



Autism Spectrum Disorder (ASD) in the early years of Regular Schools

Eliete Maria Da Silva Costa¹; Glécia Maria Do Nascimento^{1*}; Lavínia Samyra Lins De Lima¹; Stella Dara Da Conceição Silva¹; Wesley Douglas Araujo Barbosa Da Silva¹

¹ Department of Psychology, Center for Humanities, University Center of Vitória de Santo Antão (UNIVISA), Vitória de Santo Antão, Brazil

E-mail adresse: laviniasamyra63@gmail.com (Lavínia Samyra), glecianascimento25@gmail.com (Glécia Maria) *, eliete.costamdz@gmail.com (Eliete Costa), wesleydouglas2000@hotmail.com (Wesley Douglas), stelladara80@gmail.com (Stella Dara)

*Corresponding author

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Abstract: Autism Spectrum Disorder (ASD) is a neuro-developmental disorder that can be observed in the first stage of the child's life, through communication and social interaction that occurs atypically. Therefore, the way the family deals with such a situation is essential for the growth and social adaptation of the individual. Thus, this study aimed to analyze the symptoms, behavior and therapeutic approaches that encompass the given context to collaborate with the intervention of autism.

Keywords: Autism, Social Interaction, Behavior.

1. Introduction

Initially, to understand the problem, it is worth stressing that Autism Spectrum Disorder (ASD) can be conceptualized as a developmental syndrome, which can affect up to three psychoneurological areas: social interaction skills, communication and behavior areas. Since, according to the information obtained on the Simons Foundation website (SFARI, 2019), 1,054 genes were related to autism, therefore, genetic knowledge is important to understand the causes of the situation and bring an identity to these individuals.

It is known that ASD remains a recent theme and little discussed in Brazil. This is because there is still little knowledge about this spectrum by the large mass, and it is verified that the situation becomes even more delicate when it comes to a child with the diagnosis, because most educators do not recognize pedagogical processes that allow the inclusion of these individuals in a healthy way in the school environment.

Recently, knowledge of autism genetics (infant and adult) has been in evidence due to molecular biology development techniques. However, Hans Asperger already talked about genetic inheritance in the 1940s, however, with only his clinical observations as a basis. Thus, the risk genes associated with ASD are mostly carriers of rare, new and high penetrance mutations (PINTO, 2016).

Due to lack of habit, or even prejudice, the integration of the student with Autism sometimes becomes complex. And

this process in the early years is a real overview of the challenges faced in the daily practice of the teacher, who often proposes to receive this student, overcoming the limits of prejudice and the autism label. Considering this child as a subject in its entirety and integrity, valuing its human essence regardless of its behavior or condition.

Inclusive education began after 1994, with the claim of Salamanca (UNESCO, 1997), which refers to policies, principles and practices related in the areas of educational needs, linked to special needs. Thus, the idea was strengthened that all people with special needs needed the opportunity and right to be included in regular schools effectively.

We can consider as the objective of inclusion an advance for civilization, taking in defense the idea that no child should be excluded from social life for presenting some disorder or disability. It is noteworthy that the integration of special children together with others in regular education does not guarantee the right to education of these individuals, as provided for in the Salamanca declaration: that the inclusive school has a duty to ensure quality education, recognizing the diverse needs of its students.

Federal law no. 12,764 (Brazil, 2012), in regulation through Federal Decree 8368 (Brazil, 2014), establishes the policy of protection related to the rights of people who are trapped within autism spectrum disorder. The law of guidelines and bases of national education (law no. 9,394) (Brazil, 1996) guarantees the right to education to all students with special needs. Decree No. 3,298 (Brazil, 1999) in turn has

the national policy governing the integration of people with disabilities into the school environment.

By law it is established that all autistic children have equal rights than any other juvenile with disabilities. Inclusive education presupposes that the goal of educational inclusion is to eliminate educational social exclusion. Being of paramount importance the coexistence of diversities within a school environment. It is very important that interventions in autistic children are applied in the early years of elementary school, this contributes to better use in mediations (MARQUES, 2018).

Elementary school students who are included in special educational standards, including autistic students, are more conducive to bullying and social exclusion compared to typical developing peers (MOSCHINI, 2019).

Studies show that without adequate and well-structured supports, as well as the preparation and training of peers in the first years of the child's life, inclusion cannot be fully achieved, which in fact contributes negatively to the development of those who need specialized professionals to apply necessary interventions. However, environmental factors are being studied as possible causes of autism, the question is what percentage of "culpability" of these agents (CABRAL, 2017).

Therefore, the importance of understanding, that in order to affect the inclusion of these children, it is necessary to know an included society capable of welcoming and embracing these subjects. Without this attitude, there will never be a worthily, *de facto* and lawful integration (GODOY, 2019).

It is worth mentioning that in this insertion should be recognized the particularities and the valorization of each subject's life, because each child has its uniqueness and subjectivity, resulting from a history, the result of an environmental and family context. And this is undoubtedly the greatest challenge for teachers in the face of this social diversity.

Even knowing that there is no cure for ASD, it is interesting to take the most diverse techniques and educational activities, which can help the child on his way to sufficient self-control and greater independence. Thus, the diagnosis of a student within the Autistic Spectrum should not be viewed with prejudice and exclusion in the school environment. But yes, as a facility for adaptation and interventions in the process of teaching and learning it.

According to recent research, the causes of (ASD) are mostly genetic, in addition to environmental factors that can also directly influence the behavior of a one-and-a-half-year-old child, for example.

Presenting itself as an abnormality specifies the brain condition, ASD, which was thus named in 1906, and introduced into psychiatry by author Plouller, who attributed autism to loss of contact with reality, causing the individual to have a different perception of the world around him.

Family studies have brought clarification to the high heritability of autistic disorder. Therefore, from a medical point of view, autism can result from factors involving pregnancy or some pathology that has generated changes in development in the first years of life, but always from a biological and non-psychological background.

The difficulty of an accurate diagnosis to all autistic people occurs due to the fact that one case of autism is never identical to the other, and this also applies to the causes, as it is very difficult to identify similarities in the type of pregnancy and alteration in development. It is known that the psychological issue is not a cause of autism, but can often influence the worsening of typical behaviors of the syndrome.

However, it is necessary that the diagnostic criteria have the maximum accuracy, as well as are standardized to obtain the best possible result. To acquire a diagnosis of childhood autism it is necessary to have symptoms of social aspects (in an extremely disabling way), such as communication deficiency and atypical behaviors.

Another characteristic that should be mentioned is that, in general, people with autism do not have the socio-emotional development that is found in the natural development of other children, as they grow in diverse environments, so they do not spontaneously share their feelings, joys and pleasures (CARTAXO, 2019).

Regarding speech problems, it is worth mentioning that most autistic children, faced with an efficient intervention, can speak and understand some words, using oral language to communicate. However, before starting any intervention process, it is necessary to highlight that the planning needs to be structured according to the patient's life stages.

Thus, we can observe that even with all the evolution of science, there is still no extinction method for this disorder, but there are therapeutic and drug treatments that can help control and improve the quality of life of these individuals (REICHERT, 2016).

It is also worth remembering that more and more the number of students with autism is increasing in Brazil. However, the inclusion of these students is still a challenge for parents or caregivers, as there are many flaws in educational institutions, which often do not offer proper support and reception to these young people, because it is not even possible to affirm that all students with autism have the same needs (LIRA, 2016).

In view of the aspects observed, we can emphasize that there is still much to improve when it comes to inclusion, because even with the government creating policies and guidelines for the introduction of these students in schools, there are many difficulties for the proper implementation and technical support to these students.

Another factor that should be taken into account is the family/school issue, because, for fear of children with ASD being bullied and excluded, in addition to the lack of weekly reports of development and behavior of the subject, some families tend to hire private teachers to give residential classes, which in turn causes the child's social skills to become inert, and are not developed in the correct way.

In addition to fear, parental stress also weighs on the choice of children's studies, because with all the legislation and concepts to be followed by educational institutions, some parents, who already carry family tensions, end up becoming more rigid, which makes them demand a lot from schools, an action that many schools are not prepared to receive.

Thus, it is perceived that there are several factors that affect the inclusion of autistic people in the school environment, but

the reciprocal involvement of the school with the subject's family would be a primary kick for the development of the same (OLIVEIRA, 2018).

In view of the research object, as described here, the following question is problematic: How to intervene in the process of inclusion of autistic students in regular schools in the initial years?

2. Objectives

General objective

Address the theme of autism spectrum disorder in regular schools in the early years.

Specific objectives

- Study the inclusion of autistic students in regular schools;
- Identify the means of interventions of regular schools in the quality of teaching, evaluating the level of knowledge of professionals involved in the routine of students and the factors that affect the interaction of autistic people in the school environment;
- Analyze the resources offered for the well-being and quality of life of these students.

3. Methodology

There was the construction of a virtual form containing 20 questions directly linked to the theme. It was sent to a target audience that involved educational professionals and family members of children in the regular education phase. Upon completion of the completion of the questionnaire, the results served as INPUT for statistical analyses using the software Statistical Package for the Social Sciences (SPSS), version 22.0.

4. Results and Discussion

Of the 362 people who answered the questionnaire, 74.9% were female, and the overall age of the participants varied as a majority between 18 and 30 years, accounting for 58.8%. When asked if they were aware of ASD in regular schools, 58.6% gave no for an answer, reinforcing the lack of awareness of educational institutions. When asked if there is a need for adaptation of schools, to receive students with special disabilities, 93.6% answered yes. When asked about the knowledge of the rights of these children, 50.8% answered no, showing a balance between the interviewees. As can be seen in the Figure 1.

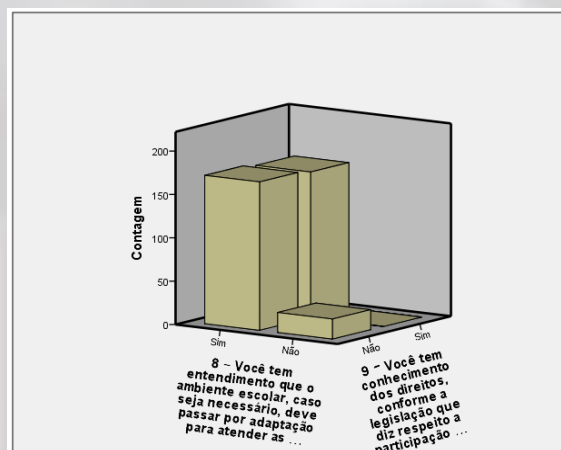


Figure 1. Representation of the count of results.

Finally, it was possible to observe that the respondents believe mostly (89.5), that regular schools do not provide support to children with special needs. As for the role of parents, 72.1% of participants believe that being explosive is a way that discourages the autistic, so this behavior should be avoided.

4. Conclusions

The research identified a target audience related to Autism Spectrum Disorder. Therefore, although knowledge about the problem is limited, this study showed that emergence in educational interventions is necessary. However, these factors must arise under different approaches, driven by educators in the school environment, and then enable the expansion of opportunities and raise awareness of the diversity that is proper to the human being.

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