

How pupils on the autism spectrum make sense of themselves in the context of their experiences in a mainstream school setting: A qualitative metasynthesis

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Our day-to-day interactions with, and perceptions of, other individuals and relevant social groups profoundly shape the way we understand and evaluate ourselves. As young people spend a significant amount of time in school, their interactions with others in the school environment are likely to have a particularly powerful impact on how they make sense of themselves. This raises concerns about how pupils with autism spectrum conditions (ASC) come to understand and value themselves in school settings, where many experience social isolation, marginalisation and bullying. To investigate this issue further we identified all published studies examining the self-reported experiences of pupils with ASC in the context of a mainstream school. We then extracted and integrated their findings using a technique called qualitative metasynthesis.