



The Specialized Educational Service - AEE, affectivity and the contribution of the institutional neuropsychopedagogue on the Autistic Spectrum Disorder

O Atendimento Educacional Especializado – AEE, afetividade e a contribuição do neuropsicopedagogo institucional sobre o Transtorno do Espectro Autista

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ABSTRACT

Currently, the recognition of the AEE - Specialized Educational Service, as an inclusive educational practice, whose remarkable presentation of evolution, is directly related to the management of ASD - Autistic Spectrum Disorder. Therefore, the reality about the student's autonomy, from cognitive-behavioral interventions, is feasible. Thus, the recognition of the AEE - Specialized Educational Service as an effective educational practice has been solidified, and one of the fields where this is verified is in the treatment of autistic students in schools that provide such service. The continuous scientific educational effort of educational professionals and researchers has produced numerous tools to help users of these modalities. The objective of this work is, based on the scientific literature of renowned authors, to identify what is conceptualized as Autism Spectrum Disorder - ASD and the most effective educational conducts and techniques in the school space. Given the advancement of research on AEE - Specialized Educational Service, both by professionals in this area and researchers, the objectives of this work are to search for the study proposals on autism in scientific articles, to assess whether the cognitive and behavioral technical studies are effective in treating the Autism Spectrum Disorder - ASD, and thus be able to promote an evaluation of the most appropriate strategies to be used in schools with the contribution of the institutional neuropsychopedagogue in identifying specific needs and referrals to other specialists.

Key-words: Affectivity, Educational. AEE, Autistic spectrum disorder.

1 INTRODUCTION

When talking about autism, which is a global disorder of child development, neurobiological and genetic, which in general, manifests itself before the three years of age of a child and continues throughout life, whose school adaptation starts early, aiming a satisfactory educational development of each child. In this sense, open a dialogue, regarding the reactions of the ASD - Autistic Spectrum Disorder in the human body, prepared through a literature review, with which it will be possible to understand autism in the educational environment, as a behavior



that causes an uncomfortable and unpleasant feeling for those who do not know autism, sometimes causing fear, insociability, apprehension, and is characterized by discomfort, by tension.

People with autism usually have no ability to interact with other people, they isolate themselves and talk little, and this causes great strangeness to the other students in the school environment. And even though in some cases they are not so isolated, autistic people have a speech without changes in fluency, as if there was no intonation, no rhythm, where a sentence is applied in the same way, for different situations, often without contextualization.

From this perspective, the questions that guided this work were constructed:

- What are the strategies to better develop the skills that allow for studies on autism?
- What should the institutional neuropsychopedagogue do when faced with impasses in episodes of dysregulation with a student diagnosed with autism?
- How do we minimize the occurrences of crisis and assist a student with Autistic Spectrum Disorder and provide well-being within a school environment?

Measuring the challenge that the teacher faces when faced with a clinical picture with signs of autism leads us to question the reason that triggered this disorder. The environment where this student is inserted in most of his time may be the link that leaves susceptible to a healthy diagnosis, the correct procedure when facing this phenomenon.

As a result, it is very important to investigate the reasons that may trigger a satisfactory learning for the student, the perception of the institutional neuropsychopedagogy professional needs to be sharpened, and at the same time, it is important that an affective look be present, because studies have already provided indications that dialogue sometimes acts as a deflation of a situation, and can comfort the autistic individual with significant gains, and regulate a given situation.

Therefore, and because it is a consensus among renowned authors in the fields of psychology, neuroscience, and pedagogy, who care for students with a clinical picture of autism, they reveal that it is through a more affective method that a significant gain in self-knowledge is guaranteed for the student with the Autism Spectrum Disorder - ASD.

According to Caiado (2022), the autistic individual needs to be seen as a being who has his natural and essential component for his human life, and the Specialized Educational Attendance - AEE, may contribute in an educational and therapeutic way.



Conditioned by the existence of a diagnosis, the specialized care is characterized by therapeutic and educational care, which demonstrates the concomitance of both, but it is also understood that, in the absence of one, the other could replace it, without major losses, in a diagnosis prognosis limiting the educational action. It also seems to us that specialized care can have two characteristics: therapeutic and educational. Therefore, education would only be, at this point, a form of specialized care. Thus, there is no direct correspondence between special education and specialized care, since the latter can refer both to the provision of rehabilitation services and education. (CAIADO, 2022, p. 67).

The author also calls attention to the fact that, when evaluating ASD, with the purpose of diagnosing autism, observing the disproportionality; the interference that generates discomfort to those who do not know about it; the decrease in abilities and educational losses. It is important to pay attention to the diagnosis caused by an anguish felt by the autistic person, originating from neurological causes that induce the individualistic state with which autistics are commonly identified. We know that feelings are not facts, so:

"surely we are wrong about this. Certainly your feelings are strong evidence about the way things are" (ROB, 2011, p. 34).

Often, those who don't know how an autistic person behaves don't understand how much they express their feelings in each attitude presented in their actions, and each expression of feeling is, for those who deal with the autistic person, a representation, a guideline for how to proceed in face of their behaviors.

The construction of the theme and the choice is also of personal origin, being a public school teacher in a municipal school and that currently, I assume the multifunctional resource room working directly with Specialized Educational Assistance - AEE, it is possible to identify the various approaches according to the theorists as well as their limitations.

That said, the main objective of this study is to conduct a literature review of studies that can evaluate the effectiveness of cognitive behavioral techniques, which point to the best management of ASD, to assess whether the technical cognitive behavioral studies are in fact effective for the educational development of autistic people.

2 THE DETAILS MATTER: THE EMERGENCE OF INCLUSION AND AEE FOR STUDENTS WITH ASD

It is important to consider the frequency and intensity of the mood state that distinguishes autistic students from students understood as normal. In some cases, it is even possible that autism is considered a pathological case and that it is affecting the activities of daily life and school of each student who presents such specific characteristics of autism.



Meanwhile, making it perceptible that the human body will present physical and psychological reactions pertinent to the ASD - Autism Spectrum Disorder, which will be described in this research, is one of the issues that this work proposes by making available to education studies on autism, as well as one of the techniques to be used in the resource room or multipurpose resource room that are part of the AEE - Specialized Educational Service.

Nevertheless, the resolutions that permeate and shape the ASD - Autistic Spectrum Disorder, it is imperative to be guided by the regulations enforced by the Salamanca Declaration of 1994, whose resolution of the United Nations, aims to address the principles, policies and practices in Special Education. It is considered worldwide as one of the most important documents that aim at social inclusion, and in this sense the following is highlighted

We, the delegates of the Municipal Conference on Special Education, representing eighty-eight governments and twenty-five international organizations in assembly here in Salamanca, Spain, July 7-10, 1994, reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth, and adults with special educational needs within the regular school system, and we endorse the Framework for Action in Special Education, in the spirit of whose provisions and recommendations governments and organizations may be guided. (DECLARATION, 1994, p. 11).

In the mid 1990s, with the advent of the Salamanca Declaration, the concept of inclusive education was formulated, which aimed to provide education for all, without distinction. "There is an emerging consensus that children and young people with special educational needs should be included in educational arrangements made for the majority of children. This has led to the concept of the inclusive school. (STATEMENT, 1994, 12).

Corroborating with this proposal, Caiado (2022, p.96) brings his perception regarding the AEE, in:

The Specialized Educational Service, in multifunctional resource rooms, is characterized as an action of the education system in order to welcome diversity throughout the educational process, constituting a service provided by the school to offer the necessary support to the special educational needs of students, favoring their access to knowledge. The Specialized Educational Service constitutes a diversified part of the curriculum for students with special educational needs, institutionally organized to support, complement and supplement the common educational services. Among the specific curricular activities developed in the Specialized Educational Service, carried out in resource rooms, the following stand out The teaching of Libras, the Braille system, and the Soroban, alternative communication, curriculum enrichment, among others. In addition to the specialized educational service provided in resource rooms or specialized centers.

In view of the assertions of definitions about the common elements about the concept of autism, the author recognizes the direction, that is, the same that points to a state that involves the multiplicity of alternatives in the resource room or multifunctional resource room, which cover the



offers for the best development of students who need it, and with an essential management, reverted of affection dedicated to the special education that the autistic needs.

Furthermore, it is important to make it clear that feelings are not facts, but they can be thermometers, and that the autistic student's reduced behavioral efficiency, which consists of decreased concentration skills, are therefore possible to understand about the way the activities are presented to them.

Rob (2011) draws our attention to the observation about the emotional reasoning that each autistic student possesses, to pay special attention to the instant they begin the command process for learning under their thoughts, and that, although they tend to regress a bit, at other times they are totally agile when it comes to the cognitive part.

3 THE IMPORTANCE OF THE AEE FOR THE INCLUDED STUDENT

Autistic people have their own learning mechanisms, and it is up to the teacher to know which key to press each day, because each day is literally a new day for autistic people, although they have high functionality of task repetition, they have this perception of days that have passed through what they see around them, and perhaps this is an unfavorable position within the classroom, and that the resource room or multifunctional resource room, which are service modalities of the AEE - Specialized Educational Attendance, because it has in its variety of educational offer for the student, but above all by the tiny amount of students present in the classroom. Observe the tips described below:

1. Notice your thoughts. Pay attention to thoughts like, "I'm feeling nervous, something must be wrong," and "I'm so angry, and this just proves how badly you've been behaving," and recognize that your feelings aren't always the best tool for measuring reality, especially if you're not in your best emotional phase.
2. Ask yourself how you would view such a situation if you were calmer. See if there is any hard evidence to support the interpretation you are making of your feelings. For example, is there actually any hard evidence that something wrong is about to happen?
3. Give yourself time to allow your feelings to calm down. When you are calmer, review your conclusions and remember that, it is more likely that your feelings are a result of your current emotional state (or even fatigue) than they are indicators of reality. (ROB, 2011, p. 64).

For this and other reasons that are being listed in this paper, the student with autism most of the time needs multidisciplinary monitoring, where it would be very relevant that there was also the insertion of the neuropsychopedagogue, as a helping mechanism, with which the specialized professional, As soon as this professional is able to identify the specific needs of each autistic



student, through the mixture of sensations and feelings that they present daily at school, this professional can develop the corresponding skills for each one of them.

There are countless situations that can induce the autistic student, to the need to be observed in the school environment, especially those that refute predictability, sense of security, and trust, for example:

- Impasse when making a choice of a toy;
- Hesitation to solve problems;
- Apprehension about how to behave in front of certain circumstances or in front of other regular education students and even in the AEE room;
- Fear of what might happen when faced with an unknown or unexpected situation;
- Lack of skills that allow better management of your time;
- Aversion related to losing people and things that are important to you, or even having such objects moved;

Autism, in many cases, presents itself as an expression of a common emotion, being part of the everyday life of some people. It happens that we don't always know how to proceed in front of it, nor how to deal with its repercussion scope, nor to identify it in each one of us, because autism is presented from the early stage of a child's life, sometimes discovered in the second phase of children's life, corresponding to the initial moment of school learning.

However, the reality of the autistic person is a very meticulous daily life, full of rules created by him/her, and not even the autistic person him/herself realizes this, since for him/her his/her actions are totally normal.

It is in view of these inferences that the professional in the AEE room is not a specialist for a specific disability, but is open to the service dedicated to all students who are the target audience of Special Education, the same students who need services, resources, strategies, materials, and equipment that promote participation and accessibility in regular school.

It is worth pointing out that disability is directly related only to the student's biological condition, although this condition is not the predominant one, since life cannot be conceived without the interference of the social, nor can the social condition be conceived without the influences of the biological.

In view of the interaction between the biological and the social, it is possible to state that nothing is stable, nothing is ready, and nothing is finished.



The AEE is an important vector of transformation of special and common education required by inclusion, by addressing the differences without appeal to generalizations that essentialize them and result in ready-made formulas for specialized care. The fact that the Policy has defined its specific public does not contradict this approach to differences; the AEE plans and executes its interventions within individualized mobile identity frameworks, susceptible to environmental influences, which are not restricted to previously described characteristics, diagnoses and implacable prognoses. (MANTOAN, 2014. p. 14).

In detriment of the conception about the AEE - Specialized Educational Service, the disability leaves the context of the category itself, the multiprofessional evaluation and the report, as the most likely means to know the student, without eliminating his disability, as well as his characteristics, which will go beyond this, because it overcomes the incorporation vision of homogeneity that encloses it. It is possible to list, as an example, the autistic student himself, who, when inserted in a grouping mode marked by a definition where he can be framed, feels oppressed, lost in himself, and does not produce good learning, and shows how much he needs more space and dedication from his teacher and from the specialized professional for the resource room or multipurpose resource room.

4 AEE, LEARNING AND CONTENT FOR INCLUSIVE STUDENTS

The purpose of the Multifunctional room aims at total learning and, positively highlights, the content taught to show how it is possible for students to build a more independent knowledge, to evidence their learning within the few hours of class made available per week, which complements the environment of the reference classroom, being necessary a more active methodology, as Moran (2019, p. 09) points out:

Learning is a much broader process than school; it takes place in all the spaces and dimensions of everyday life. Active methodologies with hybrid models, are ways to achieve more in depth knowledge and development of all the competencies needed for a full life. The methodologies acquire a broad meaning when they are part of a context of profound transformations in the way we teach and learn in formal and informal spaces, and when they push everyone to continue learning actively throughout life.

The learning process needs to be continuous, as the students are awakened to the knowledge of what is presented to them, in an automatic way, they are inserted in a scenario that covers the behavioral therapies, which linked to the theoretical models that guide them, it is possible to highlight how the main currents present themselves:

1) Classical Behavioral Therapy, which aims to alter the student's internal mechanisms based on Pavlovian conditioning;



- 2) Applied Behavior Analysis, or Behavior Modification, whose objective is to manipulate specific contingencies, related to changes in target behaviors, without considering private events;
- 3) Cognitive-Behavioral Therapy, which aims at behavioral change through cognitive change;
- 4) the Clinical Analysis of Behavior, which seeks to promote changes in contingencies from the therapeutic relationship (VANDENBERGHE, 2021, p. 76)).

There is a consensus among behavior analysts on the value of this tool in identifying several features, ranging from environmental issues to those that exercise a broad behavioral spectrum of the individual.

Although it appears in different contexts and, sometimes, in a very specific way, as in the case of Autistic Spectrum Disorders - ASD, it can be much closer than we dare imagine, and so much so that when we face the absence of control intertwined with the possibility of non-acceptance by the other an almost instantaneous negative reaction happens, that is, a very clear expression of an autistic characteristic.

Following these perceptions, cognitive behavioral psychotherapy emerges presenting positive results regarding school teaching for autistic people. This is because in it there are activities that are performed within the learning sessions, following certain behaviors and skills that are specific to each situation that presents itself. And:

"as much as it is known that education is a fundamental right because it guarantees the process of development proper to the human person". SHEIFER (2018, p. 69).

Facing the professional educational look, the autistic learns to contain his anxiety, his inhibition, and as a consequence, learns to discover new ways to face the difficulties that permeate him in the school environment.

Autism can also be understood as an emotional dysfunction, causing great damage to the life of a child in learning development and, by association, the lives of those around this being, who presents an exacerbated pathology of disproportionate exaggerations, related to the stimulus, but that can be distinct, when adopting the concept of normal or qualitatively of what is observed, interfering in this way in the quality of life of an autistic, in his emotional comfort and daily performance.

The work of Beck (2013) and Clark (2014) look at autism from a more behavioral theory, as well as other scholars, who have been working with these studies for a long time, and place the ASD - Autism Spectrum Disorder, on the same level as the dominant psychotherapeutic practices in helping the autistic, and from this, contribute to the expansion of this technique in different parts



of the world, that is, from the behavioral assessment of the student with autism, the teacher arrives at a more satisfactory educational diagnosis for each student.

However, the evolution of understanding and knowledge about ASD is directly related to the concern of being able to certify its efficiency towards the treatment of various psychosocial difficulties, and, becoming popular among teachers, clinicians, and researchers, and thus being able to disseminate a brief panorama about autism, as well as its assumptions and scientific dissemination, which talks a little about this practice among researchers.

5 METHODOLOGICAL PROCEDURES

5.1 STUDY TYPOLOGY

This study is part of a literature review, in which the scientific inferences of each author mentioned here are applied. This is a qualitative bibliographic research taking into consideration how to identify and work with students with ASD as well as the challenges of working with this specific public.

the researcher must begin a broad survey of theoretical sources (research reports, books, scientific articles, monographs, dissertations and theses), in order to elaborate the contextualization of the research and its theoretical foundation, which will be part of the referential research in the form of a bibliographic (or literature) review, seeking to identify the "state of the art" or the scope of these sources. (FREITAS; PRODANOV.2013, p.131)

The literature research contributed a great deal to the act of investigation including for future bolder approaches such as a field research with a significant sample.

To assist in the development and understanding of learning, about this study with construction prominence from literature review. A bibliographic survey of four articles with emphasis on ASD - Autistic Spectrum Disorder was conducted. These articles served as reference support and understanding about the autism theme, directed to the context of inclusion in the reference classroom in common school.

6 RESULTS AND DISCUSSION

When developing this study, there was already a problem surrounding it about how autistic students could develop their educational skills? Well, if there are autistic students with potential intellectual development and others with significant slowness in activities considered as simple, developing study mechanisms to meet the specific needs of each autistic student, as well as regular students, considered as "normal", is a task that requires great management.

Even so, by identifying the students as if they were for the purpose of study groups, it is feasible to meet all students within the class time, scheduled for each shift. Where the student with



autism will have two types of care within the school, where in the morning or afternoon he will attend the reference room and in the morning or afternoon he has the educational support of AEE, being assisted in the resource room or multipurpose resource room. And even in the face of this educational support, there is a need to verify the assistance of other specialists outside the school environment according to each assessed need, since, although they are autistic students, they are individual people who present different levels of support, and by analogy, present different degrees of learning.

7 CONCLUSIONS

In view of the above, it was concluded that the characteristic of identification of the specific needs of students with autism is a factor of great importance for the development of educational skills, and that through bibliographic analysis, the theme of the Autistic Spectrum Disorder - ASD, shows how the development of classroom practices can be a probabilistic resource, since it is not all the time, that it is possible to prove functional relationships that are identified and evaluated in the educational environment.

There is a lot of emphasis on some ways to identify the driving force that triggers the more latent and more contained forms of autism, however it is necessary to always keep in mind that each student is a universe of sensations, that the behavior of students with autism is not standardized, that feelings, emotional discharges alien to their own will, and without knowing how to proceed in face of such situations, which culminates in educational withdrawal.

The evaluation by the institutional neuropsychopedagogue is of great relevance for the identification of the school context in which the autistic student is included, the elaboration of strategies with the teachers and school staff to provide well-being and better performance, as well as the referral to other specialists for the follow-up of this student, considering the need for a multi-professional evaluation and assistance, inside (if any) and outside the school.

The Specialized Educational Service - AEE, with the complementation or supplementation of the Resource Room or Multifunctional Resource Room will help to break down the barriers found in the reference rooms where the student with autism is included.

We do not discard here the importance of public and educational policies for the performance of the mediation activities, because it is important for the work, minimum conditions for a good performance of the multifunctional services.

This perception can collaborate as a stimulus for researchers, for one reason or another, to publish their research.



Therefore, it is possible to highlight that the close relationship obtained through the readings that enhanced and shaped this research evidenced the use of techniques and their intervention procedures, as well as the functional analysis, which reaffirms the importance of this tool among teachers, so that there are new conceptions and perceptions about ASD - Autistic Spectrum Disorder.



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