

SCHOOL INCLUSION OF AUTISTIC CHILDREN: CASE STUDY IN A BRAZILIAN KINDERGARTEN SCHOOL

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ABSTRACT

This research aimed to discuss school inclusion of ASD (Autistic Spectrum Disorder) children, based in a Psychoanalytical framework. Stemming from observations of a student in a private school in a country town in SP Estate, it was possible to identify characteristics similar to other studies on the inclusion of ASD children. Studies show that the success of the inclusion process is only possible via a collective action, with the support of professionals such as teachers, psychologists, speech therapists, doctors and, especially the family. Freud's studies emphasize challenges in the educational process and the importance of the word in a subject-listener. Psychoanalysis can cooperate for the success of inclusion, as it understands the challenges and their impacts in each stage of development, as well as taking account of the child's unconscious desire as vital for his/her development.

KEYWORDS: School Inclusion, ASD, Autism, Freud & Psychoanalysis