

# National Guideline

For the assessment and diagnosis of autism in Australia

## Guiding principles

[autismcrc.com.au/elearning](https://autismcrc.com.au/elearning)



### Culturally-affirming

**Recommendation 6:** Practitioners should acknowledge and respect the values, knowledge, preferences, and cultural perspectives of the client; adopt culturally-affirming practices; and reflect on their own cultural knowledge and competency in their practice.



### Client and family-centred

**Recommendation 1:** Practitioners should collaborate with individuals and families with respect, and value and support their unique reasons for seeking assessment, their preferences, and contexts.



### Respecting First Nations Peoples

**Recommendation 7:** Services should be culturally-affirming for Aboriginal and Torres Strait Islander and other First Peoples, built on an acknowledgment of the barriers to accessing supports that they may experience; an understanding of current and historical truths and their enduring impact; and respect for deep connection to Country, language, customs, and traditions.



### Strengths-focused

**Recommendation 2:** Assessments and the sharing of findings should focus on the client's strengths, including skills, values, and interests that are personally meaningful to them and that promote their functioning, participation, and wellbeing.



### Neurodiversity-affirming

**Recommendation 8:** Assessment and diagnosis should be neurodiversity-affirming, embracing each client's unique understanding of themselves, other people, and the world around them.



### Holistic

**Recommendation 3:** Assessment should be comprehensive and seek to understand all aspects of the client, including their context, history, strengths and challenges, and aspirations – now and into the future – to the extent that is relevant to the purpose of the assessment for the client and that they are willing to share.



### Competent

**Recommendation 9:** Practitioners involved in assessment and diagnosis should have appropriate qualifications; up-to-date knowledge, skills, and attitudes gained through continuing professional development and supervision; experience; and regulation that is relevant to assessment and diagnosis of autism.



### Helpful

**Recommendation 4:** Assessments should have an agreed purpose, aim to answer the questions the client has, help them identify and advocate for their strengths and support needs, and provide a pathway to supports where appropriate.



### Equity

**Recommendation 10:** All individuals should have access to timely and affordable assessment and diagnostic services regardless of who they are, where they live, or their resources.



### Evidence-based

**Recommendation 5:** Assessment and diagnostic practices should reflect the best available evidence from research, evidence from clinical practice and lived experience, and the client's preferences and priorities.



### Coordinated

**Recommendation 11:** Practitioners should work in a coordinated way with other service providers to improve access and reduce burden on the client.