

Introduction

This poster presentation will discuss autism as to the barriers that children may face as a result of their learning difficulty within the early years setting. this presentation will also include one strategy that may help children and support children with learning and may also help to overcome those barriers.

Autism
What is Autism?

According to NHS Choices (2016) Autism spectrum Disorder (ASD) has a range of similar conditions, that includes Asperger syndrome. The National Autistic Society (2016) state that Autism is a lifelong, developmental disability that can affect how a child can communicate, how they can experience the world around them and relate to others b

Barriers

Children with autism may face many barriers within early years settings. According to Richdale (2017) one barrier that children with ASD face In some cases the child finds it difficult to recognise or control their emotion. Another barrier that children may face is stated by Vicker (2018) children with ASD have a language and communication barrier which may affect them from communicating with the people and children around them, which may then have an impact on their social development. Queensland Government (2018) believe another barrier may be a sensory processing difference.

Visual Support strategy

Autism Speaks (no date) states that it very important to use visual support for children with autism. McCorkle (2012) believe that most children with ASD are visual learners and show improvements from visual strategies and by this process will help children to strengthen communication and socialisation within the children. According to Romanowski (2018) visual support can be used in many ways around the setting for example visual schedules, boundary markers, choice board, maps and labelling pictures with the words with it. Stokes (no date) believes that visual schedules are important and that they help to lessen anxiety for the child and may prevent challenging behaviours. Hands in Autism (no date) state that a visual schedules should be broken down into steps for the child of their day, even including minor steps of the day. The best format should be decided on for the child's understanding and decide on how the schedule will be used to show the child if the activity has been completed and what activities they have left to do (Hands in Autism, no date). Elsa support (2014) states a simple form of visual schedule which is first and now boards, which shows pictures or words if the child can read. Davies (2018) states that it is important to teach the children the visual schedule and may need to be prompted, but as the child gets used to the visual schedule they will be able to do it by themselves, however if this is not happening then it may need to be changed. Ambitious About Autism (2017) state that most children with autism need the consistency of a routine, however they also state that routines can also make children more anxious especially if there is a change in routine. According to Leaf Wing (2018) visual boundaries help children to understand space for different activities and by using different colour cloth will help to show a change in task. National Professional Development Centre on ASD (2010) state that once boundaries are in place they should be introduced to children and the boundaries should be monitored over time to make sure they are effective. Erin Oak Kids (2012) state visual choice boards may be used as a motivation technique as children may lack in motivation, it provides children with a choice and may increase levels of motivation. My child without limits (2018) also believes that choice boards promote participation and with this strategy children have different ways to communicate. Parker (2012) also states that visual support is used for behaviour and is used for self-calming, this can help with behaviour of the child before, during or after the behaviour challenges. One example that can be used for this is stated by Dragon and Dragonflies (2017) which is a calm down box, the box contains a variety of different senses where they can look, touch, smell and hear. This would have links with Montessori, The Montessori Group (2018) states Montessori's theory as she believes that children learn through their senses. Goodstart (2018) state that sensory play or activities benefit all children and help to develop motor skills and support language development. However as previously mentioned some children with autism have sensory processing disorder (SPD) and Deweert (2016) state that children may struggle with sensory strategies. According to Centre for Development and Disability (no date) visual strategies can also be used to show a child positive reinforcement, this is used to increase behaviours and rewarded when the behaviour is done. This would link to Skinner's Positive reinforcement theory, Culatta (2018) states skinners theory, Skinner believed that when a positive behaviour had been done a reward would be given. However, Autism Spectrum (2018) believe that not every visual support will be appropriate for all children with Autism as it will depend on their developmental stage or it may work for some time and as time goes on it may stop working for that particular child.

Conclusion

To conclude this poster, the discussion and research looked at autism and the barriers that children with autism may face within settings, and how the visual support strategy would help to support and overcome these barriers, however as stated some may not always work for children with ASD. This discussion has analysed and critiqued visual support strategies in depth and linked to relevant research and theorist which have also been linked to this discussion.

Reference List

Autism Speaks. (No Date) 'Visual Supports and Autism Spectrum Disorders' https://www.autismspeaks.org/docs/science/docs/atn/visual_supports.pdf [Accessed: 15th May 2018].
Davies, C. (2018) 'Using Visual Schedules: A guide for parents', *Indiana Resources Center for Autism*. [On-line]. Available at: <https://www.iidc.indiana.edu/pages/usin-g-visual-schedules-a-guide-for-parents> [Accessed: 19th May 2018].
McCorkle, S, L. (2012) 'Visual Strategies for students with Autism Spectrum Disorders', *Visual Strategies for students with Autism*, Volume 6, April. [On-line]. Available at: <https://www.lyncburg.edu/wp-content/uploads/volume-6-2012/McCorkle-S-Visual-Strategies-Students-ASD.pdf> [Accessed: 21st May 2018].
The National Autistic society. (2016) 'Autism' www.autism.org.uk/about/what-is/asd.aspx [Accessed: 14th May 2018]

Reference List

Ambitious About Autism. (2017) ‘Routines’ <https://www.ambitiousaboutautism.org.uk/understanding-autism/behaviour/routines> [Accessed: 22nd May 2018].

Autism Speaks. (No Date) ‘Visual Supports and Autism Spectrum Disorders’ https://www.autismspeaks.org/docs/sciencedocs/atn/visual_supports.pdf [Accessed: 15th May 2018].

Autism Spectrum. (2018) ‘Visual Supports’ <https://www.autismspectrum.org.au/content/visual-supports> [Accessed: 15th May 2018].

Centre for Development and Disability. (No Date) ‘Visual Support’, *A University Centre for Excellence in Developmental Disabilities Education, Research and Service*. [On-line]. Available at: <http://cdd.unm.edu/autism/pdfs/Visual%20Supports%20PHT%20Parent%20Handout.pdf> [Accessed: 17th May 2018].

Children’s Therapy Solutions. (No Date) ‘Sensory integration (SI)’ <https://www.childrenstherapysolutions.co.uk/sensory-integration/> [Accessed: 18th May 2018].

Culatta, R. (2018) ‘Operant conditioning (B.F.Skinner)’ www.instructionaldesign.org/theories/operant-conditioning/ [Accessed: 17th May 2018].

Davies, C. (2018) ‘Using Visual Schedules: A guide for parents’, *Indiana Resources Center for Autism*. [On-line]. Available at: <https://www.iidc.indiana.edu/pages/using-visual-schedules-a-guide-for-parents> [Accessed: 19th May 2018].

Deweert, S. (2016) ‘Talking Sense: What sensory processing disorder says about autism’, *Spectrum*, June. [On-line]. Available at: <https://www.spectrumnews.org/features/talking-sense-what-sensory-processing-disorder-says-about-autism/> [Accessed: 17th May 2018].

Dragon and Dragonflies. (2017) ‘Calm down box’ <http://www.dragonsanddragonflies.ca/calmdownbox/> [Accessed: 16th May 2018].

Elsa Support. (2014) ‘First-then boards/cards’ <http://www.elsa-support.co.uk/first-boardscards/> [Accessed: 19th May 2018].

Erin Oak Kids. (2012) ‘Choice Boards’ <https://www.erinoakkids.ca/getattachment/Resources/Growing-Up/Autism/Visual-Supports/Choice-Boards.pdf.aspx> [Accessed: 18th May 2018].

Goodstart. (2018) 'Exploring the benefits of sensory play' www.goodstart.org.au/news-and-advice/october-2016/exploring-the-benefits-of-sensory [Accessed: 17th May 2018].

Hands in Autism. (No date) 'Visual Schedules' https://handsinautism.iupui.edu/pdf/How_To_Visual_Schedules.pdf [Accessed: 16th May 2018].

Jones, G. (2014) 'The use of visual aids for children with autism in preschool settings: a teachers perspective, *Dublin Business School*, April. [On-line]. Available at: https://esource.dbs.ie/bitstream/handle/10788/2282/ba_jones_gr_2014.pdf?sequence=1 [Accessed: 22nd May 2018].

Leaf Wing. (2018) 'Using Boundary markers to support students with Autism in classroom settings' <https://leafwingcenter.org/using-boundary-markers-to-support-students-with-autism-in-classroom-settings/> [Accessed: 18th May 2018].

McCorkle, S, L. (2012) 'Visual Strategies for students with Autism Spectrum Disorders', *Visual Strategies for students with Autism*, Volume 6, April. [On-line]. Available at: <https://www.lynchburg.edu/wp-content/uploads/volume-6-2012/McCorkleS-Visual-Strategies-Students-ASD.pdf> [Accessed: 21st May 2018].

My Child Without Limits. (2018) 'Visual support for children with disabilities: Adaptations to the home environment' <http://www.mychildwithoutlimits.org/plan/assistive-technology/visual-supports-for-children-with-disabilities/> [Accessed: 22nd May 2018].

National Professional Development Centre on ASD. (2010) 'Steps for implementing: Visual Boundaries' https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/VisualBoundaries_Steps.pdf [Accessed: 22nd May 2018].

NHS Choices. (2016) 'Autism Spectrum Disorder' <https://www.nhs.uk/conditions/autism/> [Accessed: 15th May 2018].

Parker, R. (2012) 'Self-calming Strategies: 'Easier seen'' <http://praacticalaac.org/strategy/self-calming-strategies-easier-seen/> [Accessed: 16th May 2018].

Queensland Government. (2018) 'Sensory processing' http://education.qld.gov.au/asd-online-resource-kit/schools/curriculum_access/strengths_barriers/sensory_processing.html [Accessed: 16th May 2018].

Richdale, A. (2017) 'Emotional development in children with autism spectrum disorder' http://raisingchildren.net.au/articles/autism_spectrum_disorder_emotional_development.html [Accessed: 15th May 2018].

Rippon, G. (2016) 'Many girls with autism are not diagnosed- because they are good at 'masking the symptoms' <http://www.dailymail.co.uk/health/article-3523173/Many-girls-autism-not-diagnosed-good-masking-symptoms.html> [Accessed: 21st May 2018].

Romanowski, T. (2018) 'Visual supports for children with Autism' <https://www.purdueglobal.edu/news-resources/visual-support/> [Accessed: 16th May 2018].

Stokes, s. (No Date) 'Visual Schedules' <https://www.cesa7.org/sped/autism/structure/str11.htm> [Accessed: 16th May 2018].

Talking About Curing Autism. (2018) 'Picture Exchange Communication System (PECS)' <https://tacanow.org/family-resources/pecs/> [Accessed: 22nd May 2018].

The Hanen Centre. (2016) 'How Autism affects communication in young children' <http://www.hanen.org/Helpful-Info/Autism-Corner/How-Autism-Affects-Communication/> [Accessed: 17th May 2018].

The Montessori Group. (2018) 'Sensory Development' www.montessorischools.org/inside-the-montessori-classroom/sensory-development/ [Accessed: 17th May 2018].

The National Autistic Society. (2016) 'Autism' www.autism.org.uk/about/what-is/asd.aspx [Accessed: 14th May 2018].

The National Autistic Society. (2018) 'Autism Facts and history' <http://www.autism.org.uk/about/what-is/myths-facts-stats.aspx> [Accessed: 18th May 2018].

Vicker, B. (2018) 'Social Communication and language characteristics associated with high functioning, verbal children and adults with ASD' <https://www.iidc.indiana.edu/pages/Social-Communication-and-Language-Characteristics-Associated-with-High-Functioning-Verbal-Children-and-Adults-with-ASD> [Accessed: 16th May 2018].