

Autism

What is Autism ?

According to NHS (2019) autism can also be known as ASD- Autism Spectrum Disorder, with a range of neurodevelopmental conditions children and adults develop impairments within a social interaction , communication and social imagination repeating patterns of activities of their interests. NHS (2019) goes on to say being autistic does not imply that it is an illness or disorder of such sort, it indicates that the brain functions differently from others.

World Health Organization (2021) says the characteristics form atypical pattern of activities with behaviours from difficulties in transitioning from one activity to another or having unexpected reactions to sensations.

Furthermore Dominick *et.al* (2007) discusses children being autistic have severity of connections between the relationships of behaviours and languages, which can be linked to depression and anxiety, children with lower non verbal I.Q show more severe deficits and more repetitive behaviours.



(Clipart, 2021)

Statistics / Policy

British Medical Association (2021) estimated around 700,000 people in the UK alone have the diagnosis of autism, including one in 100 children having the diagnosis.

However, CDC (2021) identified 1 in 44 children had been identified with ASD, and in 6 children aged between 3-17 years were diagnosed with a developmental disability.

Furthermore Gov.uk (2019) shows the statistics for the waiting time during 2020/2021 with the referrals that was recorded to get the diagnosis shown there were 2,379 children of which 46% received a diagnosis within the time frame of 13 weeks.

Welsh Government (2021) discusses the new additional learning needs policy, which is to be followed in all mainstream and childcare settings following the new code and regulations, ensuring all additional learning needs children are identified early to help these children reach their full potential while accepting all other children who may not yet have the diagnosis.

How is it identified- Signs and symptoms?

Welsh Government (2018) says the importance of early detection and provision for the child or young person with additional learning needs cannot be overstated, early intervention needs to be carried out by professionals from the use of check lists to questionnaires.

National Autism Association (no date) says with autism being a spectrum disorder it can range from mild to severe, affecting people of all ethnics, socioeconomic and ages. Autism Speaks (2021) identifies causes of autism can be from certain genes getting passed on from the parent to the child, even if the parent does not have autism, other factors to consider would be having autism nongenetic, environmental or influences, as some appear to have an impact on the way the brain nerve cells, or neurons communicate with one another.

Many symptoms for identifying autism can be from-

- * Delayed speech – to no speech at all.
 - *Lack of eye contact or totally avoided.
 - *Have obsessive interests.
 - * Stimming – rocking their bodies, flapping of hands or spin in circles.
- (National Autism Association, 2019).

Barriers

One of the many barriers with children having autism can be- 'A parent's acceptance' Holland and Pell (2018) discuss a study shown parents became particularly stressed, with the feeling of guilt while having an impact on their parental mental health. The impacts it has on parents can be from marital relationships, finances, adjustments may need to be reviewed for housing of family.

Sahida and Allenidekania (2018) explains parenting a child with an autism spectrum disorder can be stressful and difficult, especially in nations where support services are sparse. Parents acceptance of their autistic children, from a doctor's diagnosis, passed on to more doctors, keeping truthful about the child's development shows a positive impact to support the optimization of the development of the child. The acceptance of their child's condition should be a major priority in the nursing care since they were first to receive the diagnosis of their child.

Sahida and Allenidekania goes on to say family who accept the diagnosis worry they won't receive the support they need, to adapt to the impact of diagnosis over time.

Begum and Mamin (2022) say both parents and children may benefit from positive and supportive social support groups. Apply for respite care, receive training from professionals and self-help groups can contribute making a better impact for these parents and children.

Strategy

A purpose strategy to help parents with children with autism can be offering these affected parents to attend:

- *parent support classes- in the community .
- *getting advice from other parents experiencing the same strain.
- *asking local council for a carers assessment, get extra support financially
- * Get help from the practitioners at the child's setting.

Diagnosis

NHS (2019) says autism can be identified for diagnosis by early interventions with the evidence-based proof from practitioners with testimony statements, observations, and monitoring's of the child. Working alongside parents and teachers can help parents get the help they need, noticing change , a child's speech not improving or no communication at all to making no eye contact. Assessments for autism can be made seeing if the child has autism to be referred to the GP, help of health visitors, or SENCO, Paediatricians and neurologists are also important for autism monitoring, with the use of screening and developmental testing.

References

Autism Speaks (2021) *What causes autism?* Available at: [What Causes Autism? | Autism Speaks](#) (Accessed: 10th January 2022).

Autism Speaks (no date) *Parents Guide to autism*. Available at: <https://www.autismspeaks.org/> (Accessed: 11th January 2022).

Autistica (no date) ADHD and Autism. Available at: [ADHD - Autism | Autistica | Autistica](#) (Accessed: 11th January 2022).

Banach, M. *et.al* (2015) ‘ Family Support and Empowerment : Post Autism Diagnosis Support Group for Parent. DOI: 10.1080/01609510903437383

Begum, R. and Mamin, F. (2019) ‘Autism open access’ *Impact on Autism Spectrum Disorder on Family*. VOL 9.

British Medical Association (2021) *Autism spectrum disorder*. Available at: [Autism spectrum disorder \(bma.org.uk\)](#) (Accessed: 12th December 2021).

Dominick, C. *et al.* (2007) ‘ Research in Development Disabilities’. *Atypical behaviours in children with autism and children with a history of language impairment*’. pp145-162.

Gov.UK (2019) *Autism Statistics*. Available at: [Autism Statistics - GOV.UK \(www.gov.uk\)](#) (Accessed: 05th January 2022).

Holland, J. and Pell, G. and KIDS (2018) ‘ Children with SEND and the emotional impact on parents’ *British Journal of Special Education*. DOI: 10.1111/1467-8578.12240

Image – Clipart (2021) [Free Autism Symbol Cliparts, Download Free Autism Symbol Cliparts png images, Free ClipArts on Clipart Library \(clipart-library.com\)](#) (Accessed: 10/01/2022)

Karst, J.S. and Hecke, A . V. V. (2012) ‘ Parent and family impact of autism spectrum disorder: *A review and proposed model for intervention evaluation*. Clinical Children and Family Psychology Rev. Pp. 247-277. <https://doi.org/10.1007/s10567-012-0119-6>

National Autism Association (no date) *Signs of Autism*. Available at: [Signs of Autism | National Autism Association](#) (Accessed: 10th January 2022).

NHS (2019) *Help for families with autistic people*. Available at: [Help for parents and families of autistic children - NHS \(www.nhs.uk\)](#) (Accessed: 11th January 2022).

Nhs (2019) *What is autism?* Available at: [What is autism? - NHS \(www.nhs.uk\)](#) (Accessed: 02nd December 2021).

NICE (2022) *Assessment and diagnosis of autism: what to expect*. Available at: [Autism-in-U19s-quick-guide.pdf \(nice.org.uk\)](#) (Accessed: 10th January 2022).

Rogers, C. *et.al* (2016) ‘ Experiences of diagnosing autism spectrum disorder: *A survey of professionals in the United Kingdom*. Vol 20. DOI: 10.1177/1362361315611109

Sahida, K. and Allenidekania (2018) ‘ Parent- Child Characteristics and its Correlation to Parental Rejection of Autism Spectrum Disorders Children’ *LIFE: International Journal Of Health And Life- Sciences*. Vol 4, pp 54-64. DOI: <https://dx.doi.org/10.20319/lijhls.201704105464>

Smeets, E. and Roeleveld, J. (2016) ‘ The identification by teachers of special educational needs in primary school pupils and factors associated with referral to special education’ , *European Journal of Special Needs Education*, 31:4, 423-439.

Welsh Government (2018) *Draft Additional Learning Needs Code for Wales*. Available at: https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales_0.pdf (Accessed: 11th January 2022).

ECEY6006

1902725

Word count: 849

Welsh Government (2021) Available at: [*the-additional-learning-needs-code-for-wales-2021.pdf \(gov.wales\)](#) (Accessed: 03rd December 2021).

World Health Organization (2021) *Autism Spectrum Disorders*. Available at: [Autism spectrum disorders \(who.int\)](#) (Accessed: 04th January 2022).