

## Empathy and Support for Children with Autism: Creating a More Inclusive Society

Dodge Kenneth\*

Department of Mental Health, National University of Singapore, Lower Kent Ridge Road, Singapore

### DESCRIPTION

Autism Spectrum Disorder (ASD) is a neurocognitive condition that impacts communication, social interaction, and behaviour. One of the most prevalent developmental disorders in kids, it is estimated that 1 in 54 kids in the US has an ASD diagnosis [1]. Despite this high incidence, there is still a lack of understanding and empathy towards children with autism, which can lead to discrimination and isolation [2]. In this article, we will explore the challenges that children with autism face, the importance of empathy and support, and how we can help create a more inclusive society for them.

### Challenges faced by children with autism

Children with autism face a range of challenges that can make it difficult for them to navigate the world around them. One of the most significant problem is communication [3]. Children with autism may have difficulty speaking in both verbal and nonverbal ways, which can make it hard for them to communicate or understand others [4]. They may also have difficulty with social interaction, such as making friends, interpreting social cues, and understanding social norms.

Another challenge is sensory processing. Children with autism may have sensory sensitivities, which can make certain sounds, textures, or lights overwhelming or uncomfortable [5]. This can lead to anxiety and stress, which can further impact their ability to interact with the world around them. Finally, children with autism may also engage in repetitive behaviors or have restricted interests, which can make it difficult for them to engage in typical activities or interact with others [6].

### Importance of empathy and support

Given the challenges that children with autism face, it is crucial that we show empathy and support towards them [7]. This means taking the time to understand their unique perspectives and needs, and creating environments that are inclusive and accommodating [8]. Empathy is particularly important because it helps us understand how children with autism experience the

world around them. It allows us to put ourselves in their shoes, which can help us recognize and address their needs.

Support is also essential for children with autism [9]. This can include educational and therapeutic interventions that can help them develop their communication and social skills. It can also mean creating inclusive environments that accommodate their sensory sensitivities and allow them to participate in activities without feeling overwhelmed or uncomfortable [10].

### Creating an inclusive society for children with autism

Creating a more inclusive society for children with autism requires a collective effort [11]. This means that parents, educators, healthcare professionals, policymakers, and community members all have a role to play.

**Raising awareness:** We need to raise awareness about autism and its challenges, as well as promote understanding and empathy towards children with autism [12].

**Providing support:** We need to provide resources and support for families of children with autism, including access to educational and therapeutic interventions [13].

**Creating inclusive environments:** We need to create environments that are inclusive and accommodating for children with autism. This can mean designing classrooms, playgrounds, and public spaces that take into account their sensory sensitivities and communication needs [14].

**Encouraging acceptance:** We need to encourage acceptance of children with autism and celebrate their unique strengths and abilities [15].

### CONCLUSION

Communication, social interaction, and behaviour are all impacted by the complicated neurological disease known as autism. Children with autism face a range of challenges that can make it difficult for them to navigate the world around them. However, with empathy and support, we can help create a more

**Correspondence to:** Dodge Kenneth, Department of Mental Health, National University of Singapore, Lower Kent Ridge Road, Singapore, E-mail: Kenneth.dodge@nus.edu.sg

**Received:** 03-Apr-2023, Manuscript No. IJSCP-23-22629; **Editor assigned:** 07-Apr-2023, Pre Qc No. IJSCP-23-22629 (PQ); **Reviewed:** 21-Apr-2023, Qc No. IJSCP-23-22629; **Revised:** 28-Apr-2023, Manuscript No. IJSCP-23-22629 (R); **Published:** 05-May-2023, DOI: 10.35248/2469-9837.23.10.293.

**Citation:** Kenneth D (2023) Empathy and Support for Children with Autism: Creating a More Inclusive Society. Int J Sch Cogn Psycho.10:293.

**Copyright:** © 2023 Kenneth D. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

inclusive society for children with autism. This means raising awareness, providing resources and support, creating inclusive environments, and encouraging acceptance. By working together, we can help ensure that children with autism can thrive and reach their full potential.

## REFERENCES

1. Johnson CP, Myers SM. Identification and evaluation of children with autism spectrum disorders. *Pediatrics*. 2007;120(5):1183-215.
2. Landa R. Early communication development and intervention for children with autism. *Ment Retard Dev Disabil Res Rev*. 2007;13(1):16-25.
3. Charlop-Christy MH, Le L, Freeman KA. A comparison of video modeling with in vivo modeling for teaching children with autism. *J Autism Dev Disord*. 2000;30(6) :537-552.
4. Ozonoff S, Cathcart K. Effectiveness of a home program intervention for young children with autism. *J Autism Dev Disord*. 1998;28:25-32.
5. Ozonoff S, Strayer DL. Inhibitory function in nonretarded children with autism. *J Autism Dev Disord*. 1997;27:59-77.
6. Ruble LA, McGrew J, Dalrymple N, Jung LA. Examining the quality of IEPs for young children with autism. *J Autism Dev Disord*. 2010;40:1459-1470.
7. Duarte CS, Bordin IA, Yazigi L, Mooney J. Factors associated with stress in mothers of children with autism. *Autism*. 2005;9(4):416-427.
8. Gail Williams P, Sears LL, Allard A. Sleep problems in children with autism. *J Sleep Res*. 2004;13(3):265-8.
9. Trevarthen C. *Children with autism: Diagnosis and interventions to meet their needs*. Jessica Kingsley Publishers; 1998.
10. Rogers SJ. Interventions that facilitate socialization in children with autism. *J Autism Dev Disord*. 2000;30:399-409.
11. Roberts JA, Rice ML, Tager-Flusberg H. Tense marking in children with autism. *Appl Psycholinguist*. 2004;25(3):429-448.
12. Schall C. Family perspectives on raising a child with autism. *J Child Fam Stud*. 2000;9(4):409-424.
13. McEachin JJ, Smith T, Lovaas OI. Long-term outcome for children with autism who received early intensive behavioral treatment. *Am J Ment Retard*. 1993;97(4):359-372.
14. Capps L, Sigman M, Mundy P. Attachment security in children with autism. *Dev Psychopathol*. 1994;6(2):249-261.
15. McClannahan LE, Krantz PJ. *Activity schedules for children with autism: Teaching independent behavior*. Woodbine House; 1999.