

**83 - THE PHYSICAL EDUCATION IN THE AUTISM SPECTRUM DISORDER: METODOLGIC ANALISY**

ANA CAROLINA TORREÃO  
UNIVERSIDADE CEUMA, SÃO LUÍS, MARANHÃO, BRASIL

ADRIANA AROUCHA BRITO  
CENTRO DE REFERÊNCIA EM NEURODESENVOLVIMENTO – NINAR, SÃO LUÍS, MARANHÃO, BRASIL

AURENILDES DA SILVA BRASIL  
UNIVERSIDADE CEUMA, SÃO LUÍS, MARANHÃO, BRASIL  
c4rolina.t@gmail.com

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### INTRODUCTION

The Autism, like Fombone (2005), is a part of Invasive Disturbs of Development (TID) and is characterized by simultaneous delay of basic functions like communication and socialization. Called of Autism Disturb, the syndrome causes significant prejudices at social interaction, worked up communication, and limited or stereotype models of interested and comportamental.

Kanner (1943) is first to observe that there was a difficult of relationship at persons who had Autism Spectrum Disturb (TSA) since at life beginning, over there to present unusual responses and inappropriate to various stimulus of environment, like norms that regulate this responses.

In accord of Klin (2007), inside of this unusual behaviors specified of autism are: difficult in relationship, repetitive gesture, inappropriate smiles, absence of limits, little visual contact, repetitive words, hyperactive or the opposite, strong attachment to objects inanimate and difficult to express their likes.

Kanner (1943) based his criterions at separate problems in three domain: a) qualitative prejudice at social relation; b) qualitative prejudice at communication verbal and no verbal, and c) repetitive and restricted behavior and interested.

Klin (2007) says that one of most present characteristic at autism individual is the opposite or contrariety in relation of changes in routine or environment. Based on this, the autistic can development most interested in repetitive activities. And is in this context that the Physical Education (EP), to be a field to request a repetitive sequences of movements, start to install like principal auxiliary of syndrome treatment.

Kunz(2005) defends that is a professional duty to adjust themselves to the particularities of all and be attention to teaching the tolerance, and a acception of particularities, over there of need, essencialy, of patient and persistence to take care of special groups – like individual with Autistic Disturb – in all places who be: scholls, parks, shoopings, clubs or gyms.

According Mazzota(2003), in Brasil, the lack of appropriate assistance to the necessities of people with disturbs and deviation cognitive and corporate, since at first learning phase, is alarming. Fortunately, some years passed, the most sensibility to this theme get some space and with evolution of Physical Education, appears a model of educational practice who called Adapted Physical Education.

The research, therefore, analyzed the difficulties showed for autistic and the methodologies with them the professionals of Physical Education field can interview to offer a possible improve of life quality of this peoples, in development of their potentialities and social including correlate them.

### METHODOLOGY

This work is a research with qualitative stamp and exploratory character elaborated to bibliography reviews and its relation with a case od descriptive of a student who has a austistic disturb, this study based on interviews with semi structured, intending obtain a no doubt between the subject and real world.

The research universe was a Sesi Clube – Unit of healthy life of Sao luis- MA. The sample was done for three Physical Education professionals of club who following and supervised the assistance of the autistic student and his evolution throught of periodical exercises in muscle room during the stage, over there parents.

The utilized instruments to realize this research was a semi structured interviews, a group with questions to this subject matter, who participants can answer the questions freedom and give complementary informations, without spread character. The interviews were recorded with Samsung smartphone galaxy 6 model, 2016, and was used an applicative to record outside audios and last written to dados analyze, that was made though to reproduction and interpretation of the informations collected through the responses of interview.

It was given to each participant of research a term of free consent educated (TCIE) (AnexoA), where contains the objective of this research and the indentification of participants were preserved and could get out of research if they wanted without prejudices to them.

### DISCUSSIONS AND RESULTS

It was structured two different guides of interview, one to the Sesi Physical education professionals and other to the student parents, both of them contained four questions. To given the goals proposed to the research, it was used the speaks analyze.

#### Presentation of results and discussions

Observed, according with speaks of Physical Education professionals, refer to the characteristics that the student showed with most evident, was introspection, because he showed no social behavior, to isolate himself, and no keep any kind of dialogue with teachers or other classmates, over there the lack of visual con

Jordan (2000) emphasize that the autism characterized to development no usual at social interaction and the communication, to many motivations: limited interested repertoire, repetitive phrases and words, restrictive capacity oh thoughts, and stereotype behaviors. These restrictions autistic showed begging the difficult at socialization.

Over there, said that was enough view the repetition of speaks and situations. He did not keep a “normal” dialogue,

because every day he speaks about the same things and gives the same answers, many times with no sense, it did not matter what the questions were done, over there he speaks alone thought of words and phrases no sense, given the impression of "be in other world"

According to Vatauvuk (1996), the autistic presents big prejudice in capacity to start or keep a conversation, have in their behavior characteristics like stereotype language or echolalia momentary or last, when the word and phrases listened repetition happens in the moment or after. Because this many time the autistic speaks no sense phrases no appropriate to the situation.

About the most difficult showed of student since his started the activities, all professionals related lack of motor coordination and balance during the exercises.

According to Vidigal (2003), the perturbations of autistic disturb can affect the individual since child, about their psychological development and physical, principally at cognitive aspects: difficult to realize some movements, difficult at flexibility, at balance, and motor coordination.

Over there, the professionals sack that the student is most visual than listener. If only explained with words how to do the same exercises, he did not do by himself. He needed show the exercises and helped him and guide during the execution.

According Telmo (2006), the most of autistics, because them show many difficulties at structure themselves phrases to response the stimulus who given them, needs a channel over there word - auditive channel - became necessary the improve gestures, visual channel, to improve the relationship and give bases to future purchasing in this domain of competences.

When questions were done about the improves of this student, all of them related that the student developed his body and improves his cognitive, over there an other social relation, that helped him to fight with his problem with interaction/communication. With exercises, the student became more communicative, being part of this social field, where got demonstrate interested to the people, teachers and classmates.

Lopes (1995) stressed that the relation of professional with student can pass security, confidence, be of control, and of love, where the teacher can get know and discover the individual, interpreting, their difficult, their capacities and limitations. Is essential that be create a link with both parts, in spite of without verbal communication, at the way of gradually, the student can control their impulses, to obtain confidence and with this became able to take initiatives and get autonomy and independence.

When asked about methodologies with autistics, all of professional answered that not knowed, a specific protocol to be followed, but stressed that is a duty to the professional have to take perception of the limitations and capacities of special individuals, have to own the sensibility to know where the student can go, respecting the specification and motivating the potenciality.

Gomes (1998) defends that the intervention to these people have to take flexibility and attends the specification to avoid treat all of them at same way, that allows that each people can development their own way of being.

Bandeira (2012) defends that the intervention, have to realized in the way to became able the stimulus of this fields: cognition, socialization, communication, behavior, autonomy, game, and academic competences.

Martins (2012), stressed that in these days there some strategies efficient to get the goal of autism treatment, that is be possible to the people with syndrome improve their communication, the sensibility expression, the world means, and their necessities.

According to Association Hand Friend - HDF- 2005, the social factor, of peoples who have autistic disturb can be development since to support families, and the professionals though of educational approach appropriate and the services of high quality.

Martins (2012), inside of Physical Education, linked with parents and professionals team, to the take efficient methodology, it can be built with base in a criterious evaluation. To this, it have to follow different strategy, and approach, over there can be modificate in accord with evolution of capacities, interested, and difficult development. This way to assistance all of step of development. The good approach have to be multidisciplinary.

HFA (2005) have a literature a vast different approaches defended to the scientific community international. One of them, were selected way of educative intervention, because this field is the research interested: ABA, Floor-time program, TEACCH methodology and son-rise model.

The first program ABA - Behavior Analyze Aplicade - development is 60 years, is used in most times during in the precocious intervention, followed the approach based on behavior and understanding it. This method have a main goal support the individual to development competences that get their independence and autonomy, and give goals like: reading, communication, motricity, plays and enjoy. The method should be realized in intensive way, since diagnosis got, with sessions at 2 years and 25 hours at week. (HFA) (2005)

According Telmo (2006), the Floor-Time was development at United States and linked to the intervention way multidisciplinary. Is methodology of precocious intervention too, and objective the own cognitive competences, emotional and social. The Floor Time uses toys, it's a game therapy, realized most of times in the floor. To be possible get the goals have to enter in the activity near the individual, insist in a proposition and answer, create problems to response for the people development a independence sense.

TEACCH methodology - Treatment and Education of Autistic and related communication Handicapped Children - appears in 70's with objective to give responses of necessities of parents and childrens, including inside intervention program like co-therapist. Like the others this methodology have a objective to improve communication, autonomy at family and community. Its six fields of learning of TEACCH - learn, play, work in a computer, meeting, group work, and enjoy. The methodology is realized in a way to support the autistic to understanding what is wait for him in each activity, to he learned organized and create responsibility notions. (HFA 2005).

At last and no less important, the Son-rise mode, create in 70's, based an relational approach, that is realized at home, in "play room", and teach the parents to improve the social, emotional, and cognitive development of autistic to affective and funny relation. Its no more to encourage the parents to overcome the difficult thought the view of care and love are indispensable to autistic development (HFA 2005).

Telmo (2006) however, says, in fact, there is not a strategy previous determinate of learn that can be use for all. Each learn situation request a different strategy, because each individual can need modifications at strategy.

In conclusion, according with the HFA (2005), that is the most important at intervention of peoples who have DEA is that professional PE have knowledge that each people is unique and different, and is not to be autistic that leave to own preferences, limitations, characteristics and needs.

In the context of contributions of participation of parents in this research, can observe that the difficult at social inclusion, is already present since begging of life. The parents related that he is not educated formally because the schools leave him to employers, not prepared, who send letters asking to get him of, because he did not had evolution like the classmates, and

stress that educate him at adult phase is more difficult.

Gorla (1997) says that the PE function is realize a program who take activities with determinate goals, according to the ageand development grade of peoples, intending to improve motor yeld and healthy.

Rosseto (2006) stressed that school, public or particular, have be legal the inclusion process explain concepts and goals of programs to education for all. But , what happens, unfortunately, is not like the law says, because the reality of Adapted Education Brazilian is no adequate.

When asked of main difficult because the autistic dirturb at family , they said that the less structure to attempt the needs of individuals, the most fear of parents are no future perspectives.

To Gauderer (1997), the family of autistics have a challenge to adjust that reality to the rest of life, over there be in front of fear that the children ca be independent alone.

About the treatments, the parents answered that is not done any kindg of methodological treatment –ABA, TEACCH, Floor-time, or Sun-rise - , because the healthy professionals leave them saying there is not to do to help them. But the student participate the equine therapy class, who is been valious.

The equine therapy like Silva and Aguiar (2008), is a therapy method that use a horse in approach multiisciplinar, in education, healthy fields, to deficient peoples, intending to get improves at cognitive, phsycology, emotional, obtain results of 80%.

To the improves afther start the job at club, the parents said that the class is a tentative to include some activity in his children life because him were been fat.

Surprised they related that over there the physical development – even have difficult to some movements – the increase the concentration – they can do some routine activities that him did not do like watch tv with parents whole time – the social interation with unknowed people.

Simpson (1997) reveals that when integrate at the therapeutics activities, yhe individuals evaluate social and get intelactual progress.

#### FINAL CONSIDERATIONS

Observed that individual improve his concentration- realized exercises with more balance and ability at independent way – improve his communication – start to explore the social relations - improve his body – getting muscles and less 10 kg pound, who improve his self esteem become him more sociable.

The social inclusion of peoples wih Autistics disturb have be done at peculiar way considering the individuals needs associated to strategies used in a process. The Physical Education professional have considerate the needs and potencialities of your students, getting attencion to the answers through of feedbacks during the training. They need to get sensibility to know what can be done or not, and be patient withb difficults.

However, finally that there is not a previous determinate protocol to be follow or a ideal methodology inside Physical Education field to work with yhis population in inclusion process. IT be duty of professional have knowledge about various methods and knows how to use them to remove walls and getting learn and heathy social relation of their classmates.

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## THE PHYSICAL EDUCATION IN THE AUTISM SPECTRUM DISORDER: METODOLGICANALISY

Today, autism is still seen as a condition somewhat unknown, since information about the disorder are still rather vague. Therefore, most professionals do not have the skills needed to intervene effectively in treating this population. This scenario creates an imminent exclusion of individuals with the disorder. Facing this reality, this work focuses on the study of social inclusion of people with Autism Spectrum Disorder (ASD) from the aid of the work of a professional of Physical Education which is to combat this reality in order to ameliorate it or even neutralize it, to be increasingly widespread and understood by society that every person with autism is unique, can and should have the same rights - to learn, to study, to work, to exercise, to relate, to live - than the others. This study is a qualitative research of exploratory nature through literature reviews and interviews with semi-structured questions in the case of an autistic study whose identity was kept confidential. This study analyzed the difficulties encountered by people with autistic disorder and existing methodologies help of a professional physical education in the social inclusion of autistic process, respecting their limitations and, at the same time, developing them. However, it is concluded that there is no predetermined protocol to be followed or an ideal methodology in the area of Physical Education to work with this population in the social inclusion process.

Key words: Physical Education; Social inclusion; Autism.

## LE EDUCATION PHYSIQUE DAN LES TROUBLES AUTISTIQUE SPECTRE: UNE ANALYSE MÉTHODOLOGIQUE

À l'heure actuelle, l'autisme est encore considéré comme une condition quelque peu inconnue, puisque l'information sur le trouble est encore assez vague. Pour cette raison, une majorité de professionnels ne sont pas en mesure d'intervenir de manière efficace pour traiter cette population. Ce scénario crée un imminent unique des individus avec le trouble. Face à cette réalité, ce travail se concentre sur l'étude de l'inclusion sociale des personnes atteintes de troubles du spectre autistique (TSA), celle de faire un travail d'un professionnel de l'éducation physique qui intervient dans cette réalité de manière à adoucir ou même neutraliser afin de le rendre de plus en plus répandu et compris par la société que chaque personne avec autisme est unique, peut et devrait avoir méso - d'apprendre, d'étudier, de travailler, d'exercer, de rapporter, dans vivre - autant que moi. Cette étude porte sur la recherche exploratoire qualitative à travers des revues bibliographiques et des entretiens avec des questions semi-structurées dans l'étude à domicile d'un autiste dont l'identité est gardée confidentielle. L'étude a analysé les difficultés rencontrées par les personnes autistes et les méthodologies existantes d'assistance d'un professionnel de l'éducation physique, en respectant leurs limites et, en même temps, en développant leurs potentialités. Cependant, conclure qu'il n'y a pas de protocole prédéterminé à suivre ou une méthodologie idéale dans le domaine de l'éducation physique pour travailler avec cette population aucun processus d'inclusion sociale.

Mots-Clés: éducation physique; Inclusion sociale Autisme

## LA EDUCACION FISICA EN LOS TRASTORNOS DEL ESPECTRO AUTISTA: UN ANALISIS METODOLOGICA

En la actualidad, el autismo todavía y visto como una condición un tanto desconocida, ya que la información sobre el trastorno sigue siendo bastante vaga. Por eso, una a la mayoría de los profesionales no está pasando la capacidad para intervenir de forma eficaz en el tratamiento de esta población. Este escenario genera una exclusión inminente de los individuos con el trastorno. Frente a esta realidad, este trabajo se centra en el estudio de la inclusión social de personas con Trastornos del Espectro Autista (TEA) a del faire un trabajo de un profesional de Educación Física que interviene en esa realidad de modo a suavizarla o incluso neutralizando para que sea cada vez más difundido y comprendido por la sociedad que cada persona con autismo es única, puede y debe tener mesos - de aprender, de trabajar, de ejercitarse, de relacionarse, en fin, vivir - como comiendo demasiado. El estudio trata de una investigación cualitativa de carácter exploratorio a través de revisiones bibliográficas y entrevistas con preguntas semiestructuradas dentro del estudio de casa de un autista cuya identidad se mantiene en secreto. El estudio analizó las dificultades encontradas por personas con trastorno autístico y metodologías existentes de ayuda de un profesional de Educación Física aducción procesional de inclusión social y de autiste, respetando sus limitaciones y al mismo tiempo desarrollando sus potencialidades. Sin embargo, concluimos a la ce que no existe un protocolo predeterminado a un seguido o una metodología ideal dentro del área de Educación Física para trabajar con esa población aucun processus d'inclusion sociale.

Palabras claves: Educación Física; Inclusión social; Autismo.

Na atualidade, o autismo ainda é visto como uma condição um tanto quanto desconhecida, visto que informações sobre o transtorno ainda são bastante vagas. Por isso, a maioria dos profissionais não tem a capacitação necessária para intervir de forma eficaz no tratamento desta população. Esse cenário gera uma exclusão iminente dos indivíduos com o transtorno. Frente a essa realidade, este trabalho se centra no estudo da inclusão social de pessoas com Transtornos do Espectro Autista (TEA) a partir do auxílio do trabalho de um profissional de Educação Física que intervém nessa realidade de modo a amenizá-la ou até mesmo neutralizá-la, para que seja cada vez mais difundido e compreendido pela sociedade que cada pessoa com autismo é única, pode e deve ter os mesmos direitos - de aprender, de estudar, de trabalhar, de se exercitar, de se relacionar, enfim, de viver - como as demais. Este estudo trata de uma pesquisa qualitativa de caráter exploratório através de revisões bibliográficas e entrevistas com perguntas semi-estruturadas dentro do estudo de caso de um autista cuja identidade foi mantida em sigilo. O estudo analisou as dificuldades encontradas por pessoas com transtorno autístico e as metodologias existentes de auxílio de um profissional de Educação Física no processo de inclusão social do autista, respeitando suas limitações e, ao mesmo tempo, desenvolvendo suas potencialidades. Contudo, conclui-se que não existe um protocolo predeterminado a ser seguido ou uma metodologia ideal dentro da área de Educação Física para trabalhar com essa população no processo de inclusão social.

Palavras-chave: Educação Física; Inclusão social; Autismo.