

Introduction

The common characteristics, and impairments of Autism, is social interaction, communication and imagination, which is known as the triad of impairments (The National Autistic Society, 2018). The National Autistic Society (2016) states that there are many benefits once the diagnosis of Autism has been provided, such as receiving the correct support for the child and for the family. Wall (2006) states that since the introduction of The Special Educational Needs and Disability Act 2001, there is an increase of inclusion with mainstream settings. However, Conn (2014) would states that despite the support that is available once a child with Autism has received the diagnosis, Autism is seen as the disability that faces the most challenges and barriers within society. Children with Autism have difficulties in, Building Relationships, Verbal Communication, Processing Sensory Information, Changes in Routine, Non-verbal Communication, Imagination and Creativity (Mitchell and Ziegler, 2007).

The barriers children with Autism face are due to the challenging behaviours that are displayed, due to their difficulties listed above. A child with Autism's senses can be over or under sensitive, and their communication and social challenges can cause frustration, which leads to challenging behaviours, or in-appropriate/unusual behaviours. This can result in negative attention from others and in some cases bullying. Butrimaviciute and Grieve (2014) state that other barriers that prevent equal opportunities and social inclusion for children with Autism, is due their repetitive and restrictive behaviors.

However, during the early stages of the child's diagnosis, Towle (2013) states that strategies that are used to support the child's needs and holistic development should be child-focused, and family- centred.

Picture Exchange Communication System (PECS)

The National Autistic Society (2017) states that he different strategies used to support communication and Language for children with Autism are known as an Augmentative and Alternative Communication (ACC), which various devices are used based on the child's individual needs to support their communication and social skills. However, amongst the various ACC devises available to support communication for children with Autism, Picture Exchange Communication System which is known as PECS has been identified as the strategy that is increasingly used and favourable amongst early years practitioners, professionals and families (Bondy and Frost, 2001).

To encourage a child with Autism to engage in a social activity where behaviours or actions are reciprocated, it is required that the child is fully engaged in the activity, through ensuring the activity follows the interests and needs of the child, to encourage sustained social interaction (Towle, 2013).

Key learning principles of PECS:

- Instruction
- Rehearsal
- Modelling
- Feedback

Barnes et al, (2011)

Key Objectives of using PECS:

- Supports children with Echolalia
- Provides a Consistent approach in the use of language
- Based on Strengths and Structure

(Bogdashina, 2005).

Applied Behaviour Analysis (ABA)

ABA is a strategy that is used to support children with Autism, to develop their skills and support them in real-life situations that they find challenging. This is achieved through understanding the child's individual needs and creating appropriate interventions (Kearney, 2015). Keenan (2006) suggests that the use of behavioral strategies such as ABA, reduces negative behaviors, supports communication and develops the desired social interaction, development and learning.

The ABA approach is to prevent unwanted or un-sociable behaviors, to ensure that the child understands the social norms of behaviors within the community and to provide a system that encourages a child with Autism's social interaction (Baggerly et al, 2010). In contrast Kirkham (2017) states that the ABA strategy is supported by the medical model, which is uncommon as it is unusual for this model to support behavioral strategies.

ABA is known as a behavioral strategy which, reinforces and rewards positive behaviors. According to Gray and Macblain (2012), the work of Skinner has influenced this strategy, as it is believed that children that are rewarded or praised for their behaviors or actions are more likely to be repeat these in the future.

Chown (2017) believes that behavioral and cognitive approaches should be used together to achieve positive outcomes. As it would be seen that carrying out these approaches separate will be less effective, to support intervention and support development. Keenan (2006) also states that ABA supports intervention and development, as ABA can be used to support a child with autism to achieve an outcome, or set target.

Key Objectives of the ABA Strategy:

- Supports Cognitive and Behavioral Development
- Encourages Social Interaction and Communication
- Based of the child's Individual needs and interests

Keenan (2006)

Conclusion

To Conclude, there are many different strategies that are used to support children with Autism, and due to the Autism being a spectrum disorder and the disability affects children in different aspects of their development, not every strategy will be suitable for every child, therefore the research, professional support and guidance is required in deciding which strategy will meet the individual needs of the child (Towle, 2013). Children in Wales (2018) have identified the need to provide appropriate training for early years practitioners, share ideas of good practice for inclusion and also disability specific training, and strategies and approaches young children with additional needs. Holliman (2014) believes that to provide a successful inclusive practice for children with disabilities, the educational system for trainee early years practitioners and teachers requires adapting to include information based on inclusion, strategies and the benefits to promote changes in attitudes towards disabilities, to adapt the education system from viewing disability as the medical model and work towards the social model approach of disability.

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