

The Educational Development of Autistic Students

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Abstract:- The demand for an egalitarian education is a recurring subject in the current educational scenario, especially with regard to the inclusion of students with special educational needs, also, the need for a mediator to promote the development of the student in its full educational process. The objective of this study is to describe the educational process of a student with autism spectrum disorder from the insertion of a mediator in this medium. This is a descriptive study with a qualitative approach, a type of experience report. Regarding the pedagogical activities proposed in the classroom, its practice through the mediator contributed to the development of the student, from which the mediator can pay attention to the actions of the child. It is of paramount importance that educators, especially mediators, have a continuing and initial training plan regarding the expansion and acquisition of knowledge regarding the special educational needs of their students included in regular education.

Keywords:- Education, Inclusive Education, Internship.

I. INTRODUCTION

The demand for egalitarian education is a recurring subject in the current educational scenario, especially regarding the inclusion of students with special educational needs (SEN) in regular schools. Although there is ample debate around this theme, there are a number of limitations around the feasibility of the practice of inclusion and the role of the teacher or mediator, so that it is able to deal with the adversities arising from teaching. [1]

The inclusion of students with special educational needs in the regular education network does not only imply their stay in the classroom as a taxable person. Contrariwise, it implies the need for a reorganization of the educational system, which seeks means to overcome the simple physical insertion, which ends up generating a broadening of the look on educational paradigms in the search to enable the full development of the educating. [2]

With the increasing numbers of people with special educational needs in the classroom, there is also a need for a mediator to promote the development of students in their educational process. [3] Based on public policies aimed at the inclusion of these students, access to an inclusive education system is possible at different levels of education and there is a service provided by professionals who are properly qualified to develop activities aimed at the

inclusion of apprentices. However, it is necessary to reflect on the role of the teacher or mediator, since, this should be able to receive the students, without there being any distinction, comparison or even the exclusion of these.

The justification for this research is due to the increasing advances in educational policies that allowed access to children with special educational needs in regular education, making it interesting to discuss the educational process in the classroom from the perspective of the mediator.

The relevance to society is significant from the possible understanding of the subject; for the academic environment, it will allow a broad approach on possible methodologies to be employed in a school environment; to the scientific environment, a possibility of resignification of the studies in the area.

The objective of this study is to describe the educational process of a student with autism spectrum disorder from the insertion of a mediator in this medium.

II. METHODOLOGY

It is a descriptive study with qualitative approach, type report of experience, elaborated in the context of non-obligatory internship, which had as its main task to be mediator in the process of education of a student with special educational needs. [4]

The methodological basis of this study comes from the description of characteristics obtained through a thorough and descriptive analysis of the study object without interference from the researcher, contributing to this, with the achievement of the objective of this study according to the methodology used. For Triviños [5], this type of study intends to describe the facts and phenomena of a given reality, requiring from the researcher various information.

The activities took place in a school of the municipal school network, headquartered in the city of Rio de Janeiro (RJ), located in the South Zone of the metropolitan region of Rio de Janeiro. This field includes about 8,000 students, among children and young people with special educational needs, and has just over 1,115 teachers to provide the necessary care to this clientele. The temporal occurrence was observed between August 2018 and August 2019 in the premises of this school. [6]

III. RESULTS

Regarding the pedagogical activities proposed in the classroom, its practice through the mediator contributed to the development of the student, from which the mediator can pay attention to the actions of the child, noting which activities the educator could perform autonomously and which had relative difficulty in their execution.

It is remarkable to point out that the activities for the student in question were adapted according to what was approached by the teacher regent of the class, who usually had a relationship with the activities proposed by the educational material adopted at the school. Also allowing them to be equated with the experiences of the student and their social reality, which allowed a mutual educator process.

The need to adapt the activities proposed in the classroom, in addition to allowing the directed learning of the student, directed it in order to decrease the dispersion for possible idle time that would allow the execution of non-adaptive behaviors to the environment, such as, lying on the ground, promoting shouting, struggling, throwing objects towards colleagues and students, among other attitudes.

During the activities, the student in most cases was interested in the execution of these activities, and some had higher levels of complexity in certain periods, so that it could contribute to the perception of stages that were advanced as the activities were solved and new demands arose. After the execution of the same, the student always brought a sheet to his reach and promoted drawings of the most diverse types according to his will.

In rare moments, there was a notorious situation of ignorance of possible practices to be adopted by occurrences in the school environment. At this time, the mediator, with the help of the teacher regent, plus the support of the specialist in inclusive education who accompanied the students in the counterpart, formulated measures that could solve the cases presented.

IV. DISCUSSION

It is important that the educator comes to interact with the educating, knowing to recognize the educational needs of this, as well as, its limitations and transpositions in the accomplishment of simple and complex tasks, the social interaction process allows the creation of links and results as aspects to be considered in the mediation process with the student with autism spectrum disorder [2]

Vygotsky *apud* Macedo [2], considers that all personal experiences of the educating person should be considered, and that their life trajectory should not be based within or beyond the school context. For, for him, education is established only from the experiences experienced by the student, which is originated by the medium, and it is up to

the teacher to organize and regulate this means so that, come to adapt to the reality of their teaching practices.

Aggressive behavior within the classroom may reflect negative implications for educators, classmates, and family members alike. The subjects that integrate the environment, can provide maintenance or suppression of behaviors considered undesirable. [2]

The appreciation of the challenges proposed in the activities according to each level reached, is due to the curriculum impoverishment for students with special educational needs inserted in regular schools, that end up promoting a succession of isolated and repetitive activities with their great majority containing infantilized content that little promotes significant changes in the learning of these students. [2]

The lack of teacher training regarding the effective treatment of student care with special educational needs can sometimes represent a barrier in the implementation of inclusive proposals in school spaces. It can negatively influence the child's full educational development, leading to a massive work of continuous training, which ensures the reversibility of a possible negative picture. [2]

V. FINAL CONSIDERATIONS

It is of paramount importance that educators, especially mediators, have a continuing and initial training plan regarding the expansion and acquisition of knowledge concerning the special educational needs of their students included in regular education. With views so that they can know approaches to be worked and that guarantee the development of the educational environment of the educating.

More public policies need to be planned in order to deliver targeted assistance to the real needs and limitations of a child with autism spectrum disorder. It is also recommended that the school as an educational institution, will contribute to the education of parents, students and society for respect and due attention to be given to students with special educational needs.

New research can be approached based on this study to report the conditions inherent to the education process by the aid of the mediator, as the main link of the educating with the school environment when it is delegated tasks that contribute to the development of the student.

It is possible to perceive the importance of the internship developed by the licensee for his humanistic and labor contribution as a future teacher, especially in the sound of the services provided to students with special educational needs, considering that his work as a mediator provided valuable contributions in the development of the student.

Mediation through the non-mandatory internship is shown to facilitate multiple learning between school and society, mediator and pupil, by proposing discussion on topics that are sometimes neglected, and suggest measures that can overcome barriers designed by population stigmata, enabling the potential of the student and reach their autonomy in the classroom and outside.

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