

Awtistiaeth - Anhwylder ar y sbectrwm Awtistiaeth di-Eiriau

Beth yw Awtistiaeth ac yn benodol Anhwylder ar y sbectrwm Awtistiaeth di-Eiriau?

Yn seiliedig ar ddarganfyddiadau o Baird *et al.* (2006) a Green *et al.* (2004) o fewn Legg & Tickle (2019) mae amcangyfrif o 1% o Anhwylder ar y Sbectrwm Awtistiaeth (ASA) yn blant.

Mae ASA yn derm sydd fel umbarell i lawer o wahaniaethau niwroddatblygiadol yn ôl Legg & Tickle (2019). Mae gan ran fwyaf o blant sydd wedi cael diagnosis o (ASA) trafferthion gydag cyfathrebu yn benodol trwy lafar (Koegel *et al.* 2019; National Autistic Society, 2022).

Yn ol Autism Speaks (2019) ac yn debyg Rose *et al.* (2016) mae yna amcangyfrif o 25% i 35% o blant yn di-eiriau neu lai ar lafar o fewn plant awtistig. Mae yna ffyrdd arall mae plant yn gallu cyfathrebu (Bethany, 2022) er enghraifft iaith y corff. Fodd bynnag, i ddeall cyfathrebu trwy iaith y corff mae angen dealltwriaeth ac agosrwydd tuag at y plentyn cyfannol gan fod Awtistiaeth ei hunan yn gosod siarectariaid trafferthion mynegiant mewn ffyrdd unigol.

Sut mae Awtistiaeth yn cael ei Adnabod a'i ddiagnosis?

Yn ôl NHS (2022a) y cam gyntaf yw siarad gyda rhywun proffesiynol am gyngor i edrych mewn i asesu, fydd meddyg teulu neu ymwelydd iechyd yn galluogi hyn (Llywodraeth Cymru, 2021a) ac yn ôl The Spectrum (2022) fydd hyn yn dueddol o ddigwydd o gwmpas yr oedran o 1 ½ blwydd oed i 2 blwydd oed. Fodd bynnag, o fewn ymchwil gan Hof *et al.* (2020) ar draws y byd mae'r oedran o bobl sydd yn cael diagnosis o awtistiaeth yn amrywiol o 2 ½ blwydd oed hyd at 19 ½ blwydd oed.

O fewn lleoliadau nodwyd Llywodraeth Cymru (2021) pwysigrwydd o oedolion i ddeall yr arwyddion o awtistiaeth gan ddefnyddio 'SIGNS' i ddeall y cymhlethodau a gwahaniaethau o'r ymddygiad.

Yng Nghymru mae gan lywodraeth leol swyddog i alluogi cynllun gweithredu lleol (Llywodraeth Cymru, 2021, tud 16). Dyle'r broses rhwng atgyfeirio a appointiad gyntaf dim cymered mwy na 3 mis, fodd bynnag gall y diagnosis cymered hyd at 26 wythnos. O fewn yr amser yma, disgwylir fod ysgolion ac ymarferwyr sydd yn gweithio yn agos gyda'r plentyn rhoi cymorth trwy ymagwedd ysgol gyfan a dilyn canllawiau ADY.

Fodd bynnag, fel gweler o fewn data gan NHS (2019) mae yna nifer o blant o dan 18 sydd ddim yn cael apwyntiad o fewn yr amser hwnnw.

Rhwystrau i ddiagnosis

O fewn ymchwil gan Parsons *et al.* (2018) gweler yn glir un o rwystrau i ddiagnosis yw sefyllfa economaidd gymdeithasol y plentyn.

Mae plant mewn gofal yn 4 amser mwy tebygol o ADY yn ôl Department for Education (DFE) (2017, tud 19). Gyda 1% o'r boblogaeth gyfan gydag awtistiaeth (Parsons *et al.* 2018) mae yna 18.5% o'r plant yna o fewn gofalaeth gyda nodweddion o awtistiaeth.

Noda Cameron & Carroll (2017) mae'r anawsterau ddysgu yn chysylltu gyda chanlyniadau gwael o fewn addysg. I'r plant mewn gofal mae strategaethau ac ymyriadau cynnar yn holl bwysig. Fodd bynnag wrth ymchwilio mewn ir pwnc nid oes gwybodaeth penodol i dadlau ymhellach rhwystrau sydd yn wynebu plant awtistig di-eiriau o fewn gofal. .

Rhwystrau i ddysgu?

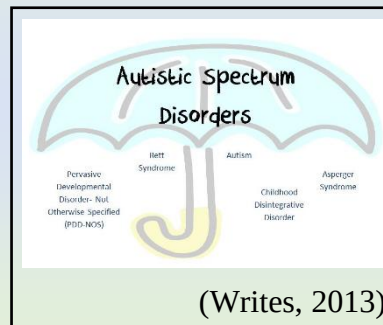
Yn ôl McDougal *et al.* (2020) wrth edrych mewn i ffactorau sydd yn effeithio dysgu plant sydd gydag awtistiaeth, does dim lawer o ymchwil wedi cael ei wneud. Uwchlewyd Wilson & Landa (2019) yr angen i ymchwil ymhellach i strategaethau effeithiol i alluogi ymyrraeth o fewn ysgolion.

Gweler y rhwystrau yn sawl wahanol feysydd i barodrwydd addysgwyr;

- Amser Cyfyngedig
- Ymgysylltu ag addysgwyr
- Cymhlyg o ASA

Noda Roberts & Simpson i ddatrys y mater mae angen mwy hyfforddiant, adnoddau cymorth ariannol a chymorth strwythurol.

Yn ôl mae yno 70% o blant gydag awtistiaeth yn di-eiriau ar ryw radd (NHS 111 Wales, 2021). Noda bod ymchwiliad di-eiriau yn enwedig o fewn plant gweithrediad uchel di-eiriau o fantais i ddatblygu strategaethau cymorth a hyfforddiant (Georgescu *et al.* 2014).



Manteision ymyrraeth gynnar

Yng nghanol ymyrraeth gynnar gweler bwysigrwydd rôl yr oedolyn o fewn cynnwys agweddau dysgu a strategaethau o fewn bywyd pob dydd (Zwaigenbaum *et al.* 2015). Yn debyg gweler ymyrraeth gynnar yn effeithio ar rieni (Estes, 2019) trwy weithredoliant uniongyrchol o ymyrraeth. Fodd bynnag nodwyd Estes (2019) ymhellach yr angen i roi cymorth i rieni i alluogi plant i gyrraedd ei photensial llawn (NIH, 2021) trwy strategaethau newydd.

Gall yr ymyrraeth gynnar a rôl y rhieni cael ei weld ymhellach o fewn Fuller & Kaiser (2019) lle nodwyd buddion strategaethau. Gan roi ymyrraeth cyfathrebiad cymdeithasol yn ei le yn gynnar gall canlyniadau cymdeithasol wella trwy ymyrraeth effeithiol.

Fel y gwelwn gan Autism Research Institute (2021) mae yna amrywiaeth o strategaethau addas sydd yn gallu cael ei rhoi yn lle yn dibynnu ar anghenion y plentyn.

Casgliad

Trwy ymchwil mae hi yno yn glir fod sawl maes i wella o fewn rhoi strategaethau ac ymyrraeth gyffredinol yn ei le i blant awtistig ac yn benodol awtistiaeth di-eiriau.

Strategaethau i'w cefnogi?

O fewn ysgolion mae yna strategaethau gall ymarferwyr rhoi yn ei le i roi cymorth a phrofiad cyfannol o addysg. Unwaith mae diagnosis yn ei le mae gan bob plentyn yr hawl i gynlyn statudol IDP (Individual Development Plan) (National Autistic Society, 2022). O fewn yr IDP mi fydd cynlyn ALP ar strategaethau wedi rhoi yn ei le (Llywodraeth Cymru, 2021). Wrth greu'r IDP mae yna ddyletswydd i ysgolion cynnwys y plentyn ar deuluoedd (National Autistic Society, 2020).

Gydag awtistiaeth di eiriau mae strategaeth fel 'Attention Autism' wedi cael ei datblygi i roi ymyriad llwyddiannus yn ei le. Mae 'Attention Autism' yn cefnogi nid yn unig datblygiad iaith a chanolbwyntio, ond hefyd darganfod y byd o'i gwmpas, cynnal sylw a rhoi profiadau newydd (Davies, 2014). Hefyd mae yn datblygu sgiliau rhannu mwynhad rhwng cyfoedion a'r agweddau cymdeithasol o ddysgu yn ôl Centre for Autism (2022).



(Ady's Army, 2022)



(Davies, 2020)

Rhwystrau'r strategaeth?

Un rhwystr i'r strategaeth yma yw presenoldeb y plentyn sydd angen y cymorth. Fodd bynnag, nid oes lawer o ymchwil i ddeall y cymhlethdeb o pam. Noda Totsika *et al.* (2020) fod bron absenoldeb o ysgol o 5 diwrnod allan o 23 yn bron 43% o blant. I roi'r strategaeth 'Attention Autism' i mewn i le, mae angen sesiynau cyson i adeiladu lan sgiliau ganolbwyntio a gwrando'r plant (Centre for Autism, 2022), felly mae'r presenoldeb yn effeithio'r strategaeth yn uniongyrchol.

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