



Illustrated by (Laurene Boglio, 2018).

### How is autism identified and diagnosed?

Williams, Gleeson and Jones (2019) say children with autism have difficulty socialising. A study using social networking surveys and discovered that children with ASD had fewer connections and not accepted by classmates. Research has shown how significant engagement is, there remains insufficient knowledge on how engagement impacts children with ALN (Rangvid, 2018).

The National Autistic Society (2022), state that the UK is in crisis for diagnosis. NHS (2022) autism statistics show in 2022:

- 100,000 children waiting.
- 40% increase in 2021.

When a child is referred for an assessment in Wales, they are supported within 28 days (Welsh Government, 2019). Baron-Cohen *et al.* (2009) and Towle *et al.* (2020) agree early detection of ASD gives children access to tailored implementations to enhance outcomes.

Schjølberg *et al.* (2022) highlight that the M-CHAT (Robins *et al.*, 2001) is a method of assessment used for autism screening and contributes to early diagnosis (Stewart and Lee, 2017). The M-CHAT has been used across the world (García-Primo *et al.*, 2014).

Children were screened using M-CHAT (Carbone *et al.*, 2020). Researchers, Guthrie *et al.* (2019), Øien *et al.* (2019) and Stenberg *et al.* (2021) say M-CHAT is inaccurate due to false results. The M-CHAT is offered online in Wales (Autism Wales, 2020). It is simple to use. Afzaal, Waqas and Naveed (2019) find that support given by non-specialists is effective and cost-efficient.

Crane *et al.* (2016) argue that lack of parental contentment and difficulties implementing intervention can result from delays in acquiring a diagnosis. Similarly, Rabba *et al.* (2019) supports this by adding that parental perspectives post-diagnosis should be studied to devise suitable interventions and guarantee that assistance is given to parents of children after early diagnosis. de Alba and Bodfish (2011) argue that parents are overwhelmed with concerns regarding their child's symptoms. It is difficult for professionals to adequately address every family's pressing matters at the stage of diagnosis.

### Introduction

Lord *et al.* (2018) state Autism Spectrum Disorder (ASD) describes social communication difficulties and sensory-motor patterns as well as significant hereditary factors. The American Psychiatric Association (2018) state a sign of ASD is persistent deficiencies in interaction and communication. Robison (2019) explains that autism is considered as a wide spectrum.

### Strategy to support autism

Therapeutic Pathways (2021) suggest that people with ASD thrive with routine and structure due to habits. Similarly, Walton and Tiede (2020) believe that improved outcomes are linked to enhanced regimen. Singh and Bunyak (2019) found that for better quality of life, structure is necessary. In addition, White *et al.* (2021) suggests that routine is also important for parents of children with ASD. The new curriculum developed for non-maintained settings by Wales affirms it is fundamental for young children in the Early Years to develop through free play.

Vicker (2002) and Rush, Mortenson and Birch (2020) explain that PECS (Picture Exchange Communication System) is a tool where children with ASD or verbal issues use pictures in order to communicate. It is used in Early Years in order to support children with ASD. Children using PECS must always have accessibility to it as it functions as their voice. The portable feature of PECS allows for regular use in a variety of settings (Integrated Treatment services, 2023). Santos, *et al.* (2021) found when the PECS was used for children with ASD, their understanding of visual and oral instructions had improved.

However, Stasolla *et al.* (2014) explains that the PECS system is split up into 6 separate stages. Flippin, Reszka and Watson (2010) support that there are different teaching methods of implementing PECS.

Huo and Xie (2021) found that lack of communication between practitioners in primary and secondary schools prevents children to make developmental progress. Lester and Cross (2015) support this statement by emphasizing the negative effect it can have on a child's wellbeing when faced with a new environment.

### What are the barriers?

Retief and Letšosa (2018) believe it is important to understand the experiences and realities for disabled people. The Medical Model of disability is explained by Guevara (2021), as because an abled person is viewed as normal, disabilities are viewed as faults that need to be corrected. Hogan (2019) describes the Social Model approach which portrays disability as a social phenomenon caused by an oppressive society. Anderson-Chavarria (2022) says Medical and Social Model of disability influence how a person identifies.

Mihova *et al.* (2023) explain due children with ASD having poor social communication skills it limits learning (Huang *et al.*, 2020). Tierney, Burns and Kilbey (2016) highlight that individuals may mask autistic traits. Schneid and Raz (2020) say people with autism tend to mask or camouflage their traits due to the stigma around autism. Bernardin *et al.* (2021) suggests camouflaging has detrimental impact on individuals with ASD. Pearson and Rose (2021) say that research shows masking is linked to adverse repercussions for autistic people, such as missed diagnosis, mental health issues and suicide risk. Hull *et al.* (2020) and Rynkiewicz *et al.* (2016) believe that camouflaging is why females with autism are under diagnosed (Milner *et al.*, 2019).

The Welsh Parliament (2022) suggests that under the Additional Learning Needs and Education Tribunal (Wales) Act (2018), schools receive funding for children that have an IDP (individual development plan). The Welsh Government (2022) states that this is decided by local authorities.

A recent news article released by BBC news by Edwards (2023) describes the impact that the lack of funds has on a child with ALN in Wales. A mother has been feeling she is "a failure" after she has struggled to find support for her son. The waiting list for her son to be assessed is a 26 month wait. However, Davies (2023) argues that teachers in Wales are on strike due to the lack of funding and pay. This can cause strategies to fail if education professionals do not receive training (McCoy and McNaughton, 2019).

# Reference List

*Additional Learning Needs and Education Tribunal (Wales) Act 2018* (anaw 2). Available at: [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018 \(legislation.gov.uk\)](#) (Accessed:16/01/2023)

Afzaal, T., Waqas, A. and Naveed, S., (2019) *A short commentary on non-specialist-mediated interventions for children with autism spectrum disorder*. Cureus, 11(6). doi:[10.7759/cureus.4831](#)

Al-Batayneh, O.B., *et al.* (2020) Effectiveness of a tooth-brushing programme using the picture exchange communication system (PECS) on gingival health of children with autism spectrum disorders. *European archives of paediatric dentistry*, 21(2), pp.277-283. Available at: <https://doi.org/10.1007/s40368-019-00485-x> Accessed: (15/01/2023)

Alvares, G.A., *et al.* (2020) The misnomer of ‘high functioning autism’: Intelligence is an imprecise predictor of functional abilities at diagnosis. *Autism*, 24(1), pp.221-232. Available at: <https://doi.org/10.1177/1362361319852831> Accessed: (15/01/2023)

American Psychiatric Association (2018) *Diagnostic and statistical manual of mental disorders*. 5<sup>th</sup> edition. Available at: [DSM5Update October2018.pdf \(psychiatryonline.org\)](#) (Accessed: 15/12/22)

Anderson-Chavarria, M., (2022) The autism predicament: models of autism and their impact on autistic identity. *Disability & Society*, 37(8), pp.1321-1341. Available at: <https://doi.org/10.1080/09687599.2021.1877117> Accessed: (15/01/2023)

Arnold, S.R., *et al.* (2023) Confirming the nature of autistic burnout. *Autism*, p.13623613221147410. Available at: <https://doi.org/10.1177/13623613221147410> (Accessed:16/01/2023)

Autism Wales (2020) *Information for referrers* Available at: [Information for referrers - Awtistiaeth Cymru | Autism Wales | National Autism Team](#) (Accessed: 14/12/22)

Baduel, S., *et al.* (2017) The French version of the Modified-Checklist for Autism in Toddlers (M-CHAT): a validation study on a French sample of 24-month-old children. *Journal of autism and developmental disorders*, 47(2), pp.297-304. Available at: <https://doi.org/10.1007/s10803-016-2950-y> (Accessed 15/01/2023)

Baron-Cohen, S., *et al.* (2009) Prevalence of autism-spectrum conditions: UK school-based population study. *The British journal of psychiatry*, 194(6), pp.500-509. Available at: <https://doi.org/10.1192/bjp.bp.108.059345> (Accessed: 15/01/2023)

Berghs, M., *et al.* (2019) Do disabled people need a stronger social model: a social model of human rights?. *Disability & Society*, 34(7-8), pp.1034-1039. Available at: <https://doi.org/10.1080/09687599.2019.1619239> (Accessed: 15/01/2023)

Boyd, T.K., Hart Barnett, J.E. and More, C.M., (2015) Evaluating iPad technology for enhancing communication skills of children with autism spectrum disorders. *Intervention in School and Clinic*, 51(1), pp.19-27. Available at: <https://doi.org/10.1177/1053451215577476> (Accessed: 15/01/2023)

Brennan, L., *et al.* (2016) Use of the modified checklist for autism, revised with follow up-Albanian to screen for ASD in Albania. *Journal of autism and developmental disorders*, 46(11), pp.3392-3407. Available at: <https://doi.org/10.1007/s10803-016-2875-5> Accessed: (15/01/2023)

Bunbury, S. (2019) Unconscious bias and the medical model: How the social model may hold the key to transformative thinking about disability discrimination. *International Journal of Discrimination and the Law*, 19(1), 2647. Available at: <https://doi.org/10.1177/1358229118820742> Accessed: (15/01/2023)

Carbone, P.S., *et al.* (2020) Primary care autism screening and later autism diagnosis. *Pediatrics*, 146(2). Available at: <https://doi.org/10.1542/peds.2019-2314> Accessed: (15/01/2023)

Crane, L., *et al.* (2016) Experiences of autism diagnosis: A survey of over 1000 parents in the United Kingdom. *Autism*, 20(2), pp.153-162. Available at: <https://doi.org/10.1177/1362361315573636> Accessed: (15/01/2023)

Davies, D. (2023) 'Teachers in Wales set to strike over pay and funding', *monmouthshire beacon* 16th January. Available at: [Teachers in Wales set to strike over pay and funding | monmouthshirebeacon.co.uk](https://www.monmouthshirebeacon.co.uk) (Accessed: 16/01/2023)

de Alba, M.J.G. and Bodfish, J.W., (2011) Addressing parental concerns at the initial diagnosis of an autism spectrum disorder. *Research in Autism Spectrum Disorders*, 5(1), pp.633-639. Available at: <https://doi.org/10.1016/j.rasd.2010.07.009> Accessed: (15/01/2023)

Delafield-Butt, J., Dunbar, P. and Trevarthen, C., (2021) Disruption to embodiment in autism, and its repair. In *Emerging Programs for Autism Spectrum Disorder* (pp. 69-96). Academic Press. Available at: <https://doi.org/10.1016/B978-0-323-85031-5.00018-9> Accessed: (15/01/2023)

Devarakonda, C. (2012) *Diversity and Inclusion in Early Childhood: An Introduction*. London: Sage Publications Ltd.

Edwards, O. (2022) 'A mother has been left feeling "like a failure" after struggling to get additional learning needs (ALN) support for her son.' *BBC News* 3rd November. Available at: [Additional learning needs: Mum feels a failure over ALN - BBC News](https://www.bbc.com/news/health-61844444) (Accessed: 16/01/2023)

Flippin, M., Reszka, S. and Watson, L.R. (2010) 'Effectiveness of the Picture Exchange Communication System (PECS) on Communication and Speech for Children With Autism Spectrum Disorders: A Meta-Analysis', *American journal of speech-language pathology*, 19(2), pp. 178–195. Available at: [https://doi.org/10.1044/1058-0360\(2010/09-0022\)](https://doi.org/10.1044/1058-0360(2010/09-0022)). (Accessed: 15/01/2023)

García-Primo P, *et al.* (2014). Screening for autism spectrum disorders: state of the art in Europe. *European Child and Adolescent Psychiatry*, 23(11), 1005–21. Available at: <https://doi.org/10.1007/s00787-014-0555-6> (Accessed:15/01/2023)

Guevara, A., (2021) The need to reimagine disability rights law because the medical model of disability fails us all. *Wis. L. Rev.*, p.269. Available at: [The Need to Reimagine Disability Rights Law Because the Medical Model of Disability Fails Us All Essays 2021 Wisconsin Law Review 2021 \(heinonline.org\)](#) (Accessed:15/01/2023)

Guo, C., *et al.* (2019) Reliability and validity of the Chinese version of modified checklist for autism in toddlers, revised, with follow-up (M-CHAT-R/F). *Journal of Autism and Developmental Disorders*, 49(1), pp.185-196. Available at: <https://doi.org/10.1007/s10803-018-3682-y> (Accessed:15/01/2023)

Guthrie, W., *et al.* (2019) Accuracy of autism screening in a large pediatric network. *Pediatrics*, 144(4). Available at: <https://doi.org/10.1542/peds.2018-3963>(Accessed:15/01/2023)

Hogan, A.J., (2019) Social and medical models of disability and mental health: evolution and renewal. *CMAJ*, 191(1), pp.E16-E18. Available at: <https://doi.org/10.1503/cmaj.181008> (Accessed:15/01/2023)

Huang, J., *et al.* (2020) Meta-analysis on intervention effects of physical activities on children and adolescents with autism. *International journal of environmental research and public health*, 17(6), p.1950. Available at: <https://doi.org/10.3390/ijerph17061950> (Accessed:15/01/2023)

Hull, L., *et al.* (2020). Gender differences in self-reported camouflaging in autistic and non-autistic adults. *Autism*, 24(2), pp.352-363. Available at: <https://doi.org/10.1177/1362361319864804>. (Accessed:15/01/2023)

Huo, Y. and Xie, J., (2021) Exploring the issue of a lack of cohesion in moral education: An empirical study in Chinese primary and secondary schools. *Journal of Moral Education*, 50(4), pp.512-528. Available at: <https://doi.org/10.1080/03057240.2020.1814710> (Accessed:15/01/2023)

Inada, N., *et al.* (2011) Reliability and validity of the Japanese version of the Modified Checklist for autism in toddlers (M-CHAT). *Research in Autism Spectrum Disorders*, 5(1), pp.330-336. Available at: <https://doi.org/10.1016/j.rasd.2010.04.016> (Accessed:16/01/2023)

Integrated Treatment Services (2023) Available at: [Picture Exchange Communication System \(PECS\) - Integrated Treatment Services](#) (Accessed:15/01/2023)

Kamio, Y., *et al.* (2015) Brief report: Best discriminators for identifying children with autism spectrum disorder at an 18-month health check-up in Japan. *Journal of autism and developmental disorders*, 45(12), pp.4147-4153. Available at: <https://doi.org/10.1007/s10803-015-2527-1> (Accessed:16/01/2023)

Kent, C., *et al.* (2020) Can we play together? A closer look at the peers of a peer-mediated intervention to improve play in children with autism spectrum disorder. *Journal of autism and developmental disorders*, 50(8), pp.2860-2873.

Laurene Boglio (2018) *The latest developments in autism research*. Available at: [Autism health — Conditions that accompany autism, explained \(spectrumnews.org\)](#) (Accessed:16/01/2023)

Lester, L. and Cross, D., (2015) The relationship between school climate and mental and emotional wellbeing over the transition from primary to secondary school. *Psychology of Well-being*, 5(1), pp.1-15.  
Available at: <https://doi.org/10.1186/s13612-015-0037-8> (Accessed:15/01/2023)

Lord, C., *et al.* (2018) Autism spectrum disorder. *The lancet*, 392(10146), pp.508-520. Available at: [https://doi.org/10.1016/S0140-6736\(18\)31129-2](https://doi.org/10.1016/S0140-6736(18)31129-2) (Accessed: 16/01/2023)

Magnusson, C., *et al.* (2012) Migration and autism spectrum disorder: population-based study. *The British Journal of Psychiatry*, 201(2), pp.109-115. doi:10.1192/bjp.bp.111.095125

McCoy, A. and McNaughton, D., (2019) Training education professionals to use the picture exchange communication system: a review of the literature. *Behavior analysis in practice*, 12(3), pp.667-676. doi:[10.1007/s40617-018-00296-4](https://doi.org/10.1007/s40617-018-00296-4)

Mihova, P., *et al.* (2023) The Use of Serious Games for Developing Social and Communication Skills in Children with Autism Spectrum Disorders. In *Artificial Intelligence and Machine Learning for Healthcare* (pp. 181-196). Springer, Cham. Available at: [https://doi.org/10.1007/978-3-031-11170-9\\_7](https://doi.org/10.1007/978-3-031-11170-9_7) (Accessed: 16/01/2023)

Milner, V., *et al.* (2019) A qualitative exploration of the female experience of autism spectrum disorder (ASD). *Journal of autism and developmental disorders*, 49(6), pp.2389-2402. Available at: <https://doi.org/10.1007/s10803-019-03906-4> (Accessed: 16/01/2023)

National Autistic Society (2022) *Autism assessment waiting times* Available at: [Autism assessment waiting times](#) Accessed: (12/01/23)

NHS (2022) *Autism Statistics, April 2021 to March 2022* Available at: [Autism Statistics, April 2021 to March 2022 - NDRS \(digital.nhs.uk\)](#) Accessed: (12/01/23)

Øien, R. A., *et al.* (2019). A commentary to “toddler screening for autism spectrum disorder: A meta-analysis of diagnostic accuracy”. *Journal of Autism and Developmental Disorders*, 1–2, 3440–3441. Available at: <https://doi.org/10.1007/s10803-019-04226-3> (Accessed:16/01/2023)

Oner, O. and Munir, K.M., (2020) Modified checklist for autism in toddlers revised (MCHAT-R/F) in an urban metropolitan sample of young children in Turkey. *Journal of autism and developmental disorders*, 50(9), pp.3312-3319. Available at: <https://doi.org/10.1007/s10803-019-04160-4> (Accessed:16/01/2023)

Pearson, A. and Rose, K., (2021) A conceptual analysis of autistic masking: Understanding the narrative of stigma and the illusion of choice. *Autism in Adulthood*, 3(1), pp.52-60. Available at: <https://doi.org/10.1089/aut.2020.0043> (Accessed:16/01/2023)

Rabba, A.S., Dissanayake, C. and Barbaro, J., (2019) Parents’ experiences of an early autism diagnosis: Insights into their needs. *Research in Autism Spectrum Disorders*, 66, p.101415. Available at: <https://doi.org/10.1016/j.rasd.2019.101415> (Accessed:16/01/2023)

Rangvid, B.S., (2018) Student engagement in inclusive classrooms. *Education Economics*, 26(3), pp.266-284. Available at: <https://doi.org/10.1080/09645292.2018.1426733> (Accessed:16/01/2023)

Reichow, B., *et al.* (2013) Non-specialist psychosocial interventions for children and adolescents with intellectual disability or lower-functioning autism spectrum disorders: a systematic review. *PLoS medicine*, 10(12), p.e1001572. Available at: <https://doi.org/10.1371/journal.pmed.1001572> (Accessed:16/01/2023)

Retief, M. and Letšosa, R., (2018) Models of disability: A brief overview. *HTS Teologiese Studies/Theological Studies*, 74(1). doi: [10.4102/hts.v74i1.4738](https://doi.org/10.4102/hts.v74i1.4738)

Robins, D.L., *et al.* (2001) The Modified Checklist for Autism in Toddlers: an initial study investigating the early detection of autism and pervasive developmental disorders. *Journal of autism and developmental disorders*, 31(2), pp.131-144. Available at: <https://doi.org/10.1023/A:1010738829569> (Accessed:16/01/2023)

Robison, J.E., (2019) Talking about autism—thoughts for researchers. *Autism Research*, 12(7), pp.1004-1006. Available at: <https://doi.org/10.1002/aur.2119> (Accessed:16/01/2023)

Rush, K.S., Mortenson, B.P. and Birch, S.E., (2020) The Inadvertent Effects of PECS on Vocal Responding of Children with Autism Spectrum Disorder. *Advances in Neurodevelopmental Disorders*, 4(3), pp.308-318. Available at: <https://doi.org/10.1007/s41252-020-00168-5> (Accessed:16/01/2023)

Rynkiewicz, A., *et al.* (2016) An investigation of the ‘female camouflage effect’ in autism using a computerized ADOS-2 and a test of sex/gender differences. *Molecular autism*, 7(1), pp.1-8. Available at: <https://doi.org/10.1186/s13229-016-0073-0>. (Accessed:16/01/2023)

Santos, P.D.A., *et al.* (2021) The Impact of the Implementation of the Picture Exchange Communication System–PECS on Understanding Instructions in Children with Autism Spectrum Disorders. In *CoDAS* (Vol. 33). Sociedade Brasileira de Fonoaudiologia. Available at: <https://doi.org/10.1590/2317-1782/20202020041> (Accessed:16/01/2023)

Schjølberg, S., *et al.* (2022) What are we optimizing for in autism screening? Examination of algorithmic changes in the M-CHAT. *Autism Research*, 15(2), pp.296-304. Available at: <https://doi.org/10.1002/aur.2643> (Accessed:16/01/2023)

Schneid, I. and Raz, A.E., (2020) The mask of autism: Social camouflaging and impression management as coping/normalization from the perspectives of autistic adults. *Social Science & Medicine*, 248, p.112826. Available at: <https://doi.org/10.1016/j.socscimed.2020.112826> (Accessed:16/01/2023)

Singh, J.S. and Bunyak, G., (2019) Autism disparities: A systematic review and meta-ethnography of qualitative research. *Qualitative Health Research*, 29(6), pp.796-808. Available at: <https://doi.org/10.1177/1049732318808245> (Accessed:16/01/2023)

Stasolla, F., *et al.* (2014) Comparing PECS and VOCA to promote communication opportunities and to reduce stereotyped behaviors by three girls with Rett syndrome. *Research in Autism Spectrum Disorders*, 8(10), pp.1269-1278. Available at: <https://doi.org/10.1016/j.rasd.2014.06.009> (Accessed:16/01/2023)

Stenberg, N., *et al.* (2014) Identifying children with autism spectrum disorder at 18 months in a general population sample. *Paediatric and perinatal epidemiology*, 28(3), pp.255-262. Available at: <https://doi.org/10.1111/ppe.12114> (Accessed:16/01/2023)

Stenberg, N., *et al.* (2021). Functional outcomes of children identified early in the developmental period as at risk for ASD. *Journal of Autism and Developmental Disorders*, 51, 922–932. Available at: <https://doi.org/10.1007/s10803-020-04539-8> (Accessed:16/01/2023)

Therapeutic Pathways (2021) *Why Children with Autism Need Routines at Home* Available at: [Why Children with Autism Need Routines at Home | Therapeutic Pathways \(tpathways.org\)](https://www.tpathways.org/why-children-with-autism-need-routines-at-home) (Accessed:12/01/23)

Thom, R.P., *et al.* (2020) Providing inpatient medical care to children with autism Spectrum disorder. *Hospital Pediatrics*, 10(10), pp.918-924. Available at: <https://doi.org/10.1542/hpeds.2020-0140> (Accessed:16/01/2023)

Tierney, S., Burns, J. and Kilbey, E., (2016) Looking behind the mask: Social coping strategies of girls on the autistic spectrum. *Research in Autism Spectrum Disorders*, 23, pp.73-83. Available at: <https://doi.org/10.1016/j.rasd.2015.11.013> (Accessed:16/01/2023)

Towle, P.O., *et al.* (2020) Is earlier better? The relationship between age when starting early intervention and outcomes for children with autism spectrum disorder: a selective review. *Autism Research and Treatment*, 2020. Available at: <https://doi.org/10.1155/2020/7605876> (Accessed:16/01/2023)

Tsai JM, *et al.* (2019) Validation of the modified checklist for autism in toddlers, revised with follow-up in Taiwanese toddlers. *Research in Developmental Disabilities*, 85, 205–216. Available at: <https://doi.org/10.1016/j.ridd.2018.11.011> (Accessed:16/01/2023)

- UK Government (2022) *Impact of false-positives and false-negatives in the UK's COVID-19 RT-PCR testing programme* Available at: <https://www.gov.uk/government/publications/gos-impact-of-false-positives-and-negatives-3-june-2020/impact-of-false-positives-and-false-negatives-in-the-uks-covid-19-rt-pcr-testing-programme-3-june-2020> Accessed: (10/01/2023)
- Vicker, B., (2002) What is the picture Exchange Communication System or PECS. *Indiana Resource Center of Autism. Recobrado: el*, 23. Available at: [What is the Picture Exchang... \(iu.edu\)](#) (Accessed:16/01/2023)
- Vivanti, G., 2020. Ask the editor: What is the most appropriate way to talk about individuals with a diagnosis of autism?. *Journal of Autism and Developmental Disorders*, 50(2), pp.691-693. Available at: <https://doi.org/10.1007/s10803-019-04280-x> (Accessed:16/01/2023)
- Walton, K.M. and Tiede, G., (2020) Brief report: Does “healthy” family functioning look different for families who have a child with autism?. *Research in autism spectrum disorders*, 72, p.101527. Available at: <https://doi.org/10.1016/j.ras.d.2020.101527> (Accessed:16/01/2023)
- Welsh Government (2019) *How we deliver autism services in Wales* Available at: [How we deliver autism services in Wales easy read consultation \(gov.wales\)](#) (Accessed:12/01/23)
- Welsh Government (2022) *Additional learning needs (ALN) system: parents' guide* Available at: [Additional learning needs \(ALN\) system: parents' guide \[HTML\] | GOV.WALES](#) (Accessed:16/01/2023)
- Welsh Government (2022a) *A curriculum for funded non-maintained nursery settings* Available at: <https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf> (Accessed: 15/01/23)
- Welsh Parliament (2022) *The new Additional Learning Needs system: the tough task of implementation* Available at: [The new Additional Learning Needs system: the tough task of implementation \(senedd.wales\)](#) (Accessed: 16/01/23)
- White, S.W., *et al.* (2021) It took a pandemic: Perspectives on impact, stress, and telehealth from caregivers of people with autism. *Research in developmental disabilities*, 113, p.103938. Available at: <https://doi.org/10.1016/j.ridd.2021.103938> (Accessed:16/01/2023)
- Williams, E.I., Gleeson, K. and Jones, B.E., (2019) How pupils on the autism spectrum make sense of themselves in the context of their experiences in a mainstream school setting: A qualitative metasynthesis. *Autism*, 23(1), pp.8-28. Available at: <https://doi.org/10.1177/136236131772383> (Accessed:16/01/2023)
- Woodgate, R.L., Ateah, C. and Secco, L., (2008) Living in a world of our own: The experience of parents who have a child with autism. *Qualitative health research*, 18(8), pp.1075-1083. Available at: <https://doi.org/10.1177/1049732308320112> (Accessed:16/01/2023)