

## Autism CRC Response

A formal response to the questions posed by Autism CRC was submitted by the InSpEd Board. Following is a summary of the main points made in that response:

### *1. Learning about children's strengths and needs*

- Prior to school entry, assessment should include the skills that children need in current and future environments.
- Curriculum-based assessments that assess children against specific skills in a curriculum or individualised education plan, should be conducted for school age children.
- Assessment should be initial and ongoing.
- Some children will require functional assessment of behaviour.
- Special education teachers/support teachers are needed to implement or assist with the implementation of assessments.

### *2. Decisions about which needs are most important*

- Effective assessment is important when determining priorities and adjustments, as decision making must take into account children's strengths and needs.
- Effective adjustments suggested by qualified special educators will be cost-effective and resources can be used efficiently, reducing the need to prioritise.

### *3. Sharing information with other people*

- Information gathered during educational assessments should be documented and shared with families and with other professionals and support staff who may interact with the child.

### *4. The importance of getting it right*

- If children on the autism spectrum do not receive the best early school and school education possible, they will be further disadvantaged in accessing secondary and tertiary education and in gaining employment.