

Teaching Practice with Autistic Children: Challenges and Possibilities

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ABSTRACT

The present work had a general objective to reflect the teaching practice with autistic children and its specific objectives: Discuss autism in education; to know the difficulties of the autistic child in the educational process; to identify the teacher's actions to overcome difficulties in the education of autistic children. This work in terms of its nature was classified as basic research. From the point of view of its objectives, this research was carried out with an exploratory nature, considering that this work is a subject already discussed in society and in academia, but requires further investigation. As for the technical procedures, this research was carried out with a bibliographic nature, where a survey of the subject was carried out in material already published such as books, articles, and periodicals. It is concluded through the theoretical discussion in the work that what is valid in situations of inclusion of autistic children in the educational scope is to love knowledge and test all work methodologies adapting them to each situation. It was also pointed out that there is no ready-made methodology, the web of social relationships in everyday school life is what will permeate the construction of the ideal teaching practice with autistic students.

Keywords: Autism, Educational Policies, Special Education.

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I. INTRODUCTION

At the present time, which social aspects are found and the lack of a multidisciplinary work that sees the individual with autism as a bio-socio-psycho-historical-cultural being, which stems from the stigma of incapacities and inabilities as being the definers of their destiny throughout their lives, it is clear that the symptomatic aspects of the syndrome are more valid than the search for intervention strategies to overcome the difficulties encountered by autistic individuals, especially in the classroom.

The lack of understanding of autism, and of in-depth studies that bring new perspectives on teaching work with autistic children, lead them to exclusion. This reality must be modified so that autistic children have their psychic, affective, social, and cultural development developed like all

other children, after all, it is guaranteed in the Child and Adolescent Statute that every child has the Right to Education and to their full physical development, psychological, cultural, and social, and that this must be guaranteed by the family, society, and the State.

However, what is perceived is that prejudiced conceptions about autism and the “things” that an autistic person cannot do stand out, often leading them to social exclusion. The conceptions of what an autistic child cannot do, are unfortunately based on theoretical and scientific support, but based on guesswork and common-sense thinking, and this includes teachers who work with autistic children. These common-sense thoughts about autistic children end up creating stereotypes about them, even making it difficult for teachers to work with them. We know that there are many challenges for teachers to work with autistic children and this

includes the lack of accessibility by the school itself, by the State, and by society as a whole, it is in this perspective that, as a *Latu Senso* Postgraduate student in University Teaching, which made me curious to discuss this subject, taking into account my personal experience with the problem.

Taking the discourse into account and in the face of the challenges that an autistic child faces in everyday school life, from difficulties in interacting with other children to learning difficulties, the main guiding question of this article was asked: How has the teaching practice been carried out? with autistic children? And as secondary guiding questions: How has the discussion of autism in education been taking place? What are the difficulties encountered by autistic children in the teaching-learning process? What are the challenges and actions of teachers to overcome the difficulties encountered by autistic people in the teaching-learning process? Such questions were materialized in the general and specific objectives of this work.

We can see that even though human development is related to social and economic aspects the disciplinary-based interaction is the one that most affects a child's structural cognitive development. The quality of the interaction is represented by the amount of education that is provided when the individual is initiating his own worldview and depends on the context in which it takes place. In this way, the teacher-student interaction is understood as an interactive two-way process, in which the mediator must involve the mediated in problem-solving activities in order to help him/her to face the tasks/problems effectively and enrich behaviors aimed at student autonomy in future activities.

In this way, education is a learning process that occurs when a person interprets the environmental stimulus, draws the other's attention to its crucial aspects, assigns meaning to the information received, and transcends it to learn rules and principles that can be applied to new learning, making the environmental stimulus relevant and significant, which favors the development of the other (Fonseca & Cunha, 2003; Cunha, 2004) and, thus, helps the child to reach the learning zone and achieve cognitive and social competence.

In this context, to better understand the importance of the teacher in the development and inclusion of children with autism, understood as a domain of constant transformation from the maturation of cognitive functions that will be consolidated in the future (Oliveira, 2007). Thus, for the student to be successful in his performance, the teacher must recognize his level of proximal intellectual development to then lead him to stages not yet reached, making him reach more advanced levels of real development. Given the above, the general objective of this research was: To reflect on the teaching practice with autistic children and their specifics. Discuss autism in education; to know the difficulties of the autistic child in the educational process and identify the actions of the teacher to overcome the difficulties in the education of autistic children.

With the objectives already exposed, it is clarified that the following methodological procedure was adopted in the research: Regarding its nature, this research was classified as basic research that, according to Prodanov (2013), aims to generate new and useful knowledge for the advancement of science and the subject, with no foreseen practical application and involves individual, collective, and universal truths and

interests. From the point of view of its objectives, this research was of an exploratory nature, considering that the theme of this work is a subject already discussed in society and in academia, but requires further investigation. Prodanov (2013), on exploratory research, points out that this procedure is applied when the research aims to provide more information on the subject under investigation, which is the purpose of this work, to bring this discussion to the light of academic society or not. in the daily lives of people in general, especially teachers and families with autistic children. Finally, regarding the technical procedures, this research was carried out with a bibliographic nature, which according to Prodanov (2013), refers to the bibliographic survey of the subject in material already published such as books, articles, and periodicals.

Such research will highlight essential aspects of autism in the school environment and their inclusion in schools for society as a whole, as well as the degree of competence of teachers in their development. Especially because the existence of large educational programs, has been making teaching easier and more understandable to autistic children with specialized teachers for this, however, we cannot close our eyes to the great challenges of teaching practice in this area.

II. THEORETICAL BACKGROUND

A. *Discussing Autism: Brief Concept*

It is important to conceptualize Autism, therefore, we point out that autism is a global developmental disorder that affects the main relational aspects of the individual, and can be recognized by the following impairment triad: communication, social interaction, and restricted-repetitive activities. This triad is essential to the human being, as it encompasses the mechanisms of social interaction, which allow the man to be active in relation to the external environment, however, when it is compromised, it denotes as if the subject did not belong to this world (Cunha, 2009).

The terminology autism - has its origin according to Cunha (2009) from the Greek, *autos*, which means, "In oneself", because it portrays precisely the greatest characteristic of the autistic, which is introspection. This first term was used to name human behavior that focuses on itself.

For Eugene Bleuler *apud* Rodrigues (2010), the word autism denoted one of the symptoms of schizophrenia, one of the traits of psychosis, according to him, the individual with autism suffered from the absence of reality, which prevented him from communicating in a "normal" way. with the outside world around him and that includes his own family as well as school.

The first studies on autism began in 1943 by the psychiatrist Leo Kanner, who described in an article a study with 11 children who had individualized characteristics in relation to other syndromes. It was Kanner who gave the first nomination of autism, as "Autistic Disorder of Affective Contact", where he analyzed the social withdrawal of these children from other individuals and the reality in which they were inserted. In 1949, Kenner goes further and denotes some more specific symptoms of Autistic Syndrome in children, such as difficulty in keeping in touch with people, and

changes in language, as follows: Kanner, in 1949, refers to the picture with the name of Early Childhood Autism, evidencing serious difficulties in contacting people, fixed idea of keeping objects and situations without changing them, intelligent physiognomy, and changes in a language such as pronominal inversion, neologisms, and metaphors. (Rodrigues, 2010).

Kanner's contributions were essential for what we have today in the discussion about autism, however between 1943 and 1950, what was identified by Kanner about the symptoms of autism were different from the different childhood psychoses, such as Infantile Schizophrenia, which had difficulty due to works published by Eugene Bleuler, which caused difficulty in distinguishing the diagnosis of autism. As all initial research has its difficulties, it would be no different from Kanner's studies and research on the definition of what would be the Autistic Syndrome. Over the years, with the advancement of science and research, other researchers have developed studies based on Kanner's conception with some transformations, as well as relating autism to a cognitive and social deficit, considering it not a psychosis, which was of the great advance in society but a disorder of development.

Today by the World Health Organization-WHO, autism is considered a developmental disorder, without cure and severely disabling. Its incidence is five cases in every 10,000 births if a strict classification criterion is adopted, and three times higher if correlated cases are considered, that is, cases that require the same type of care (Mantoan, 1997).

According to Uchôa (2015), there is no previously established concept of autism, as it is always in constant modification. Therefore, it presents a series of symptoms and difficulties that impair social interaction, communication, and activities. The first symptoms of autism usually appear in the first three years of life, as it is a syndrome that is characterized by presenting a cluster of symptoms that involve the impairment of three basic areas, behavior, social interaction, and communication. But, on the other hand, they can show incredible motor, musical, memory, and other skills, which often are not in accordance with their chronological age, presenting themselves much more advanced than they should be.

Due to these symptoms of difficulty in interacting, the autistic child finds difficulties in several schools, where some even refuse to accept an autistic child in their school environment, considering him/her incapable, however, this is a mistake, because with specialized procedures the autistic child manages to obtain cognitive development and the ability to enter the teaching-learning process. Jean Piaget (2007), a student of cognitive development, especially in children, stated that the individual is an active component in the learning process, that is, the subject establishes his knowledge through his actions, but remembering that the same does not happen with the autistic children, their development takes place in a different and non-standard way, which creates certain challenges in teaching practice and in Education with autistic children.

B. Autism and Education: Educational Policies for the Care of Children with Special Needs

Kanner's studies made great contributions to the study of Autism, however, it is important to report that if Kanner,

however, had seen only one of these patients, he might not have been so interested. But that was another story – 11 patients, eight boys, and three girls, all very different: some mastered verbal language, others were completely mute - but still, all were socially and linguistically deficient (Grinker, 2010) In all cases, the presence of the same “inability to relate” was observed since the beginning of life, in addition to unusual responses to the environment, such as repetitive body movements, resistance to routine change, among others. others.

In the educational field, what can be seen as a difficulty for autistic children to adapt is that historically society was shaped to have a 100% use only with individuals considered “normal” and who did not escape the rules of “normalities” imposed by that society. Cunha (2009) tells us that the inclusion of an autistic child is like the inclusion of any other child or student, however, what makes this process difficult is precisely this social paradigm of only investing in what is within the standards of normality and that can be put to good use, especially by the labor market.

In the author's perception, including the autistic is like including any other student. In fact, there is only this need for “inclusion” because there is still exclusion, which comes from years and years of a society that aimed to prepare only those whose work capacity was fully utilized. These factors meant that not only autistic people, but everyone with special educational needs, were seen as incapable, and in such a way they could not be part of a group of students classified as “normal”

The studies carried out by Cunha (2009) show that the inclusion of the autistic student must be associated with different ways of intervention so that such inclusion provides ways of outlining a path to the achievement of well-being and autonomy in life in society, since the rich relationships that permeate the school environment are essential for the autistic individual to free himself from his isolated world and perceive the advantages of relating with colleagues. Melo (2011) points out that for inclusion to be truly beneficial to autistic people, care must be taken not to wait for the individual to enter the school walls and alone make the necessary adaptations and discoveries. Including autistic children in early childhood education and related activities requires care and attention since including them in any way will cause exclusion and even trauma to that child. Thus, in inclusion, it is understood that it is the school that needs to adapt to the student, to their needs, difficulties, and potential.

In the context of early childhood education, it is important to point out that the success achieved with this new proposal to work with autistic students is a consequence of the work carried out by the teacher. However, in addition to a theoretical-practical segment guiding the actions of the educators, there is the will and perseverance of each one. For us, it is clear that reflection on teaching practice and on it is an act that triggers a conscious professionalization. It allows and provokes action and reflection on oneself, and dialogues with the educator as a person and professional (Serra, 2010). The act of reflecting is crucial for the actions of the teaching profession. This, in turn, is involved in such a way, by the process of knowledge construction from its dialogue with theory and practice, that it starts to sculpt itself under a profile

of commitment to its student and, consequently, with quality education (Matos & Nuernberg, 2011).

The chance of recovering the student with autism from the isolation that characterizes him depends on the quality of the educator's relationship with him. Therefore, it is important that the educator contains an interesting revelation and expression, in order to captivate that student. According to Cavaco (2009), gaining the trust of an autistic student is not an easy task for the educator, however, it is also not impossible to be performed. The universe of early childhood education for a student with autism is, indeed, complex to approach in a simple way. Every person who trains to assume the responsibility of being an educator needs to be committed to the cause that makes him a professional. However, the educator who receives a student with autism in his classroom needs to exercise and preserve some characteristics in his personality as an indissoluble part of his commitment to education, and one of these characteristics is the right to respect and attend to all children without distinction of their difficulties and abilities.

In recent years, many educators from Brazilian public schools have been surprised by the presence of students with disabilities enrolled in their classes, at different levels of education. This situation is the result of a policy called inclusive education, which has been implemented explicitly since 2003. The policy of "Inclusive Education" is also materializing with the constitution of a set of programs and actions: "National Training Program Continuing Education of Teachers in Special Education" and "Training of Teachers for Specialized Educational Assistance", which addresses the continued training of teachers, primarily in the distance modality; "Benefit of Continued Provision of Social Assistance" (BPC), which monitors and monitors the access and permanence in schools of students who are beneficiaries of the BPC, up to 18 years of age; "Program for Implementation of Multifunctional Resource Rooms"; "Accessible School", for architectural adaptation of schools; "Inclusive Education Program: Right to Diversity"; "Include Program" (Brazil, 2007).

The concept of special educational needs, which becomes widely disseminated from this Declaration, emphasizes the interaction of individual characteristics of students with the educational and social environment. However, even with a conceptual perspective that points to the organization of inclusive education systems, which guarantees access for all students and the necessary support for their participation and learning, the policies implemented by the education systems have not achieved this objective. To ensure intersectionality in the implementation of public policies, training must include knowledge of inclusive education system management, with a view to developing projects in partnership with other areas, aiming at architectural accessibility, health care, the promotion of assistance actions social, labor and justice (Gracioli & Bianchi, 2014).

Special education has traditionally been organized as a specialized educational service that replaces ordinary education, showing different understandings, terminologies, and modalities that led to the creation of specialized institutions, special schools, and special classes. This organization, based on the concept of normality/abnormality, determines forms of clinical-therapeutic care strongly

anchored in psychometric tests that, through diagnoses, define school practices for students with disabilities.

In Brazil, care for people with disabilities began at the time of the Empire, with the creation of two institutions: the Imperial Instituto of Blind Boys (Meninos Cegos), in 1854, currently the Benjamin Constant Institute – IBC, and the Instituto dos Surdos Mudos, in 1857, today called National Institute for the Education of the Deaf – INES, both in Rio de Janeiro.

At the beginning of the 20th century, the Pestalozzi Institute was founded (1926), an institution specialized in assisting people with mental disabilities; in 1954, the first Association of Parents and Friends of the Exceptional – APAE was founded; and, in 1945, the first specialized educational service for gifted people was created at the Pestalozzi Society, by Helena Antipoff. In 1961, educational services for people with disabilities became based on the provisions of the Law of Directives and Bases of National Education – LDBEN, Law nº 4.024/61, which points out the right of the "exceptional" to education, preferably within the general system. education. Law nº 5.692/71, which amends the 1961 LDBEN, by defining "special treatment" for students with "physical or mental disabilities, those who are considerably behind the regular enrollment age and those who are gifted", does not promote the organization of an education system capable of meeting special educational needs and ends up reinforcing the referral of students to special classes and schools.

In 1973, the MEC creates the National Center for Special Education – CENESP, responsible for the management of special education in Brazil, which, under the integrationist aegis, promoted educational actions aimed at people with disabilities and people with giftedness, but still configured by campaigns assistance and isolated state initiatives (Chiote, 2012). Even when the Brazilian government begins to legislate Special Education for the entire country, in the LDB (it means Law of Guidelines and Basics) of 1961, it does not fail to contemplate the existence and financing of specialized private institutions (cf. Art. 89 of the LDB/ 1961).

C. The Difficulties of Autistic Children in the Educational Process

In the educational process for autistic children, a question always arises as to whether an autistic child should attend a special school for children with autism, which addresses broad learning difficulties, or be integrated into the traditional school? However, so far, there is no final answer to this question, as there are no methodologically well-controlled comparative studies regarding the levels of integration in these systems.

According to Nabuco (2010), he says that each case must be treated individually, focusing on the child's needs and potential. It is important to keep in mind the advantages of exposing a child with autism to coexistence with those without commitment and of learning from them through imitation. In any case, some studies suggest that, with appropriate education, more autistic children are able to use the intellectual skills they possess to advance academically.

There is evidence that providing early formal education, from two to four years of age, combined with the integration of all professionals involved, is the most effective therapeutic

approach. Children with high functioning autism (differentiated cognitive profile in some areas of standardized tests) represent only 30% of diagnosed cases (Camargo & Bosa, 2009). In this way, it is possible to perceive the remarkable variation in the expression of “symptoms” of autism. Children with lower cognitive functioning generally tend to be mute and isolated.

At another level, the child may passively accept the interaction but rarely seeks it out, while at a higher level of functioning it is possible that the child is interested in the interaction but does so in a bizarre way (Mattos & Nuernberg, 2011). In any case, it is noteworthy that the notion of a non-communicative child, isolated and incapable of showing affection does not correspond to the observations currently carried out. According to Camargo and Bosa (2009), the absence of responses from autistic children is often due to a lack of understanding of what is being demanded of them, rather than an attitude of isolation and purposeful refusal. In this sense, judging that the child is oblivious to what happens around them restricts the motivation to invest in their potential to interact.

Other special features of language in autism are the inversion of pronouns, as in the I-You confusion, and repetitive questions. These behaviors reflect children's difficulties in developing a sense of “me” and “them”, the ability to communicate socially. Thus, the fact that a child repeatedly asks what he is going to do for Christmas, since the beginning of the year, may be a consequence of his anxiety about upcoming events. Incessantly asking about a person's height or weight can relate to the need to be sociable without having the proper tools that would help them understand other people's minds. What we can see is that even including an autistic child in the educational scope requires a multidisciplinary approach, even if the teacher is the professional who deals directly with the child in the classroom. Include yes, but not in any way just to ensure that the child's right to coexistence is effective. Table I explains the main difficulties of an autistic child in the educational process.

TABLE I: MAIN DIFFICULTIES OF AUTISTIC CHILDREN IN THE CLASSROOM DURING THE EDUCATIONAL PROCESS

Difficulty/Author	Meaning
Behavior Schmidt, Ferreira & Kubask (2013)	It contemplates behavior problems such as for example, rigid behaviors (inflexibility); repetitive (stereotypes); aggressive (hitting oneself or others); obsessive (insistence that objects remain in their place); inappropriate (lying on the floor during class), or agitation (hyperkinetic behaviors such as running and jumping). And another difficulty refers to compliance with limits and rules).
Communication Schmidt, Ferreira & Kubask (2013)	It concerns the difficulties that the child finds to be able to communicate what he wants, to make himself understood by others. They also include socialization and language difficulties. For instance, initiate or participate in dialogues.
Cognitive difficulties Schmidt, Ferreira, & Kubask (2013)	They refer to those cognitive difficulties that interfere with or prevent learning, such as concentration and motivation in carrying out pedagogical activities. For instance, difficulty in developing specific literacy activities; lack of interest in school activities.
Socialization França & Ferreira (2017)	He is unable to establish an effective relationship with other children because he constantly lives in a situation of isolation, a

	most notorious characteristic in an autistic child.
Organization França & Ferreira (2017)	When you don't develop an obsession with keeping everything perfectly organized, you develop an inability to organize what you messed up, as in recreational activities at school.
Distraction França & Ferreira (2017)	Easily distracted in the classroom or unable to concentrate on the teacher's explanation, even though it is occurring individually and not collectively.
Difficulty sequencing França & Ferreira (2017)	Cannot do sequential activities with other students considered “normal”. However, the teacher feels the need for professional improvement to deal with this situation.

We can see that there are many difficulties for an autistic child in the educational process, however, we emphasize that the difficulty identified as the most frequent are those that involve behavioral issues and socialization of the student with autism, of all the difficulties mentioned. On the other hand, Cognitive Difficulties appear less frequently in the table above. In this sense, it is necessary for the teacher to be very calm and understanding toward the autistic student so that he can assimilate; the autistic person can be distant, not answer the call, and even have a great delay in learning a certain explanation.

França and Ferreira (2017) point out that this situation in the classroom does not occur because the child has no interest, but because autism affects and postpones the learning process, he needs a lot of motivation and cares to develop his intellectuality. The autistic child does not explore the toy as he should, he is simply interested in a single movement, being able to spend hours on end turning the wheel of a cart, for example, in addition, he is resistant to changing routines and the teacher needs to be attentive and plan their classes according to all these needs, so that the child does not feel excluded among their peers, becoming a challenge for the teacher.

D. Challenges Faced by Teachers Facing Autism

Challenges and situational complexities must be provoked by the mediator according to the competence of the mediatized, seeking to encourage them to intellectual curiosity, promoting originality and creativity, proposing non-conventional activities, encouraging them to get involved and overcome the proposed obstacles, presenting models to succeed in their learning, encouraging and making them aware of their potential and ability to overcome innovative and complex situations.

Freitas (2006) points out that faced with the new premises of the end of the 20th century, mainstream schools now face a major challenge, the inclusion of students with disabilities or global developmental disorders. Inclusive education breaks with the reductionist view of special education focused on deficits, limitations, and the inability of the subject to interact, act, and learn with other students in the least restrictive possible environments.

In this perspective, issues of deviance, stereotypes and prejudices, behaviors, attitudes, and expectations are analyzed in the context of the totality of life, in which the participants, students, parents, teachers, and the school community are mutually involved a broader relational system.

According to Guedes (2015), as life is definitely full of surprises and possibilities, even if the educator remains dedicated to learning through scientific knowledge and through his reflective practice, moments of uncertainty can arise. Still for the author, it is these situations that, sometimes, present themselves a little entangled, that build steps for overcoming oneself. Such moments must be seen as encouraging challenges, determining a new search for answers that are not immediate, but constructive for the continuous mutability of the human being.

In the context of inclusive education, one of the great challenges is the inclusion of autistic students which, although legally guaranteed, is of great complexity to be carried out, due to the unpreparedness of the school environment in terms of infrastructure, the lack of preparation of the teaching staff to work with these students, considering the behaviors and peculiarities that characterize them, causing insecurity in teachers and demanding a reorganization of the educational systems.

In this perspective, Avila (2010) also draws attention to the fact that educational care for people with autism has been, over time, offered in specialized institutions, which focused on the deficit and its correction, attributing the difficulties of the student to his deficit.

With regard to the schooling history of autistic students, there is little data in the literature on the subject, since, in the past, these students were commonly diagnosed as mentally handicapped and thus were treated.

Likewise, Carvalho (2009) shows, as a result of an exploratory study on teachers' expectations regarding the inclusion of students with autism, that they tend to focus their concerns on personal factors such as, for example, fear and anxiety regarding the symptomatology, more than the child itself.

Among the fears mentioned was the question of how to deal with the aggressiveness of these students. This is a mistaken view, as aggression is not a characteristic behavior of autism (Macedo, 2011).

According to Rangel (2010), these distorted ideas end up influencing pedagogical practices and expectations about the educability of these students. These authors also report some inappropriate practices by the teacher, such as keeping autistic students always busy not because of a pedagogical need but to minimize the teacher's anxiety.

Studies related to the inclusion of children with autism indicate the gains that these children present in their interaction with peers.

As for the inclusion of autistic students, a relatively recent fact, there are quite divergent positions. Some authors present arguments that justify the position against inclusion, such as Kupfer (2005) apud Lazzeri (2010) who argues that inclusion is not for everyone, remembering that, in the case of autistic children, some may feel threatened, have difficulties in living with the noise and the presence of other people.

Lazzeri (2010) says that it is necessary to analyze "case by case because not everyone is prepared to enjoy the school environment". The theoretical discussion of the authors points out the great challenges of the teacher in the context of their practice with autistic children, and regarding these challenges of the teacher, in a summarized and dynamic way, it is pointed out in the following

Table II not only the challenges according to the authors but also the actions that must be taken to overcome these challenges.

TABLE II: CHALLENGES OF TEACHERS WITH AUTISTIC CHILDREN AND ACTIONS TO OVERCOME THE CHALLENGES

Author	Challenges	Action to Overcome Challenges
Guedes (2015)	Dedication of the educator: That the educator remains dedicated to learning through scientific knowledge and through his reflective practice, moments of uncertainty may arise.	Improvement of the educator in the face of education for autistic students, who must be a trained professional and that their knowledge makes this student's life as normal as possible.
Avila (2010)	Autistic education: With regard to the schooling history of autistic students, there is little data in the literature on the subject, since, in the past, these students were commonly diagnosed as mentally handicapped and thus were treated.	With the history in relation to the schooling of autistic students, recycling of education is made, because there is still a lot of prejudice and a lack of information about this situation.
Carvalho (2009)	Inclusion of autistic students: Teachers' expectations regarding the inclusion of students with autism, as they tend to focus their concerns on personal factors such as fear and anxiety regarding the symptomatology, rather than the child itself.	With the inclusion of students with autism, teachers still care about students' personal factors, taking this into account when starting this inclusion.
Lazzeri (2010)	School environment: That it is necessary to analyze "case by case because not everyone is prepared to enjoy the school environment".	The educator must be qualified as to the school environment provided to that student, aiming at each case assigned to him.

Table II above showed us the main challenges of the teacher and how to overcome such challenges, in the meantime, according to Belisário *et al.* (2010), the impact on education professionals who receive these students at school is great when they are faced with their reactions because they are still facing a new experience.

Faced with this novelty, many teachers report feeling unprepared to meet this demand for inclusion, generating an overload of stress (Baptista & Oliveira, 2002; Camargo & Bosa, 2009; Jordan, 2005). This "teacher unpreparedness" to deal with autism points to a lack of knowledge in this regard, which prevents teachers from correctly identifying the needs of their students.

This generates distorted ideas about the education possibilities of these children and the difficulty of dealing with their behavior problems (Baptista *et al.*, 2003). In this sense, the subject is seen by the teacher only from the point of view of his limitations, consequently compromising the pedagogical practice to be developed with these students.

It is splendid how the affective bond with the teacher is essential to motivate the child in the classroom in which he is inserted, even with his assistant who is his right to have this assistance, the teacher must always seek and maintain contact with the student, stimulating communication and inclusion with all children in the environment, proposing inclusive activities and actively participating with them in all proposed activities, with this the student will feel safe and conducive to

everything offered and taught, even with the difficulty that the teacher's participation will be satisfactory, not only for the child with autism.

III. METHODOLOGY

Regarding its nature, this work was classified as basic research that, according to Prodanov (2013), aims to generate new and useful knowledge for the advancement of science and the subject, without foreseen practical application and involves individual, collective and universal truths and interests. From the point of view of its objectives, this research was carried out with an exploratory nature, considering that this work is a subject already discussed in society and in academia but requires further deepening, and the exploratory research will, through the objectives, bring more knowledge of the subject.

Prodanov (2013), on exploratory research, points out that this procedure is applied when the research is in the preliminary phase, it aims to provide more information on the subject to be investigated, which was the purpose of this work, to bring to light the academic society or not, this discussion is so present in the daily lives of people in general, especially teachers and families who have autistic children.

As for the technical procedures, this research was carried out with a bibliographic nature, which according to Prodanov (2013), refers to the bibliographic survey of the subject in already published material consisting mainly of books, magazines, publications in periodicals, and scientific articles, newspapers, newsletters, monographs, dissertations, theses, cartographic material, internet, with the objective of putting the researcher in direct contact with all material already written on the research subject.

From the point of view of approaching the research problem, this research was carried out in a qualitative way, where according to Prodanov (2013), it aims to value and establish the relationship of the researched object with the dynamics of society, considering its objective aspects and subjective and their inseparable relationship with these dynamics of society. It was understood that the qualitative approach to the research problem, was the most appropriate for this work, in view of the relationship of teaching practice with autistic children in the context of education, because education encompasses all scientific knowledge attributed to the individual in the classroom. and what is learned at home in the family's daily life.

IV. FINAL CONSIDERATIONS

Autism is still a great enigma, even after so many years of Kanner's diagnosis, many paradigms revolve around the topic. And the fact that there is no precision about the cause of the syndrome makes its cure even more difficult and makes it difficult for all professionals to help this child.

As for education, the challenges are even more arduous, since it is necessary to overcome so many obstacles such as prejudice, fear, lack of knowledge on the subject, and consequently lack of an adequate work methodology.

However, one cannot ignore the fact that it is a regular private educational institution, which gives it certain advantages that make it stand out for its resources, lower

number of students per class, and less bureaucracy to keep two professors. per room. In the case of PHL, it was fundamental to have two professionals to carry out a work with the same attributions as has been carried out.

Therefore, with the observations, it is clear that what is valid in situations of inclusion is to love knowledge, test all work methodologies, and adapt them to each situation, there is no ready methodology, the web of relationships in the school routine is which will permeate the construction of the ideal pedagogical practice with autistic students.

Therefore, one cannot imagine that keeping the individual only in the regular institution will be enough if there is no complementation of the specialized work outside the school. It is important to emphasize that both services complement each other and depend on each other to result in a successful inclusion and consequently in the full development of the autistic child.

Inclusion does not depend on the degree of severity of the disability or level of their intellectual performance, but on the possibility of interaction, acceptance, socialization, the adaptation of the individual to the group, and, mainly, the modification of the school to serve them.

This was only possible thanks to the availability of the school and the professionals to work together, seek help, to learn to live with problem situations, difficulties in adapting, interests, and different levels of school performance.

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