



Learning of autistic children and the importance of affection

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OLIVEIRA, Julio Paulo Silva de

Summary

The educator must provide real conditions for the student's pedagogical development, in addition to knowing their specificities according to the characteristics of each student's autistic spectrum, identifying and scoring their skills and difficulties as an initial focus. For good development, it is important that the student finds an attractive, happy and receptive school, feeling confident in meeting their needs and interests. As soon as the student feels welcomed by the school environment, it is the right time to teach and learn. It is worth considering that learning is gradual, depending on the school experience. The methodology adopted during the production of this article was based on theoretical analysis by authors and scholars involved in the education of autistic students. In order to justify that the present work defends the adoption of facilitating pedagogical strategies during the teaching-learning process of students affected by Autism Spectrum Disorder, it is necessary to use strategies consistent with the real specificities of the autistic child, as each case must be treated as unique, due to the variables that the spectrum offers to its carriers, and the teacher must analyze the case of their respective student. To achieve success during the teaching-learning process, it is essential that the teacher knows the main skills and difficulties presented by his student. The result of the work points to considerable development by students on the spectrum, when the teacher acts in an affectionate way during the teaching-learning process, obtaining better intellectual and cognitive results.

Key words:Affection. Teaching. Children. Autistic

Abstract

The educator must provide real conditions for the student's pedagogical development, in addition to knowing their specificities according to the characteristics of each person's autistic spectrum, identifying and punctuating their skills and difficulties as an initial focus. For a good development it is important that the student finds an attractive, cheerful and receptive school feeling confident to supply his needs and interests, as soon as the student feels welcomed by the school environment is the right time to teach and learn. It is worth considering that learning is gradual, according to what the school experience happens. The methodology adopted during the production of this article was based on theoretical analysis by authors and scholars who permeate the education of autistic students. In order to justify that the present work defends the adoption of facilitating pedagogical strategies during the teaching-learning process of students affected by Autism Spectrum Disorder, it is necessary to use strategies consistent with the real specificities of the autistic child, as each case should be treated as unique, due to the variables that the spectrum offers to its carriers, and the teacher should analyze the case of his respective student. To achieve success during the teaching-learning process, it is essential that the teacher knows the main skills and difficulties presented by his student. The result of the work points to considerable development by students with spectrum, when the teacher acts in an affectionate way during the teaching-learning process, obtaining better intellectual and cognitive results. **Keywords:**Affection. Teaching. Children. Autistic.



1. Introduction

During the teaching-learning process of students with Autism Spectrum Disorder, pedagogical strategies developed in the school environment are necessary, making these fundamental and different elements for the inclusion of autistic students in regular education.

Initially, it is necessary for the teacher to know the student and know what their specificities are, since the autistic spectrum has an infinite number of variables and must be treated on a case-by-case basis. Based on the knowledge of the student and their characteristics, the teacher must convey confidence, always using affection and words of encouragement towards the students. After all, words are considered pedagogical resources when they alone convey love, the teacher must interact with the student in order to bring affectionate conditions to the child's pedagogical development.

For good development, the student needs to find attractive, happy and appropriate spaces in the school environment, with physical or environmental adjustments when necessary. The important thing is that the student feels attracted to the school environment and creates bonds, this being the right time to teach and learn. It is essential that the teacher has continuous and specialized training in addition to scientific knowledge, to better meet the needs of the autistic student.

The teacher must approach strategic methodologies rigorously to better assist the student's development during the proposed activities, and it is very important to maintain playful and stimulating situations and activities during learning. Given this introduction, the following article has the following problem: Teaching and learning for autistic people along with the importance of affectivity? Is it possible to establish affection during the process? And what are its consequences?

Considering the questions, the article establishes that students with Autism Spectrum Disorders can provide opportunities and develop with greater results during an affectionate approach, making the process more meaningful to the student's reality of life. In this context, the adoption of affection along with pedagogical strategies becomes evident, achieving positive results during the teaching-learning process of autistic students considering the real needs of these students, hence the need to know the student's own characteristics as well.



2 Theoretical foundation

Students with Autism Spectrum Disorder (ASD) have the right guaranteed by law, for access to regular education in schools, however, it is necessary to provide opportunities for learning so that real inclusion can happen, and the student's teaching professional needs to know and identify the different needs that the spectrum imposes on the child. The fundamental thing is a school prepared physically and professionally to receive students with the syndrome. Qualification and preparation are necessary for teachers of autistic students, obtained during continuing education and postgraduate studies if possible. The teacher must be aware of the importance of his role for the intellectual, psychopedagogical, motor development and possible social socialization of the student. It is worth mentioning that for Vasconcellos "The teacher normally waits for suggestions, proposals and guidance, for such a challenging practice, some would like "instruction manuals", however, it is known that this does not exist due to the great complexity of the educational task" (1998 , p.12).

Considering the statement, it is the teacher's role to search for active methodologies, plan classes and reflect on their teaching practices and results, without neglecting ongoing training and the search for knowledge, as we know the difficulties faced during the teaching process. Luckesi emphasizes that: "The act of planning, once undertaken, will no longer be a simple structuring of means, but will become the moment of deciding on the construction of a future. It will be time to measure our mystique of work and life" (2002, p.115).

For inclusive education to occur with positive results, a specialized team is needed that is committed to the needs of the disabled student, regardless of the disability, however in this article we will deal with children with Autism (ASD), regardless of regular or special private schools. or public, it is the role of the school and its teaching staff to practice quality inclusion, and it is essential to provide effective opportunities and methods, providing opportunities for learning skills and opportunities, developing social integration in the school community, autonomy and communication of this student. Therefore, for Silva:

The fundamental right to inclusive education belongs to the student and not to the State, society or family (art. 205, CF). We must also not forget that special schools, as they are, must have pedagogical content and be concerned with the transmission of quality education. They play an important role in the process of transitioning from the "exclusive" education phase to inclusive education, as the specific technical knowledge they possess can and should serve as a support network for regular schools and people with disabilities so that this happens successfully. (2005, p.19).



During basic education, it is necessary to identify the student with a disability, understand what Autism Spectrum Disorder (ASD) is, and how and when it manifests itself. Remembering that autistic people show evidence of the disorder before they are three years old. It is worth noting that not every autistic child in everyday school life has a specialist report, which could be because they are just starting out in the educational system or due to a lack of parental acceptance or even neglect, making it very common for teachers to have students with great signs. spectrum and do not have a specialized medical report. For the inclusion process to begin, it is not necessary for the teacher to have a medical report, but rather to identify the evident characteristics of such a disability in the student. However, when the student already has a certificate stating their disability, it contributes to the agility of the inclusion process and student learning. Williams says that:

Autism Spectrum Disorders is a developmental disorder that typically appears in the first three years of a child's life. It affects communication, social interaction, imagination and behavior. It is not something that a child can contract. It is not caused by parents. It is a condition that continues until adolescence and adulthood (2008, p.03).

People with autistic disabilities present qualitative changes, for example, they have great difficulty in social interaction, communication failure, stereotyped and repetitive movements, as well as peculiar interests in restricted activities.

LDBEN No. 9,394/96 reveals that "autistic people are considered people with disabilities, given any legal effects, and are entitled to specialized assistance during education." We can consider it as an advance in the establishment of inclusive education, offering rights without establishing prejudices, this fact must be considered a process towards victory in the trajectory of disabled children, families and educational staff.

The ECA, Child and Adolescent Statute, determines that no. 8,069/90: "It is the State's duty to provide children and adolescents with: specialized educational assistance for people with disabilities, preferably in the regular education network". The legislation recognizes that it is the state's duty to offer education to children and adolescents with or without any type of disability, thus ensuring the right and necessary changes to educate with dedication and quality, always seeking better results. During the education of autistic children, it is important that the teaching staff offers methodological and physical changes in the school environment and socialization, thus promoting the search for and better development of the student. Group activities will always be challenging, but when well planned and executed they can offer the autistic child real inclusion in the school socialization environment. For the successful inclusion of this student, it is essential that the teacher offers means that interest



to the student by keeping them focused, one of the main challenges for autistic people. It is always good to point out that another very important role of teachers and staff at schools with students with disabilities is not to allow any types of discrimination, humiliating actions or even Bullying, in addition, the role of the school with the family and society in general is welcoming this student with the spectrum of autism in a fraternal way to better conduct the teaching and learning process, in this case in early childhood education, but in the future at home and at work, helping to immerse this future young person in the society in which he lives. The Curricular Guidelines for Special Education in Basic Education - SEED/SUED/DEE states that:

Teachers trained in special education are those who develop skills to identify special educational needs, lead and support the implementation of strategies for curricular flexibility and adaptation. And they must demonstrate training in undergraduate courses in special education, additional studies or postgraduate studies in specific areas of special education and that they have continued training (2005).

In this way, it is restricted to qualified teachers to assist students with autism or other types of special needs, facilitating the mechanism of inclusion in quality regular education, continued training favors the understanding and detection of autistic students, making the teacher have in a way that is valued in the inclusion processes, enabling pedagogical practices and making constant development assessments more flexible, optimizing the work and results obtained through the efforts of the school team, teachers and family members in general. Vitalino uses the following argument:

[...] teacher training should not do without the relevant theoretical knowledge developed in the area, but these are not enough, we must add knowledge derived from direct experience, obtained in concrete classroom situations, which aim to develop skills referring to know-how, reflection on practice and its relationship with the theories studied, as well as reflection on teachers' attitudes regarding the process of inclusion of students with SEN (2010, p.162).

As important as continued training and the constant search for information, teachers of autistic students must incessantly search for their own skills, deriving them from practices experienced throughout their professional life, associating their practical knowledge with the theoretical foundation acquired throughout their training, The teacher must have as a project during his professional life the commitment to moral, ethical and inclusive teaching towards all his students. Beyer concludes that:

The challenge is to build and put into practice in the school environment a pedagogy that can be common or valid for all students in the school class, but capable of serving students whose personal situations and learning characteristics require a differentiated pedagogy (2006, p. 76).



The teacher must be committed throughout the teaching-learning process, developing relative methods for the construction of knowledge, always relating it to the learning of his/her ongoing training, offering, seeking and creating innovative strategies specific to his/her type of student, realizing the singularities, specificities and characteristics, in order to promote solid activities, actions and referrals as part of their function. In view of considerations about teacher training, anxieties, desires and challenges must be considered, in providing care with affection and professionalism without distinction and prejudice, promoting quality teaching, considering the autistic student in this case. This is why Cunha highlights that:

In the context of autism, in practical terms, we can say that, firstly, the teacher recognizes the student's skills and those that must be acquired. It is the constitution of learning in the pedagogical field. In many cases, this is the beginning of communication, the interaction between teacher and student (2013, p.126).

It is necessary for the teacher to seek in the best and clearest way, information and characteristics of his student in inclusion, being able to identify his skills and point out his difficulties, transmitting from this a relationship of trust and interaction, it is important that the teacher seek conditions for an affective relationship with the student, favoring the child's pedagogical process. Cunha also provides that:

When we are involved in something we love, nothing bothers us. When we direct our affections towards topics that fascinate us, we do not save strength until we know the paths that lead us to answers. When we are working in welcoming environments, we feel that our creative energy and our willingness to carry out tasks seem to be eternal and unbreakable (2015, p.99).

Students need to find, within the school environment, an attractive, appropriate and necessary place to meet their needs, making the student establish emotional bonds with the school and school staff, this is the appropriate time to teach and learn. It is worth mentioning that learning happens gradually during the absorption of knowledge, due to the difficulty in social relationships, it can be considered normal for students with Autism Spectrum Disorder to become irritated, run away and present aggressive behavior in order not to carry out the activities these spectrums are common characteristics in autistic people. During attitudes such as those mentioned, the teacher should not value such reactions, seeking to conduct classes in a playful and diverse way. The need to create activities with an emotional bond helps during the pedagogical and social experience in the classroom. When working with special students, it is necessary to maintain playfulness throughout the school experience, considering their individualities and family, historical and cultural contexts. There is no need to fear teaching students in inclusion, the important thing is to build the experience with love and



constant search for knowledge. For success in the inclusive process, it is necessary to make the curriculum more flexible, moving between practices and theories, covering skills and functional developments. It is important that the student realizes their importance in the construction of knowledge. Cunha states that:

A functional curriculum for practical life comprises tasks that can be performed in perfect harmony between school and family, reaching previously established stages. Each stage overcome demands a new one. A series of daily tasks that need to be carried out are listed, such as folding bed linen, brushing teeth, etc. (2015, p.59).

The teacher is an opinion leader, and the main challenge faced by him in the case of autistic students is to construct means and methods that are effective in practice and useful in everyday life, also meeting the rest of the students and their needs, considering the characteristics of each one. Sacrista'n argues that "practice is a condition of knowledge, which does not mean that when faced with an action or a practice, there is no accumulated prior theory or there is no longer a practice beyond that experienced by someone" (1998, p. 53).

In addition to establishing strategic pedagogical actions with students, it is also the teacher's duty to establish contact with the family and school community, as these are part of each person's individuality. A good relationship between the parties involved during the educational process of the autistic student is essential. for a relevant appropriation of content.

We can consider as important moments during the pedagogical training of this student, the guarantee of reflection from everyone around them, the achievements are joint through significant learning actions. The National Curricular Parameters defend quality education, enabling students to develop ethical, aesthetic, cognitive and interrelational capabilities, contributing to the formation of citizens aware of their rights and duties.

To develop a quality education, the educator must act with affection, because through affection it is possible for the student to achieve goals and overcome barriers, resulting in better stimuli during their development, whether in literacy or even throughout life. , regardless of the stage, for the autistic student to learn, the environment in which they are inserted must be encouraging, stimulating, interesting and pleasurable. Almeida argues that:

Each stage of affectivity, that is, emotions, feelings and passion, presupposes the development of certain capacities, which reveal a state of maturation. Therefore, the more skills one acquires in the fields of rationality, the greater the development of affectivity (1999, p. 48)

There is no ready-made "recipe" to be followed when we talk about teaching autistic children, but basic factors help the teacher during the child's learning, in addition to



of training and active search for information, the teacher can count on assistant teachers and mediator teachers in addition to a resource room in the off-shift, an item that under no circumstances can be missing is affection. The pedagogical way of using affection is not new, and it is not a scientific discovery either, it refers to the feelings that accompany human beings since birth. Affection is one of the resources that precede the use of notebooks and books, using affection is taking advantage of the emotional field as a pedagogical means, permeating teaching methods, effective learning, working on cognition, memory and the disabled child's own affection. It is up to the teacher to use encouraging words and phrases, making the student realize that they are capable is necessary, words are the pedagogical resources responsible for transmitting confidence, love and excitement, it is only necessary to redirect mistakes and not punish them.

Rodrigues (1976), according to the author, the reasons for human beings to learn anything are deeply interior. For her, students learn more effectively and faster when they feel loved, safe and treated as a unique being. And the student's reasons for learning are the same as the ones he has for living, as they are not dissociated from his physical, motor, affective and psychological characteristics.

It is important to emphasize that the teacher using affection as a pedagogical means does not mean being sweetened, but rather animated, enthusiastic, loving; after all, these attributes solidify relationships in any way.

Cunha also adds that: "the human greatness of the teaching profession leads the teacher to also be a better professional, as it makes him study and train himself, the human greatness of his job not only educates, but also inspires" (2013, p. 111).

For skills to be successfully developed by autistic students, it is necessary for the teacher to know them, using affective pedagogical methodologies, acting directly between new discoveries, highlighting new discoveries and expectations, in addition to mediating conflicts. Following these criteria, the teacher has great chances of success in the autistic universe, effectively and effectively going through the teaching-learning processes of students with Autistic Spectrum Disorders.

Final considerations

During learning, the teacher becomes the mediator of knowledge, subsidizing teaching, after getting to know the student and their peculiarities, he or she is responsible for subsidizing the teaching.



teaching, during your pedagogical practice you must ensure that your teaching meets the characteristics and specificities of students with autism, making learning effective.

The teacher must be considered a fundamental player in the student's affective and pedagogical development, being able to demonstrate to the student the advantages of carrying out activities. Students with the Autism Spectrum need to be encouraged, motivated and assisted in an affectionate way, the construction of knowledge must be carried out in the most pleasurable, playful and dynamic way possible.

Considering the theorists studied during this article, the substantial contributions that affectivity makes during the teaching-learning process of autistic children became noticeable. It is essential that the teacher responsible for the student understands that normally the rate of progression is different from that of other students, the process of learning assimilation of students with Autism Spectrum Disorders is sometimes considerable, making it clear that, when used and created emotional bonds with the autistic student, the teaching-learning process includes greater satisfactory results.

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