


Milton Melo charitable education and neurofunctional association: An approach to care for students with Autism Spectrum Disorder (ASD)

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ABSTRACT

Due to the complexity and diversity of symptoms presented by people with Autism Spectrum Disorder (ASD), it is essential to have specialized institutions committed to the development and well-being of these individuals. The municipality of Abaetetuba, located in the Amazon region of Brazil, stands out for its rich biodiversity of fauna and flora. ABENMM is a non-profit entity founded by 20 families, with the support of neurologist Madacilina Melo Teixeira and professor Abdinaldo Rodrigues Ferreira. Maintained through an agreement with the municipal government, the association operates in the philanthropic, cultural, welfare, educational and rehabilitation areas. This article aims to present an analysis of the services offered, through direct observation and analysis of the results obtained, through an interview with an employee, it seeks to understand how this institution contributes to the development of its students with disabilities, among these, those with Autism Spectrum Disorder-ASD.

Keywords: Association, Autism, Student, Development.

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INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurobiological condition that affects the communication, social interaction and behavior of individuals who have it, given the complexity and diversity of symptoms presented by people with ASD, it is essential to have specialized institutions committed to the development and well-being of these individuals (Brinster, *et al.*, 2022). In this context, the Milton Melo Beneficent Association of Education and Neurofunctional stands out as a reference in the care and promotion of the inclusion of students with Autism Spectrum Disorder (ASD).

The municipality of Abaetetuba, located in the Amazon region of Brazil, stands out for its rich biodiversity of fauna and flora. With a population of 119,152 inhabitants, including individuals with Autism Spectrum Disorder (ASD), the Milton Melo Beneficent Association of Education and Neurofunctional was created on August 28, 2004, provisionally located at Rua Magno de Araújo, nº 2076, in the São Lourenço neighborhood, in Abaetetuba, state of Pará. ABENMM is a non-profit entity founded by 20 families, with the support of neurologist Madacilina Melo Teixeira and professor Abdinaldo Rodrigues Ferreira.

Maintained through an agreement with the municipal government, the association operates in the philanthropic, cultural, welfare, educational and rehabilitation areas. Regularly registered with several bodies, such as CNPJ, Term of Source, Inep Code, registration with municipal councils and licensing certificates, ABENMM has an agreement with the city hall through the development term No. 09/2021, according to Law No. 13,019 of July 31, 2014 – Regulatory Framework.

This article aims to present an analysis of the services offered by the Milton Melo Beneficent Association of Education and Neurofunctional, highlighting its practices, approaches and methodologies aimed at students with ASD. Through direct observation and analysis of the results obtained, through an interview with an employee, it is sought to understand how this institution contributes to the cognitive, emotional and social development of its students, promoting their autonomy and quality of life.

THE IMPORTANCE OF THE MILTON MELO BENEFICENT ASSOCIATION OF NEUROFUNCTIONAL EDUCATION: ITS RECEPTION AND PEDAGOGICAL AND PSYCHOPEDAGOGICAL EVALUATION

The Milton Melo Beneficent Association of Education and Neurofunctional is a specialized institution that offers services to the target audience of Special Education, including people with Autism Spectrum Disorder (ASD). In its initial service process, the association welcomes individuals, followed by pedagogical or psychopedagogical evaluation, depending on whether or not they have a report.



During the reception, conducted by the social worker, the individuals are referred to pedagogical screening if they have a report, in order to evaluate their development and direct them to the necessary care. Those without a report are referred for psychopedagogical evaluation, which includes the preparation of reports and referral for evaluation with a neurologist, in order to obtain a diagnosis and the respective report.

These welcoming and evaluation processes are essential as an initial step for the care and referral of individuals with ASD, allowing the identification of their special educational needs (Brites, 2019). It is essential to assess the constraints in cognitive, linguistic, behavioral, emotional, social, physical, and self-care skills in order to understand the specific needs of each person with ASD.

Welcoming and social evaluation are extremely relevant in charitable associations, as they are the first steps to understand the needs and demands of the people served, as well as to establish a bond of trust and support. Social reception is the initial process of reception and active listening to individuals who seek the services of the charitable association. It aims to welcome, comfort and guide users, providing a welcoming and empathetic environment. During this stage, professionals can identify emergency issues, traumas, difficulties, and immediate needs of individuals, which is essential to direct the next steps of care (Brinster, *et al.*, 2022)

Couto *et al.*, (2019) states that social assessment consists of analyzing and understanding the social, economic, and emotional situation of users, as well as identifying available resources and potential vulnerabilities. Through this assessment, it is possible to draw up a personalized and effective intervention plan, considering the specificities of each case and the best ways to promote the well-being and social inclusion of those served.

By promoting reception and social evaluation in a careful and systematic way, charitable associations are able to establish a relationship of trust and respect with users, which is fundamental for the success of interventions and for the development of effective and assertive actions. In addition, these processes contribute to the construction of a support network and to the promotion of citizenship, autonomy and quality of life of the people served (Gama; Fernandes, 2019).

Pedagogical and psychopedagogical evaluation is used to identify the educational and psychopedagogical needs of the individuals served. Within the scope of charitable associations, pedagogical evaluation is used to assess the educational progress, cognitive abilities and learning difficulties of the beneficiaries. This evaluation helps the institution's professionals to plan more effective and personalized pedagogical interventions, aiming to meet the specific educational needs of each beneficiary (Oliveira, 2020)

On the other hand, the psychopedagogical evaluation is carried out to understand not only the educational issues, but also the emotional, social and family aspects that can influence the learning



process of those served. This comprehensive assessment is essential to diagnose possible learning disorders and develop intervention plans that consider the individual needs of each beneficiary (Conssoline; Lopes, 2019).

By employing pedagogical and psychopedagogical assessment in the context of charitable associations, professionals can ensure a more holistic and personalized approach to serving beneficiaries, promoting inclusion, full development and autonomy of the people served. These evaluation processes are essential to direct the actions and interventions of associations in order to more effectively and adequately meet the educational and psychopedagogical needs of those who benefit from them (Brinster, *et al.*, 2022)

SPECIALIZED EDUCATIONAL SERVICE OF THE MILTON MELO BENEFICENT ASSOCIATION OF NEUROFUNCTIONAL EDUCATION: A PRIMORDIAL TOOL

The Specialized Educational Services (SES) are services aimed at students with disabilities, global developmental disorders and high abilities/giftedness, which aim to promote school inclusion and ensure the access, participation and learning of these students in the educational environment. SEA aims to offer specialized educational support that complements and/or supplements the training of students, considering their specific needs (Couto *et al.*, 2019)

In the case of autistic children, specialized educational services play a crucial role in their development and learning, some important points about the importance of these services for autistic children include Personalized service, SEA is personalized according to the specific needs of each autistic child, taking into account their abilities, difficulties and individual characteristics (Gama; Fernandes, 2019).

SEA can provide adequate stimuli for the development of cognitive, social, emotional and motor skills of autistic children, contributing to their progress and learning. SEA seeks to eliminate barriers that can hinder the full participation of autistic children in the school environment, offering pedagogical and accessibility resources that favor their engagement and interaction (Conssoline; Lopes, 2019)

By offering specialized support, specialized care contributes to the inclusion of autistic children in the school context, promoting their autonomy and independence, both inside and outside school. In addition to benefiting the autistic child, SEA can also offer support and guidance to families, helping them to better understand their child's needs and collaborate more effectively in their educational development (Brinster, *et al.*, 2022)

The Milton Melo Beneficent Association of Neurofunctional Education, in accordance with article 5 of Resolution CNE/CEB No. 04/09, offers Specialized Educational Service to students with disabilities, including those with Autism Spectrum Disorder (ASD). This is due to the fact that the



aforementioned article highlights that Specialized Educational Service (SES) can be carried out in SEA centers in the public network or in community, confessional or philanthropic non-profit institutions, as is the case of the Beneficent Association of Neurofunctional Education Milton Melo.

In addition, the Specialized Educational Service (SES) offered at ABENMM is also based on the 2008 Political-Legal Frameworks for Special Education in the Perspective of Inclusive Education, which emphasizes the role of SEA to identify, elaborate, and organize pedagogical and accessibility resources to eliminate barriers to the full participation of students, considering their specific needs, including students with Autism Spectrum Disorder (ASD).

In this way, the SEA offered at ABENMM differs from the activities carried out in the regular classroom, not being a substitute for schooling, but rather complementing and/or supplementing the students' education aiming at autonomy and independence at school and beyond, as highlighted by interviewee 01 (BRASIL, 2010, p. 21.22).

Thus, ABENMM offers this service in a complementary way to the training of students with disabilities and autism spectrum disorders. In addition, autistic students also have at their disposal at the institution the AEE, which is intended for students from the municipal public school network, since Milton Melo's objective is to expand the offer of SEA and receive students from the municipal network.

THE IMPORTANCE OF IMPLEMENTING INDIVIDUALIZED PEDAGOGICAL ASSISTANCE (API) IN THE EDUCATIONAL CONTEXT: STRATEGIES, BENEFITS AND CHALLENGES

In the current educational context, the implementation of Individualized Pedagogical Service (API) has stood out as a fundamental approach to promote meaningful and inclusive learning for all students. API refers to an educational practice that aims to meet the specific needs of each student, taking into account their abilities, interests, learning paces, and cognitive styles. (Gama; Fernandes, 2019).

According to Conssoline and Lopes, (2019) one of the key strategies of the API is the personalization of teaching, which involves the adaptation of the curriculum, teaching methodologies and assessments according to the individual characteristics of each student. This can be done through the use of differentiated teaching materials, the diversification of teaching strategies, the use of educational technologies, and the promotion of practical and interactive activities.

The benefits of API are diverse and impact not only students' academic performance, but also their personal and social development. By receiving personalized service, students feel more motivated, engaged, and confident in their learning process. In addition, API contributes to the promotion of educational equity, allowing all students to have access to quality education, regardless of their individual differences (Couto *et al.*, 2019)



Brinster, *et al.*, (2022) say that, however, API implementation also presents challenges that need to be overcome, one of the main challenges is training teachers to work effectively with the diversity of student needs. Educators need to be prepared to identify the individual demands of each student and to develop pedagogical strategies appropriate to these needs.

The authors Gama and Fernandes (2019) point out that another challenge is to guarantee the necessary infrastructure for the implementation of the API, such as the availability of differentiated educational resources, the support of specialized professionals, the adequacy of physical spaces, and the integration of assistive technologies.

The implementation of Individualized Pedagogical Service (API) is essential to promote inclusive and quality education that meets the needs of all students. Through the personalization of teaching, it is possible to enhance student learning, promote educational equity, and prepare them for the challenges of the twenty-first century. To this end, it is essential to invest in the continuing education of teachers, in the adequacy of school infrastructure, and in the strengthening of educational policies that value the diversity and individuality of each student (Conssoline; Lopes, 2019).

According to the employee of the Beneficent Association of Education and Neurofunctional Milton Melo, the Individualized Pedagogical Service (API) was implemented in 2023 with the objective of providing personalized assistance to students with Autism Spectrum Disorder (ASD) who face difficulties in adapting to the collective environment and, consequently, are not performing well in a group. The interviewee points out that the need to offer the API arose due to the difficulties of interaction and sensory issues faced by these students, which were impacting their performance in the group teaching environment.

The implementation of the API involves the creation of specific classes of individualized service, where a teacher works directly with the student, at scheduled and scheduled times, in order to meet the specific needs of each student with ASD. This approach aims to provide a more appropriate and welcoming environment, allowing for a personalized pedagogical intervention that considers the particularities and challenges faced by students with ASD.

Thus, as evidenced in the interviewee's report, the Individualized Pedagogical Service (API) is intended to exclusively serve students with Autism Spectrum Disorder (ASD), in order to offer personalized educational support that takes into account the specificities and needs of these students, thus contributing to their academic and personal development.



NEUROFUNCTIONAL STIMULATION AND THE FUTURE IMPLEMENTATION OF ABA CARE

Neurofunctional stimulation is a therapeutic approach that has been increasingly used in the treatment of children and adults with autism spectrum disorder (ASD). This approach aims to promote the neurological and functional development of the individual through activities that stimulate the central nervous system, aiming to improve cognitive, motor, social, and emotional skills. (Oliveira, 2020)

For autistic students, working on their neurofunctional area is extremely important in their overall development, in addition to promoting the development of fine and gross motor skills, performing this stimulation can help improve motor coordination, proprioception, balance and posture, aspects that are often challenging for people on the autistic spectrum (Brinster, *et al.*, 2022)

In addition, this stimulus can also have a positive impact on the cognitive development of autistic students, helping to improve attention, concentration, memory, problem-solving skills, and abstract thinking. This can facilitate academic learning and the development of daily living skills (Gama; Fernandes, 2019).

In the social and emotional aspect, neurofunctional stimulation can contribute to the development of social interaction and communication skills, areas in which many people with ASD face challenges. By improving emotional regulation, sensory perception, and response to environmental stimulus, this therapeutic approach can help autistic students feel more comfortable and engaged in different social contexts (Couto *et al.*, 2019)

It is important to emphasize that neurofunctional stimulation should be part of a comprehensive and individualized therapeutic approach for each autistic student, considering their specific needs, abilities, and challenges. In addition, collaboration between professionals from different areas, such as occupational therapists, physiotherapists, speech therapists, and psychologists, is essential to ensure an effective and integrated intervention (Oliveira, 2020)

Encouraging neurofunctional development has a significant relevance in the development and well-being of autistic students, contributing to the improvement of several areas of their neurological, cognitive, motor, social and emotional functioning. Through an appropriate and personalized therapeutic approach, it is possible to enhance the skills and capabilities of autistic students, promoting a higher quality of life and inclusion in different contexts (Conssoline; Lopes, 2019)

According to the employee belonging to the Beneficent Association of Neurofunctional Education Milton Melo, the history of the institution began with the practice of Neurofunctional Stimulation, in which families took their children in search of a method that involved standardization activities, circuit and sensory activities. However, due to the new guidelines of Inclusive Education, philanthropic institutions began to assume a new role. Through agreements, they also began to offer



Specialized Educational Service (AEE), in accordance with Article 5 of Resolution CNE/CEB No. 04/09. Thus, the Milton Melo Beneficent Association of Neurofunctional Education had to adapt, no longer limiting itself only to the Neurofunctional aspect.

In this context, it is observed that the Milton Melo Beneficent Association of Neurofunctional Education, with the objective of promoting global development, including the autonomy and independence of students with disabilities, including those with Autism Spectrum Disorder, continued to offer Neurofunctional Stimulation. This was done through programs that involve sensory and motor activities, following the human development profile known as the neurological reorganization method (Glenn. 1989).

According to Glenn (1989), this method is based on human potential, stimulating six specific areas frequently, intensely and lastingly: vision, hearing, touch, mobility, language and manual competence. The official mentioned that the stimulation of these six areas, together with the pedagogical complementation, has the purpose of allowing students to experience their development process with interventions adapted to their individual needs.

In addition to the Neurofunctional stimulus, the Association is looking for the implementation of the ABA method. The ABA (Applied Behavior Analysis) method is an evidence-based therapeutic approach that has been widely used in the treatment of individuals with Autism Spectrum Disorder (ASD). Initially developed by B.F. Skinner in the 1950s, the ABA method is based on behavior analysis and aims to promote positive and significant changes in people's behavior, teaching social, communication, academic, and daily living skills (Couto *et al.*, 2019)

Oliveira (2020) the importance of the ABA method for students with ASD lies in the fact that it is highly individualized, adaptable, and data-based. Through careful analysis of the individual's behavior, therapists can identify specific and measurable goals for each student, creating personalized intervention plans that aim to improve skills that are important for their development.

The ABA method emphasizes early and intensive intervention, which is crucial for children with ASD, as the earlier treatment begins, the greater the chances of significant improvements in the child's development and quality of life. The intensive approach involves frequent and prolonged sessions, usually with a specialized therapist, aiming to maximize practice and learning time (Brinster, *et al.*, 2022)

Another key aspect of the ABA method is positive reinforcement, through the use of rewards and positive feedback, this instrument helps to increase desirable behaviors and reduce problematic behaviors, creating an environment conducive to learning and development (Brites, 2019).

This methodology is an evidence-based approach, which means that its effectiveness has been proven through scientific research and clinical studies. This gives parents, therapists, and



professionals confidence that they are utilizing a validated and effective intervention to help individuals with ASD reach their full potential (Conssoline; Lopes, 2019)

The ABA method has become an indispensable tool in the treatment and education of individuals with ASD, providing an individualized, evidence-based, and intensive approach that aims to promote the development of essential skills and improve the quality of life of these people. It is important to emphasize that the ABA method must be applied by qualified professionals and in partnership with the family, thus ensuring a comprehensive and effective approach to the treatment of ASD (Gamma; Fernandes, 2019).

According to the association's employee, a study is underway to implement a service focused on applied behavioral intervention (ABA) to meet the specific needs of our students with autism. To ensure the success of this service, they are waiting for the acquisition of the necessary resources before starting practical activities. The purchase of essential materials to offer a truly specialized service, aimed at the development of social and behavioral skills so important for students with autism, has already been included in the work plan. Once the resources are available, it will be possible to start the ABA program in an effective and impactful way in the school community.

MULTIDISCIPLINARY TEAM OF THE MILTON MELO BENEFICENT ASSOCIATION OF NEUROFUNCTIONAL EDUCATION AND THE ACTIONS CARRIED OUT

Educational services for students with autism spectrum in associations can benefit from the presence and collaboration of several professionals, each playing a key role (Couto *et al.*, 2019)

Within the Association's Habilitation and Rehabilitation Integration Center (NIHR), as mentioned by the interviewed employee, several services are offered, such as welcoming, screening, evaluation, home care, individualized therapeutic care, family guidance, and multiprofessional care. These services are provided according to the specific needs of the students and involve professionals such as speech therapist, psychologist, social worker, psychopedagogue, physiotherapist and pedagogue, by appointment.

In the context of this center, the speech therapist plays a fundamental role. Her responsibilities at ABENMM include participating in the evaluation process, case studies and preparation of reports in collaboration with the institution's multiprofessional team. In addition, she advises the teaching action, providing speech-language pathology guidance that helps in the pedagogical process in the classroom, contributing to student learning. The speech therapist assists individually and in groups the students who need speech therapy intervention for the development of voice, speech, hearing and language, whenever necessary.

Other activities performed by the speech therapist in the consultations include carrying out prevention work related to written, oral, voice and hearing communication, guidance to families to



optimize the educational process, participation in technical or administrative meetings when called, collaboration in specific issues of their area of training and knowledge that contribute to the development and learning of students, as well as the organized and updated maintenance of the records of the students served.

The speech therapist plays a key role in supporting the communication and language of children with autism. They can help develop verbal and nonverbal communication skills, as well as work on articulation, voice, and fluency issues. In the educational context, the speech therapist can help create strategies to improve communication and social interaction of students with autism (Gama; Fernandes, 2019).

The psychologist, as highlighted by the employee, plays a fundamental role in the context of ABENMM in relation to psychology services. Their responsibilities include participating in the evaluation process, case studies, and reporting in collaboration with the institution's multiprofessional team. In addition, the psychologist collaborates on specific issues in her area of training and knowledge that contribute to the development and learning of students.

Within the scope of her knowledge, the psychologist advises the teaching action by conducting home visits with the objective of studying the psychosocial context of the families of the students served. She also guides families, seeking to optimize the educational process and contribute to the balance and adjustment in family relationships. In addition, the psychologist participates in technical or administrative meetings when necessary and summoned, keeping the records of the students served organized and updated. She assists students who need psychological support individually and in groups, assessing their psychological issues and specific needs in an attentive and professional way.

The psychologist is essential to help understand the behavior and emotional needs of students with autism. They can provide emotional support, aid in the development of social and emotional skills, and offer strategies for coping with behavioral challenges. The psychologist can also collaborate with parents and teachers to create an appropriate and welcoming learning environment. (Couto *et al.*, 2019)

In the professional area of social work, the social worker is identified as the person responsible for providing social assistance, as mentioned by interviewee 01. The participation of the social worker in the evaluation process, case studies and preparation of reports together with the institution's multiprofessional team stands out as a crucial contribution. In addition, she collaborates with specific issues in her field of training and knowledge, which are fundamental for the development and learning of students.

The social worker also plays the role of advising the teaching action, providing social assistance guidance based on her specialized knowledge. It seeks to include users and their families



in the social protection system, public services and in the social and assistance network, according to the needs of the students. In addition, it contributes to the rescue and prevention of the integrity of users, promoting the improvement of the quality of life.

Through extensive support, information, guidance and referral actions, the social worker works together with the association's families with a focus on quality of life, the exercise of citizenship and the social inclusion of students with disabilities, including those with Autism Spectrum Disorder (ASD). In this context, the home visits carried out aim at the study and socio-family monitoring of the students served.

The social worker offers individual and group support to students and their families who need welcoming, active listening, support, guidance, promotion of coexistence, reconstruction and strengthening of family and community bonds. The role of social work as a mediator between the needs of users and the available services is also highlighted, seeking to ensure the effectiveness, efficacy and quality of these services, promoting citizenship, participation and social control in the institution (Conssoline; Lopes, 2019)

In the context of the actions and functions of the Milton Melo Beneficent Association of Neurofunctional Education, professionals, including the social educator and the psychopedagogue, are responsible for evaluating students in search of reports. Students without a report undergo psychopedagogical evaluation (interview, anamnesis), answer questionnaires with their families, participate in playful interventions with games and are referred, if necessary, for treatment of conditions such as ADHD, ODD and dyslexia at the health center or at SEMEC (psychosocial).

After the psychopedagogical evaluation in the association, the professional investigates the student's learning process, seeking to understand the origin of the difficulties. The evaluation process begins with a history interview to collect essential data about the child, including their development, medical history, school history, family dynamics, and other relevant factors. The objective is to identify elements that may be creating obstacles to the learning process.

For the authors Gama and Fernandes, (2019) the social educator can contribute to the inclusion and social integration of the student with autism. They can help develop social skills, promote positive interactions with peers, and support participation in extracurricular activities, the social educator plays an important role in creating an inclusive and supportive environment for the student with autism.

The psychopedagogue is responsible for identifying learning difficulties and developing strategies to overcome them. In the case of students with autism, the educational psychologist can adapt the curriculum, use specific methodologies and offer individualized support to meet the student's educational needs. They can also collaborate with other professionals to ensure a multidisciplinary and integrated approach (Conssoline; Lopes, 2019).



In summary, collaboration between speech therapists, psychologists, social educators and psychopedagogues is essential to provide effective and comprehensive educational care for students with autism spectrum in associations. Each professional brings specific skills and knowledge that, when combined, can promote the overall development and well-being of these students.

The actions developed by ABENMM are educational, cultural, charitable and recreational, these activities cover sensory, psychomotor, educational aspects, as well as the production of didactic/tactile pedagogical materials and the realization of continuing education, such as multiprofessional intervention courses and annual seminars, pedagogical workshops, home and school visits, class councils, pedagogical shift, psychopedagogical evaluation, pedagogical hour/activity, training with families (Embrace Project) and parties on commemorative dates.

These actions aim to provide new learning opportunities for students in the target audience of Special Education, including students with Autism Spectrum Disorder (ASD), thus contributing to their integral development.

In addition, ABENMM promotes pedagogical articulation with the regular schools of the students served, through lectures in schools, assistance to teachers and forwarding of reports from students, including those with ASD. It is observed, through the observations and the political-pedagogical project, the inclusion of families, with periodic meetings with parents and/or guardians, aiming at the participation and involvement of the entire school community in the educational process, in order to improve the quality of teaching for the benefit of all students, including those with ASD.

Another relevant action carried out by ABENMM for the benefit of students with ASD and their families is the Continuous Provision Benefit (BPC), where the social worker promotes reception, evaluation and referrals related to the BPC issue, as mentioned by the employee.

FINAL CONSIDERATIONS

Throughout this study, the Milton Melo Beneficent Association of Education and Neurofunctional demonstrated an exemplary approach in the care of students with Autism Spectrum Disorder (ASD). The performance of the multidisciplinary team proved to be essential for the development and progress of these students, promoting a comprehensive and personalized approach for each individual. The benefits of this team are vast and impactful, ranging from expert assessment to the implementation of personalized intervention strategies.

The actions developed by the institution proved to be effective in serving and supporting students with ASD. The personalisation of the intervention plans, the close monitoring and the constant evaluation of progress have allowed an environment conducive to the development of these



individuals. In addition, the promotion of social inclusion, the partnership with families and the continuous training of the team were key elements for the success of the interventions.

The neurofunctional stimuli applied by the Milton Melo Association demonstrated significant results in the cognitive, motor and emotional development of students with ASD. The use of innovative therapeutic approaches, such as sensory stimulation, sensory integration and occupational therapy, contributed to the improvement of the quality of life and autonomy of these individuals. Attention to the specific needs of each student and the constant adaptation of therapeutic practices were key to the success of these stimuli.

The approach of the Milton Melo Beneficent Education and Neurofunctional Association for students with ASD stands out for its holistic, personalized and innovative approach. The multidisciplinary team, the actions developed and the neurofunctional stimuli applied proved to be fundamental for the progress and well-being of these students, highlighting the importance of an integrated and specialized performance in the care of individuals with special needs such as ASD.



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