



THE USE OF DIGITAL TECHNOLOGIES IN CHILDREN'S DEVELOPMENT

WITH AUTISTIC SPECTRUM DISORDER

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RIBEIRO, Sérgio Fernando C.¹

CONRADO, Luciane^{two}

LEGEY, Ana Paula³

SUMMARY

This work aims to offer a broader and more comprehensive form of care for autistic people, taking into account their characteristics and peculiarities, notably in aspects aimed at the educational inclusion of these special students in regular schools in the education network. Through teaching work supported by digital technologies, which include games and other fun forms of learning, it is possible to work in a school environment full of joy and satisfaction for these students who have Special Educational Needs. To achieve this, it is necessary to improve knowledge on this topic, which addresses individuals affected by ASD (Autism Spectrum Disorders), the causes, symptoms, characteristics and treatments. An autistic child may have difficulties relating to other students, but it is possible to work with them from a young age, helping them to feel comfortable and happy in their class and at school as a whole. Bibliographical research on the topic provides valuable and important support for understanding the problems arising from autism, as well as the practices necessary for the development of teaching activity that seeks the school inclusion of students who present psychological, coexistence and social behavior problems. It is necessary and fundamental to seek to understand what Autism is, deepening knowledge about Autism, addressing the causes, symptoms and existing treatments. It is also necessary to know experiences of school work with autistic students, which include digital technologies such as the digital game "Autistic ABC". It is the primary role of teachers to understand their students' difficulties, whatever they may be, and seek professional solutions to minimize or even eliminate them from school tasks. The teacher must always add positive affective and emotional characteristics, so that the motivation and interest of the autistic student is maintained.

Key words: ASD, autism, school inclusion, digital technology

1. INTRODUCTION

The constant modernization of professional strategies and techniques involving the educational sector aims to include, in regular schools, children and young people who

¹1st Unicarioca Meeting on Learning and new technologies. Unicarioca University Center.

^{two}Advisor.

³Advisor



present the most different disabilities, whether physical, intellectual, psychological or behavioral, including the work of teaching practices with autistic children.

Based on teacher training that aims to increase acceptance and respect for the students' learning pace, it appears that those students who have learning difficulties are often considered problematic, much more due to teachers' unpreparedness to face abnormal situations within the school environment. In many cases, problematic or disabled students are left aside because they do not adapt to the learning pace of the rest of the class.

With autistic children, this neglectful procedure can lead the student to isolate themselves even more, completely preventing their inclusion at school, in their peer group and even in social life as a whole.

There is, therefore, an immediate need to offer teaching strategies and methods that take into account, even partially, the autonomy of autistic people. This problem can be minimized and even resolved with the introduction of digital technologies as a teaching tool.

The National Curricular Reference for Early Childhood Education (RECNEI), in its addendum on "*Strategies and Guidelines for the Education of Children with Special Educational Needs (RECNEI/MEC)*" makes an assessment of mental deficiencies that imply some autistic characteristics and that must be addressed within the regular school environment.

Digital games present an attractive and pleasant feature for autistic people, greatly facilitating dialogue and social interaction with students with ASD. The technological resources such as computers, tablets, digital toys are increasingly being used as allies in the education of children, young people and adults, as they are methods that provide a more active learning method, where the student is present in all processes, building your knowledge in a single way.

We have to keep in mind that, even the majority of individuals considered normal, have some attention and/or learning deficiencies at certain moments in their school learning or educational and social development, but this does not necessarily mean that they should be treated accordingly. differently or, as in many cases, left aside. Students are motivated by realizing that they may be able to develop different skills, such as cognitive, sensory, interactional, using



of games and fun activities offered by technological resources, making the student more interested in studying as it becomes more enjoyable, more fun.

As technology is increasingly present in people's daily lives in general, it is impossible to leave children out. Instead, we must find a way to use these resources positively to contribute to learning, in addition to teaching children to deal with the technology that surrounds it.

In addition to providing pleasant moments for students, technological teaching resources also have the ability to work on several areas at once, areas that are important for child development, such as sensory, tactile, auditory and visual stimulation all at once. turn.

These resources benefit autistic students as they have a strong visual stimulus, pleasing special students, drawing their attention and assisting in teaching through games and videos with vibrant images, music, drawings, photographs and other elements capable of holding the student's attention.

In this way, by allowing special students to have access to this technology, the school is able to motivate them, as already mentioned, attract their attention and promote teaching, expanding their cognitive and socio-emotional development.

Thus, the different applications and games present in the online teaching environment benefit autistic people in several ways, including:

- Simplified literacy process;
- Stimulation of language and communication;
- Awaken concentration and attention to the activity offered;
- Instruct how to participate in activities and integrate socially;
- Assist in carrying out day-to-day tasks;
- Help students understand how the environment and society works around them

around;

- Demonstrate that it is allowed and healthy to express what you are feeling.

Nowadays, we know about the great capacity for storing information and the speed of learning of autistic students, even though the manifestations resulting from this learning are not so evident.

Pedagogical practices need to be different and must be shaped according to the characteristics of the students. It is essential that they organize teaching-learning situations



that meet the educational needs of students, this includes those with special educational needs.

Differentiating teaching means organizing interactions so that each student is constantly faced with didactic situations that are most fruitful for them (...) it therefore implies the development of different paths so that students can achieve school goals, through individualized monitoring and routes. (PERRENOUD, 1995, p.28-29)

It is well known that early interventions for behavioral, cognitive or speech disabilities can help children with autism gain autonomy and social and communication skills.

In this way, it is possible to help the child understand what happens in the real environment and in everyday life using digital pedagogical resources, improving the social coexistence of autistic children in addition to providing better inclusion and quality of life.

In this document, the objective is to favor the inclusion process of all students who seek regular school, notably those who have ASD. In this matter of including special students in regular public education networks, schools are faced with a challenge: ensuring that all students have access to basic learning, through the school inclusion of all children, respecting cultural and social differences. and individual, which can constitute so-called special educational needs (SENs).

It is not just about welcoming special students into the school, but about promoting the possibilities of socialization, companionship, acceptance and valuing the self-esteem of these students, who already face difficulties in their daily lives. (PAIVA, 2002)

The school must act as the facilitator of all actions that involve the learning of these students who require SEN, as well as working to integrate them into the school environment and the social environment in which they live.

It may seem paradoxical that an institution considered "regular" must respond to exceptional learning situations, but this is precisely the cornerstone of this inclusion process: equal opportunities for everyone who seeks school.

It is not up to the educational sector to select, differentiate and stigmatize people based on their abilities and/or difficulties. It is important to accept differences and work towards everyone's growth. In this sense, work with autistic students gains dimension



important and fundamental, as it is about integrating those children who feel segregated and removed from the world considered "normal". By presenting possibilities for differentiated and effective assistance to students who need SEN, the teacher is acting in a democratic and ethical manner, at a level of professional excellence.

2 METHODOLOGY

Teaching work aimed at assisting students with ASD must always be based on specific bibliographical research on the topic, as well as practical experiences that provide good learning results for these autistic students.

Among these pleasant experiences are digital games, such as "Autistic ABC" and recreational activities that take place in the Snoezelen virtual environment. Little by little, teachers and autistic students begin to form friendship bonds and learning situations that involve the student with SEN, facilitating their social interaction and the improvement of their cognitive functions.

The authors who address this specific topic provide important support for professional teaching practice. Combining this with practical experience in the classroom, it is possible to plan and execute very attractive and enjoyable teaching activities.

3 CONCLUSION

Serving autistic students within regular schools is possible and can be a project with enormous benefits for society as a whole. The acceptance of differences within public schools begins to take timid and slow steps, in a process of taking a position that is still at an early stage.

But the work of inclusion in regular public schools of students considered to have SEN, especially those with Autism Spectrum Disorders, encounters a huge series of obstacles. The ideal is for regular schools to achieve the teaching training necessary to offer therapeutic activities **at the same time** with the common social experiences of these regular schools, both for those with SEN, for autistic students, and for normal students. Digital technology and the virtual world offer a wide variety of teaching options, which can and should be used daily in schools across the country.



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