Importance of physical education for school insertion of children with autism spectrum disorder

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SUMMARY

Autism is characterized by developmental abnormalities that occur before the age of three, going through the life of an individual. Among these abnormalities, three areas of development stand out: social interaction, language and communication, presence or repertoire of restricted, stereotyped and repetitive behaviors and interests. Physical education aims to stimulate psychomotor development and, as a fundamental principle, to awaken the creativity of educators, besides contributing to the integral formation of the student. Its purpose is to assist in the physical, mental and affective development. With the regular practice of physical activity, children with Autism Spectrum Disorder (ASD) improve simple commands, providing an improvement in motor coordination and communication. The present study aims to analyze the development of the autistic and the importance of physical activity for the same. After the bibliographic research, it was possible to notice that the physical activity directed to the autistic, together with the appropriate intervention method, leads to the improvement of the quality of life of these children.
Keywords: Physical education, Autistic, Intervention.

1. INTRODUCTION

Autism is characterized by developmental abnormalities. It starts before the age of three and goes through the individual's life. Within these abnormalities stand out three areas of development: social interaction, language and communication and presence or repertoire of behavior and restricted, repetitive and stereotyped interests.

Physical activity is a behavior for disease prevention and health maintenance and should emphasize participation, decision, autonomy and independence. Therefore, physical education offered by schools must include body, movement and playfulness as inseparable educational aspects and provide adequate educational opportunities for integral development and the pursuit of objective participation and social integration (WINNICK, 2004).

The Physical Education classes act through playful games and seek to contemplate a large number of manifestations of the spectrum, seeking to attend each child, in its particularities, through collective and individual games. We know that not only do the playful manifestations play their role, enabling the deepening of ties between the physical education teacher and the faculty that received educational guidelines.

Another important aspect of this study is to provide the correlations of play and child motor development processes with their results in a favorable environment for stimuli, very expressive for the child's future life.

As well as achieving a great health benefit, there is also a significant improvement in the psychomotor, social and cardiovascular areas, as well as reducing behaviors such as lack of attention, impulsivity and hyperactivity of children who have a clinical picture of autism.

Physical activity for children with autism should focus on physical conditioning, balance and basic movements, developing the fundamental movements and locomotives. Idleness and sedentary lifestyle are extremely damaging to an autistic child. It is up to the physical education teacher to contribute to this child's correct and productive performance of all the activities proposed to her (WINNICK, 2004).

The objective of this study is to reflect on and approach play in physical education classes as a playful intervention and to provide improvements for children diagnosed with Autism Spectrum Disorder (ASD) through inclusive education in order to establish parameters for better alignment in classes PE.
2. METHODOLOGY

The literature review technique was used as methodology, with research on articles and course completion papers published in online databases of scientific data. The literary exploration carried out in these matters was extremely important for the accomplishment of the work.

The sources considered for this research were:

2015 &gt; Scientific articles in the Google Academic database published between 2000 and 2015.

Key words: Physical Education; Autistic; Intervention.

For the selection of sources, bibliographies that addressed Physical Education as an insertion method for children with Autism Spectrum Disorder (ASD) were considered as criteria.

The materials will be collected between February and October 2016.

Subsequently, an analytical reading was performed to order information from the sources, in order to obtain a response to the research. The data collected were compared and discussed to find conclusions about the methods of Physical Education of insertion for children with Autism Spectrum Disorder (ASD).

3. AUTISM AND PHYSICAL EDUCATION - FORMS OF APPROACH AND INTERVENTION

Autism is a disorder that arises early in the early years of life and involves significant loss of communication, socialization, and imaginative ability. For Calegaro, Stolaruk and Zeni (s / d). In addition, according to Assumpção Jr et al. (1999, s / p), its onset occurs before the age of 3 years, with an estimated prevalence of 4 to 5/10000 and predominance in males (3 to 4 to 1), being related to pre, peri and post- Natal ".

According to the statistics in Brazil there must be 65,000 to 195,000 autistic, based on studies conducted in the international proportions, since no such survey was conducted in the country.

Autistic children in most cases present with absence or delay of oral language, repetitive use of language, difficulties in eye contact with the other, lack of interest in peer relationships, lack of spontaneity and definition in certain objects.

For Ellis, the deficits of social interaction, communication and social imagination become clear, and rigid, repetitive behaviors are the central nucleus of the autistic spectrum, although they present many different
characteristics. Regarding the socio-emotional characteristics, autistic individuals are usually isolated, aggressive, disinterested individuals; Abdicate of greater physical and affective contacts; Have inappropriate movements; They do not show fear of real dangers; they grumble; Laugh inappropriately; Have strange eating habits; Have crises of crying and anguish for no apparent reason.

Law No. 12,764, which establishes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder, enacted in December 2012, continues with the view that autistics are officially considered persons with disabilities, having the right to all policies of inclusion of the Autism is now legally considered a disability, and every public school, whether or not it is prepared, has an obligation to include students with this type of disability.

Already according to the 10th International Classification of Diseases (ICD-10) of 1991, autism is classified as F84-0 and is considered to be an abnormal and compromised Developmental Invasive Disorder, manifest before the age of three years.

Children and young people with Special Educational Needs (SEN) must have access to regular schools and must adapt to them through a child-centered pedagogy that can meet these needs. Regular schools, following this inclusive orientation, are the most capable means to combat discriminatory attitudes, creating open and solidarity communities, building an inclusive society and achieving education for all.

We lack more reflection on the current reality and the propositions of legislation, which leads us to think, so that we can build strategies that will tone the professional so that he is more secure in the face of current changes and adaptations. Therefore, we will seek to effectively achieve the inclusion that is very difficult to carry out and has generated a lot of controversy. (10)

What we are presented by Gómez and Terán, who emphasize the importance of the teacher in the preparation and construction of the student's learning that the activities given by him will be of great value, as they will help in the maturation of the central nervous system and in the cognitive structuring of the child, So that they work according to the demands of the environment in which the child lives. It is also important for the teacher to know how to pass on to the student not only how to do it and what to do, but also to review why he is doing and how it will bring him rewards in the near future. For this, the teacher must have the necessary training to work not only on the student's deficits, but on the identification of their potentialities and the preparation of the educator for the mediation process, as Vygotsky recommended.

The teacher often does not deal with the challenges that arise when receiving a student with special educational needs, feels unprepared and unable to create conditions for their effective inclusion.
The formation of the educator implies a continuous process in which the teacher needs to go beyond feedback and his presence in courses and actions that aim at changes in the teaching-learning process.

In order to improve the interaction between teacher-student, there will be a need to develop some skills for the learning process to occur. First, the teacher must distinguish the importance of his role and with this can achieve the meaningful process. In order to achieve this goal, it is necessary to propose activities that will make a difference and at the same time put oneself in the place of the student, in order to develop their reading of the world, to make simple, objective and fragmented guidelines for their better understanding. Use all valid resources as long as they empower your skills and abilities. Firstly, it is advised that the teacher bring the knowledge of reality to the coordination of the school, in the second plan to hold a meeting with the faculty, coordination and parents of the students and, later, establish parameters so that they can attend this student pedagogically.

In order to be able to receive the child correctly, we need to understand that some of the aspects that hinder the process of inclusion of students with special needs in schools are lack of adequate professional training, lack of appropriate resources and materials, architectural barriers And physical, attitudinal human barriers that permeate pedagogical practices in relation to inclusion, among others.

The family can collaborate in a very special way for the development of children with autism in school, mainly providing professionals with information about the child's communication. If there is at least one form of communication used by the child, others may be developed. "The family is, therefore, the determining factor for the detonation and maintenance - or, on the contrary, for the impediment of the integration process".

By identifying that a student has special educational needs, the school (principals, counselors, and teachers) must organize an effective support network, including the family. This involves seeking technical advice from specialists from different areas whenever necessary, and in some cases, this assistance needs to be continuous.

The partnership between family and school is emphasized by the Declaration of Salamanca and the involvement between the two parties would ensure an active participation of the parents in the decision making and the educational planning of their children, with the adoption of a clear and open communication.

"The activities of mentally handicapped individuals are limited to home-school-house (...) This restriction is due to several difficulties, such as lack of time for parents to engage in leisure activities with their children, lack Of adequate leisure option and financial difficulty ".

Schools are not prepared to receive these students with special educational needs because there is a lack of reworking of evaluation criteria and a well-trained staff so that adequate work can be performed with these students.

There are several advantages in the coexistence of children in Autism Spectrum Disorder (ASD) with others of the same age group, provided that the singularity of each child is respected. This contact provides interaction models, positively stimulating interactive capabilities, preventing continuous isolation and exercising social skills during this exchange in the social learning process. On the other hand, children with typical development are also favored as they coexist and learn from differences, reducing prejudice and discrimination.

One recommendation is for the teacher to be aware that including in PE classes is not simply adapting the discipline, but rather adopting an educational perspective that values diversity and is committed to building an inclusive society.

Another point to be considered by the Physical Education teacher is the way to present content, with attention to the selection and modification of teaching styles that provide the greatest educational benefits to all students.

In the interrelationship with the child, the following factors should be taken into account: it is suggested that the teacher sits next to or behind the student, preferably to sit at the front, since the latter position can become threatening. It is necessary to emphasize activities that are of interest to the student with autism: music, excursions, etc.

With inclusive education there are greater demands and challenges for schools and teachers. It is necessary that the educational actors program a curriculum that responds to the characteristics of the students.

"Empowering teachers and schools to work with a curriculum that meets these demands is therefore the great challenge facing the school itself and support services." To plan the learning and participation of all students without resorting to stereotyped and predefined answers, to seek the best ways to adapt or modify the curriculum to the diversity of the students' needs, to work in articulation with other professionals or services, to promote collaboration and Sharing of information and experiences among teachers, stimulating the production of curricular materials, mutual observation of lessons, the emergence of pedagogical partnerships, encouraging experimentation and pedagogical innovation, are some of the fundamental tasks in which teachers, regardless of their specific functions, Should be actively involved and cooperate.
4. INCLUSION - AUTISM AND ITS VARIOUS SPECTRUMS

In order for inclusive education to become a reality, in addition to a change of mentalities, with regard to access to and success of education for all, it is necessary to create conditions and resources appropriate to each situation. One of the resources that Porter advocates is the creation of "method and resource teachers", assigned to schools according to the number of existing students (1/150 to 200) to act as "support consultant to the regular class teacher Is responsible for helping him develop strategies and activities that support the inclusion of special needs students in the regular class."

In the National Curricular Parameters, curricular adaptations were defined as "strategies and criteria of teaching performance, admitting decisions that allow to adapt the educational action school to the peculiar ways of learning of the students, considering that the learning teaching process presupposes attending to the diversification of students' needs "I think that in order to establish an effective inclusion for students with Invasive Developmental Disorders, it would be necessary to discuss what" necessary support for pedagogical action "is being talked about, as well as what the necessary" curricular adaptations "would be. A truly inclusive school would be willing to deal with heterogeneity and diversity.

Inclusive education implies schools open to all, where all study together, indifferent to the type of problem, because the educational act focuses on the inclusive curricular differentiation, built according to the contexts of attribution to the students, the search for different school methods to give Response to the cultural diversity, seeking different methodologies that have contemplation in the attention in the rhythms and the learning styles of the students.

Support is understood,

"A diversity of resources - teaching materials, special equipment, additional human resources, teaching methodologies or other learning organizers that can help in the learning process. Support refers to all these resources, but particularly to those who are beyond Of which the teacher alone can provide."

The picture is confusing and inciting to educators who identify with the theme, and although educational methodologies do not provide adequate results when they occur individually, without them it is very difficult to achieve progress of the child with autism. Even with the presence of such difficulty, there are many reasons to encourage the inclusion of these children. Reasons that go through the evolution of our concepts about disability, support them in various legal documents and the importance of pedagogical behaviors.

Cooperation and the sharing of experience and knowledge are a way of encouraging non-isolation and the creation of spaces for training, research, action and reflection. (30). In order for the answers to the
problems to be pertinent, timely and adapted, they have to be built in the contexts in which problems are
developed and with stakeholders in their resolution, which requires methodological and organizational
changes.

Especially in families who have children with autism, mutual lack of affection and communication
becomes the biggest impasse. Autistics have characteristic problems in understanding many of the human
affections. They appear to have no feelings, but in fact, this behavior seems to result from cognitive
inability

(...) Include is not simply to insert a person in your community and in the environments destined to your
education, health, leisure, work, include apply to welcome all members of a given group, regardless of
their peculiarities; Is to consider that people are unique beings, different from each other and therefore not
able to be categorized.

The Physical Education Teacher can also help by giving suggestions to family members about how they
can behave at home so that they become involved in the process of including their children. Often the
educational mechanisms that are developed in the classroom have no segment in the home. (19)

The motor intervention environment is a place where individuals receive specialized care to perform
programmed and targeted physical activities, aiming to improve their motor skills. An inclusive space that
uses playfulness to facilitate the development of the autistic child, so within this process diverse physical
activities are performed to work motor development in global environments.

Studies on the movement of people with motor disabilities have brought together multidisciplinary teams
in an attempt to understand the functioning of the Central Nervous System (CNS) the adaptive processes
created by these individuals for movement and interaction with the environment, with the purpose of
developing methodological procedures that Facilitate learning and motor control in the presence of
movement disorders.

5. INTERVENTION STRATEGIES FOR AUTISTIC CHILDREN

In the search for better teaching methods for children with autism we must first "identify what we should
teach a child with autism, which is a complicated and delicate task, since they do not fit into the usual
forms of evaluation."

Once diagnosed the criteria adopted should present a simpler model, is a very useful help when we find
another more effective. According to Jordan, the teacher must systematize and organize teaching methods
in order to teach effectively.
All forms of evaluation will give us sufficient information to define the objectives, if they are chosen according to the following criteria: adequacy to the child's evolution; Presentation of normal evolution; Functionality, as far as possible and adaptation of the child with autism to natural environments.

This area is an area of intervention, and it is necessary to initiate the process of "unblocking", that is, to create an affinity between the educator and the child, thus making exist for him / her. The educator / teacher is responsible for having a relationship with the child that is easily understood by the child, because everything is established in an orderly manner and not by chance; By limits to their unadapted conduct; Reinforcing, by discriminating their adapted and functional behavior; To plan stable and structured situations; To help the child to refrain from self-gratification and to understand which of his behaviors and attitudes are caprices not allowed; Be clear, in the orders and instructions given by the child; Have a directive attitude in the planning of activities and their duration.

The selection of objectives and tasks in this area will provide learning strategies for future objectives and more complex natural situations, as well as providing specific development objectives.

Teachers generally present difficulties in the form of conflict in dealing with the "different". The teacher then tends to adopt strategies that somehow inhibit the expression of "autistic symptoms" (Ex: "keeping the student busy"), more as an attempt to "dominate" such feelings than as a pedagogical practice, Tailored to the needs of the student. Preconceived ideas, especially from the media, influence teacher expectations of student performance, affecting the effectiveness of their actions in promoting skills.

"Inclusive school practices are emancipatory and bring the different pupils, including those with a disability, to the place of learning, who have been excluded, at school or out of school."

[...] a type of intervention among children with developmental problems-psychotic, children with autistic traits, post-autistic children and children with organic problems associated with failures in the subjective constitution, is a set of interdisciplinary practices of treatment, with special Emphasis on educational practices, aimed at resuming the overall development of the child or the resumption of psychic structuring interrupted by the outbreak of child psychosis or even the sustainability of the minimum of subject that a child may have built.

The acquisition of language is submissive to the exercise of the symbolic function, which is so much affirmed in the development of imitation and play as in verbal mechanisms. It identifies the beginnings of infantile representation in imitation, in play, and in unconscious symbolic thought. In this period the individual processes of mental life predominate over collective factors, leading to the constitution of interindividual relations, but without deriving from them univocally. Thus, in game and imitation, the passage from the sensorimotor to the representative thought can be continuously monitored. It begins
when there is differentiation and coordination between signifiers and meanings, and the first differentiated signifiers would be provided by imitation and its derivative, the mental image, while meanings would be provided by the predominant assimilation in the game. "It is this conjunction between the imitation, effective or mental, of an absent model, and the meanings provided by the various forms of assimilation that allow the constitution of the symbolic function."

It implies that teaching and learning, as a unit in the teacher's perspective, is considered inseparable, making relationships more complex. So if the student does not learn, it is also a problem for the teacher as well. The relation with knowledge must be different from the traditional way practiced by the school. (37). It is about making teaching and learning more investigative, in which the teacher must be guided by the confrontation of problem situations for which the known answers are insufficient.

In the case of Autism, it is difficult to work with games because they have difficulty understanding the established rules, besides presenting in most of them motor coordination deficits. It is also known that motor dysfunctions can contribute to a delay in language and communication.

Assessment tools should inform the child's current development, how the child is facing certain learning situations, the resources and the process that makes use of a particular activity. Knowing what it is capable of doing, even with the mediation of others, allows the elaboration of own teaching strategies appropriate to each student in particular.

Language / communication is fundamental for social and cultural interaction. However, it is one of the major obstacles of the autistic. Although many develop verbal skills and much of it can develop only non-verbal communication skills.

The use of the toy favors contact, making it an object of the child's expression, in which his or her fantasies, wishes and real experiences will be expressed in a symbolic way. Therefore, play is fundamental for the development of the child, as regards aspects of growth, health and socialization, as well as being a way for the subject to communicate with himself and with others. It is observed that the playful is important for the development of children, because it allows the approach with the professionals that are part of their routine and their development process, the expression of feelings and emotions, besides favoring the socialization through contact with other children present School, community, home, and other places the child attends. The socialization can be done in activities such as dynamics and group work, games, games and toys.

For Vygotsky, children's play is essential for the child's learning, it is not only the systematic teaching that can develop learning, but also the play, that is, the play, can also and must be considered primordial in learning And child development - although toy is not the predominant aspect of childhood, it exerts a
huge influence on child development.

The development and learning of autism need time and space to happen because they are complex processes. (44). It is important that the educator knows how to mediate and interact with the student and that he/she knows the characteristics of the student to help him/her in the teaching-learning process.

The game can be used as a methodological strategy in teaching the learner's learning, by generating a zone of proximal development, that is, learning opportunities. In addition, by using educational games as a didactic-pedagogical resource, the educator can promote the learning and development of all the potentialities and abilities of the students. For this, the game must be practiced in a constructive way and not as a series of activities without meaning, aiming the development of physical and intellectual capacities, not forgetting the importance of socialization.

6. FINAL CONSIDERATIONS

This work aimed to show the difficulties and the motor irregularities that the child with autism possesses, as well as the vision that he has of his own body.

Through the understanding that motor dysfunctions can contribute to a delay in language and communication, we analyze that the process of motor skills acquisition is developed so that it is an integral part of the educational support programs for children with Autism Spectrum Disorder (ASD).

In order to carry out the proposed objectives, it has become necessary to reflect on the history and physical evolution from its origin to the present day, showing that it is an indispensable discipline for any kind of education, which uses physical and natural means to prevent diseases and that this discipline can enable the autistic, overcome in their daily difficulties, giving him a better quality of life.

Physical Education offers autistic new forms of expression, besides obtaining a great benefit to health and improvement in the psychomotor, social and cardiovascular areas, reducing behaviors as: lack of attention, impulsivity and hyperactivity.

O desenvolvimento desse estudo permitiu ainda avaliar a importância do profissional de educação física no contexto educacional e de desenvolvimento dos autistas, o qual, por meio da prática positiva de atividades físicas atua de modo a melhorar a qualidade de vida e funcionalidade dos portadores desse transtorno.

Frente ao exposto anteriormente faz-se necessário a realização de mais pesquisas relacionadas ao tema para que os profissionais que lidam com estas crianças tenham maior direcionamento durante suas aulas,
possibilitando melhor desenvolvimento psicomotor de seus alunos.

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