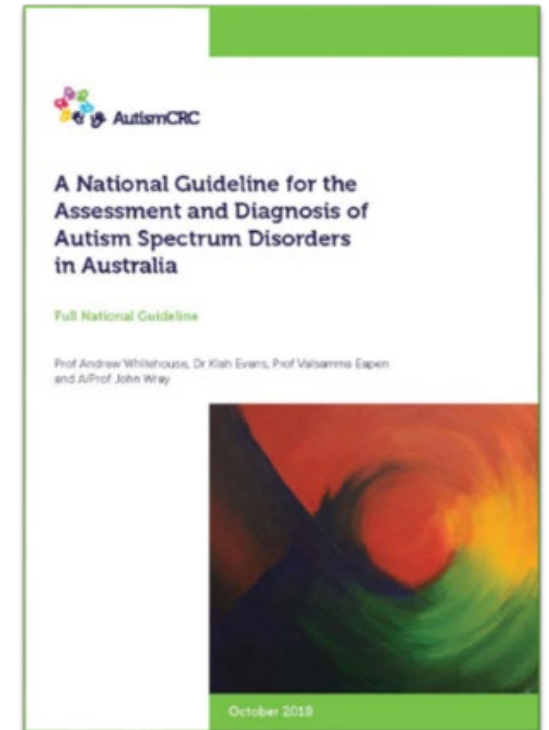




National Guideline Implementation Toolkit

Health, Assessment and Diagnosis
2021 Autism Month Webinar Series
Dr Kiah Evans

**TELETHON
KIDS
INSTITUTE**
Discover. Prevent. Cure.



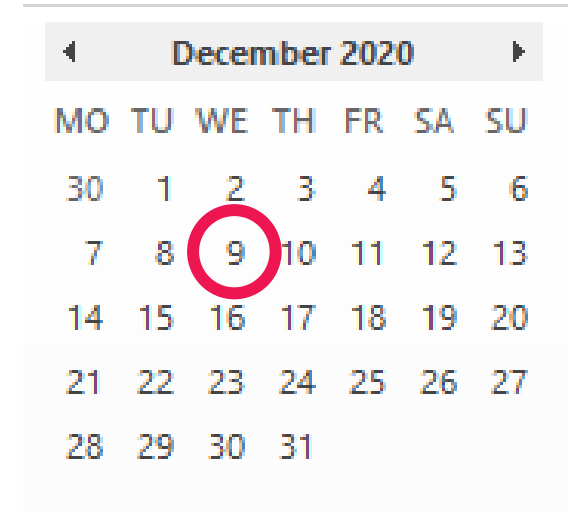
Implementation: Plans

- Guideline – Practice Points
 - Clinical training, networks, accreditation and regulation programs
 - **Dissemination**, implementation, endorsement, evaluation and update guideline
 - Instrument development and validation
 - Funding for neurodevelopmental assessments
- Administrative and Technical Report - Dissemination Plan
 - Supporting documents and web resources
 - Promotional activities
 - **Fact sheets and explainer videos**
 - **Self-evaluation checklist**
 - Manuals and education programs



Implementation: Project

1. Website
2. Fact sheets
3. Explainer videos
4. Baseline Evaluation and Audit Tool



Implementation: Team



Cally Jackson

*Marketing and
Communication
Manager*



Sally Vidler

*Marketing and
Communication
Coordinator*



Jason Kotzur

*Digital
Marketing
Specialist*



Liz Gofton

*Senior Project
Officer -
Communication*



Kiah Evans

*Coordinator
National
Guideline
Project*



**Andrew
Whitehouse**

*Chair
National
Guideline
Project*

Implementation: Community Input



ASAN
Australia & New Zealand
AUTISTIC SELF ADVOCACY NETWORK

Autism Community:

One autistic adult and parent of a child on the autism spectrum

CliniKiDS
Research into Practice

Clinical Community:

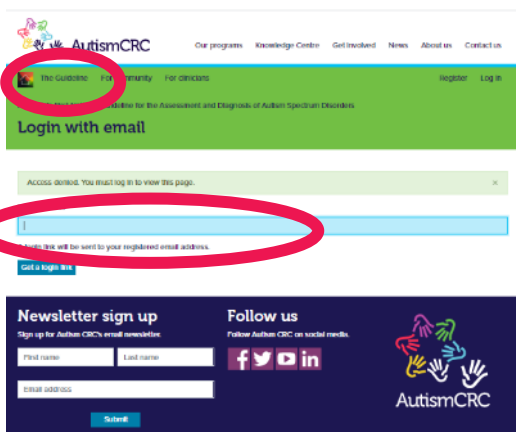
Speech pathologist, clinical psychologist and occupational therapist



AutismCRC

Implementation: Outputs

- Website – The Guideline



Top Tip: You will need to register your email address first



AutismCRC

An email from Autism CRC

Hi Kiah

A log in request has been made to Autism CRC to access the National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders and supporting resources for clinicians and the community.

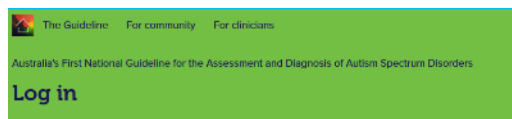
You can now log in by clicking the following link:

<https://www.autismcrc.com.au/access/user/reset/316011618555872/TT09Bc...>

This link can only be used once to log in. Nothing will happen if it's not used. To log in again, go to <https://www.autismcrc.com.au/access/user/login>

For more information please contact Autism CRC on 07 3377 0600 or info@autismcrc.com.au.

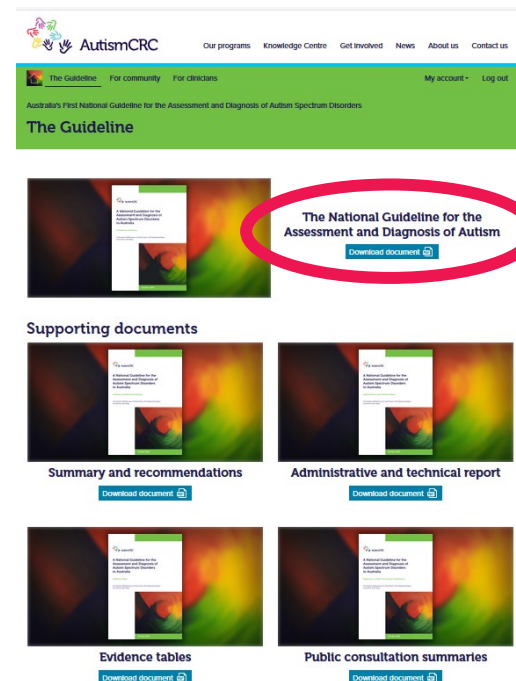
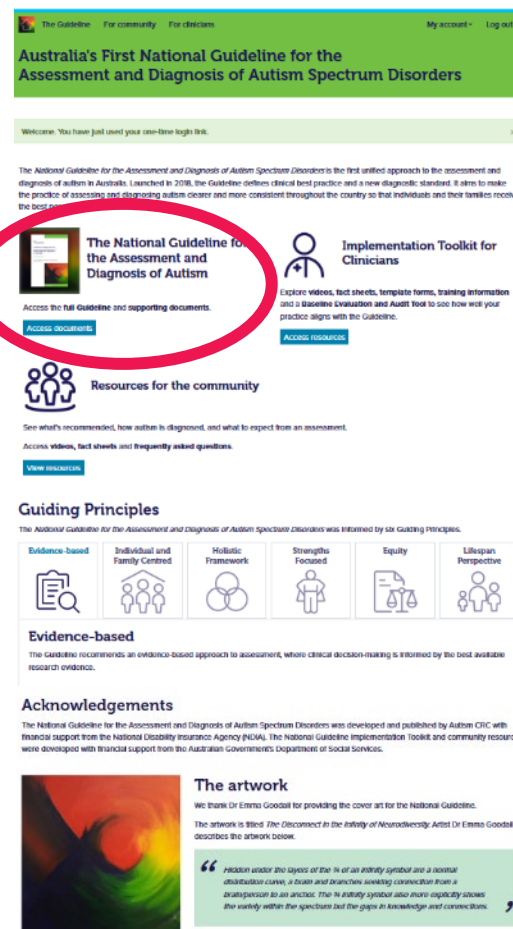
Yours sincerely
Autism CRC National Guideline Team



Please click this button to log in to the site.


This document can only be used once to log in. It expires after one day and nothing will happen if it's not used.

[Log In](#)



Implementation: Outputs

- Website – For Community



AutismCRC

Our programs Knowledge Centre Get involved News About us Contact us

The Guideline For community For clinicians Register Log in

Australia's First National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders

For community

A National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders


The National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders is the first, unified approach to the assessment and diagnosis of autism in Australia.

The Guideline provides health professionals with a nationally consistent, step-by-step process to follow. This process spans from the time of referral until assessment results are shared with individuals and caregivers, including suggestions to meet support needs.

For parents and caregivers of children undergoing an assessment, and adults, the Guideline will help you to understand this process and ensure you are receiving appropriate clinical care.


What does the Guideline mean for me?

Access a video and fact sheet that explain the Guideline and what to expect from an assessment.



For parents and caregivers of children undergoing an assessment

View resources



For adults undergoing an assessment

View resources

Frequently Asked Questions

Expand All

- When was the Guideline launched?
- What does the Guideline contain?
- What is Autism Spectrum Disorder?
- How is autism diagnosed?
- How do I receive a referral for an assessment?
- What does an assessment involve?
- What does the Comprehensive Needs Assessment involve?
- What does the Diagnostic Evaluation involve?
- What happens at the completion of the assessment?
- I am currently seeking a diagnosis for me or my child. What does the Guideline mean for me/us?
- I/my child already has an autism diagnosis. What does the new Guideline mean for me/us?
- I/my child have gone through a diagnostic process previously but there has been no clear result. What does this new Guideline mean for me/us?
- Will this Guideline make it more difficult to access a diagnostician?
- How can I get more information?

NHMRC approval of Guideline recommendations

The recommendations on pages 3-60 of the Guideline document were approved by the Chief Executive Officer of the National Health and Medical Research Council (NHMRC) on 9 July 2018, under Section 144 of the National Health and Medical Research Council Act 1992. In approving the Guideline recommendations, NHMRC considers that they meet the NHMRC standard for clinical practice guidelines. The approval is valid for a period of 5 years. NHMRC is satisfied that the Guideline recommendations are systematically derived, based on the identification and synthesis of the best available scientific evidence, and developed for health professionals practicing in an Australian health care setting. The Guideline reflects the views of the authors and not necessarily the views of the Australian Government.

Newsletter sign up

Sign up for Autism CRC's email newsletter.

First name Last name


Email address

Submit

Follow us

Follow Autism CRC on social media.

f t y i n

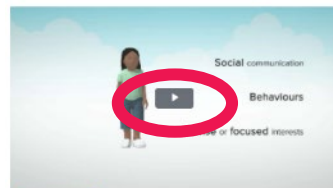


Our programs Knowledge Centre Get involved News About us Contact us

The Guideline For community For clinicians Register Log in

Australia's First National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders

For parents and caregivers of children undergoing an assessment



Social communication

Behaviours

Interests or focused interests

Low sensory version

Autism's first National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders was launched in 2018.

The Guideline is the first unified approach to the assessment and diagnosis of autism in Australia. It aims to make the process for diagnosing autism much clearer, providing greater:

- **equity** in access to an assessment
- **transparency and confidence** in the decision-making process
- a clearly defined **pathway** to support needs.

The Guideline was developed after comprehensive research, and close consultation with expert health professionals and the autism community.

The recommendations in the Guideline are approved as best practice health care.

About the Guideline

The Guideline does not redefine, or change the specific criteria for a diagnosis of autism, but outlines a clear, step-by-step process for assessment.

This will help health professionals to determine your child's support needs, and whether they meet the criteria for a diagnosis.

The Guideline emphasises the importance of listening to individuals and their families about the impact of characteristics and behaviours on family life. The needs and priorities of your child and family are critical considerations at each step.

The Guideline also recommends a strengths-focused approach. This means that identifying your child's strengths, skills, interests, resources and support systems, and those of their caregivers, is as important as identifying any challenges.

For more information


Download the Guideline recommendations

Our programs Knowledge Centre Get involved News About us Contact us

The Guideline For community For clinicians Register Log in

Australia's First National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders

For adults undergoing an assessment



Autism

Low sensory version

Autism's first National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders was launched in 2018.

The Guideline is the first unified approach to the assessment and diagnosis of autism in Australia. It aims to make the process for diagnosing autism much clearer, providing greater:

- **equity** in access to an assessment
- **transparency and confidence** in the decision-making process
- a clearly defined **pathway** to support needs.

The Guideline was developed after comprehensive research, and close consultation with expert health professionals and the autism community.

The recommendations in the Guideline are approved as best practice health care.

About the Guideline

The Guideline does not redefine, or change the specific criteria for a diagnosis of autism, but outlines a clear, step-by-step process for assessment.


This will help health professionals determine your support needs, and whether you meet the criteria for a diagnosis.

The Guideline emphasises the importance of listening to individuals and their families, caregivers and support people about the impact of characteristics on daily life. Your needs and priorities are critical considerations at each step.

The Guideline also recommends a strengths-focused approach. This means that identifying your strengths, skills, interests, resources and support systems is as important as identifying any challenges.

For more information

Download the Guideline recommendations



Download fact sheet

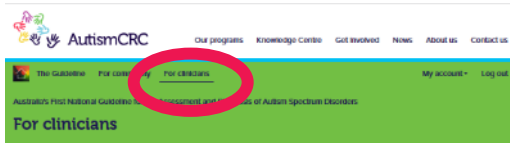
Fact sheet contains the same information on this page.

Resources in this series

1. For parents and caregivers of children undergoing an assessment
2. For adults undergoing an assessment

Implementation: Outputs

• Website – For Clinicians



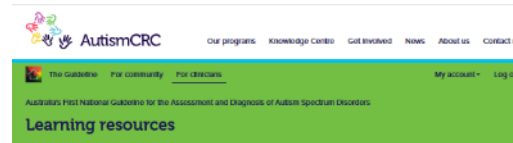
The National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders defines clinical best practice for the assessment and diagnosis of autism in Australia. A series of learning resources and practical tools have been developed to support implementation of the Guideline in practice including videos, fact sheets, a Baseline Evaluation and Audit Tool, template forms and training information.



Frequently Asked Questions

When was the Guideline launched? ✓

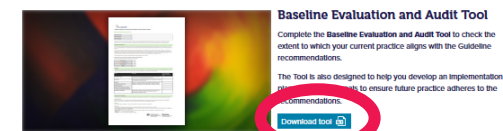
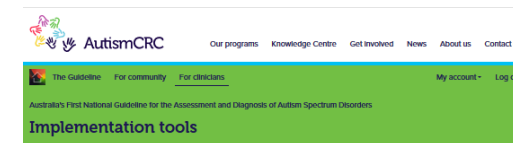
The National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders was launched in October 2018.



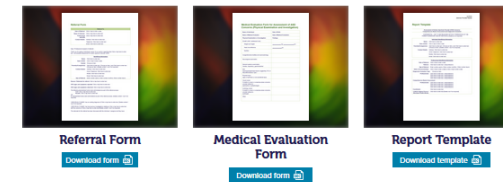
Access the following resources to learn more about the Guideline, and how the recommendations can be applied in practice.

Videos and fact sheets provide an overview of each main section in the Guideline. We recommend viewing them in order.

- 1 Setting a New Standard**
Your role – How to set a standard and what it hopes to achieve.
[View resources](#)
- 2 Guiding principles**
Key principles that inform Guideline development and the recommended approach.
[View resources](#)
- 3 The Assessment Process – An Overview**
Overview of the assessment process, the role of the assessment team and settings.
[View resources](#)
- 4 Comprehensive Needs Assessment**
How to undertake a Comprehensive Needs Assessment, including an Assessment of Functioning and Medical Evaluation.
[View resources](#)
- 5 Diagnostic Evaluation**
How to undertake a Diagnostic Evaluation, including who should be involved at each stage.
[View resources](#)
- 6 Important Considerations**
Important factors that can influence a clinical assessment and should be considered.
[View resources](#)



The following Forms and Templates have been developed to support you with Guideline Implementation in practice.



We have also prepared a Case Study to give you an example of how to implement the Guideline, and an overview presentation of the Guideline.



The National Guideline makes specific recommendations in terms of the skills and expertise that clinicians involved in the assessment and diagnosis of autism require.

Referring clinicians

The Guideline recommends that referring clinicians (primary healthcare providers) have formal professional training in typical child development, and the signs and/or symptoms of common neurodevelopmental and behavioural conditions. This includes those associated with autism, as well as common co-occurring and differential diagnosis conditions.

If the primary healthcare provider undertakes clinical assessments as part of the referral process, they should have training and expertise in administering these assessments (with all prerequisites for using the instrument in clinical practice met).

Assessment team – all clinicians involved in Comprehensive Needs Assessment and Diagnostic Evaluation

As well as holding qualifications in their professional discipline, the Guideline recommends all clinicians involved in the assessment process obtain training and expertise covering:

- typical and atypical development across the age range assessed in their practice
- presentation of the signs and characteristics of autism and other neurodevelopmental conditions across all developmental stages in which they practice, along with the manifestation of signs during early development (which is relevant to diagnostic criteria)
- presentation of autism and other neurodevelopmental conditions among male, female and, where applicable, gender diverse individuals
- the impact of other important considerations on the assessment of autism, such as intellectual and/or communication capacity, culturally, linguistically and/or socioeconomically diverse backgrounds, regional or remote locations, and complex psychosocial factors
- assessment of autism and other neurodevelopmental conditions
- administration of standardised assessments (with all prerequisites for using the instrument in clinical practice met)
- clinical reasoning in weighing evidence, integrating findings and reaching assessment conclusions
- clinical report writing
- communicating with individuals on the autism spectrum and their caregivers.

Specific training required for main stages of the assessment process – in addition to list above

Assessment of Functioning

The Guideline recommends the Assessment of Functioning is conducted by clinicians who have relevant training and expertise in:

- the impact of the signs and/or symptoms of autism and other neurodevelopmental disorders on daily functioning and participation in age-appropriate activities
- the evaluation of the abilities, challenges, strengths, environmental context and support needs of individuals with autism and other neurodevelopmental disorders (along with those of their caregivers and support people).

Medical Evaluation

The Guideline recommends the Medical Evaluation is conducted by a clinician who has relevant training and expertise in medical evaluation relevant to neurodevelopmental disorders.

Single Clinician Diagnostic Evaluation

The Guideline recommends the Single Clinician Diagnostic Evaluation is conducted by a clinician who has relevant training and expertise in:

- clinical reasoning in weighing evidence, and performing diagnostic formulations and decisions
- signs and behaviours associated with common co-occurring or differential diagnosis conditions
- the criteria for autism and co-occurring or differential diagnosis conditions described by the current version of international diagnostic manuals (e.g. DSM and/or ICD).

Consensus Team Diagnostic Evaluation

The Guideline recommends the Consensus Team Diagnostic Evaluation is conducted by clinicians who have relevant training and expertise in:

- clinical reasoning in weighing evidence, performing diagnostic formulations and making diagnostic decisions
- signs and behaviours associated with common co-occurring or differential diagnosis conditions
- the criteria for autism and co-occurring or differential diagnosis conditions described by the current version of international diagnostic manuals (e.g. DSM and/or ICD).

Peer-learning approaches advised

The Guideline recommends that clinicians involved in the assessment and diagnosis of autism obtain and maintain training and expertise through peer learning approaches – peer observation, peer supervision and peer mentoring. Peer learning can be a cost-effective approach to training. Formal training courses and/or further qualifications may supplement these peer learning approaches.

Graduate Certificate in Autism Diagnosis

The University of Western Australia (UWA) offers a Graduate Certificate in Autism Diagnosis (GCAD). The course provides graduates trained in psychology, speech pathology, occupational therapy, paediatrics, or psychiatry with the specialist knowledge and clinical skills required to participate in team-based diagnosis of autism. You can find out more information on the University of Western Australia website.

[Find out more from UWA](#)

Implementation: Outputs

• Fact Sheets - 2 Community and 6 Clinician versions (2-3 pages)

The image displays six fact sheets from the Autism CRC National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders. The sheets are arranged in a collage, showing various sections and diagrams. The fact sheets are:

- Fact sheet 1: About the Guideline** - Discusses the purpose of the guideline, its scope, and the role of the guideline in the assessment and diagnosis of Autism Spectrum Disorders (ASD).
- Fact sheet 2: Setting a New Standard** - Discusses the importance of setting a new standard for the assessment and diagnosis of ASD, and the role of the guideline in this process.
- Fact sheet 3: The Assessment Process** - Provides an overview of the assessment process, including the role of the guideline, the assessment process, and the role of the guideline in the assessment process.
- Fact sheet 4: Guiding Principles** - Discusses the guiding principles that inform the guideline, including the role of the guideline, the assessment process, and the role of the guideline in the assessment process.
- Fact sheet 5: Comprehensive Needs Assessment** - Discusses the importance of a comprehensive needs assessment, and the role of the guideline in this process.
- Fact sheet 6: Diagnostic Evaluation** - Discusses the importance of a diagnostic evaluation, and the role of the guideline in this process.

Each fact sheet includes the Autism CRC logo and the title 'A National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorders'.

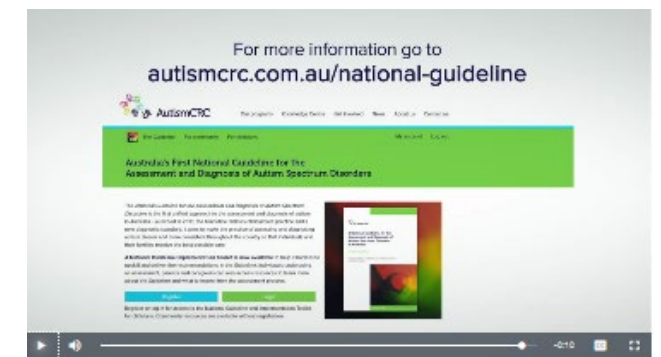
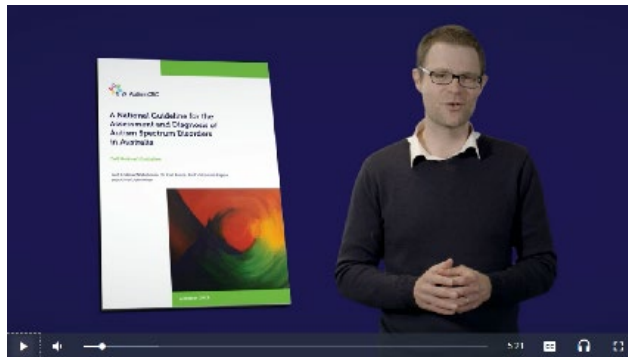
Implementation: Outputs

• Fact Sheets - 2 Community and 6 Clinician versions (2-3 pages)



Implementation: Outputs

- Explainer Videos - 2 Community and 6 Clinician versions (~4-5 mins)



Implementation: Outputs

- Baseline Evaluation and Audit Tool (Excel)

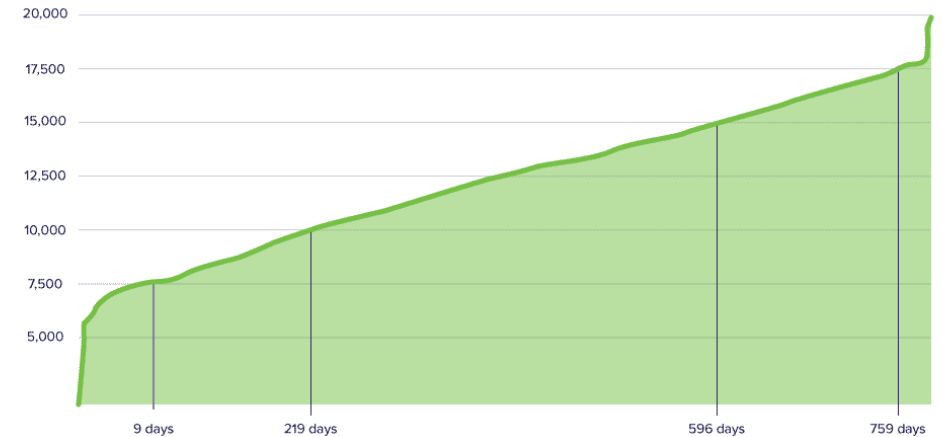
The screenshot shows the 'Use This Tool' section of the Baseline Evaluation and Audit Tool. It includes a table for 'Adherence of your current practice to National Guideline recommendations' with columns for 'Adherence of your current practice to National Guideline recommendations' and 'Score'. The table has three rows: 'Yes', 'In Progress', and 'No', with scores of 0, 0, and 0 respectively. A red circle highlights the 'Adherence of your current practice to National Guideline recommendations' column header. Another red circle highlights the 'Score' column header. A third red circle highlights the 'Adherence of your current practice to National Guideline recommendations' table.

The screenshot shows the 'Guiding Principles' section of the Baseline Evaluation and Audit Tool. It includes a table for 'Adherence of your current practice to National Guideline recommendations' with columns for 'Adherence of your current practice to National Guideline recommendations' and 'Score'. The table has three rows: 'Yes', 'In Progress', and 'No', with scores of 0, 0, and 0 respectively. A red circle highlights the 'Adherence of your current practice to National Guideline recommendations' column header. Another red circle highlights the 'Score' column header. A third red circle highlights the 'Adherence of your current practice to National Guideline recommendations' table.

Activity / Recommendation	Guideline reference	Adherence of your current practice to National Guideline recommendations	Current status	Actions needed to implement recommendation	Deadline	Responsibility
Our assessment practice follows an evidence-based approach	Rec 2					
Our assessment practice follows an individual- and family-centred approach	Rec 3					
Our assessment practice follows a holistic framework	Rec 4					
Our assessment practice follows a strengths-focused approach	Rec 5					
Our assessment practice ensures equity	Rec 6					
Our assessment practice takes a lifespan perspective	Rec 7					

Implementation: Impact

- Broad media and distribution at launch
- Guideline registrations ↑ from 11/day to 21/day after Implementation Toolkit launched
- 1,500+ new contacts to database
- 10,400+ access guideline resources
(319-784 views each page, with 1,120+ downloads of the Baseline Evaluation and Audit Tool)
 - Positive anecdotal feedback



Explainer Video Plays



I wonder what other
implementation
activities have
happened?



AutismCRC

Implementation: Complete

- **Dissemination Plan** → Supporting documents, web resources and promotional activities

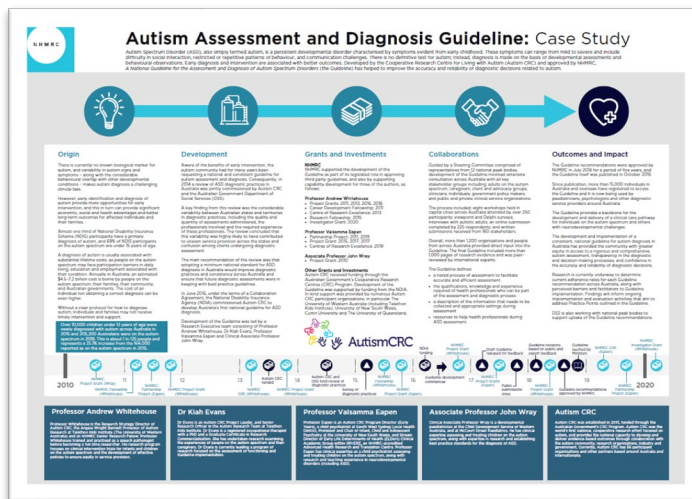


Implementation: Complete

Dissemination
→ NHMRC Case study

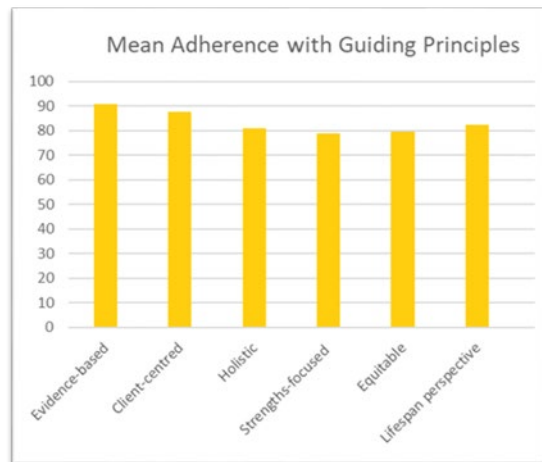
Instrument validation
→ National Research

Education programs
→ UWA GCAD



Implementation: Current

Guideline Evaluation → THE UNIVERSITY OF WESTERN AUSTRALIA PhD Project



Barrier: "Difficulty coordinating consensus assessments in private practice."

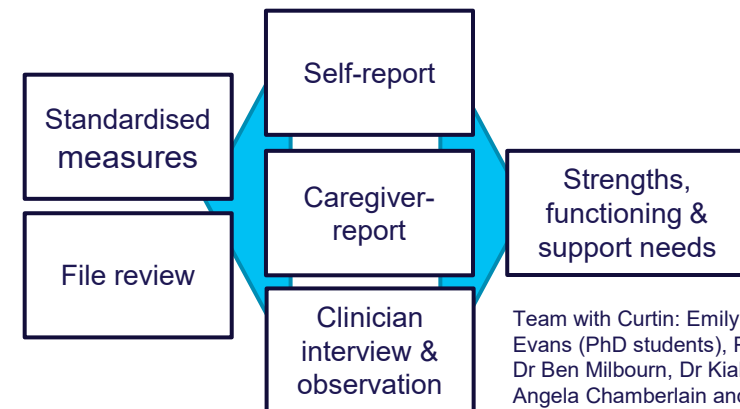
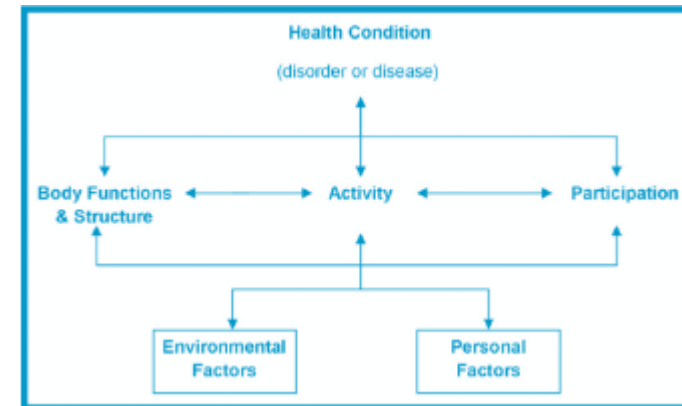
Facilitator: "Training and networking of expertise in my local area."



AutismCRC

Team with UWA: Anindita Karajagi (PhD student), A/Prof Jeneva Ohan, Dr Lauren Taylor, Dr Kiah Evans and Prof Andrew Whitehouse (Supervisors)

Instrument development → Curtin University PhD Projects



Team with Curtin: Emily D'Arcy, Maya Hayden-Evans (PhD students), Prof Sonya Girdler, Dr Ben Milbourn, Dr Kiah Evans (Supervisors), Dr Angela Chamberlain and Prof Andrew Whitehouse

Implementation: Future

Clinical training,
networks, accreditation
and regulation
programs

→ DSS Expert
Reference Group



Funding for
neurodevelopmental
assessments

→ NDIA & Medicare



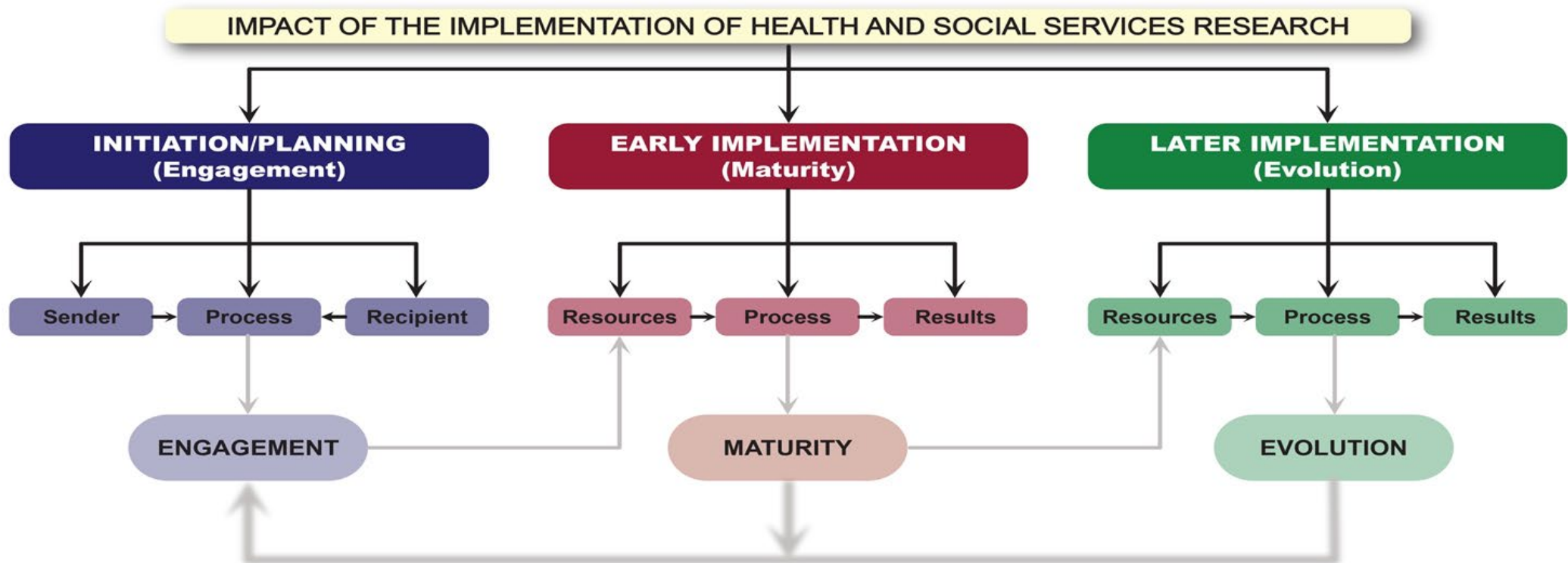
Supporting documents
and web resources

→ Journal Articles



Implementation: Future

GLOBAL IMPACT ANALYTICS FRAMEWORK (GIAF) FOR THE IMPLEMENTATION OF HEALTH AND SOCIAL SERVICES RESEARCH



Australian
National
University

GiAF Global
Impact
Analytics
Framework



Thank you

Questions?

Dr Kiah Evans

kiah.evans@telethonkids.org.au

[https://www.autismcrc.com.au/access/user/login?
destination=national-guideline/the-guideline](https://www.autismcrc.com.au/access/user/login?destination=national-guideline/the-guideline)