

Autistic Spectrum Disorder

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Databases searched : Social Policy & Practice, SocIndex. Only 1st author listed

Books

This is just a selection, over 60 available from the Library that have been published in last few years. (many are available to read online)

[Working with autistic transgender and non-binary people : research, practice and experience](#)

Kourti, Marianthi .2021

[The #ActuallyAutistic Guide to Advocacy : Step-By-Step Advice on How to Ally and Speak up with Autistic People and the Autism Community.](#) Gensic, Jenna.; 2022

[Autism, ethnicity and culture : working with children and families from minority communities](#)

Perepa, Prithvi, 2019

[Trauma, autism, and neurodevelopmental disorders : integrating research, practice, and policy](#)

Fogler, Jason M., 2018

[Child protection and parents with a learning disability : good practice for assessing and working with adults ; including autism spectrum disorders and borderline learning disability](#)

Morgan, Penny 2017

[Autism missed and misdiagnosed : identifying, understanding and supporting](#)

[diverse autistic identities](#) Eaton, Judy, 2024

[Safeguarding autistic girls : strategies for professionals](#) Jones, Carly 2022

[Young people, adults and autism spectrum disorder](#) Cashin, Andrew, 2020

[Autistic masking : understanding identity management and the role of stigma](#) Pearson, Amy 2023

[Autistic adults : exploring the forgotten end of the spectrum](#) Smeenk, Daniel, 2023

Reports

[Blamed instead of helped: how parents of autistic children experience parental blame when they approach services for support](#) (Autism and Parental Blame Project) Ferguson, Laura.

Explores the extent and impact of parental blame for their child's autism across different settings and services, and the barriers and facilitators to accessing appropriate support and diagnosis. Reports that autism is widely misunderstood by professionals. Explains that accusations of blame result in trauma, long-term damage, and increased risk of suicide. And finds that parents of autistic children have a high level of mistrust in services and professionals.

[A country that works for all children and young people: an evidence-based plan for addressing the autism assessment and support crisis](#) N8 Research Partnership 2024

Explores how to improve assessment and support for autistic children and young people (CYP) in the UK. Draws on research into current policies relating to autistic CYP, and perspectives from students at the UK's only specialist school solely for autistic girls aged 11-16 years. Focuses specifically on autistic children and young people who have needs that require specialist medical support. Highlights innovative approaches that have been trialed already, which includes using education data to identify autistic CYP; conducting autism assessments in schools; and creating specific oral health approaches for autistic CYP.

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["Neurodiversity is an afterthought at the moment": results from a pan-London survey of frontline staff's views about working with autistic people experiencing homelessness: autism and homelessness report about practitioner confidence, system barriers and training needs](#)

Wright, Scarlett; 2024 Presents the findings of research that explored the views of 186 practitioners working with people experiencing homelessness in London on the topic of autism and homelessness. Recent research suggests that 12.3% of people experiencing homelessness are autistic. Sets out a series of recommendations, which include: greater recognition and awareness of the prevalence, presentation and support needs for autistic people; flexibility and accommodation of autism within services; co-production of services with autistic people; and embedding gender-informed approaches and increased understanding of women's experiences of autism and homelessness.

['Why are we stuck in hospital?' A guide to overcoming the barriers to people with learning disabilities and/or autistic people leaving 'long-stay' hospital](#) Glasby, Jon 2023.

Identifies and discusses ten actions that study participants advise would help them to leave hospital: our lives are on hold - do your jobs and get some oomph; see the person behind the labels; don't make me jump through more hoops than is really needed; make sure the criminal justice system is on board where someone has committed an offence; help hospital staff know what's available in the community; don't put us into boxes or scatter-gun; give me the chance to try life outside; help me with the trauma I've experienced; don't let us fall through the cracks; don't set us up to fail.

[Embracing the voices of autistic individuals to develop employability](#). Coney, Keren

Phoenix. (164), 2022 Outlines a project which sought to involve autistic students as consultants to develop targeted employability support at Liverpool John Moores University in the UK, and looks at the impact of this engagement. Discusses the challenges faced by autistic individuals approaching the workplace, highlighting the dangers of marginalisation and unemployment on the mental health and wellbeing of autistic people. Discusses the outcomes of the project, highlighting a positive shift in the self-perceptions of autistic students in terms of their knowledge about their legal rights and their understanding of disclosure and reasonable adjustments, and an increase in their self-awareness, understanding and sense of empowerment around pursuing work. Outlines the further action which followed the project, including autism awareness sessions, one-to-one careers guidance, engagement with a university-wide disability employability group and a careers event for Disability History Month.

[UK social work practice in safeguarding disabled children and young people: a qualitative systematic review](#). Franklin, Anita;

Brings together qualitative UK evidence on the known safeguarding risks and poorer outcomes for children and young people who have disabilities and are at risk of, or who have experienced abuse. Identifies 14 articles/reports across 10 studies in a systematic review of research undertaken since 2000. Considers: why are children who have disabilities at greater risk of harm; what tailor-made responses and interventions are available; what are the outcomes for children who have disabilities who have experienced abuse; and what are the training needs of the workforce. Concludes that more research is needed to cover all forms of harm and the diversity of children who have disabilities.

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Articles

[Programme recipient and facilitator experiences of positive family connections for families of children with intellectual disabilities and/or who are autistic.](#)

Sutherland, Daniel; J of Applied Research in Intellectual Disabilities. 38, 2025

Explores experiences of a support programme for families of 8-13-year-olds with developmental disabilities. Findings include: programme recipients and facilitators generally reported positive experiences of the programme including beneficial effects on wellbeing and family relationships; and led to reductions in isolation and perceived changes in mindset amongst family carers, which improved families' wellbeing and family relationships.

[Reporting findings from an exploratory study of social workers' perceptions about autism training.](#)

Heslop, Philip; Br J of Social Work. 53(6), 2023 Explores social workers' perceptions of training needs about autism. Uses focus groups with social workers, and applies thematic analysis to identify themes that highlight how social workers benefit from training about autism and how to work with autistic people. Identifies and discusses three themes: autism and diverse practice; the case for autism-related training; and themes for training. Concludes that the themes emerging from the research correspond with the literature and the current policy direction of travel in England, to support social work with autistic people.

[The challenges that social care services face in relation to looked after children with neurodevelopmental disorders: a unique insight from a social worker perspective.](#)

Heady, Nicola; Adoption and Fostering. 46(2), 21. 2022 findings include: NDDs appear to be increasing in prevalence in the LAC population, with attention deficit hyperactivity disorder (ADHD) perceived to be the most prominent disorder, followed by autistic spectrum disorder (ASD), dyslexia and dyspraxia; many of the participants acknowledged that they had a limited understanding of NDDs; access to diagnostic assessment, mental health services, specialist educational provision and pre- and post-diagnostic support services was perceived as a lengthy and often unattainable process; and very few participants found using Child and Adolescent Mental Health Services (CAMHS) a positive experience.

[Community participation in adults with autism: a systematic review.](#)

CAMERON Lauren A.; J of Applied Research in Intellectual Disabilities, 35(2), 2022, pp.421-447. Results: Sixty-three reports were included, reporting on 58 studies. Solitary activities, organised group activities, community activities, religious groups and online social participation were identified. The relationship between community participation and quality of life was examined. Barriers and facilitators to increased community participation were identified. Most studies had a moderate to high risk of bias. Conclusion: Adults with autism participate in a range of independent and community activities. The impact of community participation on quality of life and mental health warrants further exploration. Future studies should find effective ways of supporting adults with autism to participate in the community.

[Healthy Aging and Older Adults With Autism: A Scoping Review.](#)

By: Stringfellow, Mary Gerontologist. 2024, 64:11, p1-10. Results A total of 35 articles were selected for final review. Fifty-seven percent of these studies considered only 1 domain of healthy aging, 23% studied 2 domains, whereas 14% measured 3 domains and 6% assessed 4 domains. No study considered all 5 domains. Of the 5 domains considered for this scoping review, mental health and cognition and memory were the most represented domains in the studies. Discussion and Implications Overall, healthy aging among autistic older adults is largely understudied. More research is needed to better identify and tailor interventions and services for autistic older adults and their families to support healthy aging.

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[Health and wellbeing outcomes and social prescribing pathways in community-based support for autistic adults: a systematic mapping review of reviews](#)

FEATHERSTONE Charlotte; et al
Health and Social Care in the Community, 30(3), 2022, Adults on the autism spectrum are affected by health disparities which significantly reduce life expectancy and experience barriers to accessing healthcare. Social prescribing is a holistic approach that diverts patients from primary care to health-enhancing activities in communities. The review found that there has been minimal evaluation of holistic, low intensity services for autistic adults, such as those offered in social prescribing approaches. Outcome measures remain focused on features of autism and reveal less about the effects of interventions on health and wellbeing. Aspects of the social prescribing model were identified in the features of service pathways, but findings also suggested how social prescribing could be adapted to improve accessibility for autistic people.

[Family-centered creative arts therapies for children with autism: A configurative systematic review](#)

By: Moo, Janet Family Relations. 2025, 74:1, p412-429. Results: The development-in-context perspective was a key theoretical influence. In addition to music and singing, body movement/physical activity was a prominent component of creative arts therapies. Verbal support as well as modeling behaviors and strategies to parents were salient family-centered components. Conclusion: This systematic review reveals common principles, practices, and gaps in the existing literature and their relevance for families with children with autism. Implications: These findings bear implications for families, therapists, Certified Family Life Educators, and other professionals working with families with children with autism.

[Perceptions of Caregiver Burden and Living Arrangements of Adult Children With Autism.](#)

Marsack-Topolewski, Christina N. Families in Society: J of Contemporary Social Services. 2024, 105:2, p223-237. Kruskal–Wallis analysis of variance was used to determine whether differences in caregiver burden by the living arrangements of adult children with autism were significant. Aging parents whose adult children lived in group homes tended to have the greatest caregiver burden, while those whose adult children lived independently had the least caregiver burden. Social workers can provide support for parents, adults with ASD, and the family unit as they explore the benefits and challenges of different living arrangements.

[Reporting Findings from an Exploratory Study of Social Workers' Perceptions about autism Training.](#)

Heslop, Philip; Br J of Social Work. 2023, 53:6, p3218-3236. Data from the focus groups were thematically analysed to identify themes that highlight how social workers benefit from training about autism and how to work with autistic people, which includes training from autistic people and others with lived experience. The authors of this article represent different perspectives: the first author is a social work educator with over three decades' practice and personal autism experience, and the second author is a social work manager and practitioner in a specialist service.

[The challenges that social care services face in relation to looked after children with neurodevelopmental disorders: A unique insight from a social worker perspective.](#)

Heady, Nicola; Adoption & Fostering. 2022, 46:2, p184-204. A thematic analysis using NVivo software was utilised to analyse, code and identify themes that contributed to the aims of the study. Four overarching themes and sub-themes emerged from the findings: perceptions of NDDs, perceptions of diagnosis, access to service provision and the impact on care settings. Attention deficit hyperactivity disorder, autism spectrum disorder, dyslexia and dyspraxia were the more prominent conditions discussed.

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[Swimming with the Current But against the Tide: Reflections of an Autistic Social Worker.](#)

Guthrie, Jenni. Br J of Social Work. 2023, :3, p1700-1710.. This reflexive account focuses on the author's lived experience as an Autistic social worker in the UK and why it is still important to inform the social work profession about autism. Using the creative and connective power of analogy, the author identifies the strengths Autistic social workers can offer within the trauma of the everyday as an Autistic person, locating this within the context of social work practice. The author challenges the deficit focus on autism within research and practice and offers opportunity to connect with your understanding of autism and what that may mean in terms of developing your own relational, anti-oppressive practice.

[Sense-making narratives of autistic women diagnosed in adulthood: a systematic review of the qualitative research.](#)

Kelly, Caroline; Disability & Society. 2024, 39:3, p663-695. The studies suggested that health and social care professionals were not always able to recognise, refer, diagnose, and support autistic women effectively. In childhood, the autistic women who participated in the nine reviewed studies remembered feeling that they were 'weird' or 'alien' and being bullied due to their difficulties with socialising. These participants imitated their more 'easy-going' friends in social situations to keep up appearances and look as if they were in control. After their diagnosis, the autistic women felt more able to be themselves, rather than trying to be the 'ideal' person that others expected them to be. The women who participated in the studies believed that, if they had been diagnosed in childhood, they would have coped better with dangerous situations they had encountered during their lives. Most of the women in the studies felt proud of their autistic identity and the success they had achieved, despite the number of challenges they had faced.

[Supporting Relational, Trauma-Informed Social Care Work with Autistic Adults: Evaluation of a Reflective Supervision Group Pilot](#)

Hallinan, Patrick; Br J of Social Work. 2024, 54:1, p3-21. A reflective, relational approach was taken to the supervisory work, using role-play, free association and the Seven-Eyed model of supervision. At the end of the four-month pilot, participants completed a brief questionnaire to evaluate the supervision group experience. Thematic analysis of the participants' open responses revealed the following themes: (i) increased insight/empathy; (ii) experiential learning; (iii) enhanced awareness/skills in relational practice; (iv) personal resilience; (v) team resilience; and (vi) emotional challenges. The study results suggest the potential importance of reflective supervision in boosting resilience, motivation and emotional insight when supporting people with unique relational needs.

[Understanding autism and its treatment: The child's perspective.](#)

Karni-Visel, Yael; Social Science & Medicine. 2024, 354. A qualitative approach was used to capture children's perceptions of their strengths and challenges and their understanding of a novel ASD treatment. The children's parents completed questionnaires on their children's disability levels, awareness of ASD diagnosis, and sociodemographic details. Children spoke of their embodied sensations and feelings and discussed "normality" vs. "disability." They varied in their awareness of their diagnosis/symptoms, and only one boy named his diagnosis and described its consequences in detail. • Children with ASD were aware of their unique emotional and behavioral challenges. • Gaps exist between children's self-awareness and understanding of their diagnosis. • Children are frequently excluded from the patient information provision process. • Children had a limited grasp of the intervention's goals and practical elements.