# THE GAME OF CHESS AND THE AUTISTIC CHILD: A STUDY CASE

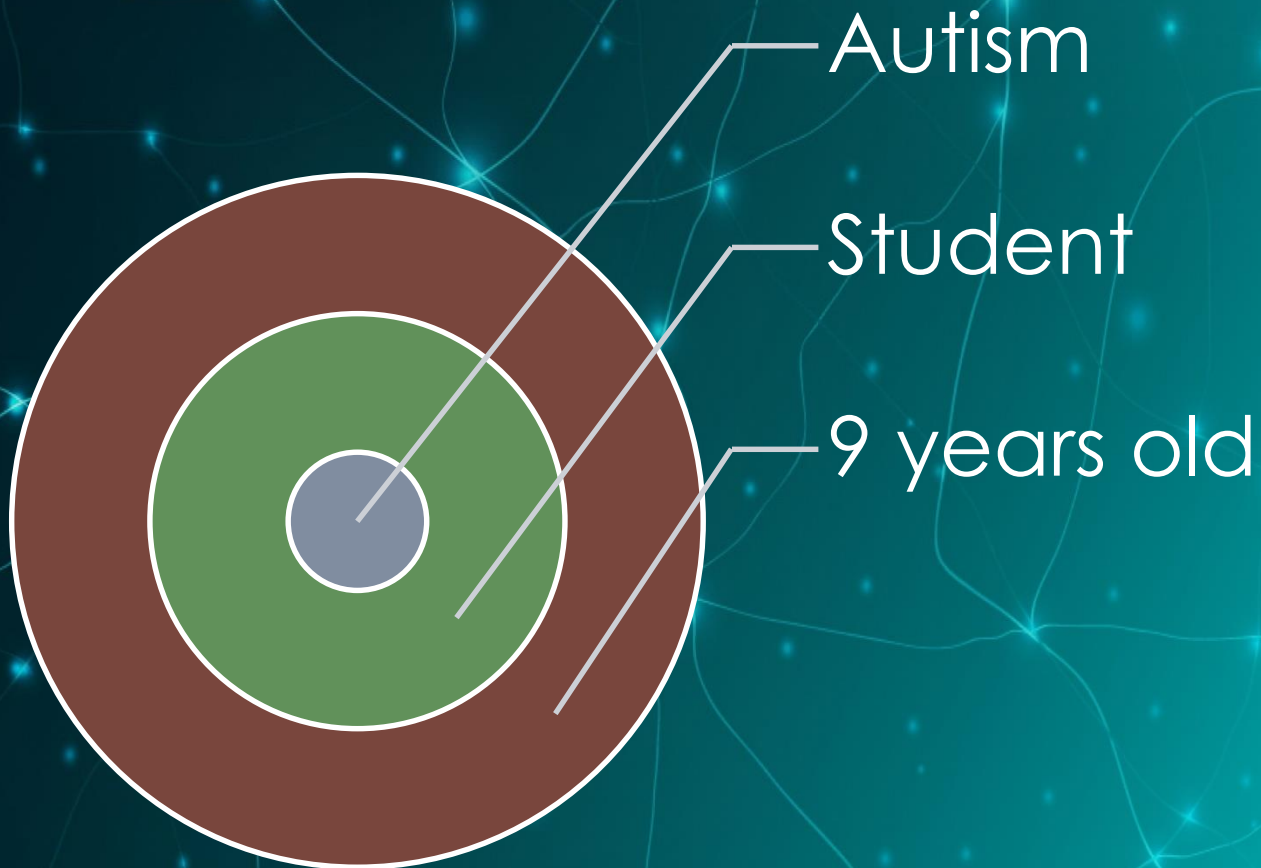**Sandra Maria Guisso – PhD in Psychology**

# **AUTISM**

Autism is characterized as observable aspects  that indicates a deficit on communication and social interaction, besides repetitive behaviors and restricted areas of interest (Kanner, 1943).

# UNDERSTANDING THE STUDY

The interest by the study is because there are some questions regarding the use of games for children with autism. In this research we investigate the use of the chess game for an autistic child who attends a regular school and a special school as well (APAE).

# UNDERSTANDING THE STUDY – THE CHILD AND CHESS

The child who took part in this study, was exposed to the game of chess from the 1st grade of elementary school.

Thus, the chess game has been practiced for two and a half years, with 50-minute weekly classes in ordinary school and 60-minute weekly lessons at the APAE.

The child attends the APAE, every Wednesday, for a period of 4 hours and the regular school 4 and half hours daily. The regular school offers a 50-minute chess lesson once a week.

This study was carried out at the APAE (parents and friends association of exceptional people), entity found in every Brazilian state, which offers activities and special assistance for those people with different ages and mentally impaired.

APAE headquarters in Santa Maria de Jetibá - ES

The APAE in Santa Maria de Jetibá, assists different people mentally impaired from the ages 0 to 56. These people take part in several activities and the chess is one of them.

# THE REGULAR SCHOOL

The regular school where the student attends serves a clientele "needy" in several aspects, which demands a joint effort to address in a satisfactory manner the needs of the local community.

# THE STUDY METHOLOGY

Semi structured interview with the Association of Parents and Friends of Santa Maria de Jetibá-ES, (APAE), which assists the student (pedagogue, AEE teacher, chess teachers).

In regular school, we carried out a semi structured interview with the teacher and the chess teacher

we also watched the chess lessons offered in regular school where the child is studying, and chess classes offered at APAE.

This intervention took place via a story involving the game of chess and the daily life of the child in question.

# THE STUDY METHOLOGY

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**The methodology adapted to provide the learning process**

Blocking their vision was the method used to increase their confidence and also to recognize the chess pieces.

**The methodology adapted to provide the learning process**

The giant  chess pieces spread through the garden were intended to give them the opportunity to find and recognize them as well.

The methodology adapted to provide the learning process

The pieces placed on their heads are used to call one's attention and to represent the pieces while playing with the human as the chess pieces.

# RESULTS

Children understand the movements of the pieces and practice moves which are considered efficient.

No need for major adaptations in his academic life.

Game of chess is an important tool for the autistic child cognitive development

# The importance of this chess project

The person who practice ➡️ The family ➡️ The society

The chess game is an important social tool in one's life, specially for those mentally impaired, because it stimulates the thinking and enables the interaction through the game and its rules.

# Changes noticed in the participants

**CHESS**

| Rules | Attention | Respect | Discipline |

The people mentally impaired show difficulties in understanding the rules for social life. The study concluded that chess game teaches that the rules, which are used in the game, can be used in the society, thus these people are able to have more success in the relationship established with family members and the society as well.

# Partners of the project

This project is a partnership among CBX, with its headquarters in Santa Maria de Jetibá, Espirito Santo state and the local government.

# Thank you for your attention