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## SCHOOL INCLUSION AND AUTISM: PEDAGOGICAL WORK IN EARLY CHILDHOOD EDUCATION IN THE MUNICIPAL NETWORK OF ANÁPOLIS – GOIÁS

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### ABSTRACT

The person with Autism Spectrum Disorder (ASD) for a long time was excluded from the society, and in educational terms, its historical trajectory ranges from exclusion, passing through segregation or special schools, followed by integration with special classrooms in common schools, until the inclusion proposal that takes force at the end of the 20th century, considering that especially in Brazil, since 1988, through the Federal Constitution, policies public schools have guided the process of inclusion in the regular school system. This research aimed to goal understand The reality gives inclusion at education childish gives network municipal in teaching from Annapolis, Goiás. The research has a qualitative approach, of the bibliographic type, using of document analysis . As a result, the research pointing to legal advances in the processes of inclusion of students with ASD. However, problems related to the quantity of vacancies insufficient for The attendance of children with TEA and The lack in planning pedagogical specific for The attendance educational skilled at education childish regular.

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## INTRODUCTION

In 1943, Leo Kanner, specialist in psychiatry pediatric rooted in the United States, described the particularities of autism from the observation of a group of eleven children during five years old. The psychiatrist American identified at the group a set of characteristic behaviors, such as: extreme isolation, relationship difficulties with other people, even the closest ones, delay in speech acquisition and when this was acquired the child did not use it as a means of communicating and interacting with people, great memory, behaviors repetitive and bizarre, behavior obsessive and immutability. According to Kanner (1943/2017), what came from the outside was experienced by the autistic children as a "scary intrusion", which justified not only the tendency to ignore what was asked of them, but also the refusal of food and the despair caused by noises strong or moving objects. Soon,

They refuse food, they do not consent to "let themselves" be held, they do not share the simplest and most consensual representations. And what do we look still more disconcerting: show up, for any less at appearance, totally uninterested in establishing social bonds, refusing to speak or ignoring to complete the presence of people (RIBEIRO, 2007, p. 29).

However, the noises or repeated movements produced by themselves were not accompanied in manifestations in anguish. Kanner described this behavior how being an "obsessive and anxious desire for the maintenance of uniformity" (1943/2017, p. 245). In other words, a preference for routine prevailed, refusing, therefore, attempts to modify it. In the middle external. In Kanner's conception (1943/2017), the social withdrawal of autistic children was, often, accompanied gives impossibility gives kid in to develop language in functional way, that is, she can pronounce words, but does not apprehend concepts. Roughly speaking, the mastery of flexible linguistic structures essential for understanding the spoken language, such as

pronouns, verbs, adjectives, and conjunctions, is commonly impaired at kid with autism. In the course of his research, Kanner states that, according to family members, most part of the children participating in the research, since their birth, proved incapable of relate “in a normal way with people and situations” (KANNER, 1943/2017, p. 156). For him, autism is distinguished from childhood schizophrenia in that it manifests as a disorder innate affective contact, an inability on the part of the child to establish biologically this contact. Paradoxically, Kanner signaled that children with autism had the ability to memorize significant amounts of information, memorizing with ease different textual and sound materials. Another highlighted element was the fact that the children did not possess no trace in physical disability visible. In this regard, Hans Asperger, a physician from Vienna, after describing the development of four children who presented as a basic issue the disorder in the relationship with the environment what at surrounded, per times plywood fur high level in originality at the thought and attitudes. Second you Dice presented fur doctor, you symptoms autistic would appear from the second year of life and would be durable. Among them, he highlighted the poverty of expressions gestural and facials and The fact in what, When at children they were restless, your movement it was stereotyped and With no reason, there may be movements repetitive rhythms. Unlike Kanner, the children surveyed by Asperger had relationships abnormal, both with people and with objects. They ignored certain elements of the environment or fixated exaggeratedly on others. The gaze would not linger for long on the things and would slide over people. Furthermore, for Asperger's, albeit with flow delays continuous gives speak , in form invariable, without to present counterfeits in intonation, at children could speak. He attributed these difficulties to a biological deficiency, mainly genetic, not conjecturing about psychodynamic aspects nor relating the state to the style of the country. IT'S important clarify what, to the address The etiology of autism, The principle Kanner explained, from his clinical observation, that autistic children had, in the majority, parents intelligent but not affectionate. Thus, he drew attention to a possible relationship between the subjectivity of the parental couple and the autistic child. In these terms, in the presentation of the profile of the members of the families of the children he studied, coined the expression “mother-refrigerator”, to conjecture about the possibility of a cold relationship with the mother, not very affectionate, being able or not Contribute to the condition of children as autistic. As such formulation generated reactions negative on the part of those involved with the issue, so Kanner, who only pointed out a association, which does not imply causality, passes over time to emphasize the possibility ofcausality organic of autism.

Although autism was initially reported from 1943 onwards, it was not until the beginning of 1960s, with the Medical Research Council's Developmental Psychology Unit, new studies capable of corroborating the diagnosis and treatment of autistic individuals. Thus, in 1968, it is published the second edition of the Manual of Mental Illnesses, which represents the predominance of psychiatric psychodynamics. Some symptoms were understood as reflexes of great underlying conflicts or maladaptive reactions to life's conflicts, rooted in a distinction in between neurosis and psychosis (DAYS, 2015, p. 309). In this context, Lorna Wing, an English psychiatrist publishes the article entitled *The relationship between Asperger's syndrome and Kanner's autism* , which presents a comparative study between Asperger's writings (1944/979) and Kanner's early articles. As a result of work, indicates that there are similarities between the children described by the two researchers. wing considers what conditions presented with differences, so much per Kanner how much per asperger,are varieties gives same abnormality, this It's, at “descriptions nosological are spikes in extremities that indicate the most serious and the lightest point of the same pathology” (DIAS, 2015, p. 309). Thus, it becomes responsible for expanding the dissemination of autism and admission gives notion of spectrum in the scientific field. With this, The psychopathy autistic childish he passes The to be known how Syndrome in Asperger's and is linked to high functioning autism. In this case, the diagnostic criteria of autism are based at call Triad in wing, The know: 1st) prejudice at interaction Social reciprocal; 2nd) prejudice at Communication

verbal and no verbal; 3rd) standards stereotyped repetitive and restricted behavior, interests and activities. This triad has been adopted as a theoretical basis for formulating criteria for autism diagnoses before the age of three years old in age. Corroborating this idea, in the mid-1970s, Michael Rutter, professor of psychiatry childhood, classifies autism and indicates its definition based on four categories: 1) delay and Detour social no only how deficiency intellectual; two) problems in Communication and equally, no only in occupation in deficiency intellectual associated; 3) behaviorsunusual, such as stereotyped movements and mannerisms; and 4) onset of symptoms before From 30 months old. With this classification of autism, the DSM-III, from 1980, presented a more focused approach. descriptive, with explicit diagnostic criteria established in a multiaxial system, with the purpose of making tools available to clinicians and researchers, in addition to favoring the collection ofof statistical data. Revisions and corrections were promoted over the manual, causing the Publication of the DSM-III-R in 1987. Autism is then placed in a new class of disorders: the Pervasive Disorders of Development – TID. This term was adopted to indicate the fact that multiple areas of operation of brain they were affected at the autism and in the conditions The he related – CID-

- Its publication represented an important advance in terms of the diagnosis of mental, in addition to facilitating the development in empirical research.

According to Santos (2018), the expansion of research, literature reviews and clinical trialsmade it possible that, in 1994, the American Psychiatric Association – APA to release the DSM-IV. The development of the manual conceived a significant increase in data, with the inclusion of several new diagnoses described with more fulgent and precise criteria. In that case, the pervasive developmental disorders coin the possibility of a unique multiplicity the level of severity of the symptomatology, even with regard to the functioning cognitive. Now, with The goal in contemplate The autism classic and you others disorders of development that appeared as distinct until then, the DSM-V, published in May of 2013, introduced the name Autism Spectrum Disorder (ASD). The TEA “is defined as a neurodevelopmental and global disorder, which must be present from the childhood, presenting important deficits in the dimensions sociocommunicative and behavioral” (NUNES; AZEVEDO; SCHMIDT, 2013, P. 558).

### **The education special and the inclusion school das children withdisorder on the autistic spectrum**

Special Education, an educational modality aimed at serving students with special educational needs, suffered throughout its history changes in its composition, gradually restructuring its paradigms and concepts. Indeed, the right to school is still something contemporary in our society and for several years attending school it was the privilege of a few (CURY, 2008). It is only with the Federal Constitution (1988) that the education, in its article 6, becomes a social right, being the competence of the Union, the States, the Federal District and the Municipalities “provide the means of access to culture, education and science” (BRAZIL, 1988, P. 13). In this light, with the arrival of the 1990s, it is possible to observe that, from the Declaration of Jomtien, document resulting from the World Conference on Education for All (1990), new propositions about special education are expressed in the subsequent National Education Plans (PNE). According to the 1990 Jomtien World Declaration, in your article 1:

Each people - kid, young or adult - he must be in conditions in to enjoy at opportunities educational turned for to satisfy your basic learning needs. These needs include both essential tools for learning (such as reading and writing, oral expression, calculus, problem solving) and the basic content gives learning (how knowledge, skills, values and attitudes), necessary for what you beings humans can survive, to develop fully their potential, live and work with dignity, participate fully in development, improve the quality of life, make decisions

grounded and continue learning. The breadth of basic needs of learning and how to satisfy them vary from country to country and from country to country. culture, and, inevitably, change with the course of time (UNESCO, 1990).

The document in question signals the need for an educational model that values through the equality in rights. The all those ones what, in any mode, are posts. The margin gives society. The expressed intention is to guarantee the end of illiteracy and the universalization of teaching. This is because, according to data issued by UNESCO, about 60 million children do not have access to the teaching basic; 960 millions in adults are identified how illiterate and illiterates. In view of this, it is understood that there must be a global commitment to in relation to guaranteeing access to basic education for all, because "[...] every person has the right to education" (UNESCO, nineteen ninety). In this context, the concept of disability undergoes changes and ceases to focus on the incapacity and absence so that there is a focus on the potentialities to be developed for the elimination of barriers (BUENO, 1993). As an effect of this understanding, in 1994, the World Conference on Education for All, organized by UNESCO, Unicef (Fund of nations united for The Childhood), for UNDP (Program of nations united for The Development) and by the WB (World Bank). On that occasion, the Declaration of Salamanca (Thailand) was established, a document adopted per 88 governments and 25 organizations international gifts at Conference world in Special education. At the Conference, it was demanded that States "ensure that education of people with disabilities is an integral part of the education system" (UNESCO, 1994), guiding what this right be materialized in form in law or in policies<sup>2</sup> public education by governments. In the Salamanca Declaration, it is recorded that the basic principle of school inclusive

[...] is that all children should learn together, whenever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both you styles and rhythms in learning and ensuring one education in quality. The all through in a resume appropriate, organizational arrangements, teaching strategies, resource use and partnership with communities. In fact, there should be a continuity of services and support proportional to the continuous in needs specials found within the school (UNESCO, 1994).

Of that mode, The Declaration in salamanca determines what you countries signatories prioritize the policy and funding of their education systems to include all children, regardless in your differences or difficulties individual (UNESCO, 1994).

<sup>2</sup> For Machado (2009, p. 251), public educational policy is the set of principles, definitions and decisions about the forms and conditions under which education, as an individual and social good, must be distributed to the various sectors of society, in view of the prescriptions established in educational laws, the needs of reproduction of workforce and social demands. Through educational policy, the following are established: forms of expansion of educational assistance, the conditions for access and permanence of students in school, the standard of quality to be conferred on educational services, the principles of management of educational institutions and the school knowledge, the curriculum and the conditions of relations pedagogical.

In the words of Tezani (2008, p. 68), this Declaration "advanced in the integrative actions of the society with the population segment made up of disabled people, committing to with the construction of an inclusive education system".

Linked to the expression "Education for All", the terminology "Inclusive Education" emerges and also becomes widespread around the world as a reference for the establishment of public policies for social inclusion and educational (UNESCO, 1994). With It is made, it fits then to ask: THE what It's The inclusion school? Which are are

their structuring elements? In what proportion are financial resources invested? of what How has the initial and continued training of professionals been developed? The inclusion school It's or no one responsibility Social gives school and in their agents? THE what he would be normality in a context of diversity?. For try sketch possible answers The these questions, it fits to remember what, at Constitution Federal in 1988, at the incised III, of article 208, The "attendance educational specialized to the disabled, preferably in the regular education network", is treated as a right and duty of the State. This is because it is understood as a mechanism capable of to favor the access and permanence of the student in the regular education network. In this light, the Law of Guidelines and Bases of National Education - LDBEN, Law No. 9394/96, includes Education Special how being The modality in education intended to the students with deficiency, pervasive developmental disorders and high abilities or giftedness, primarily in network regular in teaching.

Therefore, public educational policies are discussed and elaborated in this context, under The speech in what at schools should accommodate all at children irrespective of their physical, intellectual, social, emotional, linguistic or others. in art. 58 of the LDBEN, it is assumed that "there will be, when necessary, support services skilled, at school regular, for to meet at peculiarities gives clientele gives education Special". Thus, it appears that, with the LDBEN, people with disabilities have validated and legitimized their right to a quality education and with an emphasis on inclusion school. That reality have fomented changes at the process evaluative, in the shares methodological and didactics and at Implementation in new technologies assistive. This with The goal in improve the system educational and excel fur principle of inclusion.

For mantoan (2006, P. 36)

THE inclusion also if legitimate, why The school, for Many students, It's The single space in access to knowledge. "IT'S The place what go provide them conditions to develop and become citizens, someone with a identity sociocultural what them will check opportunities in to be and in to liveworthily". Therefore, it is linked to the National Policy on Special Education from the Perspective of Education Inclusive (2008). In this document, the person with a disability is understood as one who faces long-term impasses/impediments of a physical, mental or sensory nature, which, in interaction with different barriers, may have restricted their full and effective participation in school and in society. Students with pervasive developmental disorders are considered those ones what present changes qualitative of interactions social reciprocal and at communication, a restricted repertoire of interests and activities, stereotyped and repetitive. Or that is, people with autism spectrum syndrome (ASD) and psychosis make up this group. infant; and students with high abilities, giftedness or who demonstrate high potential in any of the following areas alone or in combination: intellectual, academic, leadership, psychomotricity and arts, in addition to showing great creativity, involvement in learning and realization of tasks in area in your interest (BRAZIL, 2008).

Subsequently, the PNE, approved by Law No. 13005/2014, presupposes, in its Goal No. universalize Specialized Educational Assistance (AEE) for students aged 4 to 17 years that constitute the Special Education public, primarily in the regular education network, aiming establish a system educational inclusive. THE The end in to meet The That goal, The document has working methodologies such as the implementation of Resource Rooms multifunctional, The incentive The formation continued From teachers, The creation in centers multidisciplinary support, the provision of bilingual education, the promotion of research focused on elaboration in resources useful to the AEE, among others.

In the conception of Santos (2017), for that, it is cogent that professionals and institutions collectively organize and plan the ways in which ESA will be developed. This why The success of that type in attendance It depends gives action to be continued and integrated in between you many different agents gives school. In mode Special, The character additional awarded to the care for students with Autism

and Global Developmental Disorders aims to objective to offer extra support so that they can minimize the limitations that make it difficult your development and Communication. In relation to specialized educational service (AEE) aimed, especially, at people with TEA, it fits point out what this he must happen in environment adequate and via activities , as the absence of these elements can engender losses and not advances in student development. Specifically, the access of autistic people to school is 12,764 , which establishes the "National Policy for the Protection of Rights of the Person with Autism Spectrum Disorder". This law, in article 3, item IV, provides for how right to access:

- The education and to the teaching professionalizing; B) The home, including The protected residence; c) the labor market; d) social security and social assistance. *Single paragraph.* In cases of proven need, the person with autism spectrum disorder included in common school classes regular, us terms of incised IV of art. 2nd, will have right The escort skilled.

Therefore, the elaboration of the Specialized Educational Assistance Plan for the autistic requires taking into account: the identification of the student and family, the objectives and their temporality, strategies in organization of attendance, activities The be developed, selection in materials to be produced for the student, suitability of materials, selection of materials and equipment what need to be acquired, types in partnerships needed with others professionals. However, in addition to editing the manuals statisticians and diagnostics, the attempt to consider the peculiarities of autistic people, however strange they may seem, "see and hear" Those free subjects of patterns normative. In Brazil, it can be said that autistic people start to have their rights more respected to as it is registered, pursuant to Law No. 12,764/12, in its art. 3, which are the rights of the person with TEA:

- I - The life worthy, The integrity physical and moral, The free development gives personality, security and leisure; II - protection against any form of abuse and exploitation; III - access to health actions and services, with a view to full attention Yours needs in health, including: The) the diagnosis early, still what no definitive; B) the service multi-professional; c) the adequate nutrition and nutritional therapy; d) medicines; e) information what help in the diagnosis and at the treatment (BRAZIL, 2012).

In general, there is a consensus among professionals in understanding that, in addition to the treatment and therapies, it is important for the school to act in the learning of formal contents, socialization and opportunities for autistic interaction. The learning of the autistic student comes from in form singular, now presenting difficulties at ability symbolic and also at communication, lack of concentration, concrete thinking, difficulty combining or integrating ideas, difficulty in organize and sequence, difficulty in generalize, in between others. In addition of those deficits, there is The presence in behaviors characteristics: strong impulsiveness, anxiety and sensory-perceptual abnormalities that require personalized activities.

#### In these terms,

The Specialized Educational Service represents an advance in what is refers to the acceptance of diversity and the willingness to take on new attitudes, new ways of acting and learning in educational institutions, resulting in a more inclusive and welcoming environment. [...] Such a perception reinforces the need for this service to change practices pedagogical and The adoption in one methodology diversified what enable The dialogue, interaction and construction of knowledge at different paces, stimulating the potential of the target audience of Special Education students (SANTOS, 2017, p. 57).

In this light, it is understood that the schooling of autistic children lacks adaptations what include your conditions clinics, behavioral, in adaptation Social, in language, among other special needs that may be addressed. The education inclusive special is made as an educational paradigm guided by the conception of rights human beings, which

articulates equality and difference as inseparable elements, and which advances in relation to the concept of equity insofar as it contextualizes the historical circumstances of the reality of exclusion inside and outside school. To this end, it is essential that there is articulation between health and education professionals, each one based on their own knowledge of their area in acting and formation, for to allow what at experiences everyday make possible The enlargement of capabilities of learn of student in other environments what no only the school.

**THE INCLUSION SCHOOL IN CHILDREN WITH TEA IN ANAPOLIS: SOME CONSIDERATIONS:** According to the IBGE, Anápolis is a city with 386,923 inhabitants, according to the National Survey by Household Sample 2019, with a population density of 358.58 hab/km<sup>2</sup>, being the 67th city in the country, the 3rd in the state and the 1st in its micro-region in terms of population. THE wage medium monthly, measured fur IBGE in 2017, it was in 2.6 salary minimum, with 27.5% of employed persons in relation to the total population. 31.9% of households had families earning up to half a minimum wage per person, a very large proportion considerable in people in low income. anápolis It's, therefore, currently considered a fundamental industrial pole of the State of Goiás, located between Goiânia and Brasília, two great capitals and marked per one mesh road, what benefits The access, in lots of people what comes in others places any less favored, lots of times for treatment in health, especially from the north of Goiás, but also from other states setting residence in the municipality, either by economic reasons, as the cost of living in the city is relatively low, in relation to other cities, and there is a considerable supply of work, or for recognizing Anápolis with more resources, about everything regarding the business.

Also according to IBGE data, the schooling rate for 6 to 14 year olds reaches 96.3%, an unfavorable rate compared to the state average and even the micro-region average. Its GDP per capita registered R\$37,863.85 in 2018, which places the city in the spotlight in its microregion, although it is only the 39th in the state. From a territorial and environmental point of view, It has a total area of 933,156 km<sup>2</sup>. Presents only 57% of households with exhaustion adequate sanitation and an index of 30.4% of urbanized public roads. It's a city medium-sized companies that still need to advance in several dimensions to improve the quality of life gives population, being one of them to education. By observing the indicators of the School Census / INEP, it is possible to verify that the reality educational system in Anápolis maintains the characteristics of basic education in the state of Goiás and Brazil in general. As shown by the School Census/INEP, in Anápolis, the total amount of enrollment in Regular Education<sup>3</sup> in 2019 was 58,445, 1.07% lower than that noted in the Census school in 2018, what he was in 59,075. At Education infant, what It's in responsibility of Municipality, 7,053 enrollments were distributed in 2019, against 6,846 in 2018, or that is, an increment of 3.02. In daycare centers there were 2,010 full-time enrollments and, in preschool, 4,843 in part-time. Regarding accessibility, it was found that 57% (31 units of teaching) have accessible dependencies. When analyzing the issue of special education from an inclusive perspective, if not scenery national The number of students with disorder of spectrum autistic (TEA) enrolled in common classes in Brazil increased by 37.27% from 2017 to 2018. 2017, 77,102 children and adolescents with autism studied in the same classroom as people without disability in Brazil. This index rose to 105,842 students in 2018. This can be linked growth also to the increase in enrollment at early childhood education.<sup>3</sup> It is observed that the Municipality of Anápolis has followed the guidelines of the LDB, in terms of The gradual accountability of municipalities for the Elementary School - initial years (from 1st to 5th year) and final years (from 6th to 9th year) being mandatory and free and from Early Childhood Education - kindergartens (in 0 The 3 years) and preschools (from 4 and 5 years) being free but not mandatory. According to the Anápolis Municipal Education Plan (2015-2025), the Municipal Education from anápolis counts with 106 units, being 62 schools, 32 Cmeis (Municipal Child Education Center) and 12 Ceis (Child Education Center - partners), in addition of center Municipal in Support to the Deficient (Cemad) what offers attendance with psychologists and speech therapists and

other therapists, for which it accounts for approximately 3,999 public servants, being 1,790 administrative servants and 2,509 teachers. According the microdata made available by the MEC in February 2019, Anápolis had at the time 18 children diagnosed with TEA in child education. Regarding the infrastructure conditions of the Cmeis, it was possible to observe that although there are teaching units with old buildings that need of adaptations and improvements about half of the units are new constructions that seek with their architectural project to guarantee accessibility of children. Such reality he can to be identified in the Photos below:



**Figure 1 CMEI judge air Borges in Almeida - North Village**



**Figure two CEMEI Maria hood Cremones - village Goiás**



**Figure 3 Center of Education Children Queen of Peace - Vivian Parque**



**Figure 4 center in Education Children lullaby - Neighborhood Jundiaí**



**Figure 5. CMEI Nubia Eliene From saints**



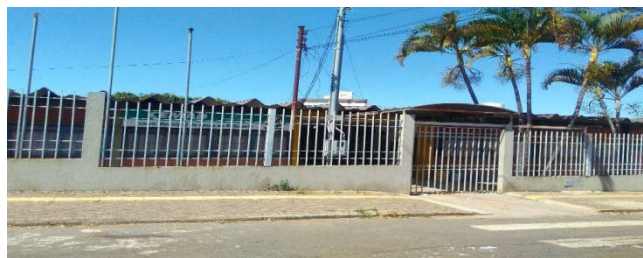
**Figure 6. CMEI Nubia Eliene From saints - New Alliance**

To the to analyze The framework documentary what rules The system in teaching gives City in anápolis was possible to perceive that the network is directed by national legislation - such as the Law of Guidelines and Bases (LDB, Law n. 9,394/96); National Curriculum Guidelines for Education Infant/Basic ; Basis common national curriculum – BNCC (2018) National Policy of Special Education in an Inclusive Perspective (2008); National Education Plan (2014-2024) between decrees and resolutions as well as the guidelines of the State Department of Education. At the municipality of Anápolis Law n. 2,822/2001 creates the Municipal Education System, and Law No. 3,775, OF June 24 2015 provides for the current Anápolis Municipal Education Plan<sup>4</sup> for the 2015/2025 decade, in which it is established as the principle of “respect for rights humans, with views The resilience gives segregation of people with deficiency, of people considered special and/or chronic and degenerative diseases of social inequalities and racial ethnic groups and socio-environmental sustainability; In addition, the Municipal Education Plan (2015-2025) established goals and strategies that: meeting specific needs in the special education, ensuring an inclusive education system at all levels, stages and modalities. The document constitutes a legal requirement, determined by the Federal Constitution, which in its Article 208, item III, establishes the right of people with needs specials receive education preferably on the network regular in teaching. Under this prism, realize at the context cool The goal in to secure The people with deficiency resumes, methods, techniques, resources educational and organization specific for to meet at your needs, teachers properly qualified for attendance specialized, as well as regular education teachers trained to include these students in common classes. However, through the analysis of Law No. 3,851<sup>5</sup>, published in the Official Gazette, deriving in project introduced at Chamber Municipal what institute The Week Municipal in Awareness of Autism, it is noted that although the PME present inclusive perspectives, in the sense in guarantees minimums for one education in quality, ensure that number insufficient in vacancies offered On education infant; lack in installations suitable for students with TEA. In this regard, it should be noted that the Federal Law Berenice Piana, nº 12.764<sup>6</sup>/2012, in article 3rd, ensures The right gives people with TEA The education , so how The Plan National in 4 The Municipal Education Plan aims to outline short, medium and long-term guidelines and strategies. term, for the

promotion, by the management of municipal education, of the necessary changes and/or innovations according to your reality and in consonance with the plan National Education.

<sup>5</sup> Law presented through the Councilor Teacher jelly Sanches (EN), <sup>6</sup> It is important to emphasize that according to Law nº 12.764/2012, autistic people are considered people with disabilities, for all legal purposes, therefore, they have all the legal guarantees on par with other disabled people. according The Law No. 13,146 of 2015.

Education (PNE), in Goal 4 makes reference inclusive special education for the population aged 4 to 17 years of age with a disability, pervasive developmental disorders, and high abilities or giftedness.



**Figure 7. CEMAD - Center Municipal in support for Deficient**

With the objective of offering services and resources to support people with disabilities, it was established in Anápolis in 1996 <sup>7</sup> the Municipal Center for Support to the Disabled (Cemad). Cemad provides assistance to students enrolled in the municipal school system. However, no it was possible to identify the types of educational approaches adopted in the development of practices educational with children with TEA, so much as the CEMAD how much we CMEIs, centersmunicipal in education childish. is signaled with this The necessity in Continue That investigation in others studies. In addition From services related, there is still team multidisciplinary at Secretary Municipal in Education, what perform works involving training/training From teachers and attend students with needs educational specific.

Furthermore, in Annapolis, it fits highlight The existence in associations and institutions what offer for children with TEA services how: attendance educational skilled, therapies, activities in psychomotricity; adapted physical education, rehabilitation etc. Among these are highlighted: APAE – Association of Parents and Friends of the Exceptional – Escola Maria Montessori – AME; CAPS – center in Heads up psycho Social; school clinic gives UniEVANGÉLICA ; Home Joana being That last It's a center in Education and Stimulation

<sup>7</sup> According Fernandes (2013) in his master's thesis entitled: The inclusion of students with disabilities in the municipal school system of Anápolis, “in 1996, still without a link with the Municipal Department of Education, in line with Law no. 2,286/95, which authorized the construction of a municipal school to attend the people with hearing, visual and mental impairments” (p.61), the specialized service center disabled, opened in July 1996, with the name Centro Municipal de Apoio ao Disabled Maria Onilza Borges. Especial, founded in Anápolis in 2013. Located at Rua Dr. Faustino n.87 Bairro Jundiá Anápolis GO, serving, above all, children with Autism Spectrum Disorder and Down. It is, therefore, a philanthropic institution where a program of Early Stimulation with children from zero to 6 years of age, offering individually, attendance with Speech-Language Pathologist, Pedagogue and Physiotherapist, Occupational Therapy and Psychology Familiar. The objective is to favor the development of their potential in the motor, cognitive, emotional, in speech and language, facilitating the access to regular education. According to the Pedagogical Project (2019) of Casa Joana, educational service stands out for the partnership with the family so that a collaborative work is developed reasoned at analysis applied



**Figure 8. Philanthropic Institution Home from Joana**

behavioral (TAB). Returning to the issue of children with ASD in early childhood education in the public system of teaching of Anápolis, it is important to clarify that in the course of the research, from the analysis of the document entitled Pedagogical Proposal of the Municipal Secretary of Anápolis (2018), "The attendance educational to the students public - target gives Education Special comes being offered in common classes, resource rooms, special schools and through other services such as: interpreter and instructor of Brazilian Sign Language – Libras and Braille instructor, among others" (p.87). With this, it can be seen that the Anápolis SME is concerned with the Enhancement gives quality of teaching regular inclusive and The Implementation in Principles pedagogical what favor The respect The diversity. However, it fits point out what for implementation of these principles, it is necessary to invest in the consistent and continuous improvement of the structure and functioning of the education system, with a view to a growing qualification of the process pedagogical for The education at diversity, The what demand shares in many different natures - in the political, technical-scientific, pedagogical and administrative fields, already announced in the National Guidelines for Special Education for The Basic education.

## CONSIDERATIONS FINALS

With you advances arising From studies performed he was possible understand best The disorder of Spectrum autistic (TEA). In between many names important, It's necessary highlight Kanner (1943/2017) who initiated these studies according to observations from the responses unusual given by different children to the inserted environment. This research became the basis for his findings, however, it was only well after the conceptions were better understood. current on the autism. The new studies elucidate that autism is a disorder present from an early age. This scientific understanding is recent, as is the recognition of the right attributed to people with ASD. The school, for example, only in 1988 became a social right, and that, in followed in 1990 with the declaration of Jontiem (1990) we can have a glimpse of an educationmore inclusive for all. It is necessary to highlight how much education has had a trajectory marked by selective and elitists, which did not encompass children with different perceptions. However, in the context of education Special it is observed conquests theoretical and practices at the what tangent to the respect gives diversity and the appreciation of human uniqueness, this through policy implementation intended to guarantee the full development of all. However, it must be recognized that for full realization of inclusion as a right, it is necessary to expand the actions of valorization and improvement of education professionals – so that the specific needs of the people with disabilities are included in the school environment, so that schools are spaces in mediation and intervention at the sense positive The The end in enable best interaction/development of children with TEA or different prognostics. In the city of Anápolis, there is an insufficient number of places in education childish for to guarantee The right in all at children The education, in addition he was possible identify what at installations need to be suitable for The inclusion in children with autism. OKpoint out that in Anápolis there is only one CEMAD unit to serve the entire population and to schools although the PME

mentions the provision of AEE, there is a lack of pedagogical planning specific to specialized educational assistance in regular early childhood education. observed-if even that students who do not get places and/or attendance in the public educational system in anápolis resort to other institutions and or associations like the NGO Home Joana. In summary, it was possible to infer that municipal actions seek to guarantee the right to inclusion, however, it is necessary to increase investment in improvements in the educational system so that school units can effectively serve children with ASD and also those with any type in necessity educational specific. How mom and student/researcher I perceive the growing need to invest in affirmative action destined The real inclusion gives disabled person at public school.

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