as: spelling, riddle, crosswords, pastimes, word searches, puzzles;
- Conduct research in dictionaries, vocabularies for correct writing;
- Apply activities that stimulate logical reasoning, memory, concentration and attention;

5 DISCUSSION

Psychopedagogy provides, through studies, the improvement of understanding in the teaching-learning process of children and adults. The professional psychopedagogue works through different methods to overcome these learning difficulties, intervening together with the child or adult what he was unable to learn after several attempts. It also contributes to the prevention of possible problems within the schooling process. Becoming able to learn and put into practice what they have managed to assimilate, taking into account that each one has the right time to assimilate what has been taught.

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The psychopedagogue seeks to understand how learning occurs for each individual and the difficulties that the person encounters in this process.

Therefore, their performance is quite comprehensive and the professional deals with psychological, pedagogical, affective and cognitive issues. Therefore, he accompanies the child or adolescent with ASD and evaluates how his learning is going, investigates his behaviors and even develops strategies to carry out interventions whenever necessary.

The internship carried out with the assistance to student Nara Leão, allowed a more in-depth learning about this area that is extremely important in the institutional sphere. The need to understand the reason for the difficulties of the person with ASD, child or adolescent not learning, and it is up to the future professional in the area to investigate how the process of construction of this knowledge occurs and solve these manifested learning difficulties.

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