

Portfolio

1. Portfolio
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I have not used AI throughout this assignment.

Why is autism identified more in boys than girls?

Literature review

To begin with, the motivation of this project is to understand why autism is spotted more in boys than girls. This section will inform the undertaking project, which has been directed by the areas that have been overseen or unresolved issues discovered in earlier studies (Nolan, Macfarlane and Cartmel, 2013). Throughout this project there will be sources used from questionnaires and observations to understand other people's perspectives on the topic. To begin with, autism is known as a "spectrum disorder", as there are many different forms. An example of two are nonspeaking and sensory issues. Children often follow some of these forms which can lead to development issue in their behaviour and social skills or improve them (Sicile-Kira. C, 2012). Also, another source that has a similar view of the definition of autism is Cincinnati Children's (2023). This source believes autism involves in a range of developmental differences in actions, expression, and interaction with others. These sources are similar to each other, as they both state the key information and state what children with autism may struggle with.

In addition, having an autism diagnoses at a younger age is more beneficial for children, as not every child with autism is experiencing life the same. Some children are non-verbal some children are delayed in another part of their body. By spotting the signs children are experiencing, children can then complete the screening to correctly identify the child's diagnoses. The specialists are then able to put a supportive plan in place to support children, for example, speech and language therapy, behaviour therapy and more. Also, by having an early diagnosis, children and families are more likely to understand more and support the child in succeeding to their next targets (university of Arizona Health Sciences, 2022). However, a source believes some parents can become anxious about their child not reaching their milestones and may often seek medical support to query whether their child has additional learning needs. This often delays children with additional needs from receiving their further appointments, which can often lead children to struggle managing their triggers throughout their day-to-day lives and repeat more behaviour issues, as they may have struggled to find strategies to support them . An appointment to see a doctor about children's additional learning needs can take "nine months to two years". Barbera, L. M, (2021). This links to Skinner's theory, as Skinner believes children often repeat behaviours if children do not receive outcomes because of their actions (Vargas, 2017).

There are many different signs of autism in children, according to NHS, (2022). Girls signs are often found harder to spot, as some girls hide their signs and distract adults by duplicating what other children are doing. The website also states the reason boys demonstrate signs more, boys are found to display more stereotypical signs of autism, for example, repeating behaviour and intense interactions with activities and toys. The source also suggests that girls are more aware when they find situations challenging and often remove themselves from the situationn (NHS, 2022). According to NHS, (2019) ,schools that have children with additional learning needs attending have the duty of care to provide extra support for those children by creating extra support lessons and one-to-one support to enhance the children's development and encourage the children's knowledge of the curriculum. Adding to

this, classroom with children who have additional learning needs are recommended to organise and prepare the classroom, as children with additional learning needs may feel agitated as soon as they arrive at school due to the disorganised entrance areas. Reducing sensory input is often a goal most classrooms aim for. Another goal employers ensure is followed is when speaking to students in public spaces, employees speak in a steady, calm tone and refrain from raising their tone to ensure all children are remaining calm throughout their school day (Manikiza. J, 2015). The source also states these strategies are shown to work well for boys and some girls with additional learning needs. (Manikiza. J, 2015). This is because, as many different sources have stated, girls with additional learning needs often distract practitioners. This also links to The United Nations Convention on the Rights of the Child, as Article 28 states, "All children have the right to an education," and Article 13 states all children should have "freedom of expression". The UNCRC responds positively to this section as they ensure all children have and understand their rights (UNICEF, 2019).

To add to this, there are many different theorists that link to autism in boys and girls, for example, Maslow. Maslow's theory is all about children's needs and stating the needs children need more for example, Maslow believes the most important need for children is physiological need this is most important as it ensures all children have access to food, water and all the basic needs (Maslow. A, 1943). Maslow's hierarchy of needs displays that if children's needs are met, children are more likely to display additional learning needs. According to Maslow (1943), children are more likely to be encouraged by the hierarchy of needs, starting with "physiological" essentials followed by "safety and belonging, esteem and finally self-actualisation". For children with additional learning needs basic needs for example attachment, and feeling committed can often build a wall for children to learn and progress (Hooper, E, 2024). Classroom support workers can ensure these basic needs are met throughout the classroom, which can often support the children throughout their small groups. This can also support the additional learning needs policy of the "ALN code of Wales" (Welsh government, 2021).

Methodological

Adding to this, as the literature review states there are many different strategies for children with additional learning needs and signs of boy's with autism and girls with autism. However, as we have noticed girls often hide their signs and protect themselves when finding a situation challenging (NHS,2022). Throughout this section there will be primary research methods. A primary research method is when researchers independently investigate their own research and present it using different sources (UK Parliament, 2020). The primary research that will be used throughout this section will be a questionnaire, observation and an interview. These will be created to independently answer the question. Why is autism identified more in boys than girls?

To begin with, questionnaires have been chosen as a research method, as questionnaires allow many different opinions on the same topic. Questionnaires also encourage everyone to complete them as people can access them online as well as on paper this encourages people to express they views and have a sense of belonging (Cohen. L, 2017). Also, when completing a questionnaire, the researcher

will be able to identify where the most similar responses are (Newby. P, 2014). The questionnaire method is also a quantitative method. This method is data collected from a mathematical area quantitative method collects all the numeracy aspects from the data and stores them all. It also is a qualitative method; this method focuses on the language of the research method (National library of Medicine, 2022). However, questionnaires can also be unreliable according to Walker. R and Solvason. C, (2014) minimal questionnaires are returned unless participants fill them out at the time of delivery this can make the researchers disappointed as they are unable to analyse the data.

To add to this, the observation method has also been chosen, as children are more familiar with observations being completed throughout their classroom environment, as observations can be a daily routine for practitioners in childcare this allows children to feel their usual selves in the environment. Observation is also a useful research method, as it offers the research to have an insight into children's behaviour and situations that you will be unable to observe through interviews and questionnaires (Nolan, Macfarlane and Cartmel, 2013). Similarly, another source also agrees with this as according to Arthur. J, et al,(2021) they believe completing an observation as a research method is beneficial as there is many different forms of an observation for example natural and structured this allows the researchers to be able to adapt your observation to support your group of children. However, using an observation research can be harder to complete compared to other research methods because some observations can be intense and can often feel pressured which can lead the children to struggle completing it. Another reason a observation research can be harder to complete is because, while completing the observation, researchers can often be quick to assume, which can make the observation inaccurate (Hopkins. D, 2014).

According to Newby, P. (2014), using an interview as a research method is useful, as while completing an interview, you are able to have a bundle of information by academically interviewing many different people. There are two types of interviews that could be completed, for example, informal and formal however, for this investigation, there will be a formal interview. Interviews are also useful, as you are able to see if people have the same answers and compare different information. Adding to this, another source also agrees with this, this source believes interviews are used more academically for more formal and detailed information (Hammond. M and Wellington. J, 2012). Interviews are also used to understand how much the interviewee understands about topics and their belief on the particular topics (Arthur. J et al, 2021). Interviews are also a qualitative method that is used for research – methods which are not gathered from mathematics, for example, case studies and interviews. Qualitative methods focus on more academic responses to gather data (National Library of Medicine, 2022). However, interviews can also be unreliable as some interviewees may be biased and only analyse the data that relates to their view adding to this making note and transferring all the data can be demanding and very intense.

In addition, as questionnaires are able to be transferred onto social media, schools, and workplaces, this will allow multiple different responses to create a larger amount of data. Questionnaires can be answered by parents, early years workers, and practitioners throughout the school. This will allow more people to express their views. Throughout the interview, it may be challenging to complete many different

interviews. Because of this, it will be more beneficial to only have three or four interviews to complete this will allow a fair response and evaluation of detailed answers. Parents and early years educators will be able to complete the interview to allow them to express their own views and provide suggestions to support boys and girls with additional learning needs. The observational method will consist of two – three children the children will continue their day-to-day routine in school to ensure their routine will not be changed so the children will not feel unsettled and feel happy to complete the task (Walker. R and Solvason. C, 2014).

In addition, these primary methods are also part of the Hawthorne and Halo effects. The Hawthorne effect is when children are aware they're being observed, and therefore the children's behaviour changes some children choose to behave other children choose not to (National Library of Medicine, 2014). The Hawthorne effect responds to the observation method that is being carried out as the method is taking place in a school with two or three children. However, as stated above, boys display their triggers and display their behaviour more than girls this can link to the Hawthorne effect, as children sometimes behave differently throughout observations (Herbert Shivers. C, 1998). The halo effect is when your brain has a positive impression of people and their surroundings (National Library of Medicine, 2024). This links to the investigation, as girls are found to hide their triggers the observer may believe the child has no additional learning needs, which can lead to the child being unable to access any support. The Halo effect also links to the interview research method. This supports an interview, as it is a structured interview the participants may share what the researchers are interested in hearing as opposed to speaking the truth (Herbert Shivers. C, 1998).

Adding to this, these primary research methods also follow the triangulation method. This means the use of multiple research methods and use of different materials to search for an important question. Throughout this methodology there are three different primary research methods to help investigate the question. The methods were chosen for this investigation, as each method can support a different part of the question (Cohan. L, 2014). An advantage of using the triangulation method is to ensure you have different types of data to analyse and compare how similar or different the results are (Roberta. H and Dorothy. F, 2013). Adding to this, there is another source who also agrees, according to Hopkins. D, (2014) this source states the benefits of following the triangulation method are useful, as the researcher goes through each of the research methods and compares all the different methods to see which research method is the most reliable. However, some sources disagree with using the triangulation method as using the triangulation method can often require a long period of time to analyse all the data it also uses many different methods which can lead to a unreliable end result (the open university, 2008).

Ethics

However, before carrying out all of these research methods voluntary consent form needs to be filled out and understood before any of the research has been conducted. Throughout each of these forms there will be a detailed explanation of what the participants will be completing throughout the research, what the research question is and why it is so important, and what will happen to the results once the research has been completed. These consent forms will be provided to children over sixteen, adults and to the institution. If the child is under sixteen, the guardians of the child will be asked to fill the consent form out (UWTSD, 2022). To ensure the

participant's information is kept confidential, once the voluntary consent forms have been completed, there will be additional copies of the forms to ensure there is a backup in case information goes missing and to allow the individuals to keep a copy. The form will also be digital to allow a spare online (BERA, 2024).

Consent form for adults

To begin with, before the adults begin the interview and questionnaire, the adults will be asked to conduct a voluntary consent form. All the participants ensure they all understand they are allowed to remove themselves from the research at any time without providing any reason (BERA, 2024). Adding to this, another source also states similar information. This source states all adults deserve to have the freedom to make their own choices and ensure everyone admires each other's choices. This states both sources believe everyone should have their choice and ensure no one feels pressured to complete anything. This source also states on the consent form there will be a complaint section which participants are in their rights to fill out if they feel the need to, and the research will be unable to create conflict on the matter (UWTSD, 2022).

Consent for children

In addition, consent for children is very different, as some children are unable to communicate themselves, and some children may be too young to understand what they are consenting to. Following the United Nations Convention on the Rights of the Child, children over a particular age and is able to make their own choices (UNICEF, 2019). Also, another source who also agrees with this. This source believes adolescents aged sixteen – eighteen will be able to give their full consent to participate in the research method. However, when the adolescents complete the consent form, they will be provided with a child-friendly form, the form will be provided with all the useful information to allow them to understand what they are consenting to. And children under these ages need a parent/guardian to agree to completing this research task. however, the source also states even though the children are underage and cannot legally provide consent children should be asked on the day and if a child refuses the research must follow the child's wishes (UWTSD, 2022). This also links to the UNCRC, as Article 12 states, "All children should be heard" (UNCRC, 2019).

Anonymity and confidentiality

Also, some of the primary methods may not need any personal information for example, when the researcher is completing the observation on the child they will only need to know the child's name and when the individuals are completing the questionnaire it can be completed anonymously, while on the other hand, anonymity may not always be achievable throughout the research (BERA 2024). According to UWTSD, (2022) before the participates completes the research there will be a decision made on whether the participates personal information will be needed this will provide the individuals completing the research a clear understanding on what they will need to provide. This source also states participates anonymity and personal privacy ought to be secured ensure everyone's privacy is respected. However, according to BERA, (2024). In order to investigate the question the participants responses will be investigated and analysed in order to complete the investigation this may lead to unable to request anonymity. The participants

information will be stored safely and carefully in order to keep their information confidential also, only important personal information will be asked (UWTSD, 2022).

Safeguarding/ DBS

In addition, while working with children and young people it is important to ensure you have an updated DBS, this is to ensure all children feel safe and secure in your care this also links to the UNCRC as article 19 states all children should be protected from any harm There are three different types of checks to ensure your DBS is up to date these checks are standard check, enhanced checks and enhanced with DBS barred list checks. A DBS not only protects children but also protects adults as you ensure you have consent in order to support and protect them (UWTSD, 2022). Also, The DBS has issued a "Code of Practice and employers' guidance" for users of Disclosures to ensure they are managed fairly and applied appropriately as it acknowledges that the information in "Standard and Enhanced Disclosures" is sensitive and personal.

Risk to participants

Adding to this, as long as the safeguarding procedures are followed as shown above, there should be a reduced amount of danger for all participants. However, a risk that may appear when the participant is completing the research is if any of the data got lost. Some data can be stored on computers which may be hacked, and the information could be played with. According to BERA (2024), in order to follow and respect the participants, all their data should be stored safely and only be seen if needed to by the researcher. While completing the research, the researchers need to ensure they are following the Data Protection Act; this act ensures all practitioners' personal information is respected and cared for to help prevent the data from being lost and damaged (GOV.UK, 2018). Another risk that may happen is a participant might feel upset or triggered throughout the research. If this was to happen, all participants should have been told their rights beforehand. These rights will allow the participants to withdraw at any point and not be questioned. By not questioning participants request the researcher is respecting their view and rights to confidentiality (BERA, 2024).

Risk to researchers

Adding to this, there is a little amount of risks that could affect the researchers. However, a risk that may happen is the researchers may feel triggered if a participant discloses some information. If this was to happen the researcher has a duty of care this is the only confidential information which will have to be shared with the correct support workers. To ensure the participant understands the procedures that need to be followed, it will be useful for the researcher to explain the next steps (BERA, 2024). By having knowledgeable and experienced researchers, the correct procedures can be put in place, for example, UNCRC, data protection, and safeguarding these and many more procedures will support all the people in this investigation (UWTSD, 2022). Another risk that may appear to the researchers is if there is not enough evidence for the investigation. If this happened unfortunately the researchers would have had to search for more reliable and honest participants to also complete the investigation (BERA, 2024).

Risk to institution

In addition to this, the institution may not have many risk as long as the researchers correctly complete the investigation and ensuring to follow all the correct policies. Researchers also need to ensure they are providing the participants with all the correct information and providing and answering any question they may have and ensuring they are following all the legal requirements and IT support. This will also link to confidentiality and common laws, as the participants' responses and concerns will be shared and expressed towards the university (UWTSD, 2022). In addition, another risk that may appear to the institution is if the research is not following the correct procedures, for example, if the research requested more personal information than they needed, shared personal information or disagreed with the participant's opinion, the institution will be affected, as the research is holding their reputation as well (UWTSD, 2022). Also, BERA, (2024) also believes the researchers are representing the institution the researchers should know all the methods and have a clear understanding and knowledge of the topic of investigation.

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