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PRECEPTOR AND RESIDENT: A COLLABORATIVE WORK IN THE SCHOOL INCLUSION OF AUTISTIC STUDENTS

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Abstract: This article connotes an experience carried out in a regular classroom in the Initial Years of Elementary School between a preceptor teacher and a resident of the Pedagogy Course at ``*Universidade Federal de Pernambuco*`` , providing pedagogical assistance to an autistic student. It also exposes a brief theoretical basis constructed by authors such as Paulo Freire (1987), Shon, Dewey (1959), Bleuler (1911), among others, about the pedagogical residence, autism and collaborative work in initial historical representation and its contemporary construction. It aligns with liberating pedagogical practices by being part of the conception of practical rationality. To collect data, we used semi-structured interviews, according to Triviños (1987). The nature of this research is qualitative based on the methodological assumptions of a case study, according to Minayo (2011). As this is an ongoing investigation, it must be considered that only a part of the data collected is presented up to the limit of its current scope, however, in a state sufficiently capable of demonstrating the impacts caused in the student inclusion process autistic, subject of this study, resulting from the collaborative work between the preceptor teacher and the resident involved in it.

Keywords: Pedagogical residency, autism, collaborative work, practical rationality.

INTRODUCTION

The researcher's experience, as a teacher working in Basic Education and a doctoral candidate in Educational Sciences, at *Universidad del Sol*, in Asunción/PY, immersed in research on school inclusion, inspired the focus of this research, whose object of study focuses on autism and, specifically, on the inclusive process of students with this condition in regular education.

Although she does not constitute herself as a preceptor and/or pedagogical resident in the

care of autistic students, the researcher, based on the appropriation of the available theoretical apparatus and the analysis of the practice of teachers who perform these roles, raises the hypothesis that, if they are accompanied According to these professionals, students with Autism Spectrum Disorder (ASD) tend to significantly improve their socio-cognitive development at school and, consequently, their quality of life.

This way, it is recognized that the inclusion of pedagogical residents in the school meets the creation of another opportunity to build collaborative work, with the aim of improving pedagogical assistance to autistic students. Thus, to carry out the data collection process in this research, we start from the analysis of the functioning of the Pedagogical Residency Program at ``*Universidade Federal de Pernambuco*`` .

The choice for this investigative bias is justified because such a program is part of the perspective of new teaching practices and approach to content by being guided by critical thinking within the scope of inclusive education, thus allowing preceptor teachers and pedagogical residents working in basic education carry out their role guided by proven effective didactic-pedagogical and methodological principles.

Another motivating reason for this study lies in the researcher's concern regarding the profile of graduates from the Pedagogy Course, when they have the opportunity to experience practical experiences in the educational environment already during their training process, by effectively dealing with the consolidation of the policy for the inclusion of students with ASD in regular education.

The search for answers that would satisfy her questions in the face of this reality led the researcher to undertake investigative efforts in order to glimpse the effects of the collaborative work practiced between pedagogical residents

and their preceptors in the pedagogical residency program of the UFPE Pedagogy Course, on the quality of teaching provided in regular school classrooms when working with the inclusion of students with ASD.

In this study, the researcher conceives, based on the authors' assumptions adopted in it, that only a pedagogical practice developed by residents based on the principles of liberating action and the result of a constant reflective process can effectively enhance the development of skills and abilities of students with ASD at school and considerably influence their interaction and socialization.

Thus, in this investigation, we seek to clarify, through the application of the semi-structured interview, specific aspects linked to the training of graduates of the Pedagogy Course participating in the Pedagogical Residency Program related to their competence to contribute to the inclusion of students with ASD in the regular education. To this end, it is also analyzed how the interaction between the preceptor teacher and the resident takes place in defining the strategies to be implemented in the classroom context, in order to achieve standards of improvement in the quality of the inclusive process of these students, that is, how collaborative work develops.

Thus, the construction of the final product of this research has been carried out based on preliminary observations and application of the defined data collection instrument, considering how the meetings between the two occur. The time frame in which this study was developed was in the middle of 2022. The locus of this investigation comprises a public school located in the city of Recife/PE.

METHODOLOGY

The methodology adopted in this research is qualitative with the design of a case study developed at ` ` *Escola Municipal Professor João Francisco de Souza` `*, in the city of Recife/PE, based on the implications that collaborative work within the scope of the Pedagogical Residency Program of the Pedagogy Course of UFPE provokes both the policy of inclusion of students with Autism in regular schools and the improvement of their learning, communication and interaction. It is based on the constructs of Minayo (2011) and its participants are a teacher from this degree and a resident from the same course.

As for the instrument adopted for the data collection procedure, a semi-structured interview was applied, considering the guidelines proposed by Triviños (1987). For the author, this methodological choice “[...] favors not only the description of social phenomena, but also their explanation and the understanding of their totality [...]” (TRIVIÑOS, 1987, p. 152). In relation to the ethical issues that must permeate the academic-scientific research process, a Free and Informed Consent Form was prepared, taking into consideration, the functionality of this research and in accordance with the Code of Ethics for research with human beings.

THEORETICAL REFERENCE

PEDAGOGICAL RESIDENCY

The UFPE pedagogical residency consists of an important program that aims to contribute to the consolidation of the training of its undergraduate students, based on the requirements of the professional practice of collaborative work.

Its execution comprises several aspects such as “planning, execution and evaluation of pedagogical activities to expand the creation of teaching work strategies together with their

peers. Taking pedagogical actions as a starting point” (UFPE, 2022).

Regarding the pedagogical actions carried out within the scope of the pedagogical residency, it appears that, in addition to resulting from a constant reflective process, they seek to effectively articulate the theory studied by the undergraduates and its practical application in the school context when they become egress.

In this sense, Paulo Freire (1987) argues that:

“It must be clear that, even though we are defending praxis, the theory of doing, we are not proposing any dichotomy that would result in this doing being divided into a stage of reflection and another, distant from action” (FREIRE, 1987, p. 125).

In order for there to be a significant improvement in the production of ideas in the academic-scientific universe related to the training of teachers who effectively include autistic students in Basic Education, the need for a review of didactic-pedagogical and school methodological practice is recognized, which is intended to be printed on the professional profile of graduates of undergraduate courses.

This way, the objectives of the UFPE Pedagogical Residency Program articulate reflection and action, with a view to preparing competent teachers to deal with students with ASD in their professional practice. This is what can be seen in objective IV of the Program.

Value the development of teaching practices anchored in scientific curiosity, to expand the capacity of undergraduate students to formulate questions and reflections, seeking to build solutions to the needs of the teaching-learning process. (UFPE, 2022, apud CAPES, 24/2022).

Thus, it is understood that the didactic-pedagogical and methodological practice is evident in a diverse way, considering the context in which it is taught, the object of knowledge that is intended to be constructed

and the subjects involved in this process. It must also be considered that to be successful, the teaching and learning process cannot do without a constant evaluation of the pedagogical practice resulting in a continuous search for the improvement of how to learn to learn and learn to teach, when it comes to initial teacher training at undergraduate level.

AUTISM

According to Bleuler (1911), autism can be understood as a syndrome and not as a disease. In 1911, this psychiatrist, through his studies and medical assistance to patients with loss of contact with reality, difficulty in interacting and/or even impossibility of communication, attributed the term “autism” to this clinical and social condition (BLEULER, 1911, p. xxx, apud GONÇALVES, p. xxx, 2014).

Due to the symptoms of the newly discovered syndrome, Bleuler (1911) related it to schizophrenia, however scientific studies on it are still in the process of development, especially with regard to its causes and appropriate treatment.

In Brazil, in relation to legislation that institutionalizes care for people with

The ASD, Law number: 12,764/12 established the National Policy for the Protection of the Rights of People with Autism Spectrum Disorder, covering early diagnosis, treatment, therapy and medication.

This law regulates equal opportunities for schooling, leisure, employment, among other rights. For this law to be effectively complied with, the role of the teacher is of fundamental importance, as this professional, in carrying out his work, is responsible for creating means that make it possible to minimize the limitations imposed by this condition on his students. “This way we can see the wound of the other, our students show us that our human nature is focused on the human being” (ASSMANN, 2007, p. 26).

Among the damages that Autism Spectrum Disorder can cause to a person are the inhibition of social interaction and difficulty in speech and motor skills. Faced with these difficulties that can be presented by students with ASD, the teacher's role is fundamental, as he is the one who assists students with this condition, by introducing into his pedagogical practice elements that aim to effectively enhance this learning process. public, also taking into consideration, their specificities, when collaborating with the implementation of the policy of inclusion of these subjects in regular education.

PRACTICAL RATIONALITY

The promoter of the theory of practical rationality was Schön (1995, 2000). For this author, what motivated him to develop a training model based on the assumptions of this theory was his observation that the pedagogical practice of many teachers was based on the mere transmission of knowledge, disregarding the process of reflection and action.

The set of paradigms that this theorist formulated resulted, mainly, from the crisis in the quality of the teaching and learning process that American education went through in the 1980s, when a large number of teachers were intransigent regarding the possibility of making work more flexible in classroom, aiming to meet, above all, the social demands that were presented to the school.

It is also evident that Schön (1995, 2000) aligns himself with the ideas of Dewey (1959), with regard to reflective thinking, for whom "[...] ideas articulate with each other, some giving continuity to others and allowing new thoughts. "In any reflective thought, there are defined units, linked together in such an art that the result is a continued movement towards a common end" (DEWEY, 1959, p. 14).

Corroborating the conception of both Shon (1995, 2000) and Dewey (1959), Freire (1979) draws attention to the teacher's ability to act within a systematic process that articulates action and reflection in a continuous manner. For the author, "it is exactly this ability to act, operate, to transform reality according to purposes proposed by man, to which his ability to reflect is associated, that makes him a being of praxis" (FREIRE, 1979, p. 17).

COLLABORATIVE WORK

Collaborative work is one of the important contributions in the educational area that aims to qualitatively impact the teaching and learning process. The use of its assumptions is justified by the recognition that the pedagogical residency is amalgamated by its characteristics, as the collaborative regime established between preceptor teachers and residents resulting in a constant process of exchanging ideas and experiences proves this. At the same time, we agree with the idea that its guidelines are also useful for guiding the intervention process at the school regarding the implementation of the inclusion policy for students with ASD.

Regarding the cooperation that is inherent to this perspective of educational work, Vilaronga (2014) argues that:

Collaborative teaching is one of the necessary supports to strengthen the school inclusion proposal, arguing that the PAEE student has the right to differentiated teaching in the common room space, with collaboration between the special education professional and the common room professional being essential for construction of this inclusive space, taking into consideration, the specificities of each professional and the formative nature of these daily exchanges (VILARONGA, 2014, p. 179).

Therefore, reflecting on collaborative work and guiding pedagogical practice by applying its fundamentals goes hand in hand

with promoting an education that takes into consideration, the appreciation of human life and of each and every individual who goes to school, regardless of any differences. From this perspective, it is worth bringing Freire's (1998) view:

To accepting and respect difference is one of those virtues without which listening cannot occur. If I discriminate against the poor boy or girl, the black girl or boy, the Indian boy, the rich girl; If I discriminate against women, peasants, workers, I obviously cannot listen to them and if I don't listen to them, I cannot speak to them, but to them, from top to bottom. Above all, I forbid myself to understand them. If I feel superior to someone who is different, no matter who it is, I refuse to listen to him or her. The different is not the other that deserves respect, it is a this or that, detractable or despicable (FREIRE, 1998, p. 136).

Therefore, organizing pedagogical action through co-teaching consists of a didactic-pedagogical and methodological strategy that greatly contributes to significantly improving the teaching and learning process. According to Capellini (2008).

In this model, two or more teachers with different work skills come together in a coactive and coordinated way, that is, in a systematized work, with previously defined functions to teach heterogeneous groups, both in academic and behavioral issues in inclusive settings. Both share the responsibility for planning and implementing classroom teaching and discipline (CAPELLINI, 2008, p. 8).

Thus, it is clear that collaborative work is an important alternative to contribute to the improvement of school work, potentially capable of generating opportunities to learn how to learn for all students, including those affected by ASD.

RESULTS AND DISCUSSION

Starting from the conception that the articulation of reflection and action in pedagogical practice is identified with a successful education, it is argued that, in addition to this perspective being part of a liberating practice, it appears to be more open and flexible, insofar as allows the teacher to insert new didactic-pedagogical and methodological elements into their work in the classroom capable of breaking with rigid and decontextualized paradigms previously practiced. It is thanks to the mediation exercised by the teacher that this possibility of teaching and learning can be realized at school.

From observing how the interaction between the preceptor teacher and the resident graduate student involved in this research develops, it was possible to see in the place, how collaborative work is effective in school education. The moment in which the analyzes were carried out was at the end of the teaching unit for the 2022 academic year.

From now on, the name Light beam will be used to refer to the preceptor and the resident will be referred to as sunflower. Once authorization was obtained to participate in meetings between the two, it was possible to ask important questions about collaborative work, such as: "how does collaborative work occur, especially assistance to autistic students?"

In response, the preceptor teacher reported that collaborative work requires harmony between her and the pedagogical resident. And she further adds:

Working in collaboration with residents has been important, as we talk about creating new activities, it is often necessary to review what has been applied. The ideas keep coming, and I always ask for her help when necessary, to create teaching material... things like that. Hmmm.... Teaching students without disabilities is a less complicated task,

whereas teaching a student who is autistic is not so easy. So, the resident comes with news, she is closer to what is new to care for this child, so we really do collaborative work (Pp, November 2022).

It can be seen that, in the speech of teacher Light beam, the pedagogical actions carried out by her usefully contemplate collaborative work, as it enables the consolidation of the process of inclusion in regular schools and, specifically, assistance to students with ASD.

The same question was directed to the pedagogical resident, also aiming to explore how her performance occurs in the school context. Resident sunflower responded that:

The classroom teacher is always attentive to me, and this means that I can interact without embarrassment, to ask my questions and suggest something to contribute to the class and the students. As there is an autistic student in the class, the teacher has sat down with me and talked so that we can find new ways to teach the child better. So, collaborative work, I mean collaborative work (laughs) is exactly that, we look for what each person knows, add it up, reflect on what was done, and then we can improve teaching. (Sunflower, November 2021).

Thus, analyzing how the relationship between the preceptor and the resident occurs, it appears that a factor that significantly contributed to the students' learning and, especially the child participating in this study, was the adoption of the parameters of the collaborative work. Thus, by sharing the reflection, planning and execution of the pedagogical residency, the segments that make up it, in a cooperative regime, greatly facilitate the improvement of school work to include students with ASD.

From the discourse of the pedagogical residency segments, it is possible to infer that teacher training has been undergoing significant changes, assuming a transformative role in the school reality. This occurs because the concern to articulate theory and practice

has been effective. This way, the teacher acts as a promoter of new didactic—pedagogical and methodological practices with a view to materializing Law 12,764, consisting of the implementation of the inclusion of autistic students in regular education.

FINAL CONSIDERATIONS

Although the research on the theme presented in the body of this study has not yet been completed, from the first steps taken in the investigation, it was possible to construct this article which, in its essence, already points to relevant clues in pedagogical practice and assistance to autistic student, both in the actions of the preceptor and the resident, to date, when employing the principles of collaborative work.

This study, at the height of its development, also made it possible to verify that there are still gaps to be filled in carrying out the pedagogical residency in terms of serving students with ASD, since collaborative work consists of an educational phenomenon in a continuous process of improvement and therefore requires constant review.

However, it is pertinent to mention how important the pedagogical residency is for the training of future teachers. The need to promote changes in Basic Education that impact the quality of the teaching and learning process carried out at school beyond the pedagogical residency is defended, which necessarily involves both improving the inclusion policy and improving initial training of teachers in their graduation courses.

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