

THE IMPORTANCE OF THE FAMILY IN THE LEARNING PROCESS OF THE AUTISTIC

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RESUMO: O presente artigo pretende instruir e identificar crianças com autismo e seus principais desafios mediante a sociedade ,sua vida escolar e sua convivência familiar. Para isso foi feito uma pesquisa bibliográfica do tema através dos alunos com autismo nos seus variados graus. Entendendo que a família é a base das relações sociais de todos os indivíduos, o objetivo deste estudo é viabilizar métodos na identificação destas crianças, entender como ocorre o processo de aprendizagem dos alunos com autismo, investigar e incentivar estes alunos com formas inovadoras de aprendizagem para estimular e alcançar seu potencial, a fim de melhorar o desempenho e qualidade de vida destes alunos e de suas famílias.

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Palavras-chave: Autismo. Família. Aprendizagem.

ABSTRACT: This article intends to instruct and identify children with autism and their main challenges through society, their school life and their family life. For this, a bibliographical research of the subject was made through the students with autism in its varied degrees. However, the purpose of this study is to provide methods to identify these children, to understand how the learning process of autistic students occurs, to investigate and encourage these students with innovative ways of learning to stimulate and reach their potential in order to improve performance and quality of these students and their families.

Keywords: Autism. Family. Learning

INTRODUCTION

Schenk (2012) clarifies that Autism Spectrum Disorder (ASD), popularly known as autism, has a history marked by changes in scientific nomenclature and criteria used for diagnosis. It all began between 1942 and 1943, when Austrian psychiatrist Leo Kanner began discussions about the disorder in the United Statesafter observing 11 children in his office

who seemed socially isolated. At this same time, between 1943 and 1944, a Viennese doctor named Hans Asperger also described a very similar condition, which became known as "Asperger's Syndrome," says psychologist Ana Carla Vieira.

Given the variation of this spectrum that goes from mild to severe autism, dealing with these children and young people becomes something challenging, because it is necessary to seek information and ways to help them considering that they have particularities in the way of learning and socialization with other individuals.

This article, with emphasis on the bibliographic method intends to fulfill the objective of identifying the necessary points for the inclusion of students with autism, considering that the family is the first social bond that this child has access to, the objective of the research is to make an even stronger connection between family and school, in order to better understand what family members and the school can do to improve the educational, affective and social process, because school and family are understood to be complementary in this process.: Understand how the learning process of these students occurs; Investigate means and artifices capable of making the class and contents be used to the fullest Seek a form of psychopedagogical approach to interfere in the school and school environment in order to improve the performance and quality of life of learners with autism.

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According to Gaiato (2018) There are some valid instruments in Brazil, which can help in the identification of behaviors or symptoms of autism in children. The use of these resources may be important for the delineation of symptoms, but it is not sufficient to make diagnoses. The "Childhood autism rating scale" is used to distinguish cases of mild, moderate and severe autism, as well as discriminate autistic children from those with intellectual disabilities.

According to Facion (2016) there are three characteristics that are inserted in the autistic disorder manifested to a greater or lesser degree: effort to communicate, willingness to introversion and failures in language development - either in speech or in the understanding of simple expressions. These notes do not always compromise the normal routine. But if they are causing problems, who can make a detailed diagnosis is the psychiatrist. The sooner the exam, the better.

The role of psychopedagogy is to insert the learner with his most diverse difficulties in the social and cognitive context, in the school environment, in this sense studies the

difficulties of the syndromes and develops strategies with the school and family of the student.

Monte and Pinto (2015) point out that when looking at the birth of a child, the family is surrounded by expectations: of how the child will be, whether it will be male or female, its physical form and even about its personality, if its genetics will be more similar to that of its mother and father. The feelings of love, fear and affection are also part of this. When the family verifies that it has a child affected by autistic disorder, these expectations of how the child will be, his genetics, personality, future, love, fear, affection, become more intense and confused. They can cause compromise and changes in relation to the affective-emotional aspects of the parents and as a consequence there is damage in the family psychodynamics.

It is difficult for the family to experience the process of losing the idealized child. Of having to live with a syndrome, perhaps it has never even crossed the mind of this family such a syndrome. It takes a lot of dedication, emotional balance and strength to deal with these children and with the family psychological process itself.

METHODOLOGICAL PROCEDURES

The research is qualitative, because it aims to collect data in order to take into account the quality and not the quantity. Such data are considered bibliographic, since they are collected from books, magazines and periodicals. Mattos, Júnior and Rabinovich (2017) points out that bibliographic research is the first step of any scientific research, being the most used in undergraduate and postgraduate course conclusion works *lato sensu* (monograph), because it collects and selects knowledge and information about a problem or hypothesis already organized and worked by another author. Putting the researcher in contact with materials and information on a given subject.

According to Freitas and Prodanov (2013) the stages of the bibliographic research are: Choice of theme; Preliminary Bibliographic Survey; problem formulation; preparation of the provisional plan of the subject; search for sources; reading of material; filing; logical organization of the subject; Writing of the text.

Based on this, the chosen sources were analyzed and inserted in order to serve as a starting point for the guiding questions of the research

AUTISM AT SCHOOL

Yoshida (2018) refers to autism spectrum disorder as a series of disorders that is characterized by challenges in social skills, repetitive behaviors, speech, and nonverbal communication. There are several types of autism, caused by different genetic combinations. Just like anyone, anyone who is diagnosed with ASD has a full right to education in school.

Like any other individual, the person with ASD has the right to education in the school network and should receive full educational and health care. So that you can feel included in society.

It is understood that the school exists not only with the objective of bringing knowledge of disciplines such as: history, Portuguese, mathematics among others. This institution is also a way to expand knowledge about life in society, understanding rules and values considered useful to community life. In it, the child comes into contact with the identity of the other and reaffirms his own identity, in addition, it entails accountability through the learner who has in them the weapons to build knowledge. The subjects of the school build knowledge and not only receive it passively.

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In this process Aires, Araújo and Nascimento (2014) clarify that the school is understood as a space for all, in which students build knowledge according to their abilities, express their ideas freely, actively participate in teaching tasks and develop as citizens, in their differences. We understand that school inclusion is something primordial so that in this environment everyone is inserted without any conditions by which they can be limited in their right to actively participate in this process, according to their capacities, and without any of them being a reason for differentiation that will exclude them.

Thus, limitations are understood as anything that can hinder or delay the process of knowledge acquisition. In the case of autism spectrum disorder, there are difficulties in interaction and social communication, among other aspects:

According to Beltrame (2019) The symptoms of autism can also be perceived in adolescents and adults and some of the most common are isolation not keeping sight of people for a long time, aggressiveness (in some cases), difficulty adapting to a new routine, difficulties in language and speech.

These characteristics make the acquisition of knowledge by these children something more specific and that needs to be adapted, in addition, they need a greater stimulus in relation to other children, because the way of learning is different. As they have difficulty in language, especially in understanding subjective concepts, these students need more images and a greater emphasis on the purpose of the activities. Because they have difficulty understanding more abstract languages requiring images and demonstrations. Social interactions are also more restricted and these children need to receive stimuli to feel part of the educational process, interacting with other children and also with education professionals.

This type of stimulus should not be present only in one or some environments that the child is part of, but to be effective and functional, it must be present in all environments, so the family needs to be in tune with the school and with the other environments in which this child participates, both in the places of leisure and in the places in which he must participate routinely as the school, the house and clinic he attends.

USEFUL ARTIFICES IN THE FAMILY EXPERIENCE

As seen in the previous chapter, the individual with autism has every right to receive quality education and feel part of the educational process and life in society.

All environments and people who are in contact with children within the autistic spectrum regardless of degree should be in tune, in order to maintain the quality of providing with healthy stimuli socialization and learning. For example: If at school the teacher encourages the child to play with class friends, sitting close to other colleagues and encouraging friends to also receive this child with receptivity, but in another context, in a park for example, the child does not receive this stimulus from the family, perhaps the issue of socialization does not occur so effectively, For what is done in school is not reinforced in other environments.

Mari (2015) Strengthens the concept that the social inclusion of people with autism should begin at home. For the autistic has every right of reception by the family and this family in turn must receive full instruction, must be welcomed, strengthened and instrumentalized to defend the human rights of people with autism. Strengthening them and enabling their inclusion.

Thus, the teacher and the psychopedagogue, both clinical and institutional, should guide this family providing this child with a more complete direction so that there are no divergences, because such divergences hinder the process bringing damages to the understanding and development of this learner. Thus, artifices are needed that can facilitate communication, interaction and development both in the family and in other environments.

This communication between family, school and clinic is one of the most important artifices because the reports of these professionals regarding the behavior of these children and the instruments used to benefit the resolution of the main complaints can serve for another time, in another place frequented by this child. In addition, aligning what should be stimulated and what should be extinguished is very important, because this way, the child will have a north to follow with enough possibility of success.

Reflecting on what is expected and what is had is fundamental when it comes to the relationship between family and school. As for the search for equity, this relationship reemerges as a key factor in which research in Brazil and in the world has shown that socioeconomic conditions, expectations and appreciation of the school and the reinforcement of the legitimacy of educators are factors that emanate from the family and are highly related to the performance of students (CASTRO; Regattieri, 2009). (Apud Moschini and Schimidt, 2018, p.5)

Joyce Epstein (BRANDT, 1989) reflects on this relationship between family and school and suggests the direct involvement of parents, considering that family and school obligations are distinct from each other, considering this model that aims to include parents in the school process. This model refers to five types that summarize the ways to engage parents with the school and see and verse. The first model includes the basic obligations of parents, their responsibilities in relation to basic care, such as: health, safety and well-being. The basic conditions for the process of development, entry into school and the conditions conducive to learning at home. The second model refers to the basic obligations of the school, regarding the responsibilities to send information about rules, standards, operation, programs and teaching methods, in addition to communicating about the children's process and other relevant information. The third model refers to the commitment of parents to assist the teacher, including the management team, as well as in the school in general (classroom, meeting, events, etc.). The fourth addresses the involvement of parents in activities carried out at home that assist in learning and school performance referring to the

help that parents give to children at home, either by the initiative of parents, teachers or children in activities such as homework, cultural visits, research, etc. Finally, the fifth type presents the involvement of parents in the school government, regarding the inclusion of parents in decision-making in general, Parents' Associations, Collegiate, Councils, as well as in the intervention with Secretariats and Ministries, including community movements regarding the work of the school and children.

The exchange of information, collaboration and equity that these models suggest is essential not only in the case of special children, but for all children in general. With attention to the autistic, with regard to their difficulties present in autism, psychopedagogues and teachers should guide parents so that homework is taught following the methods that strengthen the understanding of these children, using the right devices. In turn, parents know their child like no one else and can help create reinforcement strategies through their preferences of characters and activities that please them.

PSYCHOPEDAGOGY AS A WAY TO IMPROVE THE RELATIONSHIP: SCHOOL X FAMILY

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The psychopedagogue acts in schools promoting exchanges and mediations between the school and the families, but when it is not possible, the way out is for the teacher to look for the emerging practices to be able to teach, to satisfy their desires and goals, because the "families" are and will always be "families". (LUCHESE, 2009 pg. 8)

The role of the psychopedagogue is to mediate the relationship between family and school, helping both the school and the family, with regard to methods, socialization and learning, always focusing on the student and the well-being of all. In contemporary times, schools and families are so busy that they can become apathetic and forget that the main objective of everything is due to learning and the insertion of individual citizens in society. Luchese (2009) It is necessary to redefine the rules. It is necessary for the school to turn to the professional of psychopedagogy and to understand that students, teachers and apathetic family members are no longer tolerable. The entire school community must open up and be willing to have at least a little more interest and be able to change. Parents should perform a little more of the function of being parents. And the school prepare to receive students in this new era of disorders in various resinified proposed to the task of the act of teaching, but teaching with love, this means that it is also necessary to have love for what is done in, and for, the school, with much more dialogue, exchanges and dissemination of knowledge and experiences, This will value the productions of students and teachers.

Thus, the Psychopedagogue should perform an intervention with the family with such syndrome. The interview, the anamnesis and the E.O.C.A are precisely to gather information from the family to achieve the main objective that is the child, so it will be possible to reach a diagnosis:

The psychopedagogical diagnosis is a process, a continuum always reviewable, where the intervention of the psychopedagogue begins, as we have been affirming, in an investigative attitude, until the intervention. It is necessary to observe that this investigative attitude, in fact, continues throughout the work, in the intervention itself, with the objective of observing or monitoring the evolution of the subject. Most of the time, when school failure is not associated with neurological disorders, the family environment plays a large role in this failure. Bossa (1994, p.74)

Paris (2015) Reaffirms the fact that the psychopedagogue is an indispensable professional, highly relevant in the performance of the life of the child with ASD. If we think without the participation of this professional, we will probably be blocking the possibility that these children have ensured a more meaningful and playful learning process, their socialization more reliable, their cognitive performance rehabilitated and the discovery of their stimuli assured with extraordinary results; that is, the quality of multidisciplinary care is lost and the opportunity to improve the entire process of learning and development of this individual. By being a professional of investigation in the relationship of the child with the learning and its difficulties, it identifies and acts in the causes that promote this failure, guiding the professionals involved with the child and its relatives, making the life of this child healthier. The important thing is to value all the knowledge that this child brings from his world, considering his experiences, learning from him, respecting his limitations and favoring a relationship of trust and pleasure.

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Since the psychopedagogical diagnosis is a continuous process, the investigative and attentive look should always be focused on the learner and the people who work in the process of its development. Family, school and society.

FINAL CONSIDERATIONS

All the effort made by professionals and people who are part of the experience of autistic children should be done jointly with the family considering that this family nucleus is the one who probably has a more direct contact with the child, in addition to being the one who will experience moments with this child throughout his life and in various environments. In this process the school directs bringing innovative methods, showing the

way to follow along with the other professionals involved, speech therapists, psychopedagogues, psychologists, teachers, therapeutic companion. Dealing with these children is challenging, because it is necessary to always be in search of knowledge, but equity in this care, the gathering of parts that form the whole, the connection that should govern all the environments that this child frequents, even knowing that society is still very prejudiced, that people in their majority are not yet prepared to deal with and accept some behaviors said as: "nonstandard". The most important thing is to know that the insertion of these individuals in society is of paramount necessity and importance for the development and strengthening of points that must be better articulated.

To have the conception that in this intervention model and in any and all forms of assisting and instructing these children, there should be no ideas of competition, because all the professionals involved in this process have their importance. The objective of this work is much greater and all the feelings and actions that aim at the collectivity and the understanding of all the parts, including the family that is the main focus of this article. One professional is neither better nor worse than the other, on the contrary one can complement the work of the other and what works in a certain environment can help strengthen the development in another environment frequented by this child. That is why it is so necessary to maintain a pleasant relationship and constant contact.

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In view of the difficulties that autistic people face throughout their lives, difficulties in language, social skills, learning in general, the stimuli must come from all parties involved. Prepare these children for life in society, because social interaction is something necessary in the life of any individual. The psychopedagogue should be a model of influence in the lives of these children and families, because their mobilization and their attentive and multidisciplinary look leaves a mark on the families and lives of these children.

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