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Autism Spectrum Disorder: technical qualification for the job market Autistic Spectrum Disorder: technical qualification for the job market

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SUMMARY
The work aims to highlight the difficulties for inclusive education to occur for autistic individuals in qualifying for the job market, thus conceptualizing the role of inclusive education, understanding autism and dialoguing with the inclusion of these people in the job market, with qualification Therefore, it is understood that the school, having a social function, is one of the first spaces after the family context to support development. The insertion of people with autism into the job market requires quality access to inclusive education specifically aimed at professional education. To carry out the study, we opted for bibliographical research, through articles, dissertations, theses, among other theoretical contributions that served as the basis for the development of the work.
Key words: Autism. Inclusion. Job market.

ABSTRACT
The work aims to highlight the difficulties for inclusive education to occur for autistic individuals in qualifying for the labor market, thus conceptualizing the role of inclusive education, understanding autism and dialoguing with the inclusion of these people in the labor market, with adequate qualification, therefore , it is understood that the school, for having a social function, is one of the first spaces after the family context of support for its development. Inserting a person with autism into the job market requires quality access to inclusive education specifically aimed at professional education. To carry out the study, bibliographical research was chosen, through articles, dissertations, theses, among other theoretical contributions that served as a basis for the development of the work.

Keywords: Autism. Inclusion. Labor market.

1. INTRODUCTION

Autism is considered a neurodevelopmental disorder, whose characteristics can be observed in early childhood, through consultations with specialists. Autism is a condition that is currently seen as a complex level behavioral syndrome, in addition, it may be related to environmental and genetic factors that was first described by psychiatrist Leo Kanner in 1943, where he was based on a study on behavior of 11 children with autism.

This work aims to highlight the difficulties in achieving inclusive education for autistic individuals and qualification for the job market, in addition to conceptualizing the role of inclusive education, seeking to understand autism, through existing references on the topic.In this sense, it is imperative to increasingly understand the need for people with autism spectrum disorder-ASD to be included within the perspectives and demands of the job market.

From this perspective, it is extremely important to identify the main difficulties in inserting people with Autism Spectrum Disorder into this professional qualification process, as well as evaluating the knowledge and way of living with the rich diversity that these people have and their significant contributions to society, thus presupposes providing quality access and permanence to benefits and rights in relation to their insertion into the job market.

The bibliographical research with relevant analysis on the object of study, highlighting ASD within the aspects of inclusive education for inclusion in the job market. Emphasizing the importance of the educational context aimed at accessing professional and technological qualifications.

2. INCLUSIVE EDUCATION AND AUTISTIC SPECTRUM DISORDER – ASD

Inclusive education has been widely discussed around the world, both nationally and internationally, several meetings have been held so far, with the aim of developing and articulating education for all, one of these international meetings gave rise to the Salamanca Declaration, a document prepared in World Conference on Special Education, in Salamanca, Spain, in 1994, with the purpose of providing basic guidelines for the formulation and reform of educational policies and systems in accordance with the social inclusion movement.

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A declaration to the world, discussed by the United Nations in 1994 and which still resonates today when it comes to respect and rights for the construction of an inclusive school and education that reaches all students with or without disabilities, providing quality education.The Salamanca Declarationandaffirm its commitment to inclusion and promote positive attitudes among children, teachers and the general public, with regard to those with special educational needs.

Among the inclusive policies, the National Policy on Special Education from the Perspective of Inclusive Education stands out, launched in 2008 and in force to this day. and assistance to teachers and students, with multifunctional rooms and specialized teachers – AEE and the results are seen through the numerous publications and research carried out. However, in higher education, references regarding autism and higher education are still scarce, but according to the policy, inclusion must permeate all levels and modalities, this includes universities and colleges.

Law 12. 764/12 which establishes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder, also known as the Berenice Piana law or the Autism Law, is important to highlight that Berenice Piana is a great activist in the cause of autistic people, the law in 2022 completed 10 years, the institution of this law was a great advance for this public that did not fit into the laws in force prior to implementation. From this law onwards, people with autism began to be considered as people with disabilities for legal purposes and to guarantee their rights. Among other rights, it guarantees specialized companions for people with autism who clearly need support in school activities. The same law clarifies who falls within the framework of autism spectrum disorder – ASD, characterized by the following two items:

> I - persistent and clinically significant disability in social communication and interaction, manifested by a marked deficiency in verbal and non-verbal communication used for social interaction; lack of social reciprocity; failure to develop and maintain relationships appropriate to their level of development; II - restrictive and repetitive patterns of behaviors, interests and activities, manifested by stereotypical motor or verbal behaviors or unusual sensory behaviors; excessive adherence to routines and ritualized behavior patterns; restricted and fixed interests. (BRAZIL, 2012, P. 1)

The cause of autism is not yet fully determined; it can be hereditary, related to environmental genetic variants or mutations, that is, multifactorial. Regarding its characteristics, even to be considered a Neurodevelopmental Disorder, its hallmark is a disorder in the pattern of development that brings harm to the person in their functioning. It is important to understand that autism spectrum disorder is a neurodevelopmental disorder that compromises communication and social interactions and generates restricted and repetitive behaviors, interests or activities. (APA, 2013)

The educational inclusion of students with autism still faces numerous obstacles, asit comes up against many prejudices and most of them due to behavior and cannot be considered as complete, as each student comes with a new challenge and with it new opportunities, requiring adjustments and adaptations to access content and the school space in an inclusive way.

> To welcome students with autism, it is essential to remove barriers, especially prejudice, which unfortunately is still present in our society. Moderate and severe autistic people are seen as incapable and mild autistic people go unnoticed, often having their particularities compared and sentenced in an unreasonable way. Accepting the student and their diversity is the first step for inclusion to get off the ground and become a reality, understanding that it is not enough to include, nor to mold them to fit a desired profile. (ASSIS, 2020, P. 7)

According to the aforementioned author, one of the most complicated barriers to work on is the constant comparison with your peers, bringing embarrassment to yourself and others, and this is just one of the particularities, but to include is above all to respect, it is to accept difference, It is living with others, accepting who they are, without wanting to mold them to be like others. But in addition to eliminating attitudinal barriers, it is also necessary to eliminate communicative ones and rethink teaching.

Mantoan (2015), in his work School inclusion: what is it? why? How to make? explains to us the importance of that everyone is included, respected and has equal opportunities, according to their challenges.

threads or limitations, provoking and destabilizing the system, leaving the practice of integration in the past and being more inclusive.

So the challenge continues, people with autismto theentering basic education schools, they need to come across professionals prepared to deal with their sensory, social or communicative disabilities, with their introspective way of being and expressing themselves, with learning difficulties arising from cognitive or non-cognitive aspects, but mainly when faced with situations new and challenging.

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3. THE INCLUSION OF PEOPLE WITH ASD IN THE LABOR MARKET

Law 12,764/2012, in Brazil, establishes the National Policy for the Protection of the Rights of people with Autism Spectrum Disorder. § 2º A person with ASD, for all legal purposes, is considered a person with a disability. The Brazilian Constitution (1988) states in its Article 205 that education, a right of all and a duty of the family and the State, will be provided and encouraged with the cooperation of society, aiming at the complete development of the individual, his preparation for the achievement of citizenship and their qualification and training for work, that is, the commitment to offering education to everyone, with support from the community, without any exclusion or distinction, so that they can act actively in the job market and in society.

Law No. 13,146/2015 (Brazilian Law on the Inclusion of Persons with Disabilities – LBI), came into force in 2016, and imposed on the Brazilian State the duty to ensure correct compliance with the standards established in their respective legal means, related to favor the accessibility of people with disabilities (PwD) to the educational environment in a more consistent way, considering that this legislation imposed on political agents the obligation to execute it, otherwise, they would result in the consummation of the infamous administrative authority.

The social inclusion of autistic people is essential and the two stages that most require this inclusion, professional and school, have a direct relationship, since after the school period, people with ASD are faced with a highly competitive job market. Although there are public policies and legislation that ensure the inclusion of people with ASD in the job market, it is clear that this does not actually happen as it should. Unfortunately, the difficulty faced by people with ASD in entering the job market shows a reality that ends up being exclusionary.

Entry into the job market is hampered, as they need to meet increasingly demanding criteria from companies. Several autistic people describe a strong obstacle to entering the job market, even those who have the skills and training to carry out a paid activity, and for this reason, they end up depending on government programs and family assistance, which ends up creating financial difficulties ; This increasingly highlights the importance of an inclusive culture through public policies that make it possible to take advantage of the strengths of individuals with Autism Spectrum Disorder – TEA. (MARTINI, 2019)

According to the United Nations (2018), there are one billion people with disabilities in the world. Of these, 785 million are of working age, but only 26.9% were employed. Now there are companies that positively adopt some of the characteristics and skills of the spectrum. The inclusion of people on the autism spectrum in the job market is not about exploitation. The main objective should be to empower these people. It is right for them to put their knowledge into practice and be able to live a quality life without limits. Only a small percentage of people with ASD have jobs.

Many adults diagnosed with ASD have worked in various professions and have had social problems that have led to disagreements with other co-workers and supervisors. The lack of knowledge since diagnosis, financial and social barriers often make it impossible to implement therapeutic care, issues related to quality of life such as: having a job close to what they want, achieving full autonomy, obtaining social support and mental health are present obstacles and persistent.

Research by Coleman and Adams (2018) on the challenges of entering the job market for young people with ASD shows that 59% of people say that successfully completing interviews is the biggest challenge, in addition to doubts about which job to apply for. and what type of work to do may come with social barriers. Dissatisfaction with the work options offered by companies for people with ASD is something highlighted by Coleman and Adams (2018). They indicate that these training or support services can also be aimed at professionals with ASD.

The specific challenges that adults with ASD face in the context of job search are very diverse. SOS. This may include understanding tasks they may find difficult, difficulty concentrating, constant change of procedures and routines and dealing with unexpected situations. If some of these difficulties were extreme for the professional, it probably means that certain types of work are not suitable for the person with ASD.

Some people with ASD may have difficulties with social cognition, interactions, and relationships throughout their lives. Entering the job market in middle age, internship programs, apprenticeships, etc. This can have a positive effect on your career. It is very important to maximize the efforts of managers in organizations in general. Employment supported by positive behavioral models may be particularly valuable in helping people with ASD in their work environment. Regardless of the degree, this support

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professional must include complexity and adaptability. Involves individuals and supervisors and colleagues in process adjustments, training and support.

Companies and society have been talking and understanding more about the job market for people with ASD, including in Brazil. Some companies want to go beyond the traditional interview process. Dedicated support is very important in providing an engaging work environment for these employees, which helps them develop and excel.

According to the WHO, 2 million Brazilians are autistic. This inaccuracy harms both public awareness and the development of public order. However, the interviews revealed that some companies have taken their own measures to support and disseminate knowledge on the topic, albeit in isolation and in the absence of official statistical data on ASD in Brazil.

As people live and grow, many will no longer have caring parents or mediators. This is a reality that must be present in society, in families, in educational institutions, in companies and in civil organizations. All these jobs, from inclusive education to the labor market, must become an independent way of life. Each has a fundamental role to play in empowering people with ASD.

4. CONCLUSION

From the development of the study, it was possible to verify that in the 21st century, aspects relating to inclusion in the corporate sphere are much discussed, and spontaneously the topic also unfolds into the debate about neurodiversity, mainly about the qualification of people with ASD in the healthcare market. work and the relevance of developing skills and competencies to guarantee access and permanence in the job market for these people.

In this context, inclusive education is the starting point for inclusion in quality work and also a point of extreme need when it comes to access to information about the specificities of autism, raising awareness among employers, knowledge about the rights of people with autism within the scope of work, development of the company's inclusion policy and participation and support from the family of individuals with ASD in this process of insertion into the job market.

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