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## TEACHERS' PERSPECTIVES ON THE PARTICIPATION OF CHILDREN WITH AUTISM SPECTRUM DISORDER

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**Abstract:** Today, we live in a time when all environments must work with inclusion, especially in the school environment, because it is there that the individual is prepared to live in society. Inclusion is much more than simply enrolling in school. For inclusion to really live up to its word, it needs to be accompanied by preparation on the part of both the teacher and the school. The general aim of this study is to understand teachers' perspectives on the inclusion of students with Autism Spectrum Disorder (ASD) in the classroom, in terms of their knowledge of the problem, teaching and learning and training needs. It was carried out in a private mainstream school in the city of Santarém, Pará. This is a descriptive, qualitative study, in which an interview was applied using a research methodology based on a qualitative approach, through an interview survey of twelve 6th grade elementary school teachers. The study was submitted to the Brazil platform. It was concluded that it was the interviewees' experience with students with ASD that changed their perspectives on the participation of these students, since until they had this experience they reported not having received training in Special Education or Autism. The teachers report that they agree that all students, including those with ASD, have the right to attend classes in the 6th grade. However, they need support and adaptations so that they can develop their planning in the classes to include everyone and the school must be involved in providing this pedagogical support so that the students' teaching and learning can develop. They consider that the difficulties and concerns in working with students with ASD are a challenge to be faced every day in mainstream classrooms, such as the lack of communication and social interaction and the frequent lack of support professionals to join mainstream teachers in the teaching and learning process. It was also concluded that the teachers try to

develop different strategies to give adequate and individualized support to each student with special needs.

**Keywords:** inclusion, autism, teachers, training.