



Mae awtistiaeth yn anabledd datblygiadol gydol oes (National Autistic Society, 2023a) sydd yn effeithio ar sgiliau cymdeithasu a rhyngweithio unigolion (Autism Speaks, 2022a). Cred Autism Wales (2015) mae awtistiaeth yn sbectrwm sydd felly yn effeithio pawb yn wahanol. Dywed National Autistic Society (2023a) bod mwy nag un o bob 100 o bobl ar y sbectrwm awtistiaeth ac mae tua 700,000 o oedolion a phlant awtistig yn y DU.

## Adnabod a Diagnosis:

Ni fydd pawb ag awtistiaeth o reidrwydd yn dangos yr un symptomau o ganlyniad i amrywiaeth y cyflwr (Macleod a Perepa, 2020). Fodd bynnag, dywed Autism Speaks (2022b) heriau yn ymwneud a chyfathrebu cymdeithasol ac ymddygiadau cyfyngedig ailadroddus yw'r symptomau craidd. Nodir Beyond Autism (2023a) gall plant ag awtistiaeth ei weld yn anodd darllen iaith y corff a deall emosiynau. Dywed Beyond Autism (2023a) a National Institute of Mental Health (2022) bod plant ag awtistiaeth yn hoffi cael routine ac maent yn ei weld yn anodd prosesu newid i'r arfer. Gall adnabyddiaeth gynnar fod yn hynod bwysig ar gyfer cynnydd datblygiadol plant ag awtistiaeth (Janvier *et al.*, 2016). Gan nad oes prawf meddygol i wneud diagnosis am awtistiaeth mae'n gallu bod yn anodd iawn cael diagnosis (Centers for disease control and prevention, 2022).

Trwy gyfweiliad DISCO gellir dysgu am ddatblygiad a sgiliau'r unigolyn o enedigaeth hyd nawr (National Autistic Society, 2023c). Fodd bynnag, nodir Leekam (2012) ei fod yn broses hir iawn; 2-3 awr. Mae asesiad ADOS yn ffocysu ar ymddygiad a sgiliau cyfredol o gyfathrebu, rhyngweithio a chwarae (Applied behaviour analysis Edu.org, 2023). Mynna Zander *et al.*, (2016) a Becker *et al.*, (2011) taw'r dull yma o ddiagnosio yw'r un gorau. Fodd bynnag, nodir Akshoomoff, Corsello a Schmidt (2007) mae'r asesiad yn cymryd tua awr, gall hyn fod yn ormod o amser i rai plant ag awtistiaeth. Mae'r ADI-R yn canolbwyntio ar ymddygiad mewn 3 maes (Evans, a Golla, a Morris, 2015). Nodir Kim *et al.*, (2014) mae yna fersiwn i blant dan bedwar blwydd oed, fodd bynnag mae'n dal i gynnwys 32 cwestiwn (Kim *et al.*, 2014).

Gall asesiad cynnwys adroddiadau, arsylwadau ac asesiadau yn ôl National Autistic Society (2023b). Awgryma Gabbay-Dizdar *et al.*, (2022) gall diagnosis cynnar galluogi unigolion mynediad cynharach at ymyriadau a chymorth. Cytuna NHS (2022) a Cornwall Council (2017) wrth gael diagnosis mae'n galluogi gwell dealltwriaeth am ymddygiad, cryfderau, cefnogaeth ac anghenion. Fodd bynnag, er bod diagnosis yn awgrymu amryw o fanteision, mae hefyd yn dod a risgiau. Nodir Jacobs *et al.*, (2018) rhain fel; stigmatiddio a straen uwch ymhlith rhieni.

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Ffynhonnell: Register (2021)

## Rhwystrau:

### Agwedd athrawon at awtistiaeth

Nodir ymchwil Anti-Bullying Alliance (2014) bod agweddau negyddol tuag at bobl ag awtistiaeth yn cael ei arddangos trwy ddefnydd o iaith sarhaus. Ar yr un trywydd, nodir Autism Matters (2015) bod iaith yn hollbwysig gan ei fod yn helpu i ddiffinio agweddau unigolion at yr hyn maent yn disgrifio.

Dywed Monsen, Ewing a Kwoka (2014) bod agwedd athrawon yn cael effaith anferth ar a yw amgylchedd dysgu ystafell ddosbarth yn ffafriol i addysg gynhwysol ai peidio. Mynna ymchwil Leonard a Smyth (dim dyddiad) bod mwyafrif o athrawon ag agweddau negyddol neu niwtral yn bennaf tuag at gynnwys plant ag Awtistiaeth mewn addysg brif ffrwd. Credir Ewing, Monsen a Kielblock (2017) bod rhai athrawon yn fodlon cynnwys plant ag awtistiaeth o fewn y dosbarth prif ffrwd pan fo cymorth digonol ar gael yn uniongyrchol iddynt, tra bod athrawon eraill yn credu y gallai cynnwys plant ag awtistiaeth fod yn niweidiol i addysg weddill y dosbarth.

Gall agweddau athrawon tuag at gynnwys plant ag ADY gael effaith sylweddol ar eu rhyngweithio yn yr ystafell ddosbarth, nid yn unig ar ryngweithio plant ag awtistiaeth, ond ar ryngweithiadau cymunedol addysgol (Gomez-Mari, Sanz-Cervera a Tarraga-Minguez, 2022). Yn yr un modd, dadleua Beaney (2017) gall cynyddu ymwybyddiaeth a dealltwriaeth o awtistiaeth helpu i newid agweddau.

Fodd bynnag, nodwyd Jaffal (2022) bod nifer o athrawon wedi nodi nad ydynt yn teimlo fel maent wedi hyfforddi digon i allu delio a phlant ag awtistiaeth. Adeiladwy Mason (2022) ar hyn wrth ddweud bod nifer o athrawon yn teimlo bod ei ymwybyddiaeth nhw o awtistiaeth yn ddibynnol ar stereoteipiau. Dadleua Roberts a Simpson (2016) bod yn rhaid i athrawon cael hyfforddiant penodol i awtistiaeth er mwyn ei chefnogi'n llawn.

## Clo:

I gloi, daw i'r amlwg ei fod yn gallu bod yn anodd derbyn diagnosis o awtistiaeth er bod nifer o ffyrdd wahanol. Gall y diagnosis golygu gall y plentyn wynebu heriau cymdeithasol, er enghraifft. Fodd bynnag, ar ôl derbyn diagnosis mae yna amryw o strategaethau gellir ei ddefnyddio i gynorthwyo'r plentyn mewn lleoliadau megis straeon cymdeithasol. Fodd bynnag, mae'n bosib ni fydd y strategaeth yma yn gweithio i bawb. Mae yna llawer o rhwystrau yn gwynebu plant ag awtistiaeth, ond mae'n bosib osgoi rhai gyda hyfforddiant cywir a technegau ymdopi.

### Dim rhoi cyswllt llygaid

Yn ôl Trevisan (2017) a Jeffries, Crosland a Miltenberger (2016) mae diffyg cyswllt llygaid yn rhywbeth mae nifer o unigolion ag awtistiaeth yn profiadu. Awgryma Carbone (2013) bod cyswllt llygaid yn cyflawni swyddogaeth gymdeithasol bwysig i blant ifanc. Dywed Cetincelik, Rowland a Snijders (2021) bod cyswllt llygaid yn caniatáu ymgysylltiad cymdeithasol ac yn adlewyrchu'r awydd i gyfathrebu.

Fodd bynnag, mynna NIH (2020) bod rhai yn credu trwy osgoi cyswllt llygaid gall plant ag awtistiaeth ymddangos yn anghwrtais, heb ddiddordeb neu'n ddisylw. Cytuna Ferri (2013) os nad oes cyswllt llygaid, yn enwedig yn niwylliant y Gorllewin mae'n arwydd o ddiffyg diddordeb. Ar y llaw arall, noda Trevisan (2017) bod unigolion ag awtistiaeth yn osgoi cyswllt llygaid o ganlyniad i broblemau prosesu synhwyraidd ac anawsterau wrth gasglu ac anfon gwybodaeth emosiynol ddi-eiriau.

## Strategaeth:

Offeryn dysgu cymdeithasol yw Straeon Cymdeithasol (Carol Gray, 2023). Mae'n arf defnyddiol i gefnogi cyfathrebu a rhyngweithio cymdeithasol ar gyfer plant awtistig (Beyond Autism, 2023b) Ychwanega Saad (2016) ei fod yn ymyrraeth addysgu o boblogrwydd cynyddol a ddefnyddir i gynyddu ymddygiad cymdeithasol a lleihau ymddygiad problemus. Awgryma Wright *et al.*, (2020) bod y straeon yn helpu plant ag awtistiaeth i ddeall sefyllfa sy'n bersonol iddyn nhw'n haws megis dysgu sgiliau bywyd neu brofiadau newydd. Yn debyg, nodir National Autistic Society (2020ch) bod straeon cymdeithasol yn cyflwyno gwybodaeth mewn ffordd lythrennol.

Awgryma Pane *et al.*, (2015) bod straeon cymdeithasol yn hawdd eu gweithredu. Gyda Karal a Wolfe (2018) yn cytuno ei fod yn strategaeth gyfarwyddiadol ddeniadol yn ei hanfod oherwydd eu bod yn gymharol hawdd i'w gweithredu a dywedir eu bod yn berthnasol i amrywiaeth eang o ymddygiadau. Fodd bynnag, dadleua Wright *et al.*, (2020) a Mayton *et al.*, (2013) bu pryderon ynghylch effeithiolrwydd straeon cymdeithasol. Dangosir ymchwil Leaf *et al.*, (2020) gall y straeon weithio mewn rhai achosion ac nid eraill.

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