



**I Online Congress on Multidisciplinary Rehabilitation
(REABILITAMULTI)**

Exploring Advances and Challenges in the Care of Autism and Disabilities

PROCEEDINGS

**I Congresso On-line de Reabilitação Multiprofissional (REABILITAMULTI)
Explorando Avanços e Desafios no cuidado do Autismo e Deficiências**



**I Congresso On-line de
Reabilitação Multiprofissional**

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Psychological and Emotional Support

BEING SUPPORT: CARTOGRAPHIC RESEARCH AMONG MOTHERS AT APAE IN PARNAÍBA - PI

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INTRODUCTION: The image of women, in general, has always been associated with motherhood, bringing with it a social representation loaded with stereotypes and impositions on the female body that would have a single purpose: the reproductive function of the human species. Atypical motherhood deviates from the expected and normal, revealing solitary motherhood capable of distancing and changing family and emotional relationships. It involves a long process of accepting the child, but ultimately, it is transformative. The loneliness of these mothers is a reflection of a judgmental society that excludes those who are different, making children with disabilities an “abnormal” fact. The capaciousness and romanticization of this motherhood cause society to neglect help because they believe that women are capable of carrying out all the tasks that atypical motherhood grants them, thus producing suffering and isolation for them. **OBJECTIVE:** This research aims to know about the psychological care/reception for mothers of children with disabilities in Parnaíba (PI), Brazil. **METHODS:** The following work consisted of cartographic research based on an intervention process. To this end, six meetings were held with mothers of children and adolescents, followed up by the Association of Exceptional Parents and Friends (APAE). The research participants were between twenty-two and sixty-seven years old. This material included experiences and crossings about atypical motherhood. **RESULTS:** From the experience of mapping the experiences of atypical motherhood, it was possible to verify how these mothers felt when faced with the daily overload, leaving aside self-care, social life, emotional relationships, and coexistence with society in general, which are significant factors for their mental illness. **CONCLUSION:** From the understanding of the factors that involve atypical motherhood, the importance of this theme can be emphasized, implying the need to implement psychological support as an assistance tool, in addition to exposing the problematization of the romanticization of atypical motherhood to raise awareness and give voice to these women. One point worth highlighting was the difficulty in producing this research due to the lack of discussions around this issue.

Keywords: Atypical motherhood; disability; psychological support.

Psychological and Emotional Support

FAMILY SUPPORT STRATEGIES FOR MATERNAL FIGURES WITH CHILDREN WITH AUTISM: AN EXPERIENCE

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INTRODUCTION: Maternity transforms the lives of women, particularly those caring for children with disabilities or rare diseases. These mothers face anguish and social isolation. Thus, making emotional support from nursing essential. This support is vital for ensuring comprehensive and humanized care, valuing their unique experiences. **OBJECTIVE:** To report the experience of

students from the Child Health Nursing League (LIESC) to mothers of children with autism in a municipality in the interior of Ceará. **METHODS:** This is a qualitative descriptive study based on experiential accounts related to the activities of LIESC at the Daniela Cosmo Institute, a philanthropic organization that supports children in situations of social vulnerability, located in Forquilha, Ceará. The activities took place between April and May 2024, involving children and their caregivers. The initiative was conducted twice a week in the mornings, organized into three categories: anamnesis, physical examination, and management. The students were divided among the categories and had a supervising faculty member for support. **RESULTS:** During these meetings, the emotions expressed by the children, as well as the doubts, fears, and anxieties of their caregivers regarding the challenges of Autism Spectrum Disorder (ASD), were explored. The activities provided a space for mothers to share their distress and aspirations regarding atypical motherhood, as well as the adjustments they have made since the diagnosis, promoting a health support network that strengthens maternal confidence in monitoring the neuropsychomotor development of these children. This confidence was built through active listening and guidance on the importance of multidisciplinary follow-up for children with autism spectrum disorder. This holistic approach not only strengthens the bond but also ensures that all the child's needs are met comprehensively. **CONCLUSION:** Based on this experience, we emphasize the importance of follow-up by a multidisciplinary team to ensure the appropriate development of children, considering that the support provided by the team to the child with ASD influences the caregiver's well-being. The nursing assessment helped identify the mothers' emotions and provided a space for them to express their concerns regarding ASD.

Keywords: Reception; assistance; nursing.

Psychological and Emotional Support

IMPLEMENTATION OF EARLY INTENSIVE BEHAVIORAL INTERVENTION AND EARLY START DENVER MODEL: CHALLENGES FOR PARENTAL TRAINING IN THE CONTEXT OF AUTISM SPECTRUM DISORDER

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INTRODUCTION: Early Intensive Behavioral Intervention (EIBI) and the Early Start Denver Model (ESDM) are recommended protocols for the development of children with Autism Spectrum Disorder (ASD). However, implementing these protocols in parent and caregiver training remains a challenge. Assessing each case individually and considering family conditions is crucial for planning an appropriate teaching program. Training and parental collaboration in the treatment of children with ASD can complement the work of therapists and enhance the desired behavioral changes. **OBJECTIVE:** Identify the challenges associated with teaching and implementing parent training protocols, considering different family contexts. **METHODS:** This research is a narrative review of the literature. Searches were conducted in academic databases such as PubMed, PsycINFO and Google Scholar, using keywords from this article. Studies that addressed the implementation of training protocols for parents and caregivers were included, with a specific focus on implementation challenges/teaching strategies. Data analysis of the publications was carried out

through qualitative research synthesis. **RESULTS:** Some of the main challenges identified concerning teaching these protocols to parents include the high cost of treatment and the high workload for parents; feasibility and acceptability of the program; sustainability of practices in the long term; demand for training of professionals; the need for an individualized approach, considering responsiveness to treatment and the importance of developing appropriate measures to assess social and communicative skills; and the therapist's teaching skills. **CONCLUSIONS:** Although parent-assisted EIBI and ESDM have proven beneficial in the treatment of children with ASD when administered by trained parents, effective implementation of these protocols requires caution. It is crucial for therapists to develop strategies and alternatives to overcome the challenges identified here. These obstacles directly impact the willingness of parents and caregivers and influence treatment progress.

Keywords: Early start denver model; early intensive behavioral intervention; challenges; parent training; autism spectrum disorder.

Psychological and Emotional Support

THE IMPORTANCE OF THE SUPPORT NETWORK AND SELF-CARE FOR FAMILY CHILDREN OF AUTISTIC CHILDREN.

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INTRODUCTION: Autism spectrum disorder (ASD) is characterized as a neurological condition that affects development and social interaction. Autism has specificities that, in turn demand more attention and care from caregivers for these people, especially children. The role of a caregiver can be physically and psychologically exhausting, which highlights the importance of a consistent support network and effective self-care strategies. **OBJECTIVE:** To analyze the importance of the support network and self-care strategies for caregivers of people with ASD and investigate how the lack of these resources can negatively impact the physical and mental health of caregivers. **METHODS:** This is a descriptive study of the bibliographical research type in the qualitative research modality. Bibliographical research was carried out on the websites: scielo and the Virtual Health Library (VHL), using the following descriptors: autism, self-care, support network, coping strategies and caregivers. **RESULTS AND DISCUSSIONS:** Caring for a child with ASD requires effort, dedication and patience. In most cases, parents and caregivers give up aspects of their own physical and mental health to meet the needs of their children, resulting in physical and psychological symptoms such as stress, fatigue and anxiety. Effective self-care practices include physical activity, breathing techniques, meditation, and therapy, which help manage the emotional and psychological distress associated with caregivers' atypical routines. **FINAL CONSIDERATIONS:** This study analyzed the importance of support networks and self-care for caregivers of people with ASD and investigated how the lack of these elements negatively impacts the physical and psychological health of caregivers. From the literature review carried out, it was found that self-care practices, such as physical activities, breathing techniques, meditation and therapy, are fundamental for managing physical and psychological symptoms. The results indicate that to ensure a better quality of life, caregivers of people with ASD should be encouraged to seek support in their social and professional networks and to adopt regular self-care practices. This

approach improves caregivers' well-being and enhances the quality of care provided to people with ASD.

Keywords: Autism; self-care; coping strategies; support network; caregivers.

Psychological and Emotional Support

WHEN WORDS HEAL: THE POWER OF EMOTIONAL SUPPORT FOR TERMINAL PATIENTS AND THEIR FAMILIES

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INTRODUCTION: On the delicate horizon of the end of life, the role of caregivers and emotional support becomes central to the experience of patients in palliative care. This journey is often filled with uncertainties and fears, affecting both patients and their families. In this context, clear and empathetic communication, along with the establishment of emotional bonds, serves as an essential balm to alleviate suffering. This study explores how psychological support can transform moments of pain into experiences of dignity. **OBJECTIVE:** To investigate how emotional support, through words and gestures, can provide comfort to terminally ill patients and their families, emphasizing the importance of compassionate communication and emotional ties. **METHODS:** This research was conducted through a review study that did not require ethical evaluation. The search was performed in the PubMed database using the descriptors "Emotional Support," "End-of-Life Care," "Family," and "Palliative Care." Only original articles published in the last five years, fully accessible, were included, resulting in twelve articles. After a careful analysis of the abstracts, three relevant articles were selected. **RESULTS:** The analysis indicated that emotional support is crucial for terminal patients and their caregivers. Many caregivers reported feelings of anxiety and frustration, particularly during the transition from hospital care to home care, highlighting a lack of guidance. Effective communication between healthcare professionals and families was identified as a determining factor, with a lack of interaction leading to feelings of abandonment. Emotional support for caregivers is fundamental, impacting the well-being of the patient and the emotional experience of families. Strategies to improve communication and fulfill final wishes are essential for providing emotional security. **CONCLUSION:** The evidence demonstrates that emotional support in palliative care is indispensable, transcending conventional medical assistance. Open communication alleviates suffering and fosters an environment of trust. When caregivers receive adequate support, it positively reflects on the quality of care. Therefore, interventions that enhance emotional support and communication are crucial for mitigating stress and anxiety and promoting a dignified experience in the final journey of life.

Keywords: Emotional support; palliative care; end-of-life care; communication; caregiver experience.

Training and Professional Development

IMPACT OF COMMUNICATION TRAINING ON PALLIATIVE CARE PRACTICE

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INTRODUCTION: In the intricate realm of palliative care, communication stands as a fundamental pillar, supporting the relationship between healthcare professionals, patients, and their families. Clear and empathetic dialogues transform moments of vulnerability into opportunities for understanding and comfort. Therefore, communication training is not merely a desirable skill but an imperative necessity to ensure that care is truly humanized and centered on the patient's needs. The pursuit of continued education in this field reflects a commitment to quality and ethics in healthcare, especially in critical end-of-life situations. **OBJECTIVE:** To investigate how communication training can improve interaction between healthcare professionals, patients, and families, contributing to more effective care. **METHODS:** The research employed a review study, not requiring ethical approval, with a search conducted in the PubMed database. The descriptors "Palliative Care," "Communication," and "Professional Development" were used. The inclusion criteria were original, full-text articles published in the last five years, resulting in 13 articles. After analysis, 4 articles were selected to align with the central theme and objective of the study. **RESULTS:** The review shows a clear consensus on the importance of communication training in palliative care. Training in communication skills enhances interaction between professionals, patients, and families, fostering a better understanding of patient needs and increased satisfaction with care. Interdisciplinary communication initiatives are effective in creating more integrated care planning, particularly in complex cases such as dialysis patients. Beyond improving interactions, training positively impacts patient comfort and well-being, fostering a supportive environment. Realistic simulations further strengthen professionals' communication skills, better preparing them to handle the complexities of palliative care practice. **CONCLUSION:** Communication training in palliative care transcends technical improvement, representing a significant advancement in medical humanism. Continuous training investment promotes a culture of empathy and respect, strengthening the bond between patients and professionals. Consequently, patients' physical and emotional needs are better addressed, underscoring communication as a central element in palliative care practice.

Keywords: Palliative care; communication; healthcare professionals; interdisciplinary care; patient-centered care.

Clinical Cases and Practical Experiences

LEARNING MANUAL SELF-CARE SKILLS THROUGH VIRTUAL REALITY: A CASE STUDY

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INTRODUCTION: Cerebral palsy (CP) is the most common physical disability in childhood, with the upper limbs often being most affected, which impacts functionality and autonomy in activities of daily living (ADLs) in various contexts. Virtual rehabilitation (VR) therapy has been applied by occupational therapists, as it provides experiences that are often impossible in the real world and has shown good functional results when transferring the acquired performance to real daily life.

OBJECTIVE: To verify the effects of immersive VR (IVR) therapy on the manual function of children with CP and the impact on self-care. **METHODS:** This case study is a partial result of a clinical trial protocol, approved by the Ethics Committee, opinion number 5.782.463 of the State University of Pará, which was the location of the research with patients from the unified health

system. The equipment used was the Leap Motion Controller for manual tracking, adapted to HTC VIVE glasses. The Pediatric Assessment of Disability Inventory (PEDI) was the outcome protocol. **RESULTS:** The case study of a 5-year-old male child with bilateral spastic/diparetic CP, MACS-I, GMFCS-E&R-II. The child participated in 12 sessions of an RVI rehabilitation protocol, being reassessed at the end, with a change in continuous scores from pre- and post-intervention of the PEDI-self-care from 49.34 to 87.33 points. This important effect was further proven in a statistical analysis of the Jacobson and Truax method, as it reached a Reliable Change Index (BMI) of 9.2 points in calculating the difference between pre- and post-intervention. Consider BMI positive for changes > 1.96 and negative < -1.96 . Similar results were found for studies of treatments for various neurological health conditions, including CP and degenerative conditions. **CONCLUSION:** Therefore, the child became functional for the PEDI variable of functional skills in self-care and this change can be reliably attributed to the effect of the RVI rehabilitation protocol. **Keywords:** Cerebral palsy 2; immersive virtual reality 3; hand function; self-care.

Clinical Cases and Practical Experiences

RETELLING STORIES: THERAPEUTIC EXHIBITION AND CONSTRUCTION OF A LIBRARY FOR USERS OF THE UNIFIED HEALTH SYSTEM

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OBJECTIVE: To promote knowledge of the work carried out by the Speech Therapy Clinic for the public that attends the Specialties Center and the Municipal Library of Americana-SP (Brazil), with reflection on the importance of reading and writing in everyday life. **METHODS:** 62 subjects, aged between 4 and 13 years, participated in the Exhibition. Readings were conducted with the illiterate children by a therapist, and in the case of the literate children, the reading was shared. After this narrative moment, the subjects produced the written production or drawing of the story. In parallel to this action, the donation of books was requested to constitute the collection for the community library. The donated books were organized by literary genre. The loan method adopted was book exchange; that is, for each book donated, another one could be taken out. **RESULTS:** The exhibition of the materials produced was held in October 2023, in conjunction with the inauguration of the community library at the Specialties Center of the Health Department, which is the outpatient service responsible for specialized care in the municipality, carrying out 4,500 consultations per month. Considering this flow of users, the Exhibition and the library were arranged in a corridor near the waiting room and the Speech Therapy Clinic. Later, the material was exhibited at the Municipal Library in December 2023. **FINAL CONSIDERATIONS:** This experience proved to be significant both for greater engagement of children/adolescents and families in the therapeutic process as well as for the patients themselves to recognize their potential concerning language. With the possibility of having free access to the books, they were more interested in being able to choose what to read, placing themselves as protagonists of their therapeutic process. This is because having the opportunity to see the books and being able to handle them changed the relationship of many with reading. This was observed not only in our services but also in all users. This experience was

successful, in our view, due to the possibility of overcoming the barriers of clinical care, covering not only patients undergoing speech therapy but also being able to contribute to a broader view of how language works and mechanisms that favor its development.

Keywords: Speech; language and hearing sciences; language development; reading frames.

Diagnosis and Evaluation

EARLY INTERVENTIONS: NEW FRONTIERS IN THE IDENTIFICATION AND TREATMENT OF AUTISM IN INFANTS AND YOUNG CHILDREN

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INTRODUCTION: Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that directly affects communication and behavior. Early detection and intervention are essential to improving the developmental outcomes of children with ASD and their social engagement. New technological and methodological advances have enabled earlier detection of autism, creating opportunities for effective interventions and generating significant and positive impacts on the lives of these children. **OBJECTIVES:** To explore new approaches for the early identification and treatment of ASD, highlighting the impact of these interventions on child development. **METHODS:** The study consists of a qualitative literature review, focusing on the identification and early intervention of ASD in infants and young children. For this, articles published between 2014 and 2024 were analyzed in the following databases: Scientific Electronic Library Online (SciELO); Electronic Journals in Psychology (PePSIC); and CAPES journals. Inclusion criteria included studies on the use of biomarkers and behavioral screenings, as well as therapeutic interventions such as ABA and family-centered therapies. Exclusion criteria: publications that did not present concrete results on early identification and interventions, duplicate reviews, or those focusing exclusively on other age groups. Keywords such as "early identification of autism," "early intervention," "autism spectrum disorder," and "child development" were used. **RESULTS:** The results indicate that early identification, before the age of two, allows interventions that effectively improve communication skills, social interaction, and cognitive development. The use of innovative methods, such as biomarkers, combined with behavioral assessments, had significant results in the early detection of autism in both infants and young children. Interventions using Applied Behavior Analysis (ABA), also aligned with family-centered therapies, have proven effective in promoting child development. **CONCLUSION:** Novel approaches to early identification and intervention in ASD offer significant potential to improve developmental outcomes in children with autism. Implementation of early screening programs and training of professionals are recommended to expand the reach of these interventions.

Keywords: Early identification; early intervention; autism spectrum disorder; child development; neurodevelopment.

Diagnosis and Evaluation

EVALUATION, METHODS, AND TOOLS FOR EARLY DIAGNOSIS IN AUTISM SPECTRUM DISORDER

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INTRODUCTION: Autism spectrum disorder (ASD) presents considerable challenges related to social interactions, such as difficulty maintaining eye contact, interpreting facial expressions, understanding gestures, and processing emotions. Additionally, communication is affected by the use of visual aids, the tendency to repeat language, and difficulty initiating and maintaining conversations. The objective of this article is to assess the relationship between the individual characteristics of autism spectrum disorders and early identification processes, providing valuable information about the abilities and limitations of children with autism. **METHODS:** The study, with a quantitative approach, was conducted from March 2022 to December 2023 in the resource room of Centro Educacional José Marcelo Pessoa School, in Novo Santo Antônio, Piauí. Three children with autism, receiving services from a specialized educational service (SES), participated in the study, but only one of them was part of the final sample. **RESULTS:** With the collaborative support of the school, family, and multidisciplinary team, the child achieved remarkable progress. The results show that a combination of early diagnosis, continuous monitoring by professionals in the field of neuropsychopedagogy, and the active involvement of families and schools can promote more effective development of skills in children with autism. **CONCLUSION:** Neuropsychopedagogical educational support through adaptive activities, various assessments, and recognition of individual intelligence is essential to ensure meaningful and comprehensive learning.

Keywords: Autism spectrum disorder; early diagnosis; neuropsychopedagogical support; meaningful learning; school inclusion.

Diagnosis and Evaluation

SENSORY EVALUATION OF INTEROCEPTION: A NEW LOOK AT EMOTIONS AND SENSORY PROCESSING

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INTRODUCTION: Currently, there is a need to revise the theory and therapy of sensory integration, including the 8th system—interoception—identified as the main sense by modern neuroscience. The therapeutic process begins with assessment and progresses to therapeutic intervention. However, current assessments of interoception are limited to visceral aspects (heartbeat and breathing) and require a more comprehensive assessment. **OBJETIVE:** Develop the Sensory Interoception Assessment (ASI) for people over 14 years of age. **METHODS:** This is a methodological study to develop an evaluation tool. A literature review identified 10 (ten) areas of influence of interoception. Thus, ASI was developed from evidence-based practice, reflecting on the importance of assessing interoception in Ayres' sensory integration therapy®. The assessment items were drawn up by associating the areas of influence of the interoception with the identifications

evidenced by the practice of the Poli Method. **RESULTS:** The ASI consists of a self-report questionnaire, which covers all the areas of influence of interoception, being the complete evaluation focused on this sensory system, containing 103 questions referring to body sensations, distributed in 10 axes: 1) perception of visceral needs, 2) affective emotions, 3) body awareness, 4) social participation, 5) self-care, 6) metacognition, 7) cognition, 8) emotional regulation, 9) psychosocial aspects, and 10) general sensory aspects. **FINAL CONSIDERATIONS:** The instrument needs to be analyzed by experts and comply with methodological rigor. However, this resource favors sensory self-knowledge (such as the identification of “triggers” and sensory strategies and resources for self-regulation) to make it possible to control emotions, which is made possible by identifying your (personal) sensory limits, making it possible to respect yourself, set boundaries for yourself and the environment, avoiding sensory overload and benefiting social interaction and mental health.

Keywords: Interoception; sensory integration; therapy; assessment.

Education and School Inclusion

ANALYTICAL-BEHAVIORAL STRATEGIES FOR CURRICULAR ADAPTATION DURING PEDAGOGICAL INTERVENTIONS IN THE CONTEXT OF INCLUSIVE EDUCATION

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INTRODUCTION: Although it may seem that cases of Autism Spectrum Disorder (ASD) are on the rise compared to the past, this perception is mainly due to improved identification methods and diagnostic criteria. As a result, more children are being correctly diagnosed and integrated into the educational system. Within the scope of Inclusive Education (ECE), several behavioral challenges need to be understood by teachers before adapting curricula and properly implementing the Individualized Learning Plan (IEP). These challenges involve understanding essential behaviors such as concentration, following instructions, and basic communication skills. **OBJECTIVE:** Identify some of the strategies based on Behavior Analysis to support teachers in curricular adaptation and implementation of the IEP for children with ASD. **METHODS:** This narrative literature review covered publications from 2010 to 2024, analyzing 19 studies focused on strategies based on Behavior Analysis to support curricular adaptation and implementation of IEP in children with ASD. Data analysis of the publications was carried out through qualitative research synthesis. **RESULTS:** Some of the Behavior Analysis procedures that have shown effectiveness and can be used by teachers have been identified, some of which involve Joint Attention, Functional Communication Training, DRO (Differential Reinforcement of Other Behaviors), and Environmental Enrichment. **CONCLUSIONS:** Understanding behavior is essential in the preliminary stages of implementing the IEP or other curricular adaptations. This is valid throughout the context of inclusive education and teaching work can be facilitated through applications and methods based on Behavior Analysis.

Keywords: Inclusive education; autism spectrum disorder; behavior analysis; curricular adaptation.

Education and School Inclusion

ARE EDUCATIONAL INSTITUTIONS ADEQUATELY PREPARED TO PROMOTE AN INCLUSIVE ENVIRONMENT FOR ATYPICAL CHILDREN?

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INTRODUCTION: The prepared environment directly influences the student's adaptation, teaching and learning process. Therefore, the architectural structure of the educational space must consider inclusive and playful environments, considering that they will be used by developing children, who need a prepared place for a continuous and meaningful process in their learning. However, most schools do not have an adequate structure to meet the demands of children with Specific Educational Needs. **OBJECTIVE:** To highlight the gaps that exist in educational institutions regarding the structural environment that should be prepared and inclusive for atypical children. **METHODS:** The methodology used was bibliographical research on the website Google Scholar, using the following descriptors: environment, inclusion, atypical children, adequate, and teaching. In addition, we worked with the review study method that aims to review previously published literature. **RESULTS:** Most educational institutions in Brazil are not structurally prepared to receive children, whether typical or atypical. Since they still have a traditional architecture that represses and limits the integral development of the child, such as closed spaces that do not allow children to have contact with nature, a factor that is essential in the first years of school life. Furthermore, these environments should also be inclusive, through spaces such as the "Multifunctional Resource Room" that has appropriate and individualized pedagogical tools. In addition, investing in sensory fields in the various environments of the institution would promote an inclusive, welcoming space that spontaneously instigates the student's academic and social interests. **CONCLUSION:** Given the above, it is concluded that the integral development of the child is intrinsically related to the environment in which they are inserted, whether this space is social, cultural, and/or structural. Therefore, pedagogical strategies alone are not sufficient for the full development of this student, since atypical children need a place designed and prepared to meet their specific needs to contemplate their cognitive, sensory, and motor constructive processes.

Keywords: Environment; suitable; children; atypical; inclusion.

Education and School Inclusion

AUTISM SPECTRUM DISORDER IN THE PERSPECTIVE OF INCLUSIVE EDUCATION

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INTRODUCTION: In the current context, there is a growing recognition of the diversity and complexity of human subjectivities, but exclusionary behaviors persist in our society. This scenario is reflected in school environments, particularly in the process of including students with specific

needs, such as those with Autism Spectrum Disorder (ASD). Enrolling a student with ASD does not guarantee their effective inclusion in the school environment; it is essential to provide conditions that ensure their continuity in the educational context. This involves investments in the school's infrastructure and the adoption of accessible and adapted pedagogical practices that meet the needs of all students. **OBJECTIVE:** In light of the above, the objective of this study is to analyze the access and retention of students with ASD in the school environment. **METHODS:** To this end, a bibliographic study was conducted, focusing on pedagogical practices aimed at student inclusion. In this context, what we consider relevant studies on the topic. **RESULTS:** The main results highlight that, for this process to truly materialize, changes are necessary, such as adequate training for education professionals, effective teaching strategies, and the use of concrete resources. These conditions are fundamental for promoting student engagement in the activities carried out in the school environment. **CONCLUSION:** Thus, it is concluded that both the knowledge and execution of inclusive pedagogical practices are essential. For a student to not only be integrated but truly included in the educational context, it is necessary to create an environment that values diversity and meets the individual needs of each student. This involves ongoing training for educators, the development of adapted curricula, and the promotion of a school culture that respects and celebrates differences. Only in this way can we ensure that all students feel welcomed and motivated to actively participate in the learning process.

Keywords: Inclusive education; autism; school.

Education and School Inclusion

EFFERVESCENCE REACTION: EXPLORING A CHEMICAL REACTION WITH THE SENSES

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INTRODUCTION: The Federal Constitution establishes in Article 208 that the State has to provide educational support to students with disabilities, preferably in the regular school system. How can this be done in chemistry classes? Considering that teaching chemistry to students with disabilities is challenging due to the degree of abstraction that this science requires, often relying on models that attempt to describe the submicroscopic behavior addressed by chemistry, combined with the difficulties of each disability. Despite being challenging, experimentation is an essential pedagogical tool to overcome this barrier. Therefore, this work is the result of a proposal for a Chemistry class for students with low vision or who are blind, under the theme of chemical reactions. Propose how an experimental chemistry class can be inclusive for students with visual impairments. **OBJECTIVE:** Introduce how scientific evidence can denote the chemical transformations of matter; and the development of tactile and auditory perception skills while following the experiment. **METHODS:** This work is a product of the discipline Instrumentation in Chemistry Teaching I of the Chemistry undergraduate course at the Instituto Federal do Piauí, which has as an experience report describing a proposal for an inclusive chemistry class as its main inclusion tool experimentation with easily accessible and low-cost materials. The title of the experiment is "Effervescence Reaction: Exploring a Chemical Reaction with the Senses". As an experimental procedure, it is recommended to use a tablespoon to place baking soda in a bowl or glass and gradually add vinegar. **RESULTS:** The

reaction causes effervescence that can be perceived when vinegar is added. At this point, participants should pay attention to the sound produced and may feel the bubbles that form by placing their hand inside the bowl under the supervision of the teacher, since the product of this reaction is not dangerous. They should ask what they heard and felt and if the smell changed throughout the process. **FINAL CONSIDERATIONS:** It is expected that this inclusive class proposal, with experimentation as the main tool, will allow the inclusion of students with low vision or blindness in chemistry classes.

Keywords: Chemical inclusion; inclusion through the senses; chemical reaction; experimentation and inclusion; blindness.

Education and School Inclusion

IMPLICATIONS OF LINGUISTIC TERMS USED IN THE SCHOOL INCLUSION PROCESS: A PREAMBLE STUDY BASED ON DISCURSIVE SEMANTICS

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INTRODUCTION: School inclusion is a fundamental principle in education which seeks to ensure that all students, regardless of their differences or specific needs, have equal access to learning and participation in school activities. We understand that inclusion is also manifested through the linguistic terms used in teaching processes since words carry meanings and stories that influence the way ideas are transmitted and signified. **OBJECTIVE:** For this reason, this study aimed to perform a preliminary analysis, based on discursive semantics, about the implications of the linguistic terms used in the process of school inclusion. **METHODS:** To achieve this endeavor, we conducted bibliographical research in Google Scholar. **RESULTS AND DISCUSSIONS:** Therefore, once the selected articles have been analyzed and given the results obtained, we observed that the ambiguous and prejudiced linguistic terms used in the school inclusion process can both favor and limit the creation of an inclusive space because the choices of words, when thought of from an inclusive perspective, help to strengthen the interaction between students with different needs, facilitating their access to educational opportunities. The study also identified challenges, such as the lack of training of education professionals to use appropriate language that reflects diversity and encourages inclusion. **FINAL CONSIDERATIONS:** Given the above, the study allowed us to highlight the relevance of language in the school inclusion process, highlighting how pedagogical discourse can be a powerful tool to foster equity and student participation. However, we noticed some limitations, such as the lack of research that investigates more deeply the connection between linguistics and school inclusion, suggesting the need for future studies that address this gap and offer more practical guidance for educators.

Keywords: School inclusion; discourse; linguistic; semantics; educators.

Education and School Inclusion

IMPLICATIONS OF THE AUTISM SPECTRUM DISORDER DIAGNOSIS FOR THE FAMILY CONTEXT AND POSSIBLE CONTRIBUTIONS OF THE SCHOOL TO THE CHILD'S DEVELOPMENT PROCESS

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INTRODUCTION: It is observed that the constant statistical growth in the number of diagnoses of children with ASD (Autism Spectrum Disorder) has generated challenging situations for the school system, as well as numerous impacts on the family context. These impacts range from changes in routine, caregiver overload, financial investments, and role readjustment due to the characteristic habits of autism and the need for ongoing support for the child's development. **OBJECTIVE:** Thus, the general objective of this research is to analyze the impacts of an ASD diagnosis on the family context and to understand how the school, together with the family, can contribute to the developmental process of students with ASD. **METHODS:** The methodology adopted in the research is exploratory, using a qualitative approach through an integrative review. After reviewing the selected articles for this study, it was possible to highlight some relevant points regarding the implications caused by an ASD diagnosis in family relationships and the role of the school in contributing to the individual's development. **RESULTS:** The reviewed studies, although some have different objectives, also show common aspects regarding the importance and complexity of the diagnosis, the difficulties experienced by families, and the impacts on school routine. **CONCLUSION:** Through this study, it was possible to understand that an autism diagnosis can have significant impacts on family dynamics, routines, and the marital and professional lives of caregivers. The school plays an essential role in fostering knowledge and the formation of the student, being the main space for learning construction and enabling the teacher's pedagogical intervention as a mediator of knowledge. However, the school alone is not responsible for the student's development. Finally, data was gathered to understand the importance of support and assistance to caregivers, in addition to the fact that the partnership between family and school is essential for the development of a child with ASD.

Keywords: ASD; diagnosis; family; school.

Education and School Inclusion

IMPACT OF PUNISHMENT ON CHILDREN WITH ASD IN BRAZILIAN SCHOOLS

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INTRODUCTION: This abstract aims to expose the potential harm caused by the use of punishments on children with Autism Spectrum Disorder (ASD) in Brazilian educational institutions. **OBJECTIVE:** With the increasing number of autism diagnoses in Brazil, it is crucial to discuss inclusion and new evidence-based teaching methods. It is important to acknowledge that in some schools, remnants of outdated pedagogy rooted in our culture since the middle ages can still be found. These teaching practices have been refuted due to the biopsychosocial harm they cause to learners, and new teaching methods, such as positive education, Applied Behavior Analysis (ABA), and other naturalistic teaching approaches, have emerged. **METHODS:** In this case study,

a therapeutic companion observed and intervened in the case of a 5-year-old child with ASD, requiring level 1 support, in a private school during the first year of early childhood education, in a city in southeastern Pará, for 6 months. **RESULTS AND DISCUSSION:** The supervising psychologist's main concern was the increase in frequency and intensity of disruptive behaviors following the return to school. In the first month of observation, the presence of a punitive culture in the classroom was noted, including practices such as deprivation of recess, punishment in the principal's office, writing the child's name on the board, yelling, threats, and the removal of the child's comfort object. After the observation, counseling and training were provided on the impact of punishment on a child's brain, both individually with the teacher and with the institution's teaching staff. In this context, classroom interventions with the child continued, and by the third month of intervention, there was a 53% reduction in the frequency of inappropriate behaviors, as well as a decrease in their intensity. Significant progress was also observed in the learning of new skills and notable development in academic abilities. **FINAL CONSIDERATIONS:** In conclusion, the more people understand the impact of punishment on children with ASD, the more children will benefit, and we will be able to break down barriers in Brazilian education. "Anger does not educate; calmness educates."

Keywords: Autism; punishment; teaching; schools.

Education and School Inclusion

LITERACY AND READING INSTRUCTION IN SPECIAL EDUCATION: EXPERIENCES WITH PRACTICES AND CHALLENGES

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OBJECTIVE: The objective of this article is to reflect on the literacy and reading instruction process with children who are part of the special education modality. Along with the general objective, we aim to analyze pedagogical practices with children facing learning difficulties at this basic schooling stage. Finally, we share an account of experiences encountered in the first cycle of the Early Years of Elementary School. To do so, we engage with the literature on literacy, reading instruction, and pedagogical practices with children considered atypical. **METHODS:** The qualitative, bibliographic research served as the methodological backbone for this work. The qualitative approach aims to deeply understand social and human phenomena, seeking to explore and interpret people's experiences, perceptions, and behaviors. We also present an experiential report that provides a practical context for academic theories and concepts, demonstrating how these reports are applied in everyday situations. Theoretically, we are grounded in authors who address special education modalities and the distinction between special education and inclusive education. We also delved into the concepts of literacy and reading instruction, which allowed us to understand that every child can learn to read and write. **RESULTS:** Our findings suggest that the literacy and reading instruction process requires great attention, targeted strategies, and comprehensive methodologies. When we address this same process in special and inclusive education, we must be sensitive to the needs and abilities of each student, whether they are in the regular education system or the special education modality. **CONCLUSION:** Therefore, we conclude that teachers who take on the role of literacy instructors need to stay updated on meaningful pedagogical practices, as education is

constantly evolving and it is necessary to seek new knowledge. Many challenges will be faced along the way, whether in the schooling process, school infrastructure, or pedagogical support. Everyone must be aligned to avoid setbacks in the child's teaching and learning process.

Keywords: Literacy; reading instruction; special education; pedagogical practices.

Education and School Inclusion

MULTIPURPOSE TEACHERS AND MENTAL HEALTH: EXCESSIVE DEMANDS AND PSYCHOLOGICAL ILLNESS OF TEACHERS

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INTRODUCTION: Educators face an extensive routine full of demands and responsibilities that go beyond teaching in the classroom. Taking on the multifunctions imposed on them as extracurricular activities and planning at inappropriate times can cause these professionals to become mentally ill, directly interfering with the quality of their work. unattainable, questioned for the increase in mental illness among education professionals. **OBJECTIVE:** To expose how improperly imposed multitasking affects the mental health of teachers, directly interfering in the development of their jobs. **METHODS:** A methodology used for bibliographical research on the website: Google Scholar, using the following descriptors: Multifunctions, illness, teachers, psychological, In addition, we used the review study method that examines previously published literature. **RESULTS:** The rates of mental illness among teachers are increasing significantly due to work overload and the multiple functions assigned to them. Diagnoses such as anxiety, depression, and burnout are increasingly common. However, the educational system and society tend to neglect them, due to a culture where teaching work “has” to be seen and experienced intensely for it to be validated. The overload of demands imposed by the school institution, such as the lack of time provided for planning, the large number of students for just one professional, the responsibility of monitoring in a targeted manner atypical students who do not have a therapeutic assistant in the classroom, in addition to the Projects and extracurricular activities promoted by school management directly impact the quality of the teacher's work and the learning of students. **FINAL CONSIDERATIONS:** It is concluded that greater visibility and acceptance of education professionals is necessary, considering the development of a balanced, self-care routine, which would minimize the absence of students due to mental illness. To achieve this, a welfare policy aimed at the teaching community is needed to promote continuous and free psychological support. Furthermore, it is impractical to rebalance the functions and demands of these professionals with fair salaries and decent working conditions.

Keywords: Illness; mental; teachers; multifunction; demands.

Education and School Inclusion

PARENTAL ASSISTANCE IN THE SCHOOL ADAPTATION O CHILDREN WITH AUTISM SPECTRUM DISORDER

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INTRODUCTION: Education is a right of every citizen, guaranteed by the 1988 Federal Constitution, as described in Article 205. This education must be inclusive and ensure a specialized system for students with Specific Educational Needs (SEN) according to Civil Decree No. 7.611 of November 2011. For this process to be effective, the family-school collaboration is indispensable for the inclusion and retention of the student in basic education. **OBJECTIVE:** To report the experience of school adaptation of children with Autism Spectrum Disorder (ASD) from the perspective of parents and teachers through a review of studies related to the theme. **METHODS:** The methodology used was bibliographic research on the website Google Scholar, using the following keywords: autism, education, adaptation, family, and teachers. Furthermore, we used the review study method, which aims to review previously published literature. **RESULTS AND DISCUSSIONS:** The school adaptation of students with ASD requires the preparation of the institution and the professionals responsible for welcoming and developing the student through pedagogical strategies aimed at building autonomy and cognitive progress. These strategies include a pre-filled anamnesis form completed by the parents; during the educational process, the biannual implementation of the Individualized Education Plan, associated with the observation chart that details the student's specificities and progress. The adaptation process is not linear, and there are no pre-established rules, as the individuality of each person is considered. Furthermore, the family plays a crucial role in this development, being the child's first emotional and social bond. Early observation and diagnosis contribute to significant overall advances in the individual's life. **FINAL CONSIDERATIONS:** It is concluded that the adaptation of children with ASD in regular education must be continuous and collaborative. In addition to having prepared professionals and educational institutions to receive and develop students' skills, parental assistance is of utmost importance for effective school adaptation. The collaborative relationship must extend beyond the school walls, promoting the child's independence and socialization.

Keywords: Autism; teacher; family; adaptation; school.

Education and School Inclusion

THE INCLUSION OF CHILDREN WITH ODD IN THE SCHOOL ENVIRONMENT: CHALLENGES AND PSYCHOPEDAGOGICAL STRATEGIES

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INTRODUCTION: This work focuses on the analysis of challenges and psychoeducational strategies that promote the integration of children with oppositional disorders in the school environment. The importance of understanding the difficulties associated with the disease and its impact on social and academic interactions is fundamental to ensuring that these children receive an inclusive and quality education. **OBJECTIVE:** Identify challenges in the integration of children

with oppositional disorders in schools and propose psychoeducational strategies to improve school environments and make them more inclusive. **METHODS:** The study was bibliographic. **RESULTS:** The results indicate that the main difficulties in including children with oppositional disorders are the lack of adequate training for educators and the lack of adaptive teaching strategies. However, adopting psychoeducational approaches, such as the use of cognitive behavioral therapy, conflict mediation, and emotional support, can help improve behavior and school performance. **CONCLUSION:** It is concluded that the integration of children with oppositional disorder into society requires collaboration between schools, families, and health professionals, focusing on appropriate pedagogical interventions. Adequate public policies and the continuous training of professionals are fundamental to the success of this process.

Keywords: School inclusion; psychopedagogy; ODD; cognitive-behavioral therapy.

Education and School Inclusion

THE VOICE OF PEDAGOGY INTERNS: THE DICHOTOMY BETWEEN ACADEMIC TRAINING AND PRACTICE IN SPECIAL EDUCATION FROM AN INCLUSIVE PERSPECTIVE

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INTRODUCTION: The professional practice of pedagogy interns who work with special education must be inclusive. However, in the curriculum of the course itself, a disparity can be observed between the concepts addressed and the experience in the school context. The existing gap in the curriculum hinders the intern's performance in their practice, as they are required to perform a role for which they are not, or have not been, adequately trained. **OBJECTIVE:** To expose, through the experiences of pedagogy interns working in special education, the dichotomy between the theory studied and the teaching practice with a focus on children with Special Educational Needs (SEN). **METHODS:** The methodology used was bibliographic research on Google Scholar, using the following descriptors: interns, pedagogy, special education, inclusion, and challenges. Additionally, we worked with the literature review method, aiming to review previously published works as well as reports from pedagogy interns. **RESULTS:** One of the biggest challenges faced by pedagogy interns is the lack of professional preparation in the academic curriculum that should precede the internships. As a result, the classroom experience is compromised, leading to another challenge: building an emotional bond and understanding the specificities of students with SEN. Furthermore, the absence of guidance and support from specialized professionals in special education, from an inclusive perspective, compromises the effectiveness of the intern's work. Interns often have duties and responsibilities similar to, or equivalent to, those of specialized professionals in the field without adequate support. **CONCLUSION:** It is concluded that there are significant challenges in the field of pedagogy internships focused on Special Education Services (SES), challenges that begin in the undergraduate curriculum and extend into the classroom. It can be stated that one of the catalysts for this dichotomy is the use of cheap labor from trainee teachers. This neglect by

educational institutions directly affects the learning process of students with Special Educational Needs. **Keywords:** Interns; pedagogy; special education; challenges; dichotomy.

Education and School Inclusion

THERAPEUTIC MONITORING AS AN INSTRUMENT IN THE SOCIALIZATION AND SCHOOL INCLUSION OF CHILDREN WITH AUTISM: EXPERIENCE REPORT

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INTRODUCTION: The professional Therapeutic Accompanist (TA) is crucial in assisting people who deal with emotional, behavioral, or developmental challenges. The TA acts in a personalized manner, assisting children, adolescents, and even adults in their daily tasks and encouraging the improvement of socioemotional and functional skills. The therapeutic accompanist's work is focused on inclusion and improving quality of life, contributing to the formation of a safe and receptive environment where the individual can explore their potential and overcome barriers. With an evidence-based practice, the companion plays a crucial role in the therapeutic process, collaborating with family members and other health specialists. **OBJECTIVE:** To report an experience of school and clinical therapeutic monitoring of two two-year-old twin children with autism spectrum disorder level 1 of support. **METHODS:** The monitoring was carried out for two months in a private infant school institution in Uruburetama-Ceará. During the morning shift, accompany the children inside the classroom and in a clinic during the afternoon to accompany the multidisciplinary services. Everything was recorded in a field diary. **RESULTS:** The experience demonstrated that the presence of a trained therapeutic assistant enhances the development of motor, psychological, and socio-emotional skills. Some institutions do not have the necessary support to accommodate children with different degrees of the autism spectrum. The children received support to develop feeding autonomy and were encouraged and reinforced within the methods of Applied Behavior Analysis. In addition, they were offered individualized support for their emotional difficulties, direct support in situations that required greater adaptation and learning, and encouraged to develop functional skills. The accompanist also acts directly in emotional regulation and the promotion of skills and support for the performance of some activities, thus being an important mediator that facilitates the inclusion and quality of life of the children accompanied. **CONCLUSION:** Foundations based on scientific evidence and their adaptation to the specific needs of each child are essential to promote healthy development and the acquisition of practical skills. Strengthening social and emotional skills is essential, and the therapeutic accompanist acts as a fundamental link between the clinical and daily practice. This professional applies therapeutic techniques in daily contexts, records progress, and acts in a panoramic manner, identifying and addressing the individual shortcomings of each child being monitored.

Keywords: Therapeutic monitoring; autism spectrum disorder; inclusion; evidence-based practice.

Therapeutic Interventions

CHILD PSYCHOLOGY IN THE THERAPEUTIC MONITORING OF CHILDREN WITH AUTISM

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INTRODUCTION: Childhood psychology, also known as developmental psychology, is the analysis of children's behavioral patterns, covering physical, mental, motor, linguistic, perceptive, social, and emotional aspects from birth to adolescence. In this sense, child psychotherapy aims to help the child and parents and/or caregivers when something is not right in the child's development, whether emotional or social. The psychotherapist, together with the child, discovers what is hindering development, helping the child to organize the conflicts experienced internally, thus benefiting with greater tranquility in their development process. Among the main theorists of child development are Freud, Vygotsky, and Piaget, among others. **OBJECTIVE:** To highlight the importance of child psychology in the therapeutic monitoring of children with autism. **METHODS:** This is a review study conducted on the Virtual Health Library (VHL) website, the CAPES journal portal, and the Scientific Electronic Library Online (SciELO) database. The descriptors used were “Developmental psychology” and “Autism”, and the search was limited to articles in English and Portuguese, all available in full. **RESULTS:** The studies found showed that from the beginning, child psychology was influenced by medical discourse, statistics, normative studies, psychoanalysis, intelligence measurement, behavioral theory, and several other fields of study. In this way, child psychology was directed towards the search for normal and pathological behaviors in child development. In addition, the exponential increase in autism, greater awareness and access to information on the subject of autism, an increase in the number of professionals, and broader diagnostic criteria, and means of early intervention, with an emphasis on multidisciplinary care for autistic children, were frequently cited. **CONCLUSION:** Based on the studies analyzed, it is possible to better understand the challenges encountered in the development process of autistic children, the need for increasingly early interventions, as well as the search for new research on autism and its complexity. Furthermore, it is important for professionals who are part of the therapeutic monitoring of these children to specialize, seeking to understand different ways of intervening and paying attention to each phase of child development, as the main theorists of developmental psychology warn.

Keywords: Autism; clinical psychology; developmental psychology.

Therapeutic Interventions

DANCE THERAPY AS A COMPLEMENTARY THERAPEUTIC ALTERNATIVE IN THE REHABILITATION OF PEOPLE WITH DISABILITIES

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INTRODUCTION: Dance has its evolutionary value associated with the form of communication, perception, and expression of emotions and, due to this, it has been the focus of several studies and research that observe the physical, psychological, social, and inclusive benefits of its practice on people's physical health. **OBJECTIVE:** Analyze dance therapy as a complementary therapeutic

alternative in the rehabilitation and quality of life of people with disabilities. **METHODS:** This is an integrative review of the literature developed through scientific materials from field research and clinical trials, published between 2013 and 2024 in the Scientific Electronic Library Online (SciELO), applying the combination of dance therapy, people with disabilities, and rehabilitation as descriptors. **RESULTS:** Dance therapy is an effective alternative for improving the functional, cognitive, physical, social capacity, and aspects of health and general quality of life of people with neuromotor disorders. Research carried out with people with disabilities undergoing rehabilitation indicates that, after the intervention, there were significant advances in the participants' self-esteem, demonstrating an increase in creativity and sociability. An improvement in the emotional aspect and less feeling of sadness was identified in the participants of the dance therapy intervention, as well as a significant reduction in the difficulty in communicating and an improvement in body awareness, flexibility, balance, motor coordination, and the perception of personal characteristics. The practice of dance therapy by people with intellectual disabilities is also effective in developing autonomy and learning, providing movement, self-discovery, and socialization. **CONCLUSION:** Dance therapy proves to be a positive complementary therapeutic alternative for people both undergoing physical rehabilitation and maintaining the quality of life of people with disabilities. It is necessary to develop more research involving the topic, aiming to understand and disseminate this knowledge among movement science professionals.

Keywords: Quality of life; social improvement; physical rehabilitation; neuromotor disorders; intellectual disabilities.

Therapeutic Interventions

PHARMACOLOGICAL APPROACHES TO ASD: A REVIEW OF ADVANCES AND NEW DIRECTIONS

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INTRODUCTION: Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterized by deficits in social interaction, communication difficulties, and restricted repetitive behaviors. While behavioral interventions, such as Applied Behavior Analysis (ABA), have been widely studied and implemented, pharmacological treatments have gained increasing prominence in managing the core symptoms and comorbidities of ASD. Pharmacotherapy aims to alleviate symptoms that interfere with daily functioning and improve the quality of life of individuals with ASD. Recently, there have been significant advances in the pharmacological treatment of ASD, focusing on irritability, hyperactivity, and anxiety. Medications such as antipsychotics, selective serotonin reuptake inhibitors (SSRIs), and stimulants are frequently used. Additionally, emerging treatments that act on the glutamatergic system and neuropeptides offer new possibilities for symptom management. **OBJECTIVE:** This review aims to provide a comprehensive overview of current pharmacotherapy for ASD, highlighting recent studies and advancements. It will also discuss the efficacy, safety profiles, and current limitations of available treatments. **METHODS:** This literature review involved a search on PubMed, covering studies published between 2020 and 2023. The following keywords were used: "Autism Spectrum Disorder," "pharmacological treatment," "medication," "efficacy," and "safety." Studies were selected based on their relevance and

methodological robustness. **RESULTS:** Several pharmacological agents are useful in managing symptoms associated with ASD. These include antipsychotics such as risperidone and aripiprazole, FDA-approved medications for irritability associated with ASD. Additionally, SSRIs and stimulants have been explored for their benefits in treating comorbid conditions like anxiety and ADHD. The current scientific frontier includes the use of neuromodulators such as memantine, which has glutamatergic action and shows potential benefits in social communication and cognition in individuals with ASD. Neuropeptides, such as oxytocin and vasopressin, are also being investigated for their potential to improve sociability. However, the efficacy of these treatments varies due to the diversity of ASD, and their long-term safety profiles require further research. **CONCLUSION:** The pharmacological treatment of ASD continues to evolve, with several medications demonstrating potential benefits for specific symptoms. However, individualized treatment plans and behavioral approaches remain crucial due to the heterogeneous nature of ASD. Future research should focus on long-term efficacy and safety as well as the development of new therapeutic agents.

Keywords: Autism spectrum disorder; pharmacological treatment; medication; efficacy; safety.

Therapeutic Interventions

THE INTERVENTION OF OCCUPATIONAL THERAPY IN ACTIVITIES OF DAILY LIVING TRAINING: A CASE STUDY PRELIMINARY STAGES

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INTRODUCTION: Activities of daily living (ADL) are vital and routine tasks that individuals perform autonomously, without the need for assistance, and are related to basic physical needs, such as personal hygiene, dressing, mobility, and eating. The inability to adequately perform these activities can lead to unsafe conditions and a significant decrease in quality of life. Therefore, the occupational therapist must adopt a careful approach during the therapeutic planning and execution of activities, aiming for rehabilitation, health promotion, and well-being. **OBJECTIVE:** To highlight the intervention of occupational therapy in ADL training in a Teaching and Assistance Unit. **METHODS:** This is a case study, carried out through a scientific initiation project developed from November 2023 to September 2024, approved by the opinion 6.795.516 CAAE: 76434223.4.0000.5174. Patients with physical and functional demands requiring interventions focused on ADL training were treated. To begin the sessions, the Functional Independence Measure (FIM) and the Disabilities of the Arm, Shoulder, and Hand (DASH) Scale protocols were applied. After applying the protocols, inclusion and exclusion criteria, and signing the Free and Informed Consent Form (FICF), the patient started with the construction of an individual therapeutic plan (ITP), addressing the demands identified in the assessments. **RESULTS:** The participant, 56 years old, diagnosed with stroke (CVA), began treatment with a total FIM score of 64. The protocol highlighted lower scores in the areas of self-care, mobility, and communication. The DASH protocol showed a total score of 86 points, which correlates with functional disability. The Individual Therapeutic Plan aimed to maintain muscle strength, work on balance, conserve energy, protect joints, and repeat activities involving performance components to improve ADL training. **CONCLUSION:** The protocols facilitated the systematization of the ITP and the monitoring of the patient's progress, which showed improvements in occupational performance and quality of life.

Keywords: Occupational therapy; daily activities; functional limitation.

Therapeutic Interventions

THERAPEUTIC INTERVENTION: LOW-INCOME WOMEN DIAGNOSED WITH CHRONIC PAIN AND MAJOR DEPRESSIVE DISORDER

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INTRODUCTION: The case study addressed deals with an intervention proposal aimed at low-income women diagnosed with major depressive disorder and chronic pain who do not have access to psychotherapy, are afraid to practice physical activities, and feel like a burden to their families. The pillars, objectives, and schedule of this proposal were developed based on Cognitive-Behavioral Therapy (CBT), with this intervention being applied in groups. **OBJECTIVE:** The objective is not only to deepen the analysis of the case but to expand the studies related to the diagnoses and the perspective of the approach chosen in the face of the adversities presented. Furthermore, the aim is to find a solution applicable to a group of women affected by both diagnoses, encouraging further research into the matter and the development of new proposals. **METHODOLOGY:** The methodology applied included the use of books and scientific articles to deepen the two diagnoses as well as to understand them from the perspective of CBT. The research sources used include platforms such as SciELO, Google Scholar, and the Brazilian Society of Rheumatology website. **RESULTS AND DISCUSSIONS:** During the case study, it was necessary to include in the intervention factors such as psychoeducation of those involved (patients and their families), encouragement and awareness about physical activity, and a predominantly non-pharmacological approach. Considering the limitations imposed by the diagnoses, the proposal also includes family involvement, since patients perceive themselves as a burden on their families. Therefore, it is essential that the family provides support and understands both the diagnoses and the limitations arising from them. The intervention was structured to be applied in 12 weekly 90-minute sessions, led by two CBT. **FINAL CONSIDERATIONS:** The expected results of this therapeutic intervention proposal stand out, which aims to promote cognitive and behavioral changes and develop coping skills. However, there are some limitations regarding the practice of physical exercises due to pain, which requires that this practice be supervised and that pain be respected, especially by the patients themselves. Finally, one of the main contributions of the intervention is its group structure, which seeks to promote the development of a support network.

Keywords: Chronic pain; major depressive disorder; cognitive-behavioral therapy.

Therapeutic Interventions

VERBAL OPERANT "MAND" INTERVENTIONS AT THE NÚCLEO DE ACOLHIMENTO INTEGRADO DA CRIANÇA AUTISTA

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OBJECTIVE: To describe the verbal operant "mand" interventions applied at Núcleo De Acolhimento Integrado da Criança Autista (NAICA), demonstrating how this practice can improve the quality of life of children with Autism Spectrum Disorder (ASD) through Applied Behavior Analysis (ABA). **METHODS:** This study is an experience report, presenting practices of the verbal operant "mand" at NAICA. The intervention record, type of sheet used, and the method of application will be discussed, including the environment at NAICA for teaching the "mand" and the selection of materials. Examples of activities and strategies to encourage children to vocalize or use gestures will also be presented. Additionally, the intervention records will be described, detailing the information recorded, such as the frequency of "mand" usage, correct responses, and context. **RESULTS:** The interventions of the verbal operant "mand" at NAICA showed promising results in the communication and quality of life of children with ASD. The practice of "mand" led to a significant increase in the frequency of vocalizations and requests expressed verbally or through signs. Data indicated that, over the sessions, most children demonstrated increased attempts at vocalization and gesture use, evidencing learning. The engaging environment and activities contributed to the children's motivation, facilitating the learning process. **CONCLUSION:** The interventions of the verbal operant "mand" are an effective approach that can be integrated into the therapeutic practice at NAICA. Continuation of these interventions and the use of communication strategies can lead to better long-term outcomes, highlighting the importance of ABA in interventions with autistic children. It is recommended to develop similar interventions to promote communication and well-being in the children treated.

Keywords: Autism; intervention; mand.

Research and Innovation

CROSS-CULTURAL ADAPTATION OF THE PSYCHOSOCIAL IMPACT OF ASSISTIVE DEVICES SCALE FOR BRAZIL: PRELIMINARY STAGES

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INTRODUCTION: Recent studies have pointed to the need for cross-cultural adaptation and validation research into Assistive Technology (AT) instruments in Brazil, considering that instruments that assess user satisfaction with their support device are potent allies in reducing situations such as abandonment, waste of materials, and user frustration. **OBJECTIVE:** Cross-culturally adapt the Psychosocial Impact of Assistive Devices Scale (PIADS) for use in Brazil. **METHODS:** This is a cross-sectional cohort methodological study with a quantitative approach. The methodological process of this research was divided into five important stages: authorization from the author of the instrument, translation into Portuguese with two independent translators (T1 and T2), synthesis of the translated versions, translation back into English with two independent translators (T3 and T4), synthesis of the back-translated versions, and analysis by a committee of experts. **RESULTS:** In the translation synthesis stage, 17 (seventeen) discrepancies were identified between T1 and T2 in the 36 (thirty-six) instrument items, which a technical committee analyzed, and a common translation was produced. The same was done in the reverse translation synthesis, where 14 (fourteen) discrepancies were identified between T3 and T4. The rate of agreement of the

items by the team of experts in the survey proved to be satisfactory, where 11 (eleven) items that obtained agreement below 85.7% were analyzed and adjusted by the technical committee that discussed the changes, which were sent back to the experts who completely agreed with the modifications. The final versions of the translation and back-translation were sent to the instrument's authors, and the researchers are awaiting approval of the version adapted for Brazil. **CONCLUSION:** The study results show that the equivalence of the adapted and original versions was maintained. Once the author of the instrument has agreed, the study of the psychometric properties will begin.

Keywords: Cross-adaptation; evaluation; assistive technology; occupational therapy.

Research and Innovation

EXPLORING THE POTENTIAL OF CANNABIDIOL IN THE REHABILITATION OF INDIVIDUALS WITH AUTISM SPECTRUM DISORDER: EFFICACY, SAFETY, AND IMPACTS

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INTRODUCTION: Autism Spectrum Disorder (ASD) is marked by persistent challenges in communication, social interaction, and repetitive behaviors. Traditional treatments for ASD include behavioral therapies and medications, but a definitive cure remains elusive. Recently, cannabidiol (CBD), a non-psychoactive compound from *Cannabis sativa*, has attracted interest for its potential benefits in neurological and psychiatric disorders, including ASD. In 2024, the "Beija-Flor" Clinic, specialized in treating children and adolescents with ASD, was inaugurated in Búzios-RJ, as a mental health outpatient clinic under the Unified Health System (SUS). The creation of this clinic strengthens the discussion on the viability of innovative treatments, such as the use of CBD, in the context of public health. **OBJECTIVE:** This paper investigates the effects of CBD as a complementary treatment for ASD, focusing on its efficacy, safety, and impact. **METHODS:** A literature review was conducted, analyzing recent scientific articles and clinical trials on CBD's use in treating ASD. The review covered studies from 2020 to 2023, using databases such as Scielo and Google Scholar with keywords like "cannabidiol," "autism," "treatment," and "ASD." The selected studies examined CBD's impact on social behaviors, communication, seizures, and overall quality of life for individuals with ASD. **RESULTS:** The review indicated that CBD has shown promise in alleviating some ASD symptoms, particularly in reducing seizures, anxiety, and repetitive behaviors. Controlled studies suggested that moderate doses of CBD can significantly reduce irritability and aggressive behavior in children and adolescents with ASD. Some reports also noted improvements in sleep disorders and decreased hyperactivity. However, the results are preliminary, emphasizing the need for more research to assess the safety of long-term CBD use and to determine optimal dosages for different patient profiles. Variability in CBD's effects was noted, potentially influenced by ASD severity, age, and comorbid conditions. **Conclusion:** CBD shows potential as a complementary treatment for ASD, especially in managing anxiety, seizures, and irritability. However, current scientific evidence is insufficient to confirm its long-term efficacy and safety.

Further clinical trials with larger sample sizes and rigorous methodologies are needed to establish clear usage guidelines.

Keywords: Cannabidiol; autism; treatment; autism spectrum disorder.

Public Policies and Rights of People with Disabilities

EXPERIENCE IN THE INCLUSION OF STUDENTS WITH LOW VISION IN CHEMISTRY EDUCATION: AN ADAPTIVE PEDAGOGICAL APPROACH

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INTRODUCTION: The guarantee of equal opportunities and treatment is a fundamental right for the exercise of citizenship and social inclusion, as indicated by the Brazilian Law for the Inclusion of Persons with Disabilities (Law 13.146/2015). A person with a disability is defined as one who presents a long-term impairment of a physical, mental, intellectual, or sensory nature that may hinder full and effective participation in society on an equal basis with others. **OBJECTIVE:** This paper aims to present an experiential report on the successful outcomes of educational practice in higher education with a student who has low vision or subnormal vision enrolled in the Bachelor's Degree in Chemistry Education. **METHODS:** The methodology is based on an experiential report. This study took place between February and June 2023 at a federal university in southwestern Piauí. In the enrollment list of the course "Introduction to Chemistry and Pedagogical Practices", next to the student's name, it was specified that the student had low vision. Initially, a dialogue was established with this student to understand the nature of their impairment and discuss adaptation strategies, resources, and support to ensure an effective learning process. **RESULTS:** It was identified that the student had low visual quality, which is defined as a corrected visual acuity in the better eye of less than 0.3 and greater than or equal to 0.05, or a visual field of less than 20o in the better eye with optimal optical correction. To ensure equal access to chemical knowledge, font sizes and teaching methods were adapted according to the visual impairment, ensuring the student's full participation in academic activities. (1) preparation of summaries/critical reviews; (2) presentation of seminars/group dynamics; (3) theoretical-conceptual exam; and (4) presentation of pedagogical practices applied to elementary and secondary education. The results demonstrate that personalizing the activities was crucial for the student to follow the course and integrate into the program. **CONCLUSION:** This experience was significant, as it allowed for the understanding that a student, regardless of any impairment, can learn and develop in a suitable chemistry education environment. The support of the institution for the inclusion of students with disabilities in higher education is also highlighted as essential.

Keywords: Special education; inclusive education; chemistry education.

Public Policies and Rights of People with Disabilities

PUBLIC POLICIES AND THE ROLE OF SOCIAL SERVICES IN IMPLEMENTING COGNITIVE BEHAVIORAL THERAPY FOR STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER AND ASSOCIATED COMORBIDITIES

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INTRODUCTION: There is currently a greater urgency for effective interventions in the educational sphere, as well as a parallel need for public policy attention in integrating treatment approaches for students with Attention Deficit Hyperactivity Disorder (ADHD) and associated comorbidities. One such promising approach is Cognitive Behavioral Therapy (CBT). The enactment of this policy should rely substantially on the social work profession—not only in writing the policy but subsequently in ensuring support for these students in the school environment. **OBJECTIVE:** To analyze public policies and social work in the training of CBT to assist students with ADHD and comorbidities in the context of school reflections. **METHODS:** The research was bibliographic, based on an academic review of books, official documents, and public policy guidelines on ADHD and CBT. **RESULTS:** This means that integrating CBT into educational public policies will certainly have a great positive effect on the management of students with ADHD and comorbidities. Social work is essential to the implementation of such policies by specifically identifying CBT applicable to the unique needs of each student and promoting a collaborative approach between schools, families, and health services. Best practices involve training professionals, creating an inclusive school environment, and implementing appropriate resource mechanisms. **CONCLUSION:** Effective public policies and the catalytic role of social work are prerequisites for implementing CBT effectively in schools. These strategies increase inclusion and support for students with ADHD and comorbidities, thus facilitating an educational environment more appropriate to their needs.

Keywords: Public policy; social work; cognitive-behavioral therapy; attention deficit hyperactivity disorder.

Public Policies and Rights of People with Disabilities

RIGHT TO SUPPORT FOR COLLABORATIVE TEACHING WITHIN THE MULTIFUNCTIONAL RESOURCE ROOM

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INTRODUCTION: According to Resolution nº 4, of October 2, 2009, specialized care should primarily be provided in the multifunctional resource room of the school or another regular educational institution. This support can take place both inside and outside the school, facilitated by public networks or community, religious, and philanthropic organizations. The significance of effective school management is evident, necessitating consideration of the bureaucracy associated with norms, regulations, and decision-making processes. It is essential to develop strategies that promote school inclusion, embodying a democratic and participatory approach to all actions. In this context, professionals in the multifunctional resource room collaborate to create individualized strategies for each student. The regular classroom teacher and the special education teacher work

together to develop the Individualized Educational Plan (PEI). **OBJECTIVE:** The objective of this study is to explore collaborative strategies for specialized care for students with special needs, both within and outside the school environment. **METHODS:** This research was conducted through a basic, qualitative, bibliographic, and informative approach, focusing on the collaboration between schools and support teachers in Resource Rooms (AEE) to adapt to the needs of students with special requirements. The study emphasizes collaborative teaching methods from an inclusive perspective. **RESULTS AND DISCUSSIONS:** Inclusive education is a right guaranteed to all students, underscoring the vital role of active participation from parents, the community, and school management in the educational process. Collaborative teaching extends beyond teachers to encompass a wider group of individuals who contribute to developing pedagogical practices. This collaboration triggers strategies and facilitates the operationalization of the school's action/intervention plan, ensuring that joint-curricular strategies address the unique needs of each student. The discussion presented in this work examines teaching approaches for inclusive education, emphasizing the importance of support from the special education teacher and the multifunctional classroom (AEE) for children with special needs. **FINAL CONSIDERATIONS:** Collaborative work is crucial in organizing educational institutions and fostering connections among the school team, families, teachers, students, and the community. Education is a goal-oriented process, and effective management involves transforming reality through respectful and collective action by individuals and institutions.

Keywords: Specialized care; collaboration; child; teacher; inclusion.

Public Policies and Rights of People with Disabilities

THE ACCESSIBILITY AND INCLUSION NUCLEUS OF UEPB: INCLUSIVE ACTIONS IN HIGHER EDUCATION

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INTRODUCTION: The Universidade Estadual da Paraíba UEPB: has been developing inclusive actions to ensure access, retention, and learning for groups that are still socially excluded. Among these actions is the creation of the Accessibility and Inclusion Nucleus (NAI) in 2004, through a project by Professor Dr. Eduardo Gomes Onofre. **OBJECTIVE:** The main objective of this study is to discuss the actions accomplished by the NAI at UEPB that promote the inclusion of students with disabilities, Autism Spectrum Disorder (ASD), or High Abilities enrolled at the university. **METHODS:** We conducted an on-site observation during the last two weeks of May 2024. The NAI serves all students with disabilities, ASD, or High Abilities at UEPB. At the time of our research, the NAI consisted of one coordinator, two Brazilian Sign Language (Libras) interpreters, and two interns. **RESULTS:** We found that the NAI coordinates extension and research projects, conducts extension and research projects, conducts lectures and seminars, offers workshops on the Braille Reading and Writing System and Libras, adapts assessments and teaching materials, provides

Braille transcriptions, and contributes to the training of teachers in basic education and higher education institutions (IES). **CONCLUSION:** We conclude that a nucleus or coordination within universities that oversees activities focused on developing inclusion in the academic activities of students with disabilities, ASD, or High Abilities is of fundamental importance for strengthening the policy of inclusive education within higher education.

Keywords: Inclusion; higher education; disability.

Public Policies and Rights of People with Disabilities

THE IMPORTANCE OF PUBLIC POLICIES IN THE LIVES OF PEOPLE WITH DISABILITIES

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INTRODUCTION: Brazil has estimated about 18.8 million people with disabilities (IBGE, PNAD 2022), a very significant number, representing 8.9% of the total Brazilian population. To start the study, it is first necessary to understand the concept of people with disabilities (PWD) and then enter into the policies aimed at this public. For this meaning, the Convention on the Rights of Persons with Disabilities (ONU) 2006 defines PWD are those who have "long-term impairments of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. In this understanding, public policies are crucial as they ensure the rights of PWD, leading them to have accessibility and autonomy; in addition, they guarantee the full exercise of citizenship. Given this understanding, public policies are crucial as they ensure the rights of PWD, leading them to have accessibility and autonomy; in addition, they guarantee the full exercise of citizenship of these people in society. **OBJECTIVE:** The main objective of this study is to analyze the importance of public policies in the lives of PWD, as well as the gaps and challenges that still exist in the implementation of these policies in Brazil. **METHODS:** This research is bibliographically carried out from research of documentary analysis of the main legislation of PWD, as well as public policies related to these people. **RESULTS:** As a result, it is possible to perceive very relevant advances, especially from law 13416/15 Brazilian Law of Inclusion that guarantees fundamental rights to PWDs. It is clear that further efforts are required, as weaknesses persist in the implementation of these policies. **CONCLUSION:** It is concluded that even in the face of some achievements, the PWD population still suffers concerning access to education, wages, jobs, and inclusion in all areas of their lives. A more focused approach is necessary to overcome barriers, allowing PWD to live with dignity, freely, and without prejudice, with access to all the policies and services that are guaranteed to them.

Keywords: Public policies; rights; persons with disabilities

Neuropsychological and Cognitive Rehabilitation

COGNITIVE REHABILITATION IN PALLIATIVE CARE FOR PATIENTS WITH NEURODEGENERATIVE DISEASES: CHALLENGES AND INNOVATIVE STRATEGIES

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INTRODUCTION: Neurodegenerative diseases, such as Alzheimer's and Parkinson's, present significant challenges to both the health and identity of patients. Cognitive rehabilitation emerges as a source of hope, offering strategies to preserve autonomy and quality of life within palliative care. This paper investigates innovative practices and challenges, revealing how the integration of technical and human care provides a dignified path for those experiencing a decline in cognitive abilities. **OBJECTIVE:** To explore cognitive rehabilitation practices in patients with neurodegenerative diseases in the context of palliative care, highlighting challenges and innovations. **METHODS:** This research is a literature review exempt from ethical approval, conducted using the PubMed database with the keywords "Cognitive Rehabilitation" and "Neurodegenerative Diseases." The inclusion criteria were original articles, available in full and free of charge, published in the last 5 years. A total of 16 articles were initially retrieved. After abstract analysis, 5 articles were selected based on alignment with the study's theme and objectives. **RESULTS:** The studies demonstrate that cognitive rehabilitation interventions improve the quality of life for patients with neurodegenerative diseases. Multidisciplinary approaches, involving therapists and psychologists, positively impact cognitive function and the emotional well-being of both patients and caregivers, mitigating cognitive decline. Technological innovations, such as virtual reality and digital tools, facilitate adaptive cognitive training, proving effective in maintaining autonomy during advanced stages. Early implementation of palliative care and personalized interventions were crucial for enhancing adherence and outcomes, addressing individual needs, and reducing anxiety and depression. The combination of innovative strategies and a patient-centered approach proves effective in addressing the challenges faced by this vulnerable population. **CONCLUSION:** The analysis of cognitive rehabilitation practices in palliative care highlights the importance of integrating innovative and personalized approaches. Current interventions show significant progress, but early implementation and comprehensive care remain essential. Prioritizing individualization and multidisciplinary collaboration is vital for better meeting patient needs and enhancing caregiver support. The challenge lies in making these practices more accessible, ensuring all patients receive dignified care, and advancing toward a more humane and effective care model.

Keywords: Cognitive rehabilitation; neurodegenerative diseases; palliative care; multidisciplinary approach; technological innovations.

Neuropsychological and Cognitive Rehabilitation

EXPERIENCE REPORT ON REHABILITATION AND SELF-CARE MANAGEMENT FOR PEOPLE WITH DISABILITIES

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INTRODUCTION: People with disabilities are those who have some physical, mental, intellectual, or sensory limitation of medium or long duration, which, in interaction with one or more barriers,

can hinder their full and effective participation on an equal basis with other people. Rehabilitation is essential for people with disabilities and includes the identification of the person's problems and needs, the relationship between relevant factors of the individual and their environment, the definition of goals, planning, implementation of measures, and the evaluation of their effects. **OBJECTIVE:** Report the experience during the theoretical and practical classes of the discipline of Rehabilitation and Self-Care Management for People with Disabilities. **METHODOLOGY:** This is a descriptive study of the experience report type on the experiences of theoretical and practical classes in the postgraduate course in Nursing in August 2024 at a public state Higher Education Institution (IES), located in Ribeirão Preto. **RESULTS:** The experience provided an opportunity to learn about the rehabilitation process in the international context, the challenges and advances in the national scenario, and afterward a visit was made to the rehabilitation center in Ribeirão Preto, as well as to the Center for Teaching, Research, and Assistance in the Rehabilitation of Mastectomized Patients (REMA). During the course, the student participated in the 10-year event of the Center for Research and Care in Neuropsychomotor Rehabilitation (Neurorehab), which included themes on diversity, equity, and inclusion, with renowned national and international speakers, as well as moments of dialogue between academia and civil society. The event included the inclusion parade, which sought to include people in all their forms. At the end of the course, posts written by the students were made according to thematic familiarity on an information portal aimed at people with disabilities. **CONCLUSION:** The activities carried out during the course were enriching and transformative for professional and academic training. Furthermore, it enabled the development of in-depth, critical, and reflective learning, as well as enhancing humanized care for people with disabilities.

Keywords: Rehabilitation; people with disabilities; self-care; nursing.

Health and Physical Well-Being

EFFECTS OF PHYSICAL ACTIVITY ON THE MENTAL HEALTH OF PATIENTS WITH AUTISM

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INTRODUCTION: Regular physical exercise, especially aerobic activities and yoga practices, significantly contributes to reducing anxiety levels in individuals with autism. **OBJECTIVE:** The objective is to analyze the effects of physical activity on the mental health of patients diagnosed with autism, with a specific focus on reducing anxiety levels and increasing self-esteem. **METHODS:** The methodology adopted was a systematic literature review with a search for scientific articles in the Google Scholar, PubMed, and SciELO databases using the descriptors physical activity, autism, mental health, anxiety, and self-esteem. Studies published between 2019 and 2024 that addressed physical exercise as an intervention to improve the mental health of individuals with autism were considered. After the initial screening, articles were selected based on inclusion criteria that

involved the analysis of psychological impacts and the measurement of indicators such as anxiety levels and self-esteem scales. Articles that did not address the effects of physical activity on the mental health of individuals with autism were excluded. **RESULTS:** The results of the analyzed studies indicate participation in group physical activities also promotes greater social interaction, increasing the sense of belonging and improving self-esteem. Some studies also highlighted improvements in emotional self-regulation with a positive impact on quality of life. The frequency and intensity of the exercises were also determining factors in the results: regular programs, with activities performed at least three times a week, showed greater benefits compared to sporadic interventions. However, the personalization of exercise according to the needs and limitations of each individual was crucial for the effectiveness of the interventions. **CONCLUSION:** It is concluded that physical activity plays a significant role in promoting the mental health of individuals with autism, providing a consistent reduction in anxiety levels and contributing to increased self-esteem. Regular exercise, especially when adapted to the patient's particularities, emerges as an effective strategy to complement traditional treatments, promoting greater emotional and social well-being. Future studies should explore in greater depth the specific modalities of exercise and their interactions with different autism profiles.

Keywords: Physical activity; autism; mental health; anxiety; self-esteem.

Health and Physical Well-Being

NUTRITIONAL INTERVENTIONS FOR TREATING PRESSURE INJURIES: A LITERATURE REVIEW

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INTRODUCTION: Pressure injuries are defined as degenerative changes in the skin and subcutaneous layers due to pressure and shear forces, which impair blood circulation and promote cell death. These injuries should be treated by a multidisciplinary team, as patients who do not undergo effective interventions and who have significant disorders, such as anemia and malnutrition, tend to show significant worsening in a short period of time. **OBJECTIVE:** Present the importance of implementing a nutritional intervention plan by the multidisciplinary team in the treatment of pressure injuries. **METHODS:** This is an exploratory qualitative literature review, in which the database was digital research platforms, namely SciELO, Pubmed, and Google Scholar. The following words were used as filters: pressure injuries, malnutrition, nutritional plan, injury care. Publications between the years 2019 and 2024 were used as inclusion criteria. **RESULTS:** Successful wound healing depends on the presence of adequate nutritional reserves provided by a diet rich in proteins, carbohydrates, fats, vitamins, and zinc in order to supply the cellular energy process, collagen synthesis, and the integrity of the capillary membrane. Ineffective nutrition during healing can be evaluated in the laboratory by the worsening of biochemical measurements and low serum albumin and hemoglobin levels. Therefore, the nutritional status should be evaluated, aiming at an adequate healing process. **CONCLUSION:** It is therefore essential to implement a nutritional intervention plan in the treatment of pressure injuries, using parameters to assess the current nutritional status and developing a corrective approach in order to apply a broad, complete, and assertive care plan since the integrity of the skin is crucial for the patient's general good health.

Keywords: Pressure injuries; nutritional status; healing; nutritional intervention plan; patient care team.

Health and Physical Well-Being

PHYSICAL EDUCATION TEACHER ACTING IN EQUINE THERAPY FOR CHILD DEVELOPMENT

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INTRODUCTION: Equine therapy is a therapeutic approach that utilizes the resources of horses for the biopsychosocial development of children, particularly those with disabilities and developmental disorders. The role of the physical education teacher in this context is crucial, as they bring specific knowledge about human movement while also promoting inclusion and socialization among participants. This topic is relevant not only for its practical application but also for the positive impact it can have on child development. **OBJECTIVE:** This study aims to answer the following question: how can the role of the physical education teacher in equine therapy contribute to the holistic development of children? **METHODS:** The research is of a bibliographic nature, focusing on recent studies that address equine therapy and the role of physical education professionals in this field. Academic articles, theses, and books discussing the practice of equine therapy and its implications for child development were reviewed. Data analysis was conducted qualitatively, aiming to identify the contributions and challenges faced by these professionals. **RESULTS:** The results show that the involvement of the physical education teacher in equine therapy enhances various areas of child development. Notable contributions include improvements in motor coordination, static and dynamic balance, proprioception, and body awareness. Additionally, the practice provides emotional benefits, such as increased self-esteem and reduced anxiety and fear. Children also enhance their social and communication skills. However, the study also highlights some limitations, such as the need for specific training for teachers, the adaptation of activities to each child's unique characteristics, and the importance of teamwork with other health and education professionals. **CONCLUSION:** In summary, the role of the physical education teacher in equine therapy is fundamental for the holistic development of children, promoting significant advancements in various areas. Nevertheless, it is essential to recognize the limitations of the practice, such as the need for training and the importance of interdisciplinary collaboration. The study indicates a need for further research and training in the field to optimize interventions and ensure quality care.

Keywords: Equine therapy; child development; physical education teacher; inclusion; assisted therapy.

Health and Physical Well-Being

THE ROLE OF COMMUNICATION IN PROMOTING PHYSICAL WELL-BEING IN PALLIATIVE CARE

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INTRODUCTION: In the delicate landscape of palliative care, the intersection of communication, physical activity, and nutrition plays a crucial role in promoting the physical and emotional well-being of patients at the end of life. As this journey approaches its conclusion, the desire for dignity and comfort becomes paramount. This paper explores how these elements intertwine to create a more compassionate and effective care environment. **OBJECTIVE:** To examine how effective communication between healthcare professionals and patients/family members can facilitate the implementation of strategies for physical activity and nutrition, contributing to the comfort and physical health of patients in palliative care. **METHODS:** The research employed a review study, exempt from ethical evaluation, with a search conducted in the PubMed database. The descriptors "Palliative Care," "Communication," "End-of-Life Care," and "Well-being" were used. Only original articles that were fully available and published within the last five years were included, resulting in 15 articles. After analysis, 3 articles were selected for their alignment with the central theme and the study's objective. **RESULTS:** The review reveals that clear and empathetic communication is crucial for improving patients' understanding of their conditions, facilitating treatment adherence, and increasing satisfaction among all parties involved. Interventions that promote effective communication directly impact physical well-being. Furthermore, physical activity is identified as a vital component that enhances strength, mobility, and quality of life. The inclusion of adapted exercises shows significant benefits, promoting comfort and a sense of autonomy. Appropriate nutritional interventions are associated with increased energy and comfort, highlighting the importance of a personalized nutritional approach. The interaction among communication, physical activity, and nutrition establishes a comprehensive framework for managing palliative care. **CONCLUSION:** The evidence underscores that effective palliative care must integrate communication, physical activity, and nutrition to meet patients' needs. This holistic approach is essential for providing a dignified and compassionate experience at the end of life, addressing the necessity for more humane and integrated care.

Keywords: Palliative care; communication; physical activity; nutrition; well-being.

Cross-cutting themes

ACQUISITION OF A DISABILITY THROUGHOUT LIFE: CHALLENGES AND IMPACTS ON WORKERS

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INTRODUCTION: The acquisition of a disability throughout life brings about profound changes in a worker's routine and professional life, with impacts that extend beyond the physical, also affecting the emotional sphere and introducing new challenges in the workplace. The adaptation of the body, combined with the use of assistive technologies such as prosthetics, orthotics, and accessibility devices, becomes essential for the worker's full reintegration into their professional

activities, ensuring autonomy and productivity. **OBJECTIVE:** To analyze the impacts that acquired disabilities have on a worker's life, considering the productive, emotional, and social spheres. **METHODS:** The research was conducted through a bibliographic review of studies published in the last five years in databases such as Scielo and Google Scholar. The focus was on the effects that acquired disabilities have on professional life, quality of life, and inclusion processes in the labor market. **RESULTS:** The findings reveal that acquired disabilities reduce workers' productive capacity, negatively affect their self-esteem, and complicate social interactions. Adapting to this new condition presents several obstacles, including a lack of proper accessibility and the presence of prejudice in the workplace, which can lead to isolation and reduced professional performance. These factors make returning to work even more challenging, as workers face not only physical difficulties but also emotional and social ones. **CONCLUSION:** Acquired disabilities profoundly impact workers' lives, making it essential to develop inclusive policies and support systems that enable individuals to reintegrate into the labor market in a healthy manner. The adaptation of workplaces, coupled with psychological and social support programs, is crucial for minimizing negative effects and promoting a more fulfilling productive life for those facing this condition. **Keywords:** Acquired disability; productive life; workplace inclusion; social impacts; adaptation.

Cross-cutting themes

AUTISM AND MULTIDISCIPLINARITY: CONNECTING KNOWLEDGE AND PRACTICES TO ASSIST IN EARLY DIAGNOSIS, A LITERATURE REVIEW

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INTRODUCTION: Autism, or Autism Spectrum Disorder (ASD), is a complex condition characterized by difficulties in social communication, repetitive behaviors, and restricted interests. Due to its complexity, a single approach from one field alone would not be sufficient to diagnose or treat all aspects of this condition. This summary aims to explore how an early, multidisciplinary approach can provide a more effective understanding and intervention in the treatment of autism. **OBJECTIVE:** For this literature review, studies and articles published between 2015 and 2023 were selected. Sources were extracted from the Google Scholar and Scielo databases, using keywords such as "Multidisciplinary Team," "Autism Spectrum Disorder," and "ASD." **METHODS:** For this literature review, studies and articles published between 2015 and 2023 were selected. Sources were extracted from the Google Scholar and Scielo databases, using keywords such as "Multidisciplinary Team," "Autism Spectrum Disorder," and "ASD." **RESULTS:** There are over 70 million autistic individuals worldwide, with over 2 million in Brazil alone, the majority of whom remain undiagnosed. Even in mild cases, many individuals with ASD require permanent assistance, often for the rest of their lives. Hence, the importance of a multidisciplinary team in diagnosis and treatment, bringing a medical, behavioral, social, and educational perspective. The term "multiprofessional" refers to a set of practices generally associated with the concept of interdisciplinarity, where reciprocity and mutual enrichment between the patient and professional prevail. Early signs of Autism typically appear around age 3 and are characterized by difficulties in interaction and verbal communication. Early diagnosis allows for effective and comprehensive

intervention, which can lead to better long-term outcomes. Approaching an autistic child requires professionals to have individualized care skills, knowledge, and strategies. However, management and actions must be planned and tailored to the degree of the disorder, ranging from pharmacological intervention to multiprofessional care centered on the individual's needs. **CONCLUSION:** A multidisciplinary approach in the study and treatment of autism provides a rich and diverse perspective on the needs and interventions for individuals with ASD. This review highlights the importance of integrating knowledge and practices from various fields to provide more effective support. Future research should continue to explore how to improve collaboration between different areas and the effectiveness of multidisciplinary interventions.

Keywords: Multidisciplinary team; autism spectrum disorder; ASD.

Cross-cutting themes

DIGITAL MARKETING AS A TOOL FOR INCLUSION: A CASE STUDY OF THE WOMEN'S NETWORK

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INTRODUCTION: This work, resulting from ongoing research, has as its theme the study of inclusive marketing in the campaign to combat cancer linked to Pink October. Despite being a promising subject, there are still gaps and a lack of representation in campaigns, which can lead to a lack of engagement on the part of women who do not see themselves represented. In this way, it is crucial to promote inclusive digital marketing that carries out campaigns for women with disabilities and those with pervasive developmental disorders, ensuring that different women affected by cancer can feel represented. **OBJECTIVE:** Identify and implement inclusive marketing strategies that can be used in the Pink October 2024 campaign of the São Lourenço do Oeste Women's Network to Combat Cancer. **METHODS:** The research is a case study that seeks to investigate a phenomenon in depth within its real context in order to develop the practice of marketing to collaborate with the quality of the campaign for society, helping to promote the common good. On an exploratory basis, the aim is to enable the identification and solution of practical problems through the "4Ps of marketing: producer, price, place, and promotion". **RESULTS:** As partial results, we indicate that after identifying the best strategies to reach the target audience of the Pink October campaign through digital marketing and analyzing the digital marketing actions carried out by the Rede Feminina de Combate ao Câncer and the target audience reached, it is possible to develop digital content about inclusion and accessibility for people with cancer. In this way, the research will implement inclusive marketing strategies in order to contribute to raising awareness about the prevention of breast and cervical cancer in a way that is based on the "4Ps of marketing." **CONCLUSION:** From this study, we seek to contribute with reflections that can enable the planning and implementation of inclusive marketing in advertising campaigns aimed at women with disabilities and with pervasive developmental disorder so that they feel represented and seek to have access to the necessary procedures to participate in the international awareness movement for cancer control.

Keywords: Inclusive marketing; people with disabilities and/or pervasive developmental disorders; pink october campaign.

Cross-cutting themes

EXPLORING SINGULARITIES OF DIFFERENT CHILDREN WITH AUTISM SPECTRUM DISORDER

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INTRODUCTION: Autism Spectrum Disorder (ASD) affects the neurological development of the individual, influencing communication, social interaction and behavior with different levels of support. Despite the increased visibility of the diagnosis, there is still a lack of adequate support for these children. **OBJECTIVE:** To report the experience of students of the Child Health Nursing League – LIESC in welcoming atypical children with sensory and cognitive activities. **METHODS:** This is a descriptive study with a qualitative approach of the experience report type about an experience of LIESC at the Maria Adeodato Family Health Center, in Sobral, CE. The activity was held on September 26, 2024, in the afternoon, involving 3 children aged 4 to 6 years and diagnosed with ASD. Thus, the activities were divided into moments: the first focusing on the senses, through the presentation of objects with different textures, passing on the body and later left free to explore, in order to evaluate sensory reactions. In the second moment, cognitive activities were carried out, creating stimuli and ambients that were adaptable to individual needs. **RESULTS:** Several reactions were observed among the children during the activities. In the sensory sphere, they showed good acceptance, showing interest in new textures. However, in the cognitive activity, one of the participants showed resistance to the glue used, showing sensitivity compared to the others; this resulted in less interest in the activity; however, he showed enthusiasm for exploring shapes and colors. In addition, a second child showed refusal in cognitive activities and greater irritability, but with adaptation we were able to continue. It was noticed that the realization of the activity allowed each child to work on their motor coordination and cognitive skills, and it was possible to observe the importance of encouraging participation in other ways, even after an initial denial. **CONCLUSION:** Thus, it is believed that activities like these promote the development of sensory, cognitive, and emotional skills for these children who live this atypical reality, always recognizing and respecting their particularities.

Keywords: Autism spectrum disorder; sensory activities; inclusion.

Cross-cutting themes

INFLUENCE OF GENDER AND PHYSICAL LIMITATIONS ON LEISURE ACTIVITY CHOICES

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INTRODUCTION: Leisure is fundamental for promoting health and well-being and is a social right in Brazil. It favors inclusion and prevents health problems. In occupational therapy, leisure activities are essential for personal development and autonomy. Still, there is a lack of research in Latin America exploring the relationship between leisure, gender, and physical limitations. **OBJECTIVE:** This study is part of a doctoral research project focused on validating the Self-reported Experiences of Activity Settings (SEAS - Br) instrument and seeks to compare the choices of leisure activities among young people. **METHODS:** The study adopted a cross-sectional, qualitative, and quantitative approach, using a convenience sample of young people aged between 14 and 23 with typical development and others with physical disabilities. The Federal University of São Carlos Research Ethics Committee approved the study. **RESULTS:** Participants were 75 young people aged between 14 and 23, fifty with typical development, and twenty-five with physical disabilities, with most participants female (53.33%). They chose a leisure activity and carried it out for at least 15 minutes, assessing their level of engagement. Fifty-five types of leisure activities were identified, which were categorized into (I) Screen activities (10.66%); (II) Musical activities (10.66%); (III) Artistic and cultural activities (42.66%); and (IV) Sports or physical activities (36%). Typical young people preferred artistic activities (48%) and sports (32%), while young people with physical disabilities prioritized sports (44%) and artistic activities (32%). Notably, the girls predominantly chose artistic activities, while the boys opted for sporting activities in both groups. **CONCLUSION:** The results emphasize the importance of leisure activities, highlighting the differences in preferences between young people with typical development and those with physical disabilities, as well as gender variations. This information is crucial for occupational therapy, guiding the practice of interventions that promote inclusion and well-being. In addition, the research highlights the need for more studies in Latin America on the impact of leisure on health and development. **Keywords:** Leisure.; young people; physical disability; typical development.

Cross-cutting themes

NEUROBIOLOGICAL ASPECTS OF AUTISM SPECTRUM DISORDER

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INTRODUCTION: Autism Spectrum Disorder (ASD) affects about 1% of the national population, equivalent to approximately 2 million Brazilians, with 90% heritability. ASD is characterized by restricted and repetitive behaviors, and unlike other neurodevelopmental disorders, its diagnosis emphasizes dysfunctions in social interactions. Current treatment methods are limited to antipsychotic medications designed for other disorders, such as risperidone and aripiprazole. The importance of investigating the neurobiological aspects of ASD is highlighted, guiding the development of future interventions to improve the quality of life of this population. **OBJECTIVE:** Investigate the main neurobiological aspects associated with Autism Spectrum Disorder. **METHODS:** A review of the narrative literature was carried out, using the following descriptors: autism, autism spectrum disorder, neurobiological aspects and genetic aspects in their English and Portuguese versions on Google Scholar. Review articles published between 2006 and 2024 were included due to the scarcity of recent articles, and case studies and exclusive materials were excluded. **RESULTS:** The results highlight changes in brain size, starting with an increase in cortical

thickness in children and decreasing with development, an aspect mutually observed in the cerebellum. Changes in gray and white matter were evident: while gray matter decreases, white matter tends to increase, which is associated with impaired brain connectivity and a decrease in GABAergic neurons and their receptors, resulting in an excitatory/inhibitory synaptic imbalance. In the 2024 review, connections between the ARID1B gene and these irregularities in cortical functioning were found. Furthermore, a greater prevalence of neuroinflammation in glial cells was observed, and a concordance of the decrease in the individuals' Purkinje cells. **CONCLUSION:** Reviews highlight limitations in tracking neurobiological aspects due to the heterogeneity of ASD, both at the molecular level and in the expression of symptoms. This neglect occurs due to the lack of multidisciplinary interaction, which aims to integrate complementary knowledge about the brain-behavior relationship. Therefore, as long as the neurobiological aspects of ASD are neglected, the development of more effective and comprehensive interventions and medications for this population will not be possible.

Keywords: Autism; neurobiological aspects; genetics.

Cross-cutting themes

PERCEPTION OF NURSING STUDENTS ON WOUND CARE AND DRESSINGS DURING HOSPITAL INTERNSHIP

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INTRODUCTION: Nursing education is essential for preparing students for the challenges of professional practice, especially during internships. The perception of students regarding their practical experiences is crucial, as it reflects both the successes and difficulties faced in the hospital environment, aiding in the development of their clinical competencies. Wound analysis and dressing require special attention from students due to the complexity of the injuries and their impacts on patients' health and quality of life. Certain comorbidities, such as diabetes and hypertension, influence the development of these injuries. Effective wound care involves using appropriate techniques and choosing appropriate dressings for them. **OBJECTIVE:** To share experiences and perceptions of nursing students in their fourth semester during their internship regarding wound management and care. **METHODS:** This descriptive study, based on experiential reports, was conducted by nursing students from the Vale do Acaraú State University (UVA) between August and September 2024, in two teaching hospitals in Sobral, Ceará, during the Adult Life module. **RESULTS:** During practical experiences, we noted the importance of humane care for patients with wounds. According to the Brazilian Nursing Council (COFEN), it is the nurse's responsibility to choose and apply dressings on all types of wounds and to prescribe dressings used in patient care (2018). During the internship, students had autonomy, alongside their supervising professor, to determine the best course of action for dressings, conducting the procedure in the safest and most appropriate manner to ensure patient well-being, reduce pain, and promote wound healing. Furthermore, the experiential period contributed to the students' improvement of practices, highlighting the varying roles of nursing professionals based on the realities of each hospital unit

and each patient. **CONCLUSION:** Thus, practical experiences enhance the quality of learning and patient care, as students must possess the knowledge to choose the best assistance options. The internship provides students with a unique opportunity to gain practical experience in wound care, promoting an integrated learning experience that combines theory and practice.

Keywords: Nursing care; wounds and injuries; bandages; nursing service hospital.

Cross-cutting themes

THE IMPORTANCE OF THE MULTIDISCIPLINARY TEAM IN THE MANAGEMENT OF PATIENTS WITH HIV AND AIDS

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INTRODUCTION: Millions of people from various nationalities still face HIV infection and AIDS, necessitating the health sector to develop and enhance management strategies. The complexity of HIV and its comorbidities requires a multidisciplinary approach, with health professionals collaborating to provide holistic support that addresses both clinical and emotional-social factors affecting patients' lives. **OBJECTIVE:** To analyze the role of the multidisciplinary team in the comprehensive care of patients with HIV/AIDS and to explore the potential challenges that may arise, aiming for the team to effectively ensure that patients with these conditions achieve a better quality of life and receive appropriate support. **METHODS:** Research using the PubMed database with the descriptors "Multidisciplinary Team," "HIV/AIDS Care," and "Patient Care" identified 25 original, full-text, open-access articles published in the last five years. After analysis, six articles were selected for their alignment with the study's central theme and objectives, exempting the need for formal ethical evaluation. **RESULTS:** The analysis reveals that minority groups often have lower adherence to HIV and AIDS treatment, leading to decreased viral suppression. Additionally, patients with comorbidities, such as cancer, are at higher risk of concurrent opportunistic infections and adverse drug interactions. Importantly, individuals living with HIV are significantly more likely to experience trauma, mental health issues, and chronic pain compared to HIV-negative peers. Given this, it is clear that implementing optimized strategies, including critical reviews of treatment plans by a multidisciplinary team, is essential for effectively managing people with HIV and AIDS. This integrative approach improves clinical outcomes and addresses the biopsychosocial needs of these patients. **CONCLUSION:** The analysis of the articles highlights the relevance of a multidisciplinary approach in the management of HIV, particularly in vulnerable populations and those with comorbidities. Coordination among specialists is essential for managing opportunistic infections and drug interactions. The intersection of chronic pain and mental health requires a collaborative approach, while adherence to antiretroviral treatment is crucial for favorable outcomes. Therefore, integrated strategies are fundamental to addressing the complex needs of individuals living with HIV.

Keywords: Multidisciplinary team; hiv/aids care; patient care.