

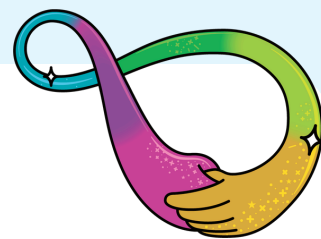
Updates to Best Practice for Autistic Children

Starting the shift in schools



Name:
Profession:
Contact details:

Updates to Best Practice for Autistic Children



Our guidelines for supporting autistic children and their families wellbeing has recently been updated by the Autism CRC (2023) to include neurodiversity-affirming practices.

What is neurodiversity-affirming practice?

Neurodiversity is a concept coined by Judy Singer, sociologist, which reflected the idea that neurodiversity is a natural concept, where divergences such as autism, ADHD and dyslexia were seen as normal variations of human brains.

How can teachers adopt neuro-affirming practices?

As a start, affirming practice is about honouring the child's neurotype and helping support self-actualisation for neurodivergent people. Some of the expectations we can change are:

- Knowing students can listen without looking at you
- Offering a variety of seating options
- Reflecting on the sensory demands of the environment and looking at where we can change them
- Shifting our lens from learning in a certain way to learning in a way that suits you best
- Creating a culture of inclusivity where we talk about different communication types and how different students need different things to learn. Introduce the concept of equity over equality.
- Creating spaces to take breaks as needed, rather than scheduled
- Finding different ways to communicate both verbally and non-verbally, as well as reading both verbal and non-verbal communication of students

I'm happy to be part of the team to support you on this journey in adopting new practices, identifying older practices that are now outdated, and in aligning with Australian and international standards for supporting autistic children that maximise positive outcomes.



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