INTRODUCTION

ASD is a term that includes, among other manifestations, autism, where the individual usually presents deficits in communication, and in social and behavioral interaction at different levels. In accordance with Cunha (2015), it can be understood that the current use of the nomenclature Autistic Spectrum Disorder enables the coverage of different levels of the disorder, classifying them as mild, moderate, and severe. Thus, it is not possible to homogenize the subjects with autism, considering that they are different subjects, with different levels of intellectuality.

The knowledge of the characteristics of this disorder is helpful to understand why it is so important for the autistic student to build good social relationships, as well as have individual monitoring of their learning being done both by teachers and inclusive monitoring programs. We know that curricular adaptations are educational answers that must be given by the school institution to favor all students and, among them, those with specific educational needs.

Students with disabilities need to have access to curriculum, full, effective, and successful participation in a school program as common as possible, and, attend to their peculiarities and specific needs in the process of preparing plans in all levels: Pedagogical project of the course and teacher’s lesson plan.

In addition to that, during remote learning, new needs emerged for monitoring and inclusion of students with disabilities. How can the Virtual Learning Environment (VLE) be adapted? How can socialization and experiences for the student in times of social distance be promoted? In the case of Autistic Spectrum Disorder, the pedagogical strategies used at IFRO will be presented so that a student could continue their studies using the technological and pedagogical resources available.

The goal was to understand how pedagogical strategies were planned and developed so that the autistic student could follow the classes at home, as well as having greater ease in interacting with classmates. The methodology involved accessing documents in digital media, without personal contact, during the period from June to November 2020.

It is important to emphasize that the Autistic Spectrum Disorder is not considered a disability, nor a disease. Because autism is a global developmental disorder that begins in early childhood, which the main symptom is difficulty in social interaction and communication (CUNHA, 2015). However, legally, the disorder is equal to a disability so that the student can receive specialized educational care and have access to other rights.

METHODS

It can be said that ASD is a different way of understanding, interpreting, and living, and some autistic people may have a disability, but it is a comorbidity, not a consequence of autism (CUNHA, 2015). An example would be autistic students with intellectual disabilities, the person may have autism and intellectual disabilities at the same time.

We analyzed the care of an autistic student enrolled in a technical course at IFRO. For this research, documents prepared by the Center for Assistance to People with Specific Educational Needs (NAPNE) were used. NAPNE is an advisory sector for the educational...
assistance of students with disabilities, pervasive developmental disorders and/or with high abilities or giftedness.

The purpose of NAPNE is to promote educational actions, based on respect for differences and equal opportunities, aimed at overcoming attitudinal, architectural, communication and information, technological, systemic, and educational barriers. (IFRO, 2020). Initially, the following guiding questions were defined for the analysis of the research, as shown in the table below:

**Table 1. Preparation of guiding questions**

| Guiding Questions                                                                 | Hypothesis                                                                 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| How was the adaptation of the Virtual Learning Environment (VLE) for the autistic student? | The student may or may not have needed a specific tab in VLE.              |
| How did the Caregiver remote follow-up occur?                                     | The Caregiver were given new functions after the start of remote classes.  |
| What is and how did the Inclusive Monitoring service happen?                         | Inclusive Monitoring was founded for remote teaching or this proposal for attendance in classroom teaching already existed. |
| How to check the student’s performance before and after attending the Monitoring?   | Constant participation in classes and activities, even with difficulties and experiencing moments of disinterest and lack of motivation, can be an indication that the student has managed to build better relationships and experiences. |

**Source:** The authors

The research had a qualitative approach, which brings a high degree of demand for dealing with reality and its reconstruction, precisely because it postulates the involvement of the researcher (BRITO, LEONARDOS, 2001).

First, it was necessary to identify and organize the records of care provided for the student, which were in a digital environment. Then, those which contained information on how the transition from face-to-face to remote teaching was made during the period from June to November 2020 were selected, with the accessibility tab in the VLE being developed during this period.

In a second moment, the Caregiver’s monitoring records, and the beginning of the Inclusive Monitoring Program were identified, and the Caregiver started to collaborate in the selection of monitor students who would accompany the autistic student.

In the third moment, the training proposals that NAPNE developed with the student's teachers were investigated, including an extension course on autism. To do so, access to documents such as e-mails sent by the NAPNE coordination, access to a system called SUAP, as well as records in messaging applications was necessary.

We sought to understand which major curricular adaptations should be provided to allow student access and participation in everyday school life. Planning the implementation of these adaptations, including actions to be taken in the short, medium, and long term as well as implementing the adaptations of access to the curriculum were considered an attribution and responsibility of NAPNE.

It was verified that the student needed the accessibility tab in the VLE in all subjects he took in the first year of the course, being a space destined for the teacher to post the adapted activities, according to the VLE interface below.
The student with Autistic Spectrum Disorder (ASD) and remote learning

In the interface image, we can see that the teacher of the discipline assessed the student through playful games, and the student performed the assessment and achieved a good performance. In other subjects, teachers did not use playful activities, one of the hypotheses for teachers to avoid playful activities would be for fear that only with games it would not be possible to assess the student and his skills to exercise a profession.

In the oral tests prepared by the teachers in the VLE, it was analyzed that in some there was a concern with the training of the student for the job market. The inclusion of people with disabilities in the labor market is a topic in vogue at the national level and a right prescribed by Law number 9,394/1996, which establishes the guidelines and bases of national education. In its second article, inspired by the principles of freedom and ideals of human solidarity, it provides that education aims at the full development of the student, their preparation for the exercise of citizenship and qualification for work. (BRAZIL, 1996)

However, so that they can effectively exercise their right to citizenship and be inserted in the labor market, it is necessary that people with disabilities master technical knowledge related to the intended function. (BRAZIL, 1996). Despite the existence of an entire support system, incentive, and assistance program for the inclusion of this subject in the academic environment, there is still a barrier to be broken by the teachers involved in the training. Both the institution and the professors must be better prepared and aware of the student’s situation, and this requires greater preparation, more comprehensive knowledge about the subject and, above all, willingness to embrace the case. In this way, teachers who sought to develop more playful content were able to get the student to participate with more enthusiasm, which helped in their learning.

As for Inclusive Monitoring, in 2020, IFRO, through the Pro-Rectory of Education (PROEN), published Notice No. 2/2020/REIT - PROEN/IFRO, OF JULY 20, 2020, in view of the measures in the face of the Covid-19 Pandemic. The public notice aimed to select scholarship students regularly enrolled in the on-site and off-site modalities of technical courses and graduations to act as virtual mediators in the teaching and learning process of students with disabilities and (or) assisted by NAPNEs, which are the People Service Centers with Specific Educational Needs.

Inclusive Monitoring is understood to be a pedagogical resource to support teaching, which enables individual monitoring of students with Specific Educational Needs (SEN), about the contents of the curriculum. When it comes to pedagogical accessibility, it does not only concern the teaching of students with disabilities, but it also presupposes a set of possibilities that seek to expand the learning of students with and without disabilities, assuming the conception of the Universal Learning Design.
For students with Autistic Spectrum Disorder, the main objective of the educational practice was to create possibilities for the student to learn and, consequently, to develop through the permanent expansion of consciousness, as a subject and as a citizen (LUCKESI, 2011, p.55).

The results showed that Inclusive Monitoring was used to develop the student’s socio-emotional and relational skills, as they were encouraged to understand the diversity of views and opinions on a given subject, of paths found in the way of studying remotely.

The scholarship student (virtual mediator) had the following attributions: Cooperate in the assistance and guidance to students with specific educational needs, aiming at their adaptation and greater integration and interaction in the virtual platform to support remote teaching activities or related teaching activities; assist students in carrying out the activities proposed by the professors on the virtual platform, whenever compatible with their level of knowledge and experience; collaborate with teachers in identifying improvements in the execution of the teaching process; proposing alternative measures or resources to be implemented on the virtual platform or in related teaching activities, and submit monthly reports of the activities developed at the end of the work period.

CONCLUSION
It is necessary to resume the evolution of the autistic student throughout the research, it was considered that they had a better involvement with the class, there was a qualification of the interactions and coexistence provided by the monitoring of the Inclusive Monitoring and collaboration of classmates and teachers, as these elements are considered to be drivers of the constitution of the school inclusion process during the pandemic, as well as a better use of learning and an increase in motivation on the part of the autistic student.

All these elements were fundamental in remote education, but a Special Education policy in the Inclusive perspective at IFRO is still needed that could contribute to effectively altering the course curriculum, allowing the autistic student to have more flexibility to attend the subjects.

It is necessary to consider that the student could also be evaluated through the production achieved along with colleagues, not only in group work, but in collective constructions, in which the autistic student could benefit more, as well as other students, since collaboration and cooperation would be values worked by the school as a whole and not just with students who have disabilities or disorders.

Thus, the real possibility of major curricular changes and adaptations is questioned, considering that at IFRO, students with disabilities need to obtain sufficient grades and demonstrate the learning that ensures they can practice the profession of technician, raising a problematic of how this student could enter the job market.

The inclusion of people with disabilities, in addition to being a right provided by law, must be a means through which there is interaction with other people, in which the autistic student can be seen as capable of carrying out their activities, of developing socially and intellectually. School inclusion will provide opportunities for this coexistence and interaction, as well as the learning of respect and tolerance for differences.

EXPLANATORY NOTES
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The student with Autistic Spectrum Disorder (ASD) and remote learning

O aluno com transtorno do espectro autista (TEA) e a educação remota

El estudiante con Trastorno del Espectro Autista (TEA) y el aprendizaje remoto

Resumo

Trata-se de uma pesquisa qualitativa que investigou as estratégias pedagógicas adotadas durante a pandemia de Covid-19 para atendimento a um aluno com Transtorno do Espectro Autista (TEA) matriculado no Instituto Federal de Rondônia (IFRO). O TEA é um termo que contempla diversas manifestações, o autismo, sendo que o indivíduo normalmente apresenta déficits de comunicação, interação social e comportamental em diferentes níveis. Assim, o objetivo foi compreender como as estratégias pedagógicas foram planejadas e desenvolvidas para que o aluno autista conseguisse acompanhar as aulas em casa, como também tivesse maior facilidade para interagir com os colegas de turma. A metodologia envolveu o acesso a documentos em meio digital, sem contato pessoal, durante o período de junho a novembro de 2020. Os resultados indicaram que houve adaptação do Ambiente Virtual de Aprendizagem (AVA) através de uma guia de acessibilidade e acompanhamento por meio da monitoria inclusiva remota, sendo que ela desenvolvida por um aluno com a supervisão de um orientador. Desta forma, o aluno autista teve acompanhamento semanal e um suporte para superar suas dificuldades de aprendizagem, que ficaram mais acentuadas no ensino remoto.

Keywords: Autismo. Educación remota. Programa de Monitoría Inclusiva.

Abstract

This is qualitative research that investigated the pedagogical strategies adopted during the Covid-19 pandemic to assist a student with Autism Spectrum Disorder (ASD) enrolled at the Federal Institute of Rondônia (IFRO). ASD is a term that includes, among other manifestations, autism, and the individual usually presents deficits in communication, social and behavioral interaction at different levels. Thus, the objective was to understand how pedagogical strategies were planned and developed so that the autistic student could follow the classes at home, as well as having greater ease in interacting with classmates. The methodology involved accessing documents in digital media, without personal contact, during the period from June to November 2020. The results indicated that the Virtual Learning Environment (AVA) was adapted through an accessibility tab and monitoring through the remote inclusive monitoring, which is developed by a student under the supervision of a supervisor. Thus, the autistic student had weekly monitoring and support to overcome their learning difficulties, which were more accentuated in remote education.

Keywords: Autism. Remote education. Inclusive Monitoring Program.

Resumen

Se trata de una pesquisa cualitativa que investigó las estrategias pedagógicas adoptadas durante la pandemia de Covid-19 para el atendimiento a un alumno con Trastorno del Espectro Autista (TEA) matriculado en el Instituto Federal de Rondônia (IFRO). El TEA es un término que contempla entre otras manifestaciones, el autismo, siendo que el individuo normalmente presenta déficits de comunicación, interacción social y de comportamiento en diferentes niveles. Así, el objetivo fue comprender cómo las estrategias pedagógicas fueron planificadas y desarrolladas para que el alumno autista consiga acompañar las clases en casa, como también tenga mayor facilidad para interactuar con los compañeros de clase. La metodología involucró el acceso a documentos en medio digital, sin contacto personal, durante el período de junio a noviembre de 2020. Los resultados indicaron que hubo adaptación del Ambiente Virtual de Aprendizaje (AVA) mediante una guía de accesibilidad y seguimiento por medio de la monitoría inclusiva remota, siendo que está desarrollada por un alumno con la supervisión de un orientador. De esta manera, el alumno autista tuvo un acompañamiento semanal y un soporte para superar sus dificultades de aprendizaje, que quedaron más acentuadas en la enseñanza remota.

Palabras clave: Autismo. Educación Remota. Programa de Monitoría Inclusiva.