

Part A

The Importance of Early Intervention for Children with Autism Spectrum Disorder.

Autism spectrum disorder is a condition that can affect the person diagnosed for the rest of their lives, however support can be given in the form of interventions from an early age (National Autistic Society, 2018 a). There is not a cure, that is known, for autism but providing an intervention that is suitable for a child diagnosed with autism spectrum disorder can improve their overall developmental outcome (Great Ormond Street Hospital, 2019). According to the Autism Spectrum Disorder Foundation (2019 a); Shriver (2017 a); Corsello (2005); and Colombi (2017), providing early intervention for children with autistic spectrum disorder can have a positive long-term impact for the child. Children diagnosed with autism spectrum disorder have the right to become the best that they can be just like every other child in accordance with article 29 of the UNCRC and McGee, Morrimer and Daly (1999), suggest that when a child has been diagnosed with autism spectrum disorder the intervention for the child should not just be considered for them, intervention should be provided.

Children with autism spectrum disorder can benefit from an intervention that is provided from an early age and is suitable for the individual child. Every child is different, and their needs and complexity of their needs will be different so an intervention will be of the most benefit when is receiving a programme that is made for them (Jack and Ady, 2006). The Autism Society (2016), states that a child with autism spectrum disorder will learn more from an intervention that is suited to their needs so identifying which area of support will benefit them is important to gain the best results for the long-term development of the child.

Results obtained from research carried out on children between the ages of one year and three months and two years and eleven months suggested that intervention is at its most beneficial at an early age because of the elasticity of the brain when a child is still developing (Itzchak and Zachor, 2011). The brain of a young child can be manipulated easily so therefore providing interventions for children with autism spectrum disorder from as early as possible will result in the best outcome (Autism Speaks, 2009 b; and Shriver, 2017 b). Children learn the most within their early years so providing additional support and interventions for children with autism spectrum

disorders within those years can produce the best positive results for the child to progress into adulthood and become independent.

As stated by Autism Speaks (2009 a), beginning interventions with children with autistic spectrum disorder when they are at the age of one year and six months can create an increase in the child's interest and ability to interact with others socially and can also help children to develop a greater range of vocabulary. Furthermore, Rogers (1996), states that findings obtained from six different research studies involving early intervention for children with autism, have all resulted in very similar scenarios. Each of the research processes found that the children who received early intervention displayed a positive progression in their social skills and their IQ levels were found to be climbing. However, according to Edwards (2018); and Stahmar and Adams (2009), many of the research studies that have been carried out, have been on a small scale with a variable level of support and some have not been of a high standard. Furthermore, more studies need to be researched to gather results that gain consistency in their findings to be able to state what early interventions will work to gain the best outcome (Warren, McPheeters, Sathe, Foss-Feig, Glasser and Veenstra-Vander Weele, 2011).

Koegel (2000), states that proceeding with interventions for non-communicative children that are of pre-school age will result in a better outcome than that of those children beginning interventions after the age of five years. Children with autism spectrum disorder can be unresponsive when spoken to and find difficulty in communicating with people so will not be able to voice their opinion or have any form of input in their own intervention plan which contrasts with article 12 of the UNCRC, where it states that every child has the right to voice what their opinion is regarding decisions being made about them.

Parents of children with autism spectrum disorder can also benefit from their child being diagnosed and receiving intervention from an early age. Early intervention can provide parents with knowledge and give them the ability to understand what they, as parents of a child with autism spectrum disorder are possibly going to experience in the future (Autism Spectrum Disorder Foundation, 2019 b; and National Autistic Society, 2018 b). Relationships between children with autism spectrum disorder and their parents, siblings and families can benefit from children having interventions at a

young age as they will be able to adapt their own behaviour towards the child because of the knowledge they have gained. As stated by Koegel, Koegel, Ashbaugh, and Bradshaw (2013), if there is any possibility of a positive and productive outcome for the child and their family from providing early intervention for children with autism spectrum disorder than it should be carried out which links to the UNCRC article 23 where it states that every child who has any form of disability should have the support to be able to lead a happy and fulfilling life.

Early interventions or interventions of any kind can enhance the quality of life for children with autism spectrum disorders. Giving a child the opportunity to develop their ability to communicate with others and to be able to form friendships and relationships with their peers can take away the isolation of living with autism (National Autistic Society, 2018).

Part B

Barrier a Child with Autism Spectrum Disorder may experience and the impact it has on them.

Children diagnosed with autism spectrum disorder can face many barriers in their everyday life, whether it is at home, at school or in the world around them. One of the barriers a child with autism may be faced with within their education setting is the staff that are there to teach and support them not being adequately trained or experienced with enough knowledge of autism spectrum disorder (Bond, No Date). According to the National Autistic Society (2018 a), each child with autism is different, and to be able to provide the best support for each child, the staff within the setting must be aware of the needs of the child, what the child finds challenging and how best to overcome those challenges. Every member of staff within the setting can play an important role in making a difference to the overall school experience for any child, especially a child with autism spectrum disorder. Staff having the awareness of such things as the noises or smells a child with autism spectrum disorders are sensitive to and acting on that, can make a significant difference to the happiness and contentment of the child (Gibbons and Corbett, 2007 a).

As stated by the National Autistic Society (No Date), early years settings need to be able to identify any signs of a child possibly having autism spectrum disorder and be able to provide the support the child will need. A member of staff that cannot or does not recognise the signs of autism spectrum disorder that a child may present then they are jeopardising the development of the child. Teaching and support staff must be trained and experienced in autism spectrum disorders to ensure the best help is given to the child (Guldborg, Parsons, MacLeod, Jones, Prunty, and Balfe, 2010). Furthermore, there is a recommendation that teachers and support staff are provided with more training in order to deliver the best practice when working with children with autism spectrum disorder (Lindsay, Proulx, Thomson, and Scott, 2013 and Morewood, No Date). However, there needs to be enough funding within the education and additional learning needs sector to provide the relevant needed training for teachers and support staff.

Understanding the challenges that children with autism spectrum disorder face each day within the education setting can allow the child to develop intellectually, physically and socially. Being aware of the strengths and qualities of a child with autism spectrum disorder are equally as important and should be highlighted and encouraged. An inexperienced or insufficiently trained teacher or support member of staff could expect too much from a child with autism spectrum disorder within the classroom. Having a lack of knowledge on what challenges a child faces, and how you, as a teacher or support teacher could help a child deal with those challenges can result in a negative and unproductive time for the child. A member of staff with insufficient knowledge of autism is not going to be a beneficial form of support to a child with autism spectrum disorder. A child with autism will find communicating a problem so the support staff have to be conscious of not only what they say to the child but also how they say it as children with autism spectrum disorder cannot understand verbal communication if it is given in a complicated and unclear way. An untrained and inexperienced teacher or support member of staff may not be aware of the need to pause and allow the child to process what they have been told and to give them the information again to be clear with your instructions (National autistic Society, 2018 b). Giving a child with autism spectrum disorder too much information in a short amount of time will cause confusion and ignite a sense of anxiety for the child.

Children with autism spectrum disorder will find any change of routine or circumstances challenging and upsetting, therefore having the same member of staff as their support will be beneficial towards their learning and will also prevent any unnecessary anxiety being caused for the child. Furthermore, a child with autism spectrum disorder will find a continuous change of staff very unsettling therefore will have an impact on their learning and over all well-being (Sulek, Trembath, Paynter, Keen, and Simpson, 2017). If there is a continuous turnover of staff supporting and teaching a child with autism spectrum disorder, there will be a lack of trust from the parents of the child. Good communication between the parents and the staff of the education setting is essential to be able to deliver and provide the best support and opportunities for the child (Haydock, 2017 a).

Teachers and support staff who are trained and experienced in working with children with autism spectrum disorder will know how intense their interest in certain things can be. They will also know not to rush them to get things done quicker and knowing these

very important things can make a big difference to the child with autism spectrum disorder. A member of staff that is not trained and experienced will not be aware of how important it is to allow a child with autism to have time to look at something that interests them (Haydock, 2017 b).

According to Gibbons and Corbett (2007 b), there is a need for each and every child with autism spectrum disorder to be in a school that allows the child to be encouraged and taught by teachers and support staff that are trained, therefore providing them with the best form of help and support.

Part C

How can Lego Therapy help a child with autism spectrum disorder?

Lego therapy is an intervention which can give children with autism spectrum disorder the opportunity to interact and communicate with others in a way that they would not or could not do under other circumstances (Songara, No date). As stated by Owens, Granader, Humphrey and Baron-Cohen (2008), Lego can capture the interest of a child with autism spectrum disorder and inspire a way of learning and developing their skills. Koegel and Koegel (1995) suggest that by using a means of intervention that uses an activity that will interest a child, can result in their willingness to collaborate with others. Additionally, LeGoff (2004 a), points out that the use of Lego as an intervention can improve the social capabilities of a child with autism spectrum disorder.

Lego therapy focuses on three different roles, the engineer will provide the instructions, the supplier will have the responsibility of distributing the bricks to the builder, who will then put the pieces of Lego together (Autism Research Trust, No date). As stated by Brodie and Mather (2017), when children are participating in Lego therapy, they are developing their social and communication skills by having to take their turn, sharing and using vocabulary. Furthermore, many other skills will be used and developed through Lego therapy such as fine motor skills and cognitive skills (Wagenfeld, No Date).

Lego therapy allows the children to lead the intervention and be responsible for following the rules set out before the intervention started. LeGoff (2004 b) points out that creating a little group of children, of which some may not have autism spectrum disorder, can give a child with autism a feeling of being part of something and being accepted by their peers. Children who would not usually work together in the classroom setting can create a common interest together in their Lego therapy sessions which can be built on during each session and confidence and trust can be built as a result of Lego therapy.

LeGoff and Sherman (2006), maintain that research carried out over a three-year period has shown that the use of Lego therapy as an intervention for children with autism spectrum disorder shows positive improvements in their development.

Therefore, for Lego therapy to be beneficial for children with autism spectrum disorder in schools, the intervention will need to be an on-going activity and not a one-off activity. For children to grow in confidence a regular session will need to be part of their weekly routine.

Lego therapy can provide children with autism spectrum disorder with a positive opportunity for development and create an experience that helps them without the child displaying any signs of anxiety (LeGoff, 2004 c).

Changes to Legislation in Wales

Additional Learning Needs and Education Tribunal Act

Introduction

In September 2020, the new Additional Learning Needs and Education Tribunal Act will be introduced within schools and educational facilities in Wales (erw, 2019). The aims of the impending change to the legislation is to provide a framework that has unification, ensuring collaboration and an open and fair system for all (Welsh Government, 2018). Dauncey (2016) states that the previous structure was 'no longer fit for purpose' and changes were necessary to provide adequate support and care to those who need it. The Additional Learning Needs and education Tribunal Act is supporting the right for children and young adults' voices to be heard and listened to and to be more person-centred. However, Ware (2019) states that children and young adults with severe and profound learning difficulties will not be able to have much involvement.

Individual Development Plans

The new legislation will replace statements issued to children and replace them with Individual Development Plans which will continue to help them into Further Education (Snap Cymru, 2019).

- Individual Development Plans will be phased into schools and educational facilities over a three-year period (Provision Map, 2019).
- Individual Learning Plans will be replacing all other existing plans (Welsh Government, 2018).
- Individual Development Plans will be created with a more person-centred structure (Snap Cymru, no date).

Age Range

The new legislation will cover all children and young adults with Additional Learning Needs from 0-25 years of age. All learners within Primary Schools, Secondary Schools or within Further Education who have Additional Learning Needs will be entitled to and be provided with an Individual Development Plan as opposed to the previous statements (Welsh Government, 2018). The new legislation will have one Individual Development Plan that will continue through their education until the age of 25 (Children in Wales, 2014).

Special Educational Needs Co-Ordinator – Additional Learning Needs Co – Ordinator (SENCO – ALNCO)

- The Additional Learning Needs Co-Ordinator (ALNCO) will be responsible for recognising what needs a child or young adult has a responsibility to provide adequate support for that child or young adult (Snap Cymru, 2019).
- The Additional Learning Needs Co-Ordinator (ALNCO) will need to be qualified to a high standard and experienced in order to deal with organising and budgeting the funding allowed for the support of children and young adults with additional learning needs (Dauncey, 2017). Training may be required to achieve this as this responsibility was not expected within the role of SENCO.
- The Additional Needs Co-Ordinator (ALNCO) will be responsible for accessing the needs of children and young adults with disabilities stemming from medical issues as well as educational issues (erw, 2019).

Some of the Core Aims of the Additional Learning Needs and Education Tribunal

- Introducing ALNCO.
 - Collaboration.
 - Your right to appeal.
 - Increasing participation of children and young adults.
 - A system that is clear and fair to all.
- (Dauncey, 2016)



Institute of Welsh Affairs (2017)

Conclusion

The Additional Learning Needs and Education Act will gradually be phased in from September 2020. Children and young adults diagnosed with an additional need from that date will be in receipt of an Individual Learning Plan (Cerebra, 2017). Children and young adults with an existing diagnosis will have a phased in plan within a three-year time scale (Children in Wales, 2014).

Further reading: <https://gweddill.gov.wales/docs/dcells/publications/180124-aln-transformation-programme-en-v2.pdf>

www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf

Reference List

Autism Research Trust. (No Date) 'Bricks for Autism: Lego-based therapy for children' Available at: <https://www.autismresearchtrust.org/news/bricks-for-autism-lego-based-therapy-for-children> [Accessed Date: 24th July 2019].

Autism Society. (2016) 'Early Intervention' Available at: <https://www.autism-society.org/living-with-autism/autism-through-the-lifespan/infants-and-toddlers/early-intervention/> [Accessed Date: 22nd July 2019].

Autism Speaks. (2009 a) 'Early Intervention For Toddlers Very Effective, Study Finds' Available at: <https://www.autismspeaks.org/science-news/early-intervention-toddlers-autism-highly-effective-study-finds> [Accessed Date: 1st July 2019].

Autism Speaks. (2009 b) 'Early Intervention For Toddlers Very Effective, Study Finds' Available at: <https://www.autismspeaks.org/science-news/early-intervention-toddlers-autism-highly-effective-study-finds> [Accessed Date: 1st July 2019].

Autism Spectrum Disorder Foundation. (2019 a) 'Early Intervention Makes a Huge Difference for Autistic Children' Available at: <http://myasdf.org/media-center/articles/early-intervention-makes-a-huge-difference-for-autistic-children/> [Accessed Date: 12th July 2019].

Autism Spectrum Disorder Foundation. (2019 b) 'Early Intervention Makes a Huge Difference for Autistic Children' Available at: <http://myasdf.org/media-center/articles/early-intervention-makes-a-huge-difference-for-autistic-children/> [Accessed Date: 12th July 2019].

Bond, C. (No Date) 'Autism diagnosis and education: does a label help?' Available at: www.researchautism.net/publicfiles/pdf/Caroline%20Bond%2016%20Oct%2016.pdf [Accessed Date: 22nd July 2019].

Brodie, C., and Mather, V. (2017) 'Using Lego therapy with autistic pupils' Available at: <https://network.autism.org.uk/good-practice/case-studies/using-lego-therapy->

[autistic-pupils](#) [Accessed Date: 22nd July 2019].

Cerebra. (2018) 'Special Educational reform in Wales' Available at: <https://www.cerebra.org.uk/information-and-advice/special-educational-needs-reform-in-wales/> [Accessed Date: 11th July 2019].

Children in Wales. (2018) 'Additional Learning Needs and Educational Tribunal (Wales) Act 2018' Available at: www.childreninwales.org.uk/policy-document/additional-learning-needs-educational-tribunal-wales-act-2018/ [Accessed date: 11th July 2019].

Colombi, C. (2017) 'Current Challenges in Early Intervention for Children with Autism Spectrum Disorder (ASD): A Narrative Review', *KEI Journals*, Vol 5, No 7. [On-line]. Available at: <https://journals.ke-i.org/index.php/mra/article/view/1271> [Accessed date: 26th July 2019].

Corsello, C. M. (2005) 'Early Intervention in Autism', *Infants and Young Children*, Vol 32, No 2, pp. 74-85. [On-line]. Available at: https://theratogs.com/wp-content/uploads/2014/03/corsello_18_21.pdf [Accessed Date: 10th July 2019].

Dauncey, M. (2016 a) *Research Briefing- Additional Learning Needs (ALN) in Wales*. Cardiff: National assembly for Wales. Available at: www.assembly.wales/Research%20Documents/16-059%20SEN/16-059-Web-%20English.pdf [Accessed date: 12th July 2019].

Dauncey, M. (2016 b) *Research Briefing- Additional Learning Needs (ALN) in Wales*. Cardiff: National Assembly for Wales. Available at: www.assembly.wales/Research%20Documents/16-059%20SEN/16-059-Web-%20English.pdf [Accessed date: 12th July 2019].

Dauncey, M. (2017) *Research Briefing- Additional Learning Needs and Educational Tribunal (Wales) Bill*. Cardiff: National Assembly for Wales. Available at:

<https://www.assembly.wales/Research%20Documents/17-005/17-005-Web-English.pdf> [Accessed date:12th July 2019].

Edwards, J. (2018) 'The quality of autism intervention studies must improve to ensure validity' Available at: <https://www.acamh.org/research-digests/autism-intervention-studies-improve/> Accessed Date: 21st July 2019].

ERW. (2019 a) 'Update – Additional Learning Needs and Education Tribunal [Wales] Act 2018' Available at: <https://www.erw.wales/news/update-additional-learning-needs-and-education-tribunal-wales-act-2018/> [Accessed date: 12th July 2019].

ERW. (2019 b) 'Update – Additional Learning Needs and Education Tribunal [Wales] Act 2018' Available at: <https://www.erw.wales/news/update-additional-learning-needs-and-education-tribunal-wales-act-2018/> [Accessed date: 12th July 2019].

Gibbons, C., and Corbett, C. (2007 a) 'Make School Make Sense Heroes' Available at:
[file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/make%20school%20make%20sense%20heroes%20\(1\).pdf](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/make%20school%20make%20sense%20heroes%20(1).pdf) [Accessed Date: 23rd July 2109].

Gibbons, C., and Corbett, C. (2007 b) 'Make School Make Sense Heroes' Available at:
[file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/make%20school%20make%20sense%20heroes%20\(1\).pdf](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/make%20school%20make%20sense%20heroes%20(1).pdf) [Accessed Date: 23rd July 2109].

Great Ormond Street Hospital. (2019) 'Autism' Available at:
<https://www.gosh.nhs.uk/conditions-and-treatments/conditions-we-treat/autism>
[Accessed date: 21st July 2109].

Guldborg, K., Parsons, S., MacLeod, A., Jones, G., Prunty, A., and Balfe, T. (2010) 'Implications for practice from 'International review of the evidence on best practice in educational provision for children on the autism spectrum'' *European Journal of Special Needs Education*, Vol 26, No 1, pp. 65-70. [On-line]. Available at: <https://www.tandfonline.com/doi/abs/10.1080/08856257.2011.543534> [Accessed Date: 23rd July 2019].

Haydock, A. (2017 a) 'Top 5 autism tips for professionals: supporting pre-school children' Available at: <https://network.autism.org.uk/knowledge/insight-opinion/top-5-autism-tips-professionals-supporting-pre-school-children> [Accessed Date: 23rd July 2019].

Haydock, A. (2017 b) 'Top 5 autism tips for professionals: supporting pre-school children' Available at: <https://network.autism.org.uk/knowledge/insight-opinion/top-5-autism-tips-professionals-supporting-pre-school-children> [Accessed Date: 23rd July 2019].

Institute of Welsh affairs. (2017) *Shared priorities for additional learning needs reform* [On-line] Available at: <http://iwa.wales/click/2017/05/shared-priorities-additional-learning-needs-reform/> [Accessed Date: 15th July 2019].

Itzhak, E. B. and Zachor, D. A. (2011) 'Who benefits from early intervention in autism spectrum disorders?', *Research in Autism Spectrum Disorders*, pp. 346-350. [On-line]. Available at: https://s3.amazonaws.com/academia.edu.documents/41472766/Who_benefits_from_early_intervention_in_20160123-2461-1gwe0hu.pdf?response-content-disposition=inline%3B%20filename%3DWho_benefits_from_early_intervention_in.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20190723%2Fus-east-1%2Fus-east-1%2Faws4_request&X-Amz-Date=20190723T150855Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=916346b0efbd4494519d318383b0f87c29c019452da8ce1e47a5b3d981bee06c [Accessed Date: 12th July 2019].

Jack, M., and Ady. J. (2006) 'A Guide to Choosing Interventions for Children with Autism Spectrum Disorders' Available at:

<https://pdfs.semanticscholar.org/dd18/a18596c10a769c2738e87df28a5ac10baa20.pdf> [Accessed Date: 21st July 2019].

Jones, M. (2016) *Research Briefing- Welsh – medium education and Welsh as a subject*. Cardiff: National Assembly for Wales. Available at:

www.assembly.wales/research%20documents/rs16-048/16-048-english-web.pdf [Accessed Date: 12th July 2019].

Koegel, L. (2000) 'Interventions to facilitate communication in autism' *Journal of Autism and Developmental Disorders*, 30, pp. 383-391.

Koegel, L. K., Koegel, R. L., Ashbaugh, K., and Bradshaw, J. (2013) 'The importance of early identification and intervention for children with or at risk for autism spectrum disorders' *International Journal of Speech-Language Pathology*, Vol 16, No 1, pp. 50-56. [On-line]. Available at:

<https://www.tandfonline.com/doi/full/10.3109/17549507.2013.861511> [Accessed Date: 15th July 2019].

Koegel, R. L., and Koegel, L. K. (1995) *Teaching Children with Autism: Strategies for initiating positive interactions and improving learning opportunities*. Baltimore MD: Brookes Publishing.

LeGoff, D. (2004 a) 'Use of Lego as a Therapeutic Medium for Improving Social Competence' *Journal of Autism and Developmental Disorders*, Vol 34, No 5, pp. 557-571. [On-line]. Available at:

[file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20\(1\).pdf](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20(1).pdf) [Accessed Date: 23rd July 2019].

LeGoff, D. (2007 b) 'Use of Lego as a Therapeutic Medium for Improving Social Competence' *Journal of Autism and Developmental Disorders*, Vol 34, No 5, pp. 557-571. [On-line].

[file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20\(1\).pdf](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20(1).pdf) [Accessed Date: 23rd July 2019].

LeGoff, D. (2007 c) 'Use of Lego as a Therapeutic Medium for Improving Social Competence' *Journal of Autism and Developmental Disorders*, Vol 34, No 5, pp. 557-571. [On-line].

[file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20\(1\).pdf](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Lego%20as%20a%20therapeutic%20medium%20(1).pdf) [Accessed Date: 23rd July 2019].

LeGoff, D. B., and Sherman, M. (2006) 'Long-term outcome of social skills intervention based on interactive Lego play' *Research Article*, Vol 10, No 4, pp. 317-329. [On-line]. Available at:

<https://journals.sagepub.com/doi/10.1177/1362361306064403> [Accessed Date: 20th July 2019].

Lindsay, S., Poulx, M., Thomson, N., Scott, H. (2013) 'Educators' Challenges of Including Children with Autism Spectrum Disorder in Mainstream Classrooms' *International Journal of Disability, Development and Education*, Vol 60, No 4, pp. 347-362. [On-line]. Available at:

<https://www.tandfonline.com/doi/abs/10.1080/1034912X.2013.846470> [Accessed Date: 22nd July 2019].

McGee, G. G., Morrimer, M. J., and Daly, T. (1999) 'An Incidental Teaching Approach to Early Intervention for Toddlers with Autism', *Journal of the Association for Persons with Severe Handicaps*, Vol 24, No 3, pp. 133-146.

Morewood, G. D. (No Date) 'Dos and Don'ts When Supporting Young People with Autism in Mainstream Schools – an illustrated guide' Available at:

www.gdmorewood.com/wp-content/uploads/2015/06/Dos-and-donts-GDM-Aug-12.pdf [Accessed Date 20th July 2019].

National Autistic Society. (2018 a) 'Position statement: therapies and interventions' Available at: <https://www.autism.org.uk/get-involved/media-centre/position-statements/interventions.aspx> [Accessed Date: 21st July 2019].

National Autistic Society. (2018 b) 'Position statement: therapies and interventions' Available at: <https://www.autism.org.uk/get-involved/media-centre/position-statements/interventions.aspx> [Accessed Date: 21st July 2019].

National Autistic Society. (2018) 'Hidden crisis: Autistic people four times more likely to be lonely than general public (30 April 2018)' Available at: <https://www.autism.org.uk/get-involved/media-centre/news/2018-04-25-hidden-crisis-autism-and-loneliness.aspx> [Accessed Date: 22nd July 2019].

National Autistic Society. (2018 a) 'Teaching young children on the autism spectrum' Available at: <https://www.autism.org.uk/professionals/teachers/teaching-young-children.aspx> [Accessed Date: 22nd July 2019].

National Autistic Society. (2018 b) 'Teaching young children on the autism spectrum' Available at: <https://www.autism.org.uk/professionals/teachers/teaching-young-children.aspx> [Accessed Date: 22nd July 2019].

National Autistic Society. (No Date) 'Autism and Education: Good practice guide' Available at: [file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/NAS_Education_Good_Practice_Guide_web_final%](file:///C:/Users/Amanda/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/NAS_Education_Good_Practice_Guide_web_final%20.pdf)

[20\(1\).pdf](#) [Accessed Date: 23rd July 2019].

Owens, G., Granader, Y., Humphrey, A., and Baron-Cohen, S. (2008) 'Lego Therapy and the Social Use of Language Programme: An Evaluation of Two Social Skills Interventions for Children with High Functioning Autism and Asperger Syndrome' *Journal of Autism and Developmental Disorders*, June, 38, pp. 1944-1957. [On-line]. Available at:

www.docs.autismresearchcentre.com/papers/2008_Owens_etal_Lego_Therapy.pdf

[Accessed Date: 20th July 2019].

Provision Map. (2019) 'Individual Development Plans (IDP's)' Available at:

<https://www.provisionmap.co.uk/individual-development-plans-idps/> [Accessed date:

11th July 2019].

Provision Map. (2019) 'Additional Learning Needs and Educational Tribunal (Wales)

Bill – Aims of the Bill' Available at: [https://www.provisionmap.co.uk/additional-](https://www.provisionmap.co.uk/additional-learning-needs-and-educational-tribunal-wales-bill/)

[learning-needs-and-educational-tribunal-wales-bill/](https://www.provisionmap.co.uk/additional-learning-needs-and-educational-tribunal-wales-bill/) [Accessed Date: 9th July 2019].

Rogers, S. J. (1996) 'Brief Report: Early Intervention in Autism', *Journal of Autism and Developmental disorders*, Vol 26, No 2, pp. 243. [On-line]. Available at:

<https://link.springer.com/article/10.1007%2FBF02172020?LI=true> [Accessed date:

15th July 2019].

Shriver, K. (2017 a) 'Early Intervention for autism' Available at:

[https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-](https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention)

[intervention](https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention) [Accessed Date: 30th June 2019].

Shriver, K. (2017 b) 'Early Intervention for autism' Available at:

[https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-](https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention)

[intervention](https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention) [Accessed Date: 30th June 2019].

Snap Cymru. (No Date a) 'Individual Development Plan (IDP)' Available at: www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf [Accessed date: 8th July 2019].

Snap Cymru. (No Date b) 'Individual Development Plan (IDP)' Available at: www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf [Accessed date: 8th July 2019].

Snap Cymru. (No Date c) 'Individual Development Plan (IDP)' Available at: www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf [Accessed date: 8th July 2019].

Songara, J. (No Date) 'How effective is the 'Lego Therapy' intervention to support children aged 5-16 with an autistic spectrum disorder with their social communication difficulties in school?' Available at: <https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf> [Accessed date: 22nd July 2019].

Stahmer, A. C., and Adams. G. (2009) 'Attitudes Towards Adoption of Evidence-Based Practices: A comparison of Autism Early Intervention Providers and Children's Mental Health Providers', *Psychol Serv*, Vol 6, No 3, August, pp. 223-234. [On-line]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3143034/> [Accessed Date: 22nd July 2019].

Sulek, R., Trembath, D., Paynter, J., Keen, D., and Simpson, K., (2017) 'Inconsistent staffing and its impact on service delivery in ASD early intervention' *US National Library of Medicine National Institutes of Health*, April, pp.18-27. [On-line]. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/28254668> [Accessed Date: 23rd July 2019].

United Nations Convention on the Rights of the Child. (No Date) 'Article 29' <https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf> [Accessed Date: 30th June 2019].

United Nations Convention on the Rights of the Child. (No Date) 'Article 23' Available at:

<https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf> [Accessed Date: 30th June 2019].

United Nations Convention on the Rights of the Child. (No Date) 'Article 12' Available at:

<https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf> [Accessed Date: 30th June 2019].

Wagenfeld, A. (2017) 'Lego Therapy: How to Build Connections with Autism – One Brick at a Time', *Autism Parenting Magazine*, Issue 39. [On-line]. Available at:

<https://www.autismparentingmagazine.com/lego-therapy-autism/> [Accessed Date: 22nd July 2019].

Ware, J. (2019) 'Autonomy, rights and children with special educational needs: the distinctiveness of Wales' *International Journal of Inclusive Education*, Vol 23, No 5, pp. 507- 518. [On-line]. Available at:

<https://www.tandfonline.com/doi/full/10.1080/13603116.2019.1580928?scroll=top&needAccess=true> [Accessed date: 10th July 2019].

Warren, Z., McPheeters, M. L., Sathe, N., Foss-Feig, J. H., Glasser, A., and Veenstra Vander-Weele, J. (2011) 'A Systematic Review of Early Intensive Intervention for Autism Spectrum Disorders' *Pediatrics*, Vol 127, No 5, April, pp. 1303-1311. [On-line]. Available at:

www.local.psy.miami.edu/faculty/dmessenger/c_c/rsrscs/rdgs/autism_clinical/warren_early_intervention.peds2011-0426.full.pdf [Accessed date: 21st July 2019].

Welsh Government. (No Date a) *Additional Learning Needs (ALN) transformation programme*. Welsh Government: Cardiff. Available at:

<https://gweddi.gov.wales/docs/dcells/publications/180124-aln-transformation-programme-en-v2.pdf> [Accessed Date: 10th July 2019].

Welsh Government. (No Date b) *Additional Learning Needs (ALN) transformation programme*. Welsh Government: Cardiff. Available at:

<https://gweddill.gov.wales/docs/dcells/publications/180124-aln-transformation-programme-en-v2.pdf> [Accessed Date: 10th July 2019].

Welsh Government. (No Date c) *Additional Learning Needs (ALN) transformation programme*. Welsh Government: Cardiff. Available at:

<https://gweddill.gov.wales/docs/dcells/publications/180124-aln-transformation-programme-en-v2.pdf> [Accessed Date: 10th July 2019].

Welsh Government. (2018) *Implementing the Additional Learning Needs and Education Tribunal (Wales) Act (2018)*. Welsh Government: Cardiff. Available at: <https://gov.wales/sites/default/files/publications/2018-06/additional-learning-needs-and-education-tribunal-wales-act-2018-implementation-guide-for-individual-development-plans.pdf> [Accessed Date: 8th July 2019].