

Dissertation

Title: Social Support While Dealing with Autism in School

Children

WRITING EXPERTS

Acknowledgement

I would like to thank my teachers and peers for helping me to understand the topic and also to look for information relating to the topic. My teachers and professors also helped me greatly to structure the assignment and increase the quality of the project by providing useful feedback.



Abstract

Background: The increasing cases of autism among children in the UK have increased the need for looking into the factors that can help these children cope with the fast-changing society and also look after their wellbeing.

Aim: The main aim of the research is to investigate and enhance knowledge regarding social support for dealing with Autism in school children.

Objectives:

- To investigate the significance of social support required for dealing with Autism in school children in the UK.
- To determine the challenges of providing social support to autistic children in school in the UK.
- To recommend strategies for mitigating the challenges of providing social support to autistic children in UK schools.

Methodology: The methodology of the research has been conducted through secondary qualitative research way leading to providing the details of the selection criteria. There has been mention of the inclusion-exclusion criteria, and heterogeneity factors that were considered while choosing the research strategy.

Findings and Conclusion: Findings and conclusion mentioned that autistic children need to be provided with personalised teaching and in order to do so proper training and knowledge are essential for educational institutes. This can help these special children to overcome their challenges and help them develop skills to learn in an inclusive teaching environment.

Table of Contents

1. Introduction.....	6
Research Rationale.....	6
2. Research Aim and Objective	8
Research Questions	9
Dissertation Structure.....	9
Summary	9
3. Literature Review.....	10
Literature Search Strategy.....	10
Introduction.....	10
Sources and Searching	10
Data Analysis	11
Review of Selection	11
Quality Assessment of Reviews.....	11
<i>Description of Review Selection and Inclusion Criteria.....</i>	11
<i>Assessment of Publication Bias</i>	12
<i>Assessment of Heterogeneity.....</i>	12
<i>Comparability of Included Reviews</i>	12
Theoretical Underpinning	27
Conceptual Framework.....	27
Summary	28

Results and Discussion	28
<i>Theme 1: Role of social actions on the well-being of the autistic children</i>	<i>28</i>
<i>Theme 2: Challenges faced by autistic children in educational institutes.....</i>	<i>28</i>
<i>Theme 3: Effective strategies that can be adopted for improved behaviour of autistic children</i>	<i>29</i>
Discussion.....	30
Limitations and Gaps in Literatures.....	31
Conclusion and Recommendation	31
Recommendations.....	32
Research Limitation	33
Future Scope	33
Reference	34



1.Introduction

This chapter will mention the background of the research along with the mention of the aim and objectives that it will focus on looking for the efforts that can be made to deal with autism in school children. In this chapter, there will be mention of the problem statement and research question that the research will try to answer. The chapter will also mention the structure of the dissertation, the problem statement and the research rationale along with the significance of the research to help in better understanding of the study.

Research Rationale

Research rationale helps a research to understand and evaluate the problem that the research will focus on and thus helps the researcher to understand the problem and the aim of the research (Moosapour *et al.* 2021). It helps in proper formation of research objectives and research questions through which the research proceeds. Autism has been a cause of concern worldwide for decades and scientific research has always been looking for further details to expand its knowledge regarding treatment of the disease. In the UK, about one in 100 children has been diagnosed with autism spectrum disorder and the estimated number of people in the UK who have been diagnosed with autism amounts to 700,000 (BMA, 2020). Autism spectrum disorder or ASD affects the communication of children and also affects their behaviour greatly and it is more commonly observed in males than that of females. A survey of the schools reveals that more than 7 million schoolchildren in the UK have been suffering from autism or ASD which shows an increasing exponential curve (The Guardian, 2021). Social support is one of the most effective treatments for children suffering from autism since they are able to overcome the behavioural issues greatly through behaviour and communication therapies, educational therapies in school, and family therapy these are also important modes of treating children with the help of their parents and relatives initiative. Teaching ASD children speech, occupational therapies, interaction skills, and also teaching them to socialise with others of their age is regarded to be the best way of treating them besides medication (Mayo Clinic, 2024). Thus schools can be an effective place for ASD children to overcome their inefficiencies thereby helping them lead a healthy and better life.

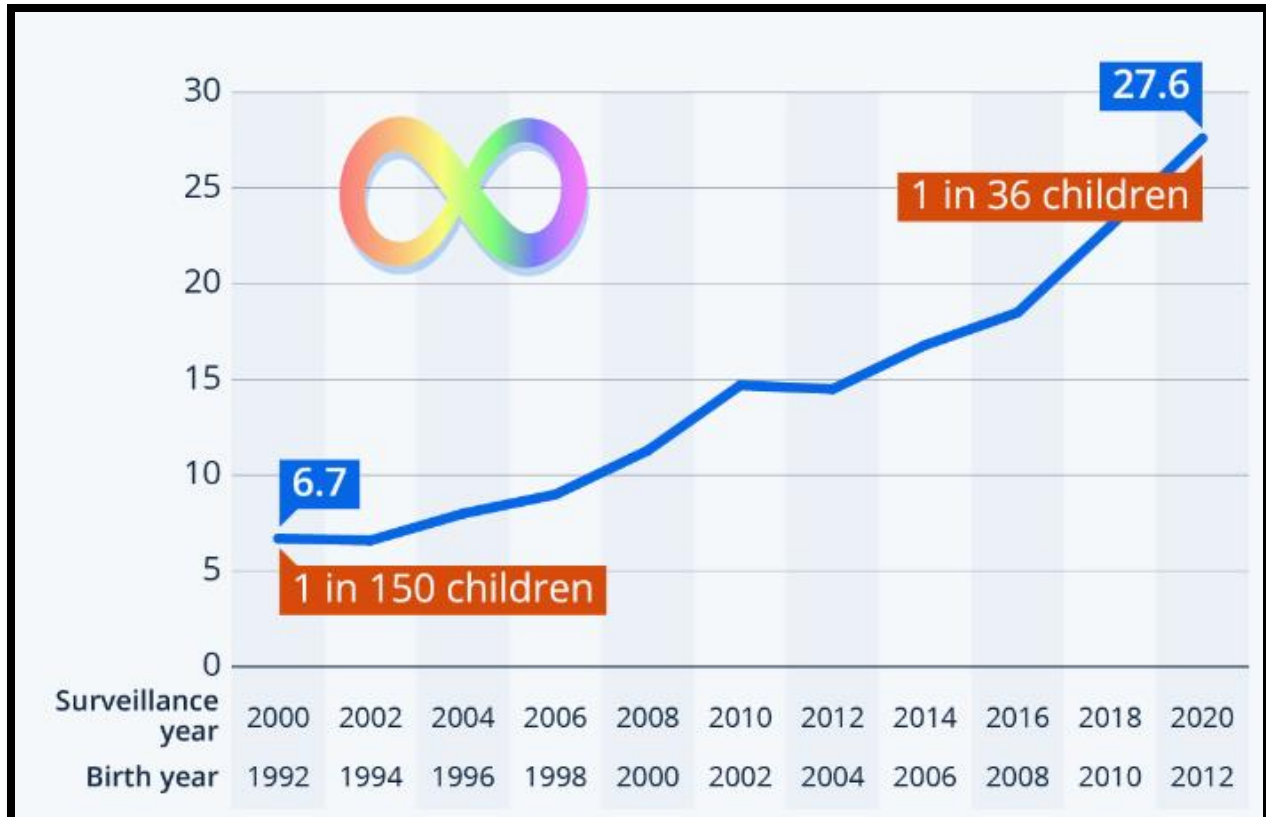


Figure 1: ASD in children in the UK

(Source: Statista, 2023)

In the UK, the rising cases of Autism have been a cause of concern and the fast-changing lives of families often lead to overlooking children suffering from autism (Statista, 2023). The disease causes cognitive impairment among children causing them to face issues regarding interaction, playing, understanding body language, understanding instructions, and difficulties with reading and learning. Better screening and awareness of dealing with autistic children is important since it can help them to overcome these issues and lead a better and healthy life. Autistic children often require special schools to effectively take care of their needs and in the UK 1.5 million pupils are identified to require schools with special needs (Nasen, 2022). Children suffering from ASD also need personalised teaching, charts and repetitive practice to make them improve their cognitive behaviour. However, often lack of knowledge and training among the school staff, discrimination against special students, and lack of infrastructure in schools can hamper the social treatment of autistic children. Moreover, the lack of family support is also another aspect

that can hamper the treatment of autistic children within school and at home as well. **Social support can be regarded as an effective treatment for dealing with children suffering from autism besides medication (Khusaifan, and El Keshky, 2021).** In this aspect, patience is one of the most important factors and often children's parents and families happen to be suffering from stress leading to losing patience. In addition, children with Autism often face a lack of motivation, anxiety, aggression, irritability and emotional breakdown thereby hindering their social success (Spectrum News, 2019). In addition, children with autism face challenges with communicating with peers, social isolation, bullying, and also lack of engagement with teachers and caregivers (University of Kansas, 2024). Autistic children also face challenges with broader memory challenges, discrimination in school, and a lack of resources that can help ASD students cope in school (University of Birmingham, 2023).

The research will help in looking into the challenges that are often faced while treating autistic children and thus will help in looking for better ways to improve the treatment of children suffering from autism. The research will also help special schools and parents to understand the importance of social support for these special children and will also help in understanding the needs and processes that can help in providing a better world to the special children suffering from autism.

2. Research Aim and Objective

Aim

The main aim of the research is to investigate and enhance knowledge regarding social support for dealing with Autism in school children.

Objectives

- To investigate the significance of social support required for dealing with Autism in school children in the UK.
- To determine the challenges of providing social support to autistic children in school in the UK.
- To recommend strategies for mitigating the challenges of providing social support to autistic children in UK schools.

Research Questions

- What is the significance of social support required for dealing with Autism in school children in the UK?
- What are the challenges of providing social support to autistic children in school in the UK?
- What strategies can be recommended for mitigating the challenges of providing social support to autistic children in UK schools?

Dissertation Structure

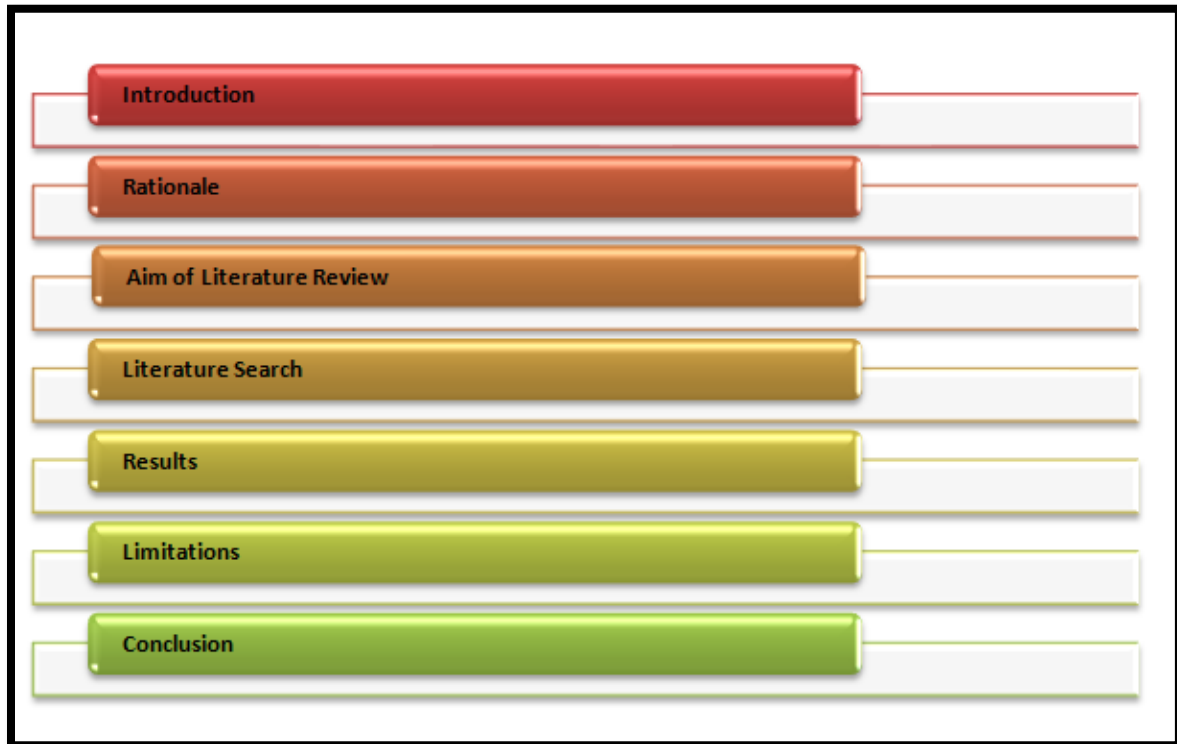


Figure 2: Dissertation Structure

(Source: Self Developed)

Summary

The section mentions the challenges of social support for autistic children along with the current scenario of autism in the UK. The section mentioned the aims and objectives of the research

along with the questions that the research will try to answer. The chapter included a dissertation structure and also provided the background of autism in the UK.

3. Literature Review

Literature Search Strategy

Introduction

The chapter will discuss the methodology of choosing the research materials and journals that can help the research to get a better idea regarding the importance of social support for ASD-affected children. The section will mention the sources and searching technique, the process of selection of the journal articles along the quality assessment of the journals.

Sources and Searching

The research has considered a secondary qualitative research approach and a systematic literature review has been conducted to get better insight and knowledge regarding the social impact on the well-being of children with ASD. The research was conducted through the analysis of selected 4 journals, articles and books that were reviewed and selected after considering 50 sources. As per the views of Kraus *et al.* (2020), the systematic literature review methodology helps show how technological improvements have helped in improving the quality of research and have helped in achieving research goals in the future. The sources selected were done with the help of the use of proper keywords related to research such as autism, children, social impact, school and teachers, behaviour, cognitive behaviour, emotional support, stress, ASD knowledge, challenges and recommendations. **Keywords plays an important role in making the research more collaborative and also helps in including diverse ideas to find the most effective solution (Choi and Oh, 2020).** The research methodology has followed the PICOS framework that involves ‘problem’, ‘Intervention’, ‘Comparator’, ‘outcome’, and ‘study design’. This framework or selection tool is beneficial for clinical research and it helps in evidence-based decision making thereby helping in the success of the research (LinkedIn, 2023). The research has used this framework to enhance the quality of research to get a better understanding of the social factors and challenges of ASD

children. In addition, the use of prepositions has been avoided while choosing the sources that are reviewed in the systemic literature review.

Data Analysis

Review of Selection

The significance of assessing the quality of systematic reviews lies in the fact that it helps in examining the confidence of the review findings (Borges Migliavaca *et al.* 2020). This in turn can increase the quality and standard of the research. All the sources chosen are initially reviewed by considering their relevance to the research topic and also after ensuring that they apply to the answer to the research questions. The articles selected first were analysed with the help of the AMSTAR tool to identify the proper keywords and databases and in addition, the PRISMA framework has also been applied to choose the most suitable sources of information by applying the inclusion-exclusion criteria. The AMSTAR tool is proven to be beneficial for understanding the validity, reliability, and agreement of literature through the assessment of methodological quality Shea *et al.* (2024). Thus these tools helped in better understanding the journal articles and choosing the suitable ones for the research. In addition all the criteria is checked through CASP checklist to ensure that the quality of the systemic reviews are maintained thereby helping in improving the quality of the research study (Long *et al.* 2020). In addition, in healthcare and research regarding patients, CASP tool is the most effective method of quality appraisal in a research which helps in qualitative evidence synthesis (Chan *et al.* 2021).

Quality Assessment of Reviews

Description of Review Selection and Inclusion Criteria

The research has followed all the criteria of inclusion and exclusion during selecting the sources for research. The significance of inclusion and exclusion criteria includes identification of the study population and ensuring that they are consistent, reliable, uniform and in an objective manner (Garg, 2019). The criteria for the selection of the articles lies in the fact that the journals, articles and books were published in the English language to ensure a clear and easy understanding and analysis of the information obtained from the research articles. The journals

are also chosen on the fact that they are written in simple language and those with complicated language are avoided for the research. The research articles that are doctoral or post-doctoral submitted papers are also eliminated to ensure the quality maintenance of the research.

Assessment of Publication Bias

The selected journal and article sources have incorporated different authors' perspectives and are also peer-reviewed. Peer-reviewed journals help in ensuring the high quality of the research by determining the validity, significance and originality of the research (Harvard University, 2022). The articles that are not peer-reviewed are eliminated during the screening of the journals for the research.

Assessment of Heterogeneity

Assessing heterogeneity in a research is significant since it helps a research to remain free of bias and thus helps in more effective and quality research (Chan, and Harky, 2020). In the research different sources of secondary qualitative data have been collected and used to ensure that the data collected are homogenous to help in better concluding the significance, and challenges from a social perspective for the betterment of ASD children.

Comparability of Included Reviews

Comparability of the resources chosen is maintained by the fact that the articles contain both primary and secondary data analysis in order to incorporate the best understanding of the research topic. Mixed methods or multi methods are always significant for analysis since it helps a research to understand the problem in details and also provide best solution for the problem that the research wants to look into (Nanthagopan, 2021). The various resources chosen all provide insights regarding the factors that can help autistic children cope with their disabilities and make them suitable to return to the mainstream education system.

Paper for appraisal and reference: Boujut, E., Dean, A., Grosjean, A. and Cappé, E., 2016. Comparative study of teachers in regular schools and teachers in specialized schools in France, working with students with an autism spectrum disorder: Stress, social support, coping strategies and burnout. Journal of autism and developmental disorders, 46, pp.2874-2889



Section A: Are the results of the review valid?

1. Did the review address a clearly focused question?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: A review can be focused in terms of

- the population studied
- the intervention used
- the outcome considered

2. Did the authors look for the right type of papers?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: The best sort of studies would

- address the review's question
- have an appropriate study design (usually RCTs for a cure evaluation in a medical field)

Is it worth continuing?

3. Do you think all the important, relevant studies were included?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Look for

- which bibliographic data bases were used
- follow up from reference lists
- personal contacts with experts
- unpublished as well as published studies
- non-English language studies

4. Did the review's authors do enough to assess quality of the included studies?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: The authors need to consider the rigour of the studies they have identified. Lack of rigour may affect the studies' results ("All that glitters is not gold" Merchant of Venice – Act II Scene 7)

5. If the results of the review have been combined, was it reasonable to do so?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether:
- results were similar from study to study
 - results of all the included studies are clearly displayed
 - results of different studies are similar
 - reasons for any variations in results are discussed

Section B: What are the results?

6. What are the overall results of the review?

- HINT: Consider:
- how accurate about the review's findings are the results
 - what these are (numerically if appropriate)
 - how were these results expressed (with 95% confidence intervals)

Comments: The overall result of the review is useful and it answers all the research question that the paper focussed on finding.

7. How precise are the results?

HINT: Look at the confidence intervals, if given.

Comments: The results are precise since all the information mentioned are transparent and are written in English to help understand it globally. The results are precise since all the ethical considerations are maintained during data collection.

Section C: Will the results help locally?

8. Can the results be applied to the local population?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether:
- the patients covered by the review could be sufficiently different to your population to cause concern
 - your local setting is likely to differ much

9. Were all important outcomes considered?

Yes

Can't Tell

No

HINT: Consider whether

- there is other information you would like to have seen

10. Are the benefits worth the harms and costs?

Yes

Can't Tell

No

HINT: Consider

- even if this is not addressed by the review, what do **you** think?

Figure 3: CASP of Journal 1



Paper for appraisal and reference: [Sumayia Praloy, Mohammad Delwar Hossain Hawlader, Shaheen Akhter, Abu Sayeed, Md. Abdullah, Animesh Biswas, 2017. Views of the Parents of Autistic Children about Autism and Schools for Autistic Children: A Qualitative Study in Urban Bangladesh. International Journal of Public Health Research, Vol. 5, No. 5, 2017, pp. 56-xx](#)

Section A: Are the results of the review valid?

1. Did the review address a clearly focused question?

Yes	<input checked="" type="checkbox"/>	<p>HINT: An answer can be focused in terms of</p> <ul style="list-style-type: none"> • the population studied • the intervention(s) used • the outcome(s) desired
Can't Tell	<input type="checkbox"/>	
No	<input type="checkbox"/>	

2. Did the authors look for the right type of papers?

Yes	<input checked="" type="checkbox"/>	<p>HINT: The best sort of studies would</p> <ul style="list-style-type: none"> • address the review/question • have an appropriate study design/usual vs. CT for papers evaluating interventions!
Can't Tell	<input type="checkbox"/>	
No	<input type="checkbox"/>	

Is it worth continuing?

3. Do you think all the important, relevant studies were included?

Yes	<input checked="" type="checkbox"/>	<p>HINT: Look for</p> <ul style="list-style-type: none"> • which bibliographic data bases were used • followup from reference lists • personal contact with the experts • unpublished as well as published studies • non-English language studies
Can't Tell	<input type="checkbox"/>	
No	<input type="checkbox"/>	

4. Did the review's authors do enough to assess quality of the included studies?

Yes	<input checked="" type="checkbox"/>	<p>HINT: The authors need to consider the rigour of the studies they have identified. Lack of rigour may affect the studies' results ("All that glisters is not gold" Merchant of Venice – Act II Scene 7)</p>
Can't Tell	<input type="checkbox"/>	
No	<input type="checkbox"/>	

5. If the results of the review have been combined, was it reasonable to do so?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider whether

- results were similar from the study
- results of all the included studies are clear and displayed
- results of different studies are similar
- reasons for any variations in results are discussed

Section B: What are the results?

6. What are the overall results of the review?

HINT: Consider

- how clear about the review's bottom line results
- what these are (or medically if appropriate)
- how were the results expressed (NNT, OR, RR, etc.)

Comments:

The overall result of the review is useful and it answers all the research question that the paper focussed on finding are answered and the aim of the research is reached.

7. How precise are the results?

HINT: Look at the confidence intervals, if given

Comments: The results are precise since all the information mentioned are transparent and are written in English to help understand it globally. The results are precise since all the ethical considerations are maintained during data collection.

Section C: Will the results help locally?

8. Can the results be applied to the local population?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider whether

- the patients covered by the review could be sufficiently different to your population to cause concern
- your local setting is likely to differ much

9. Were all important outcomes considered?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider whether

- there is other information you would like to have seen

10. Are the benefits worth the harms and costs?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Consider

- even if this is not addressed by the review, what do **you** think?

T

Figure 4: CASP checklist for Journal 2



Paper for appraisal and reference: González-Herrera, A.I., Pérez-Jorge, D., Díaz-Fuentes, Y., Rodríguez-Jiménez, M.D.C. and Ariño-Mateo, E., 2021. *Dealing with stress and intervention models in families with children with autism spectrum disorder*. Humanities and Social Sciences Communications, 8(1), 001-61

Section A: Are the results of the review valid?

1. Did the review address a clearly focused question?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: An issue can be focused in terms of

- the population studied
- the intervention considered
- the outcome considered

2. Did the authors look for the right type of papers?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: The best sort of studies would

- address the review (or question)
- have a randomised or controlled design (usually RCTs for clinical evaluation in interventional

Is it worth continuing?

3. Do you think all the important, relevant studies were included?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: Look for

- which bibliographic data bases were used
- follow up from referencelists
- personal contacts with the experts
- unpublished as well as published studies
- non-English language studies

4. Did the review's authors do enough to assess quality of the included studies?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

HINT: The authors need to consider the rigour of the studies they have identified. Lack of rigour may affect the studies' results ("All that glitters is not gold" Merchant of Venice – Act II Scene 7)

5. If the results of the review have been combined, was it reasonable to do so?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether
- results were similar from the study
 - results of all the included studies are clear and displayed
 - results of different studies are similar
 - reasons for any variations in results are discussed

Section B: What are the results?

6. What are the overall results of the review?

- HINT: Consider
- how clear about the review's bottom line results
 - what these are (or medically if appropriate)
 - how were the results expressed (NN-T, OR, RR, etc.)

Comments:

The overall result of the review is useful and it answers all the research question that the paper focussed on finding are answered and the aim of the research is reached.

7. How precise are the results?

- HINT: Look at the confidence intervals, if given

Comments: The results are precise since all the information mentioned are transparent and are written in English to help understand it globally. The results are precise since all the ethical considerations are maintained during data collection.

Section C: Will the results help locally?

8. Can the results be applied to the local population?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether
- the patients covered by the review could be sufficiently different to your population to cause concern
 - your local setting is likely to differ much

9. Were all important outcomes considered?	Yes <input checked="" type="checkbox"/>	HINT: Consider whether
	Can't Tell <input type="checkbox"/>	• there is other information you would like to have seen
	No <input type="checkbox"/>	
10. Are the benefits worth the harms and costs?	Yes <input checked="" type="checkbox"/>	HINT: Consider
	Can't Tell <input type="checkbox"/>	• even if this is not addressed by the review, what do you think?
	No <input type="checkbox"/>	

Figure 5: CASP Checklist for Journal 3

Paper for appraisal and reference: Luther, E.H., Canham, D.L. and Gureton, V.Y., 2005. Coping and social support for parents of children with autism. The Journal of School Nursing, 21(1), pp.40-47.

Section A: Are the results of the review valid?

1. Did the review address a clearly focused question?	Yes <input checked="" type="checkbox"/>	HINT: An issue can be focused in terms of
	Can't Tell <input type="checkbox"/>	• the population studied
	No <input type="checkbox"/>	• the intervention studied
		• the outcome considered
2. Did the authors look for the right type of papers?	Yes <input checked="" type="checkbox"/>	HINT: The best sort of studies would
	Can't Tell <input type="checkbox"/>	• address the review/question
	No <input type="checkbox"/>	• have an appropriate study design (usually RCTs for a pure evaluation of treatment)
Is it worth continuing?		
3. Do you think all the important, relevant studies were included?	Yes <input checked="" type="checkbox"/>	HINT: Look for
	Can't Tell <input type="checkbox"/>	• which bibliographic data bases were used
	No <input type="checkbox"/>	• follow up from reference lists
		• personal contact with experts
		• unpublished studies
		• non-English language studies
4. Did the review's authors do enough to assess quality of the included studies?	Yes <input checked="" type="checkbox"/>	HINT: The authors need to consider the rigour of the studies they have identified.
	Can't Tell <input type="checkbox"/>	Lack of rigour may affect the studies' results ("All that glitters is not gold" Merchant of Venice – Act II Scene 7)
	No <input type="checkbox"/>	

5. If the results of the review have been combined, was it reasonable to do so?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether
- results were similar from the study
 - results of all the included studies are clear and displayed
 - results of different studies are similar
 - reasons for any variations in results are discussed

Section B: What are the results?

6. What are the overall results of the review?

- HINT: Consider
- how clear about the review's bottom line results
 - what these are (or medically if appropriate)
 - how were the results expressed (NN-Term)

Comments:

The overall result of the review is useful and it answers all the research question that the paper focussed on finding are answered and the aim of the research is reached.

7. How precise are the results?

HINT: Look at the confidence intervals, if given

Comments: The results are precise since all the information mentioned are transparent and are written in English to help understand it globally. The results are precise since all the ethical considerations are maintained during data collection.

Section C: Will the results help locally?

8. Can the results be applied to the local population?

Yes	<input checked="" type="checkbox"/>
Can't Tell	<input type="checkbox"/>
No	<input type="checkbox"/>

- HINT: Consider whether
- the patients covered by the review could be sufficiently different to your population to cause concern
 - your local setting is likely to differ much

9. Were all important outcomes considered?	Yes <input checked="" type="checkbox"/>	HINT: Consider whether
	Can't Tell <input type="checkbox"/>	• there is other information you would like to have seen
	No <input type="checkbox"/>	
10. Are the benefits worth the harms and costs?	Yes <input checked="" type="checkbox"/>	HINT: Consider
	Can't Tell <input type="checkbox"/>	• even if this is not addressed by the review, what do you think?
	No <input type="checkbox"/>	

Figure 6: CASP checklist for Journal 4

Journal 1: Boujut, E., Dean, A., Grouselle, A. and Cappe, E., 2016. *Comparative study of teachers in regular schools and teachers in specialized schools in France, working with students with an autism spectrum disorder: Stress, social support, coping strategies and burnout*. Journal of autism and developmental disorders, 46, pp.2874-2889.

Aim: The main aim of the reaserch is to compare parameters such as stress, social support coping strategies and burnout in teachers of normal and specialised schools dealing with autistic children.

Keywords: Teachers, Autism, Burnout, Stress, School, Classroom, Strategies, ASD, Family, Burnouts.

Methods: The methods of the research included contacting normal and specialised school teachers in France by the researcher and providing them will all the information regarding the research and also obtaining their consent regarding their participation. The selection of the teachers was done through informal connections and specialised internet forums. All the information regarding the research and the consent forms were distributed among the participants through email and the whole process of selection continued over a span of about 2 years to 4 years. After this, 245 primary and secondary school teachers were selected and they were provided with survey forms which required about 30-45 mins to complete and included questions

regarding demographic questions, Maslach Burnout Inventory (MBI), Ways of Coping Checklist-Revised (WCC), Appraisal of Life Events Scale (ALES), and other required question to understand their point of view regarding the stress level and coping strategies for teachers working with ASD affected students.

Findings: The research focussed on looking into the effect of transactional factors such as perceived stress, perceived social support and coping strategies of the teachers of normal and specialised schools dealing with autistic students. The study also focussed on looking into the factors responsible for the teacher's burnout and thus the survey results showed that teachers from specialised schools or institutions perceived their experiences more and thus has to face more challenges and also they also felt that they gain more social support from professionals and are also able to use more effective strategies to deal with students. This helped them to reduce the stress factors and burnouts. However, teachers of normal schools with less professional training to deal with ASD-affected students face more challenges and also receive limited support from society leading to more burnout and stress. Thus proper knowledge and advanced skills are also necessary for teachers and family members of ASD-affected students and children leading to improving the quality of life of the students and reducing stress and burnout as well.

Journal 2: Sumayia Preity, Mohammad Delwer Hossain Hawlader, Shaheen Akhter, Abu Sayeed Md. Abdullah, Animesh Biswas, 2017. *Views of the Parents of Autistic Children about Autism and Schools for Autistic Children: A Qualitative Study in Urban Bangladesh.* International Journal of Public Health Research. Vol. 5, No. 5, 2017, pp. 56-xx.

Aim: The main aim of the reaserch is to look into the views of parents of Autistic children regarding the disease and schools of autistic children.

Keywords: Autism, Children, Autistic School for Children, Urban, Skills, Family, Challenges.

Methods: The research was conducted in Dhaka, the capital of Bangladesh since the number of autistic children is more in Bangladesh than in other developing countries. The research was conducted through a qualitative approach where teachers and parents dealing with autistic children were selected and detailed interviews were conducted to understand their perspective about the disease and challenges that they face dealing with Autistic children and the strategies that they follow to overcome those issues. Five schools in Dhaka City were selected which are

experienced in dealing with autistic children and 2 schools have more than 10 years of experience in dealing with autistic children. Teachers and Parents of the autistic students were selected from the schools through purposive sampling. From each of the schools, four participants (parents) were selected a total of 20 parents were selected who were interviewed and the same questions were asked to them and their responses were recorded through hand notes and audio recordings. The data collection was done through an inductive approach and data analysis through thematic analysis. The data were analysed through the formation of codes through axial coding and then the formation of themes from them leading to better data analysis.

Findings: The findings of the research showed that many of the parents are even not aware of the concept of autism or that it is a neurological disease that needs proper counselling and special schools. The research also concluded that the parents of autistic children lack the proper skills and knowledge that can help them to improve the quality of living of their children and thus require proper training for that purpose. The major challenge for this aspect lies in the fact that the specialised schools fail to provide ASD students with the desired care, and educational facilities and also teachers of the schools often lack certain skills that are required for dealing with autistic children. This results in dissatisfaction among parents. Thus the research concluded that parents lack proper knowledge and skills and schools also need to improve their infrastructure and improve the quality of teaching autistic children to help improve their lives and well-being.

Journal 3: González-Herrera, A.I., Pérez-Jorge, D., Díaz-Fuentes, Y., Rodríguez-Jiménez, M.D.C. and Ariño-Mateo, E., 2021. *Dealing with stress and intervention models in families with children with autism spectrum disorder*. Humanities and Social Sciences Communications, 8(1), pp.1-6.

Aim: “The main aim of the research is to analyze and assess the studies and psycho-pedagogical actions developed to understand the actual experience of the families around the stress derived from the presence of a child with ASD”.

Keywords: ASD, Children, Family, Strategies, Stress, Stress Management.

Methodology: The methodology of the research follows a qualitative approach in which research is conducted through a systematic literature review from sources accessed from databases such

as Dialnet, Web of Science (WOS), and PsycINFO. The effective papers were selected through the use of proper keywords and ultimately 16 updated studies were selected from the bulk that were published between 2010 and 2020. During the whole process, ethical considerations were considered throughout the work and only the articles, journals and books that are aligned with the objective of the study were selected.

Findings: The research concluded that in a family with an autistic child, the stress level among the mothers is comparatively more than that of fathers and mothers are more involved in taking care of the children, and their ability to cope with stress is also less as compared to other family members. The research also concluded that strategies followed by families to cope with ASD children are different age and role played by siblings is of great importance. In addition, good interrelationship between family and school and family intervention programs helps in better stress management of families with ASD children.

Journal 4: Luther, E.H., Canham, D.L. and Cureton, V.Y., 2005. *Coping and social support for parents of children with autism*. The Journal of School Nursing, 21(1), pp.40-47.

Aim: “The main aim of the research is The purpose of the study was to assess the levels of perceived informal and formal social support and examine ways parents of autistic children cope in Northern California and compare results to other research studies”.

Keywords: Autism, Parents, Social Support, Coping, School Nursing

Methods: The research followed a quantitative survey and descriptive approach to the study. The participants of the study were parents of autistic children and about 72 families were identified in Northern California among which 18 families completed the survey from the data collected the research looked into analysed the data to look into the results.

Findings: The findings of the research mentioned that often children suffering from autism suffer from coexisting medical conditions such as asthma, diabetes or attention deficit hyperactivity disorder (ADHD). This can be mitigated with the help of the nurses present in schools of the children and the collaborative effort of the nurses and parents can help the children to improve in their academics and also provide them with a better quality of living and learning.

Theoretical Underpinning

Social Motivation Theory

The theory explains the role of motivation among people and this motivation can be achieved through behavioural, biological and evolutionary factors that help in motivating children to communicate with others Su *et al.* (2021). The theory mentioned that stronger social motivation can positively help children improve their ability to express themselves through intentional communication and understanding language. As per the opinion of Grant, and Shandell (2022), motivation plays an important role in determining the behaviour of an individual besides efforts other than social factors such as projects, work, tasks and many more. This theory can be effective in understanding the importance of social factors that can motivate ASD-affected children to express themselves by overcoming their problem with self-expression and this can help to improve their lives.

Conceptual Framework

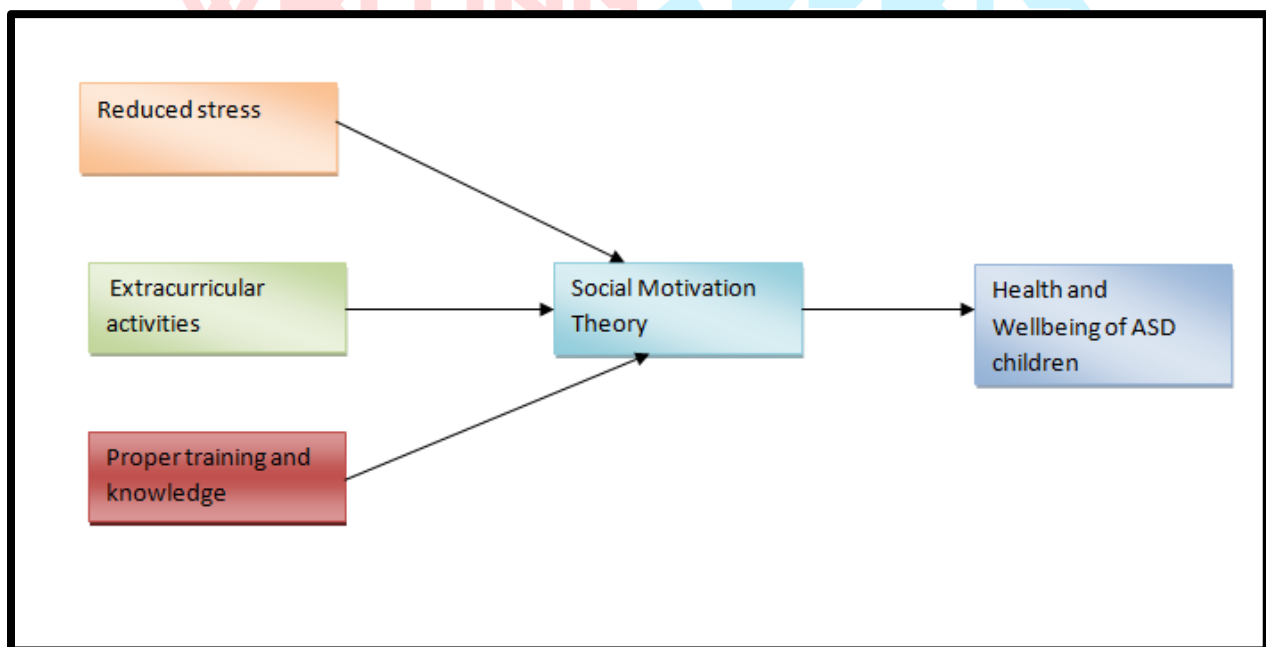


Figure 7: Conceptual Framework

(Source: Self Developed)

Summary

The chapter mentioned the significance and challenges of social support that can help ASD children to lead a better life. The chapter also mentioned effective strategies that can help in mitigating these challenges and also mentioned theories such as the Social Motivation theory that can help in improving the quality of life of children affected with autism. The chapter mentioned all the criteria that were determined during the selection of the articles. The chapter mentioned the inclusion-exclusion criteria to help the research provide quality data to help improve the standard of the research and ensure that it is free of any bias.

Results and Discussion

Theme 1: Role of social actions on the well-being of the autistic children

Recent Data of the world shows that one in every hundred children has been detected with ASD or Autism Spectrum Disorder and they can develop severe disabilities and may always need mental and physical support (WHO, 2023). In this aspect, psychological interventions can improve the communication and social skills of the children leading to improved quality of life. Societal Attitudes and societal support are very effective for autistic children since they directly affect the parents and family of the ASD-affected children and a positive attitude makes their lives much better. Social interaction is also effective for autistic children since it helps them in their growth and also helps in building relationships with others leading to improvement of their behavioural issues (University of Kansas, 2024). Thus social factors and social support from the teachers, and educational institutes, along with parents and family are also important since they play a great role in the improvement and development of autistic children.

Theme 2: Challenges faced by autistic children in educational institutes

Autistic children often face difficulties with social interaction and communication which is a result of restricted or repetitive behaviour and interests (University of Kansha, 2024). Children detected with ASD often face difficulties with engagement with caregivers, and teachers. They often face difficulties making relationships and developing soft skills that can be easier for normal children. Children detected with ASD often face challenges such as aggression, and

anxiety leading them to adapt to the fast-moving and changing environment (GOV, 2024). In addition, the lack of proper knowledge among the members of educational institutes and the lack of acceptance in society is an effective challenge that often causes the inclusion of ASD students in mainstream schools (Channel News Asia, 2022). These challenges often hamper the development of the students and children suffering from ASD and slow down their development. Mitigation of these challenges can help autistic children to move forward towards overall development of their cognitive and behavioural aspects leading them to spend a better and improved life.

Theme 3: Effective strategies that can be adopted for improved behaviour of autistic children

Often schools and educational organisations lack the proper infrastructure and knowledge to support autistic children. In such conditions, proper training needs to be given to teachers and parents to ensure that autistic children will be able to effectively learn and improve themselves (University of Northampton, 2020). In addition, personalised teaching and an inclusive learning environment can be an effective strategy undertaken by schools to achieve behavioural, academic, emotional and social goals by understanding the children's strengths and interests (Sarahdooley Centre, 2020). Schools can also implement various curriculum tools such as picture exchange systems, and various models for teaching that can help autistic children to learn better through visual, and auditory paths and thus have a greater impact on the behavioural improvement of those special children. Besides these educational institutions also need to revise their policies and practices to ensure the increased risk of exclusion of autistic children and help them to adjust to the mainstream (NAS, 2022). **The government of the UK has imposed The Children Act which proposed that local authorities need to take measures to reduce inequalities in the society to ensure that children are provided with all the care and quality living (Parliament, 2023). Inclusion of these strategies in schools ethical regulations can help in better care for autistic children as well. These strategies are effective in helping autistic children to cope with their disabilities and improve their quality of life.**

Discussion

In the literature review, it is mentioned that educational curriculums and skilled staff are essential for improving the cognitive behaviour of autistic children and also help them to become more competent in nature. Similar findings were observed in secondary findings which mentioned that the cooperative help of both society and family helps autistic children to overcome their issues with communication and interaction and makes their lives much easier (WHO, 2023) [*Refer to Theme 1*]. In the LR section, it is mentioned that social and family support can help parents of autistic children to overcome stress levels take better care of their children and provide them with a healthy environment. The literature review and the secondary findings also mentioned many challenges in this aspect that need to be addressed to ensure a better quality of life for ASD-affected children. These challenges include a lack of confidence and knowledge among the staff and teachers handling autistic students which hampers their academic development and growth. The secondary findings also mentioned that insufficient knowledge among the educational institution staff can be counted as a major challenge in imparting necessary support in communication and interaction of autistic children (Channel News Asia, 2022) [*Refer to Theme 2*]. Other challenges include the prevalence of discrimination in society which can be counted as a major challenge for ASD-affected children and the high levels of stress that they encounter during higher studies can negatively affect the mental and behavioural growth and improvement of autistic children. The findings of the secondary research also mentioned that lack of support from society can cause these children to feel a lack of engagement and motivation causing them to have difficulty with building relationships and thus hampering the improvement of soft skills among them (GOV, 2024). The literature review also mentioned certain strategies that are taken and can be taken by educational organisations and society to improve the way of living of autistic children. In this aspect, the mention of combined support from family and society can be achieved through the use of social media channels and this can create a sense of acceptance among the people. The research from the secondary data collection and analysis mentioned that family and teachers are both responsible for the health and well-being of the children and their combined effort can make the life of autistic children much easier (University of Northampton, 2020). In the literature review there is mention of the effectiveness of PowerPoint, dot codes, images, and audio content in

helping autistic children to express themselves easily and also helps them to improve their learning experience. In the secondary research also it was mentioned that the use of various curriculum tools and making required changes in the school policies and rules to incorporate better teaching techniques for autistic children (NAS, 2022). These helped in better understanding of the social factors that can help in making the lives of ASD-affected children better.

Limitations and Gaps in Literatures

Assessing the gaps and limitation of literature review is essential for research since it helps in advancing knowledge regarding the research and helps in answering many important question to helps in success of the research (Lim *et al.* 2022). The literature review mentioned the significance, challenges and necessary strategies that can be undertaken by teachers parents and educational institutions to help ASD children to learn in an inclusive environment. However, it failed to mention the role of government and the importance of infrastructure that is required by the educational institution to create an inclusive environment. The LR also failed to shed light on the effect of motivation from family and relatives, speech and cognitive therapies on ASD students and how it can affect their behaviour. All the four articles considered about the role of teachers, parents and family of ASD affected children in providing a better life and also helps them to return to the main stream of education system. In addition, all the four journals mentioned on the negative effect that the family of the ASD affected students goes through which include, burnouts, stress and depression and how this can effect on the life of the autistic students. Similarity of the all four journals also include the fact that all the journal mentioned that increased knowledge regarding autism can help ASD students to improve their life experiences and help them to lead a normal life. However, Journal 4 mentioned the role of sisters and nurses in the healthcare centre who can positively affect the life of autistic children which is not mentioned in the other journals. In addition the journal also mentioned the importance of social support on the improvement of the condition of the ASD affected students.

Conclusion and Recommendation

Linking with objective 1: To investigate the significance of social support required for dealing with Autism in school children in the UK

Section 2.2 of the literature review chapter provided a rough idea of the major social factors and its significance in dealing with the autistic children in school and within the family as well. The information from the peer-reviewed journals helps in understanding the factors. More information and similar findings were observed in section 4.2.1 of chapter 4. Theme 1 and theme 2 have addressed and linked to the research.

Linking with objective 2: To determine the challenges of providing social support to autistic children in school in the UK

The literature review in Chapter 2 also provided a comprehensive understanding of the challenges and barriers faced by autistic children in academics and also lead a normal life. More detailed analysis and evidence are provided in theme 2 of the secondary research which helped in understanding the challenges in detail which is also applicable for ASD children in the UK.

Linking with objective 3: To recommend strategies for mitigating the challenges of providing social support to autistic children in UK schools

In order to link the objective, the strategies are detailed in the systematic literature review which can be effective in mitigating the challenges faced by autistic children in school. Theme 3 helped in providing more details of the strategies and their effectiveness which can be used in the UK to help autistic children to improve their growth and development.

Recommendations

Recommendation 1: Using videos, audio content and extracurricular activities in school

Digital learning helps young students to improve their psychological identities and helps to increase their literacy level (Rice, and Cun, 2021). This can help autistic children to understand and easily catch up with the contents and help them to improve their behavioural and cognitive skills.

Recommendation 2: Providing training to teachers and caregivers

Providing proper training and imparting required knowledge about autism and ways of dealing with autistic children is another effective method to improve the learning experience of these children and can also help teachers to provide them with personalised learning experiences.

Research Limitation

The major limitation of the research is that it is wholly conducted through secondary qualitative research methodology and it did not include primary qualitative for quantitative research methodology which could have provided the research with real-time data about the challenges and strategies undertaken by schools to help autistic children.

Future Scope

This research will provide better understanding of the causes, challenges, significance and effective strategies that can be taken for well-being of the autistic children. It wil help educational organisation and researchers to look for more opportunities to provide these children with an inclusive learning environment and help them return to the mainstream.

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