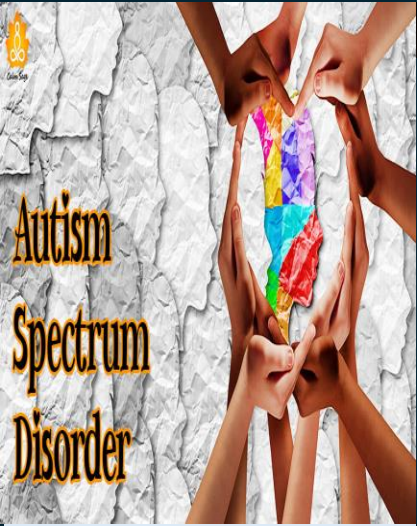


	SIGNS AND SYMPTOMS For easy diagnoses and support to be provided it is crucial that those working around children are aware of what autism looks like (Yates and Le Couteur (2016). According to Hus and Segal (2021), autism is an additional learning need associating with multiple signs and symptoms, that change. The signs and symptoms of autism, in accordance with Rowden (2024) and the National Insitute for Mental Health (2022), starts within the period from birth and the second year and are not diagnosed until later (WHO, 2023). Signs of autism Although anyone can suffer with autism (National Institute for Mental Health (2022), Bhat, <i>et al.</i> (2014), and Yates and Le Couteur (2016) claim boys are more subject to the condition than girls are, and their symptoms may differ (NHS, 2022). Leading to girls diagnoses getting misread (National Autistic Society, 2021). Rowden (2024) and the NHS [b] (2022), claim children with autism may find it harder to communicate and socialise with people around them and may lack awareness of what is going on around them. Children with autism show a lack of awareness by not having any no visual contact and not acknowledging those communicating with them by showing no signs of expression's states the National Institute for Mental Health (2022). According to Hus and Segal (2021), these signs listed above are the main indicators of autism and are recognised before other signs start to show (Yates and Le Couteur, 2016). Rowden (2024), NHS [b] (2022), and the National Institute for Mental Health (2022) also suggest children with autism may often show signs of self-stimulatory behaviour and may often become sensitive towards things associated with their senses and transitional periods. If children with autism experience an alter to their routine or encounter unexpected transitions, they will often become emotionally distressed (National Institute for Mental Health, 2022).	DIAGNOSES The Process of diagnosing autism Getting an appropriate diagnosis of autism is not straightforward and is a strenuous process (Yates and Le Couteur, 2016), due to the condition having many signs and symptoms that can possibly change, believes Hus and Segal (2021). The Centre for Control Disease and Prevention (2022), states that diagnosing autism is done in various steps, with a variety of diagnostic instruments utilised throughout the process (National Autistic Society, 2024). It also includes the involvement of many health professionals with different job roles related to the diagnosis journey, claims the National Autistic Society [b] (2024). Such as health practitioners specialising in children care, neurologists, speech and language therapists, and medical professionals specialising in medicine, mental conditions, and the nervous system (NICE, 2011). Step 1; is where a referral from relevant people are made of the concerns, they have on a child regarding autism signs (CAINT Therapy, 2024). Step 2; formal conversations are had with parents, carers, early years practitioners to discuss those concerns and background history of the child, followed by Step 3; observations taken to observe and review a child’s behaviours and development. Additionally, step 4; is where collated information is gathered for evaluation. Lastly, Step 5; is where final decisions of the diagnoses are made (The Centre for Control Disease and Prevention, 2022). Assessment Tools: The National Institute for Mental Health (2022), states to help with the processes of diagnosing autism, professionals utilise assessment tools to guide them, such as a Diagnostic and Statistical Manual of mental conditions a (DSM- 5). As well as undertaking other diagnostic assessments such as: - Diagnostic Interview for Social and Communication Disorder - Autism Diagnostic Observation Schedule, and - Autism Diagnostic interview – Revised (National Autistic Society, 2024	ECEY60062218479Word Count: 1102 SUPPORTING STRATEGY Music Therapy According with Bhat, <i>et al.</i> (2014) educational therapy sessions are classified as one of many ways of supporting children with autism. Bhat, <i>et al.</i> (2014), suggests music therapy is one of the remedial interventions available. What is it? Music therapy is an inexpensive (Ke, <i>et al.</i>, 2022), organised supporting session where trained therapists support those with mental conditions and emotional states using musical characteristics and involvements (Geretsegger, <i>et al.</i> 2014; The Autism Service, 2023). These music therapy sessions, in accordance with Geretsegger, <i>et al.</i> (2014), can be implemented as a group or delivered as a one – one provision. In addition, this strategy can be adaptable to meet individuals needs and abilities (The Autism Service, 2023), enable children to be in control, claims Geretsegger, <i>et al.</i> (2022), and is not strenuous to execute (Ke, <i>et al.</i>, 2022). Benefits/Effects According with Mayer – Benarous <i>et al.</i> (2021) and Lisboa, <i>et al.</i> (2021), music therapy can support the development of cognitive skills, it can influence individuals to articulate themselves better through encouragement and the improvement of spoken and language production. Additionally, music interventions can help with the ability of gaining and building relationships regardless of being nonverbal (The Autistic Service, 2023). As well as helping to support emotional self-regulation and wellbeing, helping individuals to deal with, cope with and emotionally process challenging experiences positively, claims Geretsegger, <i>et al.</i> (2014), Ke, <i>et al.</i> (2022), and BAMT (no date).
(Singh, 2021). What is it? Autism is a familiar type of ALN (Yates and Le Couteur, 2016), and a lasting condition affecting the neurological development (Swansea Council [c], (2024). That influences the functioning of how the brain works (Hus and Segal, 2021; NHS, 2022; WHO, 2023), impacting the way a person/ child articulates themselves, learn and function around people. ASD is present from birth and does not disappear, suggests the NHS (2022) and is on a constant rise (Crosland and Dunlap, 2012). There were once many conditions labelled as types of autism, but it changed it 2013 and is now classified as autism spectrum disorder, claims Rowden (2024).			BARRIERS The potential delays from and between first identifying signs of autism to getting the final diagnosis is one barrier impacting those with ASD, claims Knott (2024). According with Miller (2024), the delays to getting a diagnosis of the condition can be due to indecisive decisions professionals may have as traits associating with autism may overlap with other conditions. Additionally, it is because of a lack of experience, knowledge and understanding people or professionals have on autism suggests Manahil Alfuraydan, in their study (Swansea University, 2020). In accordance with Manahil Alfuraydan (Swansea University, 2020), delays in getting a diagnosis of autism can not only have a negative impact on the child, but it can also impact their families. BMA (2019) claims, delays in getting a diagnosis can cause children to suffer emotionally and mentally and cause their parents to also become emotionally distressed. CONCLUSION To conclude, although the diagnosis is a long process, early identification and intervention is possible. studies suggests that music therapy can help to decrease the severity of those main symptoms and improves skills associating with signs of autism (Geretsegger, <i>et al.</i> 2014; Janzen and Thaut, 2018 and Ke, <i>et al.</i> 2022).

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Script

I am Lakshami and I will be talking about autism spectrum disorder.
Additional learning needs firstly, is where some individuals find learning strenuous to grasp and needs a provision to help with their attainments (National Deaf Children’s Society, 2024).
According with Swansea Council (2024), there are a range of additional learning needs and autism spectrum disorder is one type (Swansea Council, 2024).

Autism Spectrum Disorder What is it?

Autism spectrum disorder, ASD is a medical way of describing autism, states NHS (2022).
It is a familiar type of ALN (Yates and Le Couteur, 2016), and a lasting condition affecting the neurological development (Swansea Council [c], (2024).
Which is present from birth and does not disappear, suggests the NHS (2022) and is on a constant rise (Crosland and Dunlap, 2012).
According with Hus and Segal (2021) and WHO (2023), autism impacts how the brain functions and the way individuals articulates themselves, learns and functions around people (Swansea Council [b], 2024; Swansea Council [c], 2024).
In 2013, the subdivisions of autism are now under one type and is classified as autism spectrum disorder, claims Rowden (2024).

Signs and symptoms of autism

In compliance with Yates and Le Couteur (2016), for early diagnoses, interventions and treatment, it is vital those working around children are knowledgeable of what autism looks like.
That can be attained through the providence of appropriate training sessions, suggests the National Autistic Society (2021).
According to Hus and Segal (2021), autism is an ALN associating with multiple signs and symptoms, starting between the moment a child is born and their second year (Rowden, 2024; National Insitute for Mental Health, 2022).
Although anyone can suffer with autism National Institute for Mental Health (2022) and Bhat, et al. (2014) states, Yates and Le Couteur (2016), claim boys are more subject to the condition than girls are, and their symptoms may differ (NHS, 2022).
Due to these assumptions, the girl's signs of autism may be misread and misdiagnosed claims the National Autistic Society (2021).
Rowden (2024) and NHS [b] (2022), claims children with autism may find it hard to communicate their needs and socialise with people, also may lack awareness of what is going on round them.
Children with autism shows a lack of awareness, with no visual contact, no acknowledgement of those communicating with them and no signs of expression's states the National Institute for Mental Health (2022).
Rowden (2024), NHS [b] (2022) and the National institute for Mental Health (2022), also suggests that children with autism may often replicate behaviours and actions.
That can be a prevalent symptom and integrate with usual development (Yates and Le Couteur, 2016).
The trait of becoming sensitive towards things associated with senses and transitional periods are also signs of autism and if children experience an alter to their routine or experience unexpected transitions, they will become distressed, states the National Institute for Mental Health (2022).

The Diagnostic process

In compliance with Hus and Segal (2021) and the National Institute for Mental Health (2022), an early diagnosis of autism is crucial as it helps to lower the intensity and seriousness of ASD symptoms.
With an early diagnosis, the right support is provided, suggests the Centre for Disease Control and Prevention (2022), and treatment can be considered (Bhat, et al. 2014).

The process

Diagnosing autism is not straightforward, it is a strenuous process (Yates and Le Couteur, 2016), due to the condition having many signs and symptoms that can change, believes Hus and Segal (2021). The Centre for Control Disease and Prevention (2022), states diagnosing autism is done in various steps, with diagnostic instruments utilised (National Autistic Society, 2024). It also includes the involvement of many professionals with relevant job roles for the diagnosis journey, claims National Autistic Society [b], (2024).

According with NICE (2011), the diagnostic process involves help from professionals such as those specialising in childcare, speech and language, medicine, mental conditions and neurology.

As part of the diagnostic process,

A referral is made to relevant health professionals (CAINT Therapy, 2024).

Then, formal conversations are had with parent’s/carers and early years practitioners to discuss those concerns and background history of the child, followed by observations implemented to review a child’s behaviours and development, claims The Centre for Control Disease and Prevention (2022).

Additionally, information of the child from parents, carers and early years practitioners are then collated through interviews to help with the evaluation (The Centre for Control Disease and Prevention 2022).

Lastly, final decisions of the diagnoses are then made (The Centre for Control Disease and Prevention, 2022), and results from the autism diagnostic assessments are relayed and concluded (NICE, 2011).

Although there are no physical screenings to distinguish ASD, claims The Centre for Disease Control and Prevention (2022).

The National Institute for Mental Health (2022), states to help with the processes of diagnosing autism, a Diagnostic and Statistical Manual of mental conditions, a (DSM- 5), DISCO – A Diagnostic Interview for Social and Communication Disorder, ADOS – Autism Diagnostic Observation Schedule, and ADI – R – Autism Diagnostic interview – Revised are used (National Autistic Society, 2024).

Supporting Strategies

According with National Autistic Society (2021), children with autism are subject to having great interest in something.

Therefore, I have chosen to talk about music therapy as music accordingly with Janzen and Thaut (2018), is likely what those children with ASD have interests in and music therapy is one of the remedial interventions available (Bhat, et al. 2014), since it had been introduced after the WW2 in North America (Mayer – Benarous, et al. 2021).

Music therapy is an inexpensive (Ke, et al. 2022) organised supporting session where trained therapists supports those with mental conditions and emotional states using musical characteristics and engagement activities (Geretsegger, et al. 2014; The Autism Service, 2023).

Utilising a combination of musical tools and melody (National Autistic Society, 2016).

These music therapy, in accordance with Geretsegger, et al. (2014), can be implemented as a group or delivered as a one – one provision.

Additionally, this strategy can be adaptable to meet each person's requirements and abilities (The Autism Service, 2023), enable children to take the lead, claims Geretsegger, et al. (2022) and is manageable to execute (Ke, et al. 2022).

Furthermore, in music therapy interventions supporting neurodiverse disorders, accordingly, with Mayer – Benarous, et al. (2021), different approaches are used such as a sympathetic listening approach, an interactive and engaging technique.

Janzen and Thaut (2018), also claims to support those that are nonverbal music therapists use developmental speech and language training through music as well as a spontaneity approach to support individual's social outcomes.

Music therapy can influence positive outcomes in many areas of children’s development. According with Mayer – Benarous et al. (2021) and Lisboa, et al. (2021), music therapy can support the development of cognitive skills, influencing individuals to articulate themselves better through the encouragement and improvement of spoken and language production.

Additionally, it can help with building relationships regardless of being nonverbal (The Autistic Service, 2023).

As well as supports emotional self-growth and wellbeing, helping individuals to cope with and emotionally process challenging experiences positively, claims Geretsegger, et al. (2014), Ke, et al. (2022), and BAMT (no date).

Barriers

The potential delays from and between first identifying signs of autism to getting the final diagnosis is one barrier impacting those with ASD, claims Knott (2024). According with Miller (2024), the delays to getting a diagnosis of the condition can be due to indecisive decisions professionals may have as traits associating with autism may overlap with other conditions. Additionally, it is because of a lack of experience, knowledge and understanding people or professionals have on autism suggests Manahil Alfuraydan, in their study (Swansea University, 2020). In accordance with Manahil Alfuraydan (Swansea University, 2020), delays in getting a diagnosis of autism can not only have a negative impact on the child, but it can also impact their families. BMA (2019) claims, delays in getting a diagnosis can cause children to suffer emotionally and mentally and cause their parents to also become emotionally distressed.

Conclusion

To conclude, although the diagnosis is a long process, early identification and intervention is possible, early diagnosis can help a child’s future outcomes. Music therapy has found to decrease the severity of those main symptoms and improves those skills associating with autism ensuring positive outcomes (Geretsegger, et al. 2014; Janzen and Thaut, 2018 and Ke, et al. 2022).

Question Time

Question 1: What were those subdivisions of autism labelled as before 2013?
Thank you, Rachel, for your question
These variations of autism were Aspergers syndrome (Bhat, et al. 2014: Hoffman, 2023).
Autistic Disorder and lastly, Pervasive Development Disorder- Not Otherwise Specified, claim Bhat, et al. (2014).

Question 2: Before going onto to talking about music therapy, please could you give us examples of what some of those other supporting strategies may be?
Of course, altering an environment or a series of actions and the use of visual strategies are some of the types of supporting models that can be implemented to help meet the needs of those children with ASD, suggests Crosland and Dunlap (2012).