

A TRÍADE ENSINO, PESQUISA E EXTENSÃO NO FAZER UNIVERSITÁRIO COM A INCLUSÃO DE ALUNOS COM AUTISMO: INTERVENÇÕES EDUCACIONAIS E PSICANALÍTICAS

LA TRÍAS ENSEÑANZA, INVESTIGACIÓN Y EXTENSIÓN EN EL HACER UNIVERSITARIO CON LA INCLUSIÓN DE ALUMNOS CON AUTISMO: INTERVENCIONES EDUCACIONALES Y PSICANALÍTICAS

THE TRIP EDUCATION, RESEARCH AND EXTENSION IN THE UNIVERSITY WITH THE INCLUSION OF STUDENTS WITH AUTISM: EDUCATIONAL AND PSYCHOANALYTIC INTERVENTIONS

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RESUMO: As tensões entre o ensino, a extensão e a pesquisa se apresentam como pontos de confluência de uma prática em construção. Eles revelam os impasses éticos que mobilizam o processo de uma docência cada vez mais afinada com o trabalho cotidiano do pesquisador nas cidades. Pensamos a extensão como um fazer ético, interdisciplinar, primando pela postura investigativa, que faz de cada desafio e problema encontrado, uma oportunidade, não só de descoberta de uma questão, mas recurso para buscar, propor e realizar ações pertinentes aos objetivos educacionais traçados; buscando relações entre as ações cotidianas e as ações num nível macro, visualizando as necessidades e possibilidades de uma educação para todos. Articulamos aqui extensão e práxis, inclusão de autistas; psicanálise aplicada; acessibilidade curricular; processos formativos.

PALAVRAS-CHAVE: Processos formativos. Inclusão em educação. Psicanálise aplicada. Práxis Pedagógica.

RESUMEN: *Las tensiones entre la enseñanza, la extensión y la investigación se presentan como puntos de confluencia de una práctica en construcción. Ellos revelan los impasses éticos que movilizan el proceso de una docencia cada vez más afinada con el trabajo cotidiano del investigador en las ciudades. Pensamos la extensión como un hacer ético, interdisciplinario, primando por la postura investigativa, que hace de cada desafío y problema encontrado, una oportunidad, no sólo de descubrimiento de una cuestión, sino recurso para buscar, proponer y realizar acciones pertinentes a los objetivos educativos trazados; buscando relaciones entre las acciones cotidianas y las acciones a un nivel macro, visualizando las necesidades y posibilidades de una educación para todos. Articulamos aquí extensión y praxis, inclusión de autistas; psicoanálisis aplicado; accesibilidad curricular; procesos formativos.*

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PALABRAS CLAVE: *Procesos formativos. Inclusión en educación. Psicoanálisis aplicado. Prácticas pedagógicas.*

ABSTRACT: *The tensions between teaching, extension and research appear as points of convergence of a practice under construction. They reveal the ethical impasses that mobilize the process of a teaching increasingly attuned to the daily work of the researcher in the cities. We think of extension as an ethical, interdisciplinary doing, emphasizing the investigative stance, which makes of each challenge and problem encountered, an opportunity not only to discover a question, but a resource to seek, propose and carry out actions pertinent to the educational objectives drawn; seeking relationships between daily actions and actions at a macro level, visualizing the needs and possibilities of an education for all. Here we articulate extension and praxis, including autistic; applied psychoanalysis; curricular accessibility; training processes.*

KEYWORDS: *Formative processes. Inclusion in education. Psychoanalysis applied. Pedagogical Praxis.*

Introduction

Aware of the complexity in which the inclusion of autists as an object proposes, we will begin the following discussion by considering the constitutive interdependence of the spheres of teaching, research and extension as sources of the work and identity of the Brazilian university. In an effort to articulate these dimensions, we present two current extension projects by the authors, which take the inclusion of autists as a starting point for a work they now share, through the collaboration of the International Observatory for Inclusion, Interculturality and Pedagogical Innovation (OIIIPE, Portuguese initials).

The extension project “Students with Autistic Spectrum Disorder (ASD) as triggers of formative processes and pedagogical innovation” seeks to identify barriers to the inclusion process and develop strategies to ensure quality education for all, especially autistic students. The theoretical and methodological foundation is based on the Index for Inclusion (BOOTH; AISNCOW, 2011), whose authors define the inclusion process as overcoming barriers to participation and learning and proposes three interdependent dimensions of inclusion: cultures, policies and practices. From these three dimensions we will collaboratively produce processes of pedagogical interventions at different stages and with different actors of the school community (teachers, parents and students).

Thus, the project includes actions aimed at the formation of study groups, collective planning, meeting with parents of students with ASD to elaborate learning plans, intervention activities with classes of students with ASD, among others. The proposal is developed in public

schools with the participation of teachers of Basic Education and students of undergraduate courses (Pedagogy, History, Geography), Architecture and Social Work.

The project “Conversations with teachers and educators of kindergarten with autistic students included” shares the unfolding of ongoing scientific research on the challenges and impasses encountered in their daily lives. Based on Lacan's theoretical inspiration, “free conversation groups” were conducted to seek to reveal the issues, impressions and affections mobilized in the daily work with autistic individuals.

Affections experienced in the experience of inclusion, especially that of anguish; the possibilities and openings experienced; the impasses of the pedagogical conduction of inclusions; the pedagogical invention and innovation and the circulation of discourses, which set the tone and progress of these practices, are the background of the work presented here. We work with the perspective that listening to the possibilities and impasses arising from this work can produce elaboration and pedagogical innovation around an ever new and challenging practice regarding the inclusion of autists.

This listening has the theoretical marks and the typical conduction of psychoanalysis formation and praxis. Through it, the concepts of discourse, social bond, and subject guide and weave the common thread of the general discussion. The practice of psychoanalytic listening applied to groups of teachers and educators has in the discourse of mastery discourse its main form of conduct (LACAN, 1992). The proposition starts from the expectation that working in the support of subjectivity within the school is a field of openness to the analyst, in psychoanalysis applied to education and stresses the social place of the analyst in relation to his original doing, the clinic, always referred to a historical and social time. Aware of the social issues of its time, psychoanalysis, through its practitioner, needs to be responsible for an ethical and active participation in the various fields. One of our goals with the purpose of this extension and research project is to problematize a psychoanalysis-oriented practice in teacher education by listening to their experiences. As we know, the traditional training that the teacher receives does not almost always contemplate the difficulties he is likely to encounter with his experience with an autistic person. The work intends to make these difficulties emerge, in order to name them, as a starting point, by sharing the experiences and the self-recognition that the latter proposes.

Our article will be structured in three main moments. In the first, we articulate the university tripod: teaching, research and extension, with the purpose of constructing an object that we call *academic making*, which in turn allows the emergence of the researcher teacher in

the scope of higher education and basic education. Then we bet on the articulation between autism and inclusion, which are the focus of our eyes, since our target of intervention are autistic students enrolled in public schools. Subsequently, we seek to discuss references to (re) invent the praxis towards the process of inclusion in education and to resort to psychoanalytic listening applied to the free conversation of teachers and educators as a way to understand the inclusion of autists in the educational process.

Constructing an object: the academic making

In the plural society in which we are constituted and affected by the most diverse social ties, the questioning of the place and function of the teacher-researcher is incessant and necessary. As a privileged bystander of the rapid and complex social changes of our time, the teacher-researcher has a multifaceted field in front of him, vast of research possibilities and deepening, which demand ethical positioning and responsible transmission.

Teaching, research and extension are not neutral places of transmission of knowledge settled and accumulated by previous generations of researchers. Nor is it revealed here only the effervescence of the analysis of social phenomena, isolated as an object, by an exempt researcher, in the production of ethereal knowledge. On the contrary, the field reveals itself as a tangle of phenomena that require permanent formation and unceasing tensioning of theorizing and *praxis*.

Our usual academic practice is full of reductionism, which can prove to be well-established pitfalls. When the links between research and teaching, or between research and extension, are valued, these reductionisms are presented: “either the production of new knowledge, or intervention in social processes, or the transmission of knowledge is emphasized in professional training” (MOITA; ANDRADE, p. 269). In this perspective, the “principle of indissolubility between teaching, research and extension”, provided for in article 207 of our Brazilian Constitution, promotes awareness of the importance of teacher education attentive to the challenges of its time, not without the ethical-philosophical questioning inherent to their practices.

Indissolubility has in its extension loop its most recent expression. Resulting from the questioning of the university's responsibility in social processes (SILVA, 2000 apud MOITA; ANDRADE, 2009), it still represents the mark of the identity crisis of the Brazilian university, often sheltered by the proximity of non-formal knowledge of communities, in a posture of transmission of its knowledge as universal knowledge.

It also represents, as Freire (1983) argues, the requirement of the dialogical perspective, which takes communication in the foreground in relation to the pure extension of already acquired knowledge: “Education is communication, it is dialogue, as it is not the transfer of knowledge, but a meeting of interlocutors who seek the meaning of meanings” (FREIRE, 1983, p. 50).

However, the extension often appears still dissociated from Brazilian university research or largely devoid of its natural use in teaching, revealing that the treated relationship of need between the three spheres of the university is still a distant reality.

As stated by the authors (MOITA; ANDRADE, 2009, p. 84): “Narrating an experience implies thinking about it”. This narrative is qualified in the questioning of the knowledge already acquired about a given object, and still reveals itself as a reading of reality, because it is constituted from the social demands that led to the formulation of the researcher's action project (praxis).

Thus, extension reveals itself as an educational task necessary for the construction of a new meaning around an object of study, now dialogically constructed with partners from a non-university experience. All this effort is formative, and flows into teaching, demarcating extension as conducive to the inseparability of university doing.

In this perspective, we will present the same object (inclusion of autists) in interdisciplinary perspectives, supplementary in the effort to think and promote teacher education that addresses the challenges and innovations that are still incipient in Brazil.

The articulations proposed here derive from the proposition and execution of two research and extension projects, from two federal universities (UFJF and UFF), which collaborate with each other in the analysis of the possibilities of inclusion of the autistic child, since they strain different fields dedicated to her. The first aims to meet the pedagogical strategies adopted by schools, while the second, with the intervention through discussion groups with teachers, aims to give a voice to those inventions made by teachers, but not yet recognized as such, can have a place of recognition.

Thus, in a first presentation of the proposals, we highlight how the projects seek to highlight the knowledge under construction or already built around the inclusion of autistic students; how educators establish the recognition of their non-standardized practices, as it is such an unforeseen field in their literature and previous professional practice.

Autism and Inclusion: Important Aspects for Extension Research

From the mid-1990s onwards, a new movement begins, extending to the present day, in which the full inclusion of all in the regular classes, from kindergarten, is sought. That is, it is recognized that children, youth and adults with special needs should learn from other students, regardless of their differences.

The National Policy of Special Education in the Inclusive Education Perspective (PNEE/PEI, Portuguese initials) represents a new theoretical and political framework of Brazilian education, defining special education as a non-substitute modality to schooling; the concept of specialized educational assistance (AEE, Portuguese initials) complementary or supplementary to student education; and the special education target audience of students with disabilities, global developmental disorders and high skills/giftedness.

Law no. 13,416/2015, which establishes the Brazilian Law on the Inclusion of Persons with Disabilities, known as the Statute of Persons with Disabilities, systematized provisions regarding the right of persons with disabilities to education.

The political movement instituted in the Brazilian education system significantly boosted the enrollment of students targeted by special education. In 2003 we had 145,141 students enrolled in regular schools, in 2015 this number jumped to 750,983 students. In this opportunity we will address the challenges and complexities of the inclusion of autistic individuals, object of research and extension of the practices we adopt.

As we know, the disparity of clinical presentation in the field of autism is wide. Named in psychopathology as a field of autistic spectrum disorders, the current diagnostic classification manuals (ICD-10 / WHO, DSM-V).

More recent self-reports also give us a dimension of the variety of symptomatological manifestations and the precariousness of generalization, both of phenomenological diagnosis and of educational and clinical interventions. Grouping clinical manifestations around a set of symptoms that highlight deficits in psychic functions - which can be as varied as nonspecific - has a political and social effect and is rooted in culture, among other things, in technical and reductionist school interventions. As Ido Kedar teaches us (2011 *apud* BIALER, 2015, p. 3):

Stop looking at our bizarre movements, blank faces, lack of speech, handwriting difficulty, poor self-control, and on and on as proof of intellectual backwardness. It may seem so, but I think here appearances can be deceiving.³

³ Pare de olhar para nossos movimentos bizarros, faces *blank*, falta de fala, dificuldade de escrita à mão, pobre auto-controle, *and on and on*, como prova de atraso intelectual. Pode parecer isto, mas eu penso que aqui as aparências enganam”.

In these terms, the inclusion of autistic students points to a radical diversity that demands the construction of differentiated and innovative knowledge and practices. At first glance, such an undertaking requires ongoing training to deal with strategies aimed at addressing or minimizing sensory, motor, or symbolization deficiencies. But when we look more closely, we can see that the understanding of ongoing formation, and its consequent logic of incompleteness of formation, often promotes more powerlessness than knowing. Thinking about the inclusion of autistic people, as we understand, is directed to investigate and conceptualize how each school team lives and deals with the differences that appear there. Such an effort requires a reformulation of the imaginary classifications that each school builds around those it chooses to make up its group.

As we know, the social and scientific patterns that have forged the school system, as we know it, are rooted as a form of control and surveillance (FOUCAULT, 2009), which makes the coexistence of children who deviate from the norm always a challenge. In this perspective, autistic students (diagnosed with ASD) - due to unexpected behavior, stereotyped behavior, failure or absence of the development of social interaction and the capacity for relative autonomy - can be received with resistance.

Another challenging point is the non-response to traditional teaching-learning methods and the intriguing ability of many of these students to learn on their own. Given their great isolation and social withdrawal, their skills often put the role of mediation in question. In this sense, autistic learning does not obey the same rules as non-autistic ones and demand pedagogical deepening and relationships that anticipate and promote the development of knowledge and practices.

They also demand other relations and foster singular and collective openings. On the other hand, this inclusion, by force of law and as an institutional imposition only, without this prior and permanent work, can lead to more exclusion, if this lack of advance preparation crystallizes in opposition and identification with impotence on the part of the teacher and school staff.

Understanding that student enrollment is only one of the stages of the inclusion process, our proposals seek to know the strategies found by schools to ensure quality education for everyone, especially autistic students, whose main barriers affect reciprocal social interaction skills, communication skills and presence of restricted behaviors and interests.

What answers have schools offered, according to the specific needs of autistic students [with ASD], regarding curriculum adequacy and different methodological alternatives? How

can a proposal of articulation between university and schools enrich the formative process of teachers of basic education, students of the Pedagogy course, other degrees and related areas and students of Basic Education with and without disabilities?

As we know, the school routine provides an ideal offer of regulation, ideally and generally, but cannot neglect the difficulties that the autistic child may have and offer the same institutional and discursive framework that historically built. On the other hand, the teacher may be deprived of his or her role in a field where the child's singularity is as emblematic and decisive as in autism.

Where will the teacher find the regulation of his practice with autistic? How will it constitute a transfer of work with his student from the pedagogical if he does not pay attention to the autistic lack of drive regulation in the relationship with the object (MALEVAL, 2017), which is updated in the interpersonal relationship with the teacher? This also articulates the absence of the offer of discussion and problematization of this practice in teacher education and in the policy of inclusive special education, by virtue of which the teacher may experience considerable anguish.

Thinking about the ways in which the analyst occupies a space outside the traditional setting, where the discourse that supports his practice emerged, is also one of the challenges posed on the scene. Moreover, thinking of the very tension between the discourses present in culture, authorized or not, imaginatively, is work always waiting to be done when we are outside the clinic.

For us, this is also where the application of psychoanalysis finds its place in relation to education, and even more particularly in group work with teachers and educators, in a proposal for ongoing formation. Taking the analyst's discourse as a conductor or one of the possibilities of circulation of the word aims to make the object emerge in the place of the discourse agent (LACAN, 1992), or, in other words, to situate symbolic lack as a developer of discourse, giving place to singular productions, now put into action within a group. But what does this mean in practice with groups? How to think about the interactions between the collective and the singular of each one, considering the starting point of the signifier and the identifications they call? To these challenges in working with teachers and educators, in the search for the methodology that helps us to establish a consistent and ethical work, are added the challenges inherent to the inclusion of autists in early childhood education, a new reality and still lacking in political and institutional regulation.

In search of references to (re)invent praxis towards the process of inclusion in education

In one of the extension activities developed at UFJF, we have adopted as the theoretical-methodological foundation the Index for Inclusion, elaborated by Booth and Ainscow (2011), which in the authors' own words: “is a set of materials to support the self-review of all aspects of a school, including activities in the courtyard, teachers' and classrooms, and in and around the school communities. It encourages all staff, parents/carers and children to contribute to an inclusive development plan and put it into practice” (BOOTH; AINSCOW, 2011).

This framework has been used as the basis for many researches (SANTOS; SANTIAGO, 2011; 2013; SANTOS; SENNA, 2012), and can be adapted to any institution and used with any social actor. This is because, conceptually, its definition of inclusion goes beyond that restricted to special education to think about inequalities, mechanisms of exclusion and discrimination. Moreover, its “physical” characteristic is very interactive and intuitive, being composed of three major research dimensions (Cultural, Political and Practical). Within each of these there are two axes that guide action-reflections, making up six major axes, as follows:

Table 1 - Guiding Axes

REFLECTION-ACTION GUIDING AXES
Dimension A: Building Inclusive Cultures
A1: Building the community
A2: Establishing Inclusive Values
Dimension B: Producing Inclusive Policies
B1: Building the school for everyone
B2: Organizing Support for Diversity
Dimension C: Cultivating Inclusive Practices
C1: Building Resumes for Everyone
C2: Orchestrating Learning

Source: Booth and Ainscow (2011) – adapted by the author

Each of these axes unfolds into various indicators for analysis, reflection and decision making, as they are considered a priority by the professionals of the institution that adopts it. And these indicators, in turn, unfold into questions (to be also prioritized for reflection, decision and action) that will set the “tone” of the transformations that inevitably begin to occur in institutions and their subjects, from the reflections generated by working with the Index.

The dimension of cultures refers to the construction and development of values, perceptions, justifications and beliefs that each social actor brings with them, as a result of their experiences and life history, both personally and professionally. The policy dimension refers to

the intentions that explicitly aim to inspire actions. In this sense, this dimension, while including, refers not only to normative and legal frameworks, but also to projects, institutional missions, regiments, curricula, and so on. The dimension of practices, in turn, refers to all human action, manifested in social arenas and institutions, in dealing with others and with institutional and social mechanisms. It is noteworthy that these dimensions coexist and inter-influence each other simultaneously, sometimes coming together, sometimes disjuncting, sometimes in agreement, sometimes in contradiction, in a dynamic and constantly changing movement.

The theoretical framework regarding autism has been investigated throughout the research-extension process through a bibliographic survey conducted with the study group with teachers and scholarship students and volunteers. We begin our research on the Theory of Structural Cognitive Modifiability proposed by Reuven Feurstein, which assumes that one of the fundamental conditions for autonomy for critical and creative thinking is to provide the learner with mental strategies that enable him to understand not only which It is the goal of knowledge, but how to achieve it. According to Souza, Depresbiteris and Machado (2004, p. 19):

Feurstein's theory of modifiability is based on the belief that every human being is capable of changing regardless of age, genetic condition, origin, ethnicity. This is not a 'random' modifiability. It should be the product of interaction between people or someone interested in selecting stimuli that allow the mediator a greater understanding of the world. In this perspective, modifiability must be cognitive and structural, considering the common mind as a structure in which each part is related to the other. In the cognitive process, by moving one part, all the others will be influenced.⁴

When it comes to the process of inclusion in education, it is necessary that the theoretical framework allows the identification of barriers to learning in order to intervene in the cultures, policies and practices of institutional inclusion and to understand the human being in his multiple possibilities of overcoming conditions considered unfavorable.

Considering that in this extension/intervention project our main objective is to identify barriers to the inclusion process and to develop strategies to ensure quality education for all,

⁴ A teoria da modificabilidade de Feurstein fundamenta-se na crença de que todo ser humano é capaz de modificar-se, independentemente de sua idade, condição genética, origem, etnia. Não se trata de uma modificabilidade “ao acaso”. Deve ser produto da interação entre as pessoas ou alguém interessado em selecionar estímulos que permitam, ao mediado, uma maior compreensão do mundo. Nesta perspectiva, a modificabilidade deve ser cognitiva e estrutural, considerando-se a mente comum uma estrutura em que cada parte tem relação com a outra. No processo cognitivo, ao mexer numa parte, todas as outras serão influenciadas.

especially students with autistic spectrum disorder (ASD). To achieve this, we set out to do the following:

- a) Formation of study groups with teachers from the municipal and state networks on the theme of inclusion: periodically there are planning and study meetings involving the research participants. At this moment, we outline intervention plans, discuss articles and books that allow us greater theoretical foundation to support our actions.
- b) Development of methodological strategies aimed at overcoming barriers to the participation and learning of autistic students: our intention is to enable all students to learn together, so we seek to develop situations that promote curricular accessibility. We have invested in the appropriation of knowledge about Universal Design for Learning (Nunes; Madureira, 2015).
- c) Case study production of autistic students enrolled in public schools participating in the extension project, action encouraged according to the Brazilian Inclusion Law (Law 13,146, July 06, 2015), in its article 28, item VII: case study planning, elaboration of specialized educational assistance plan, organization of resources and accessibility services and availability and pedagogical usability of assistive technology resources. The production of case studies on autistic students is an important strategy to facilitate collective and cooperative work among the actors involved in the teaching-learning process, in order to build strategies that mobilize teachers, managers, parents, students, university students into solving the identified barriers and producing strategies that include and benefit all students in the class.
- d) Meeting with parents to plan for participation in interventions and individualized development plan for autistic students: studies highlight the importance of involving the family in school. Parents are important actors in the educational process and need to be heard in decision-making situations regarding the learning process to be adopted, aiming at greater development and participation of their children, especially those with ASD. Interviews with parents have been important moments of acquiring knowledge and information about the conduction and organization of strategies to be adopted to expand the learning process and participation of autistic students and the class as a whole.
- e) Observing the pedagogical work with the classes to propose activities that expand curriculum accessibility, to be validated by the teachers: university students follow situations in the classroom, to identify how we can expand situations involving curriculum accessibility and that can increase participation and learning opportunities for all.
- f) Production of experience reports as a strategy for recording and disseminating acquired

experiences: the accumulation of experiences and knowledge acquired by the extension group needs to be disseminated so that we can contribute to other school contexts and exchange experiences with other study and/or research groups.

- g) Meet new demands that arise during the intervention: not all demands can be defined a priori, so we are available to meet requests from schools and actors involved in the process. Often there are staff participation request in teacher meetings for information, studies and support in the development of evaluation processes and individual development plans of students, which has been a required activity by education departments to teachers of students with ASD and other shortcomings.

In our opinion, an extension project has as its nature the articulation between University and Community, in our case our relationship occurs with schools, so we have outlined a proposal for collaborative and participative research intervention, in order to create possibilities for collective work between the university and the schools of basic education. Therefore, we opted for a collaborative research.

We use the concept of collaborative research from two international authors: Lieberman (1986), which defines it as doing research “with” teachers and not “about” them; and Smyser (1993), who defines it as a technique by which people together act as partners in order to acquire knowledge about a particular situation or object. In our understanding, this technique, besides generating information about the evaluation process, makes each participant learn from the others.

The national authors who work with this type of research endorse the international ones and add that this methodological procedure leads to a participatory practice, contributing to the professional development and continuing education of teachers and promoting a rapprochement between university and schools (CAPELLINI, 2004; IBIAPINA, 2008; TOLEDO; VITALIANO, 2012). These latter authors define collaborative research as an educational research proposal, capable of articulating research and professional development through approximations between universities and schools.

Collaborative research has two strands: training and research. The formative dimension of the collaborative approach supports teachers in identifying barriers to participation and learning, how we have defined the process of inclusion, according to our theoretical framework, as well as the development of innovative pedagogical strategies. The other aspect, that of the research dimension, allows the approximation between higher education and basic education

teachers; therefore, it contributes to the possibility of overcoming the dichotomy between theoretical and practical knowledge.

For each stage of the work to be developed, we seek to make joint decisions to ensure the participation of basic education teachers and students and teachers of higher education, in conducting research and creating strategies with the school community (parents and students).

Psychoanalytic listening applied to free discussion groups on inclusion of autists by teachers and educators

In this communication we present the development of the research and extension project that we developed with UFF, indicating its methodology, objectives and first developments. In the first stage, the methodology used is that of intervention research (THIOLENT, 1998), through free discussion groups about the experiences of inclusion and word offer without specific thematic direction, in which the word offer is conducted by a practitioner of psychoanalysis. We define this practice as psychoanalytic listening applied to conversation groups (MILLER, 2003; ALMEIDA, 2012). Secondly, in the analysis of the material derived from the transcription of the group meetings, we used the discourse analysis (PÊCHEAUX, 2009), in order to underline the meanings, present in the speeches of the participants of the meetings promoted by the project offer.

The field of application of psychoanalysis is under construction and requires a re-dimensioning of the fundamental concepts of psychoanalysis, especially those concerning listening to the practitioner. The traditional free association proposed by Freud (1912/2012) cannot be theorized in the same way, as we are facing the discursive production of a group.

The group is a device with many positive points: the support of the collective that it promotes brings benefits of self-care (ALMEIDA, 2012) and produces many identifying ties that can provide the construction of a work network and subjectivities, capable of generating new anchoring points and narrative construction. Another important reason for choosing the device is the possibility of self-recognition through the narratives of the components and even production of self-recognition through what causes anguish in the narrative of the other (SANTIAGO, 2013).

Thus, the methodology used in the approach of the group educators and teachers is under permanent construction, based on the experience of holding the meetings, sustained by the free circulation of the word, which gives rise to the experience of inclusion carried out or being carried out. This is an intervention research with psychoanalytical listening of teaching

demands, in a perspective of teacher education and care and attention to their subjectivities in the collective. Eight such meetings were held, with a number ranging from 5 to 8 participants per meeting. The meetings lasted two hours on average, with the presence of a coordinator, practitioner of psychoanalysis, with Lacanian orientation.

The initial results of the analysis of the material derived from these interventions point to the importance of fostering group sharing and expanding the space for group listening in the continuing education of teachers and educators involved with inclusion. The framework used to discuss the results, as we have already said, discourse analysis aims to “listen” to a particular production, taking into account the historical and cultural context in which it was woven, the surrounding institutional and contingent conditions and the social ties that precede it, especially contemplated by the concept of the unconscious (LACAN, 1992).

According to Pêcheux (1988) the discourse needs to be thought of in its face of interdiscourse, which predominates over intradiscourse. The first, more primary and structural "as pre-constructed provides the raw material in which the subject is constituted as a 'speaking subject'" (PÊCHEUX, 1988, p. 167). The material analyzed enables us to discuss various aspects of teaching and of the unique experience with an inclusion of autistic, but also touches on the issues of teaching practice, in its current contingencies due to Brazilian politics and reality, as well as the historical and social conditions of inclusion. In general, it points to the construction of collective ties from which the recognition of prejudices and everyday inclusive and non-inclusive practices is more sustained.

The meetings unfolded with the construction of discursive articulations that promoted this recognition, both of the uniqueness of the autistic child, and of the construction of a new teaching in the encounter with the difference of autism. The narratives could build an outline around the practice, generating collective and personal recognition of some educators and teachers present.

The most unique experiences have been narrated, indicating that alongside the theorization of structured paths of pedagogical approach to autism, we need to make room in this practice for the innovation needed with difference. The discursive analysis is in the process of being finalized, in the more general discussion about the institutional, political and social conditions around the inclusion of autistic, point that we will work in another opportunity.

Final considerations

Our extension/intervention proposals have contributed to the formative processes of the actors involved in the following aspects:

- Enabling knowledge and intervention in the different modalities of Basic Education: Early Childhood Education, Primary and Secondary School, and School Management - dealing, therefore, with children, adolescents, youth and education professionals, in a cooperative work;
- Favoring acting in an interdisciplinary way, striving for the investigative posture that makes each challenge and problem encountered, an opportunity, not only to discover and illuminate a question, a difficulty and even contributing to the deciphering of a symptom problem, but a resource for seek, propose and carry out actions relevant to the educational objectives outlined;
- Always improving the pedagogical practice based on the principles of a democratic and public education, defending and building possibilities to guarantee and expand the access to education, considering the human diversity;
- Seeking relationships between everyday actions and actions at a macro level interfering with educational projects and policies, visualizing the needs and possibilities of an education for all.
- To broaden the study of the methodology of access to discussion groups and free circulation of the word about teaching and professional experiences, with the more general perspective of favoring the recognition of the teacher's affection and the conditions of pedagogical relations at school and beyond.
- Encourage the construction of a social place of the university as a catalyst for non-academic knowledge working in social ties, promoting the dissemination of teaching experiences and students with autism, as an important source of knowledge about inclusion.

As mentioned earlier, due to the growth in enrollment of autistic students in public schools and the demand presented by teachers of basic education participating in the extension project presented, we believe that the production and innovation of knowledge aimed at expanding educational opportunities and subjectivity for students. Autistic students will have an impact on the teaching and learning process of all students, the development of expanded ethical and social skills, the fostering of citizenship and the recognition of the difference of the other, as well as promoting the formative experience for all involved.

The partial results point out that the formative processes involving different areas of knowledge and educational actors (higher education students, basic education teachers and

higher education teachers) are relevant opportunities for the production of new knowledge and intervention strategies and pedagogical innovation.

We add that experience reports and the dissemination of the results of interventions resulting from these projects can contribute to the development of special education policy from the perspective of inclusive education (MEC, 2008), in order to produce and encourage innovative practices, as regards Specialized Educational Assistance held in the multifunctional resource rooms, in the permanent formation of teachers who already work with inclusion; as well as the adherence to pedagogical strategies and practices that allow the expansion of learning, participation and autonomy of students with and without disabilities in the context of the classroom and the school as a whole.

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