The role of AEE in the development of students with Down Syndrome

O papel do AEE no desenvolvimento de alunos com Sindrome de Down

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ABSTRACT
The ESA room is a disturbing subject, mainly due to the difficulties of not often having many trained professionals and thinking that only to include is to insert it in the classroom and leave it with an assistant and that's it, but that's not the case. That is why there is the resource room, the AEE (specialized educational assistance), where the student with a learning disability must have a more improved monitoring, so the student will adapt more quickly. The attendance is made in a counter shift to not take the student out of the regular classroom. Thereafter if there is a need and interest in the topic that has been approached the role of ESA in the development of students with Down Syndrome, as they are students who need specialized and detailed educational follow-up, using both a procedure and a bibliographic and qualitative approach we based on new authors to come and discuss the content.

Keywords: AEE, Down syndrome, Scool.

RESUMO
A sala do AEE é um assunto inquietante, principalmente pelas dificuldades de muitas vezes não ter muitos profissionais capacitados e achando que somente incluir é inserir na sala de aula e deixar com auxiliar e pronto, porém não é assim. Por isso existe a sala de recursos o AEE (atendimento educacional especializado) onde o aluno com deficiência de aprendizado há de ter um acompanhamento mais aprimorado, assim o aluno irá se adaptar mas rápido). O atendimento é feitos em um contra turno para não tirar o aluno da sala regular. A partir daí se for necessidade e o interesse pelo tema que vem abordado o papel do AEE no desenvolvimento do aluno com Síndrome de Down, pois são alunos que precisam de um acompanhamento educacional especializado e detalhado utilizando assim
como procedimento e uma abordagem bibliográfica e qualitativa onde se baseamos em novos autores para que viesse debater o conteúdo.

Palavra- chave: AEE, Síndrome de Down, Escolar.

1 INTRODUCTION

Humans when they enter school are in the learning process. Where everything begins where children leave their homes in search of knowledge, this happens to all children is also no different with students with Down Syndrome where there is more difficulty to develop.

The present work aims to understand the importance of the ESA room in the development of students with down syndrome and conceptualize the term AEE together with down syndrome. Analyze the social interaction with the student at the school level and identify which factors facilitate the learning of the student with down syndrome.

Education with people with disabilities has an increasingly inclusive rate of exclusion and abandonment. Thus, students with some type of disability, including Down Syndrome and educational needs, more special are enrolled in regular schools and need specialized educational care (ESA) or any specialized institution. Specialized care expresses a management of school inclusion for student needs that are considered different, creating strategies to overcome barriers. As directed (Garcia 2008).

As is the case with the intervention of the ESA of students with Down Syndrome. Assuming it is through adapted subjects, creating strategies for the cognitive and social development of the student.

In view of the difficulty of teachers in working with students with Down Syndrome, came the importance of elaborating a research where professionals trained with the ESA are responsible for developing learning and educational and social development will be approached.

In addition to professionals who face difficulties to teach and include the students in the room regulates. However, the family also has this difficulty when it comes to helping in the development of their family member, and i don't hear the need for detailed research on this topic.

Where the follow-up of the ESA is aimed at, many people imagine that if they place a student with Down Syndrome with an auxiliary is enough, but it is not, they need adapted materials to develop.
Thus, it came to the importance of investigating more about this theme, in order to reach a conclusion, but needs the need for ESA professionals in a regular school. For over the years the rate of students with Down Syndrome only grows and the difficulties also.

Throughout this work and with the support of this theoretical framework we will realize that the specialized educational care in regular schools that has students with Down Syndrome is indispensable, because the index is increasing and the difficulties also, we will break this paradigm that m assist in the classroom is enough for the development of the student, performing so-called normal activities.

HISTORIC

In 2009, resolution No. 4 was declared in October 2009, which established the guidelines for specialized educational care in basic education, special educational modality and decree no. 1,611\11, Brazil 2011, for Article 1 of resolution No. 2009.

I quote what is special educational care (ESA). That are offered in resource rooms for multifunctional children in public networks, community institutions that are not for profit.

The ESA is not such a new idea, since the resource room was created brazilian special education in the 1970s. That aims to include students with disabilities to start working, for Silva, 2003, p. 23”. The perspective of differentiated integration of indicative teaching concrete differentiated from the learning possibilities of students with disabilities.

The resource rooms that were created as support to the student who has some disability a specialized service for the learning process, the inclusions occurred in the initial years and in elementary school are currently in all years of elementary school, Barreto, 2008.

Currently the resource room has evolved over the years with huge advances of students with disabilities and thus making new discoveries.

For many years special child with down syndrome was considered incompetent, a being unable to learn, the history with down syndrome began in the nineteenth century were seen as a group of people who were treated with medicines and the part of the Brazilian Federal Constitution of 1988 were invested in these children because all Brazilian citizens are entitled to basic education.
ESA

Specialized educational care (ESA) is a special education service that identifies, elaborates, and organizes pedagogical and accessibility resources that eliminate barriers to full participation of students, considering their specific needs. All children who have some intellectual disability have to pass themselves in the ESA room.

AEE (Specialized Educational Care) comes with teacher mediation with the student with disabilities allowing the exchange of experience that contributes to this educational process and throughout the school context as well as inclusion in society.

According to Montoan (2003, p. 23) "The preferentially refers to specialized educational care i.e.: what is necessarily different in teaching to better meet the specificities of students with disabilities, mainly covering instruments necessary to eliminate the barriers that people with disabilities face.

As it is not possible for all schools in Brazil to have an AEE resource room, special schools and specialized centers may be responsible for performing these visits. One way or another, it is important that every student with special educational needs has access to the ESA.

To work in the ESA, the teacher must have initial training that enables him to practice teaching and specific training in special, initial or continuing education.

DOWN SYNDROME

Down syndrome or Trisomy 21 is a genetic alteration characterized by the presence of a third chromosome.

The cause of this change is still discovered but there is an identified risk factor. The existence of a characteristic facies syndrome was officially presented for the first time by Edouard Onesimus Seguin, in 1846, but there was neither study referring to this research.

As stated by Pueschel (1998, p.45), several gene mutations and chromosomal modifications have occurred in the course of human history, including down syndrome.

Children with Down Syndrome may have some similar characteristics and be subject to a higher incidence of diseases, but have different and unique personalities and characteristics.

Children with down syndrome are easier to have development of some diseases, muscle reduction, intellectual disability and possess characteristics that differentiate from other people so-called "normal". Stray Gundersen cites some of these features.
Head smaller than normal, with the back flattened, giving the impression of a rounded face; . Fontanels, moles, larger ones that take longer to close, besides a false mole in the sagittal suture, where the two parietal bones of the skull meet; . Straight and thin hair, of color inherited from the parents, as well as partial or total alopecia; . Undeveloped facial bones; and. Small nose, sunken nasal bone, narrow nasal passages; . Eyes with lateral inclination, almond, with the fold of the inner corner pulled, similar to the eastern eyes; Small ears, on a lower level, with folded top edge; . The ear channels can be small; . Small mouth, which can stay constantly open, so that the tongue is projected out; . Narrow palate; . Delay in the eruption of milk teeth, as well as lack of some teeth; . Overlap of teeth due to small jaw; . Wide neck, with redundant skin at the nape of the neck; . Prominent abdomen; . Sunken or engineered sternum bone, dove breast; . Small-sized hands and feet; . Lack of a phalanx in the little finger, can occur in the hands and feet; . Large space between the luxux and other fingers; . Weakened joint ligaments; . Hypogonadism; . Sterile men and women with irregular periods of ovulation. (Stray Gundersen, 2007, p 54).

Some children have all these characteristics, some others. But, all represent cognitive impairment that must be worked on.

THE SOCIAL INTERACTION OF STUDENT WITH DOWN SYNDROME IN SCHOOL

The student with down syndrome presents intellectual difficulty but we will never be able to predict the future of each child's cognitive changes.

According to Rogers and Coleman (1992) the development of children with DS (Down syndrome), in the first five years of life ungrateful some difficulties in their development, both in cognitive motor.

Holden, (1999) Stewart, 2002 mentions that some specific characteristics are observed as they become students such as: difficulties with short memory, auditory, difficulties with language, sensory hearing and vision, difficulty adapting from a place, strong awareness and visual perception. Learning skills with virtual support, delay coarse and fine motor consideration, difficulty listening.

Before him Vygotsky (1988) says that when relating to other people the human being ends up relating to himself, he keeps saying that man is constantly changing according to the environment that is inserted. Thus the child who has educational needs, will first relate to himself according to the environment that is inserted. If the environment is welcoming and productive that makes the child feel welcomed and will produce, already if this school environment is discriminatory and do nothing or is an unproductive place it will move away feeling incapable.

According to Piaget apud Almeida, 2010, p. 52 all individuals are born with the potential or ability to learn, but they must always have stimulated in the environment in
which they live. He also says that the stimulus is seen as a structure that will be ensured by each individual at the moment of learning.

Puschel (1993) already cited the importance of working with this child. According to his speech he makes it clear that a child with down syndrome is the product of the culture and the environment in which he lives, so he is always a person in front of the mirror. Therefore the school has to give a protective school environment to these children, because they have how to learn.

Equal opportunities don't mean treating everyone the same. Children are not the same and should not be treated as if they were. Since children are different from each other, they must be treated differently to achieve the same goals (CASTRO and FREITAS, 2008, p. 65).

As each student is not all the same, each having its particularity, culture, family and way of being, it cannot be said then that attending regular schools the child with Down syndrome will be like the others. Ending that homogeneous school model, feelings of fear, anguish, insecurity, anxiety on the part of teachers, principals, all professionals in the school arise. When you have a disabled student from school. For now there is a student with Down syndrome who has his differences and particularities in evidence.

These types of negative feelings that arise when receiving in their classes a student with Down syndrome are often due to the fact of poor professional training and lack of information from teachers. The social interaction of children with DS in school happens more every thing in its first moment if it conquers the child so it will interact better and breaks that fear that still occur in schools.

A good education brings a huge good that produces lifelong benefits. This would be no different for people with down syndrome.

In addition to transmitting academic knowledge, attending school is fundamental for its affective development and socialization.

You're with different people helps us live with differences and see their abilities and thus helping in the inclusion process.

It is important to highlight that each student independent of any disability has the unique profile, with skills and difficulties in certain areas, then the parti dai enters the Process of The ESA where it helps the student with disabilities to overcome their difficulties and overcome their limitations with the help of the special educator.
THE ROLE OF SPECIALIZED EDUCATIONAL CARE FOR CHILDREN WITH DOWN SYNDROME

The child with down syndrome takes longer to develop, so they need more detailed teaching and great support that is outside in the classroom in another specific place. They have a specific learning profile where you will search for the child your strength is to discover your weak point that with a while can be improved. That's where the AEE comes in, where in the appeal room will begin trial way to a perfect inclusion.

According to the Salamanca statement.

Every child has the fundamental right to education, and should have the opportunity to achieve and maintain an acceptable level of learning; each child has characteristics, interests, abilities and learning needs that are his/her own; education systems should be planned and educational programmes implemented with a view to the wide diversity of these characteristics and needs; children and young people with special educational needs should have access to the regular schools that must be adapted to them through a child-centered pedagogy capable of meeting these needs; regular schools, following this inclusive orientation, are the most capable means to combat discriminatory attitudes, creating open and supportive communities, building an inclusive society and achieving education appropriate to most children and promoting efficiency, in an optimal cost-quality ratio of the entire educational system (BRASIL, 1994, p.8-9).

Over the years, many people thought that only having one appeal room was already the ESA, but it is not quite so because these professionals go beyond the appeal room. They are responsible for the student to learn and socialize and learn.

Garcia explains that specialized care expresses a conception of school inclusion that considers the need to identify barriers that prevent access for students considered different. (2008, p. 18).

This support is fundamental to the teaching of students with Down Syndrome, primarily parents.

The education of children with DS is a complex activity, among other reasons for the need to introduce curricular adaptations that require careful monitoring of educators, parents, society and are indispensable to better define goals(Mills, apud schwartzman. 2003, p. 232) The challenges these professionals face in their development cite (Alves, 2006, p. 13) "[...] learning strategies, centered on a new pedagogical power that favors the construction of knowledge by students."

It cannot be in the classroom with repeated activities or any activities, but there has to be agreements according to the development of each child, so the student needs this care that has resources. As games, many things of memorization visualizations, always
work the thick and thin coordination. It is worth remembering that this room of appeal is on the counter shift, because the inclusion of the Student in the regular classroom has to happen and can not hinder their attendance.

Decree 7.611/2011, in its article 2, determines that:

"Specialized educational care should integrate the pedagogical proposal of the school, involve the participation of the family to ensure full access and participation of students, meet the specific needs of the target public people of special education and be carried out in conjunction with other public policies." (BARRETO and BARRETO 2014 p. 20)

Therefore, it is of great value that the family as every school is together with the teachers of the ESA classroom together will achieve more and more advances. According to the authors Júnior and Lima (2011) it is understood that the down syndrome patient is able to understand their limitations and live with their difficulties, thus being able to perform tasks proposed by the teacher.

Faced with all this problem we realize how important it is. specialized care for patients with Down Syndrome, because only through a meaningful education will these children overcome the difficulties that arise and are able to perform the proposed activities". (JÚNIOR, LIMA 2011 p. 23.)

Through these authors we can realize how important it is to have an ESA room there where it all begins. The professionals helped to have a better inclusion in a regular room.

Normal or regular schools should increase their capacities to identify and integrate children with Down Syndrome. The education system must give way to the quality of education. The most integrated and individualized programs are not a luxury, they are the needs of the integration movement (FONSECA, 1987, p. 23).

But once we can notice the importance of a support room to help in quality education as in the inclusion of the student.

2 METHODOLOGY

To carry out this article, we used qualitative research, which according to Oliveira (2008, p.168). "Qualitative research can be characterized as being a detailed study of a particular fact object group of person or social act and phenomenon of reality. As a source of research, we use books, internet, articles, interviews, articles, interviews exposed in theses. First step we seek books of theorists that defines what are the conceptualities of The ESA and Down Syndrome, histories and changes that are occurring over the years,
about the interventions and their importance in the school environment, to length the research knowing how interaction of these students is being.

In this research, it is classified as bibliographical that according to Severino (2007, p,122). Bibliographic research is one that is carried out on the part of the available record, resulting from previous research in printed documents such as books and articles, theses

Through this research we observed when it is important the ESA room, all authors defend this room and the development of children with Down syndrome.

3 CONCLUSION

Based on our study, we note the importance of the AEE (specialized educational care) room to better teach children with Down syndrome as a more quality inclusion aid. Because when the disabled child enters school, they need specific care.

The AEE room not only teaches activity in that room, but also gives a training for life, how to relate to others.

We also realized that there are many schools that do not yet have this support, others have the room but, there are no teachers.

The appeal room is not a place that the child will play no, yes where they will get more knowledge to develop better.

We also noticed that children with Down syndrome have rather their difficulties, but it can be worked on it is never too late to learn. Interactions happen, but it is not enough to be only in the student the school should also and needs to help.

To close today, children with Down syndrome, been showing many who are able to do many things that a child said " normal " i managed, just have a support.

The ESA has the fundamental role in the development of these Students, their techniques, their care will lead these students to a great break of prejudice where many think that the AEE room does not help at all.
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