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POSSIBILITIES TO PROMOTE THE LEARNING OF STUDENTS WITH AUTISTIC ASPECT DISORDER

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Abstract: Children with Autistic Aspect Disorder (ASD) have some degrees of behavior and difficulties in relating to others, both in communication and in thinking. In addition, children with ASD may also have difficulties with gross and fine motor coordination and balance, with delays or deficits. In the school environment, the child with ASD needs reinforcement to perform activities that appear to be complex and abstract, so the teacher, as a mediator or facilitator of the student's learning, needs to develop activities that have a stimulus, both for the playful and for non-verbal communication. The inclusion of students with ASD in the school environment must be a practice that supports the defense of diversity focused on human rights, dealing with a social process of actions with the teaching and learning process. In this sense, the objective was to identify, in the literature, possibilities to promote the learning of students with ASD. The research was carried out through a Literature Review. The survey of scientific materials was carried out in articles available in the databases: Google Scholar, SciELO. In addition, books available in the library of the Faculty of Higher Education of the Interior Paulista - FAIP were used. The following keywords were

used, in combination, for the search: autism; Autistic Spectrum Disorder, inclusion, school, teaching, learning. Thus, the main results identified so far were that the learning process of students with ASD can be classified according to the degree of dependence or need for support for the three levels of autism classified as: mild, moderate and severe, the 1st level known as "mild" may have difficulties to communicate, but does not prevent you from having social interactions, the 2nd level considered "moderate" presenting deficits and with a lesser intensity to communication disorders and language deficiency, showing difficulties with changes and tends to present social isolation, the 3rd level considered "severe" showing a serious ability of verbal and non-verbal communication, having difficulties in social interactions, deficit and having reduced cognition, having inflexible behaviors, social isolation and difficulties with changes. For these children, there tends to be a need for development, with adaptations subject to confronting teaching methods and presenting content and activities that reflect on the child's learning and ability.

Keywords: Pedagogy; Autistic Spectrum Disorder; Inclusion; School; Learning.