

Aspect Comprehensive Approach

Autism Spectrum Australia (Aspect) is committed to implementing the Aspect Comprehensive Approach (ACA) as the framework that underpins all services and supports Aspect provides. The ACA focusses on improving the quality of life for people on the autism spectrum by working in partnership with students/participants, families and support networks. It comprises a respectful positive strengths-based understanding of autism, the Five Point Star and eight elements of evidence-based and evidenced-informed practices. The ongoing development, evidence-base and continuous improvement of the ACA is supported by research undertaken at Aspect.

Aspect Comprehensive Approach Framework

ACA Framework Principles

1. The ACA respects neurodiversity, is positive and supportive (rather than deficit based), utilising the strengths and interests of Autistic people to achieve their quality of life goals and aspirations;
2. Information is developed, delivered and continually improved in partnership with Autistic people;
3. The ACA is individualised (based on assessment), person-centred and aimed at supporting all areas of a person's development;
4. Supports are delivered in collaboration with the person, their family and practitioners;
5. The ACA is comprehensive in nature so it can be applicable and inclusive of the needs, ages, life stages, abilities, cultures and gender expressions of all Autistic people who choose an Aspect service;
6. The ACA which includes different types of evidence-based or evidence-informed supports and programs, is continually improved by the contribution of autism practice research.



Respecting neurodiversity

The ACA respects autism as part of neurodiversity. The goal of the ACA is not to stop people being Autistic but to support students and participants to achieve their quality of life goals. The ACA puts Autistic people at the centre of their support and individualises services based on a person's strengths and interests.

A relationship-based approach – Five Point Star

The ACA includes the Five Point Star (adapted from Autism Initiatives UK), an autism-specific, person-centred approach focusing on the strengths and interests of the person on the spectrum. It supports Aspect staff to develop an understanding of autism and the individual they work with, with a particular focus on: thinking, communication, expectation, motivation, and sensory. The Five Point Star supports staff to consider the perspective of the person to shape positive interactions and to achieve progress towards goals and aspirations. It also builds the relationship between the participant and the staff member which allows adjustments to be made to improve outcomes for the student/participant.

Eight Elements of the ACA

The eight elements of the ACA are both evidence-based and evidenced-informed, that is, they have been developed from the current autism practice research evidence, and the needs of Autistic individuals which have yet to be supported by research. The elements are:

- Transition and Inclusion;
- Individual Planning;
- Structured Supports;
- Health and Wellbeing;
- Lifelong Learning;
- Family and Community Engagement.
- Positive Behaviour Support;
- Specialist Collaboration

Aspect is committed to the consistent implementation of the ACA through continuous staff training, coaching and regular reviews of staff practice.

ACA Research to Practice

Aspect is committed to implementing and continuously improving its ACA and including positive evidence-based practices. The Aspect Research Centre for Autism Practice (ARCAP) has developed the ARCAP Research to Practice Partnership Approach as set out in the Research at Aspect policy, to guide program evaluation, continuous improvement projects, and dissemination of findings to inform practice improvements

External Framework

The ACA policy illustrates Aspect's adherence to the:

- NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module 1: Rights and Responsibilities under all Outcomes
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes.
 - Core Module: 3. Provision of Supports under all Outcomes.
 - Supplementary Module: 2. Specialist Behaviour Support Module, under the relevant Outcomes.
 - Supplementary Module: 2a. Implementing Behaviour Support Plans, under the relevant Outcomes.
 - Supplementary Module: 3. Early Childhood Supports, under all Outcomes.
- Disability Standards for Education (2005) in the responsibilities of the schools and outreach to support students and their families in their individual needs in the following standards areas:
 - Part 3: Making reasonable adjustments;
 - Part 5: Standards of participation;
 - Part 6: Standards for Curriculum Development, Accreditation and Delivery;
 - Part 7: Standards for Student Support Services; and
 - Part 9: Treatment of a person who has an associate with a disability.
- NESA Registered and Accredited Individual Non-Government Schools (NSW Manual), specifically:
 - Part 3. Requirements for Registered Non-government Schools, under requirements for Curriculum; Safe and Supportive Environment and Discipline.

- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 2 Student Learning and Assessment
 - Standard 3 Student Safety, Health and Welfare

Legislation References

National

Australian Education Act 2013 (Cth)
Australian Education Amendment Bill 2017 (Cth)
Copyright Act 1968 (Cth)
Copyright Amendment (Moral Rights) Act 2000 (Cth)
Disability Discrimination Act 1992 (Cth)
Disability Services Act 1986 (Cth)
Disability Standards for Education 2005 (Cth)
Freedom of Information Act 1982 (Cth)
National Disability Insurance Scheme Act 2013 (Cth)
National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)
National Standards for Disability Services 2014 (Cth)
Privacy Act 1988 (Cth)
Privacy Amendment Act (Private Sector) Act 2000 (Cth)
Privacy Amendment (Enhancing privacy protection) Act 2012 (Cth)
Privacy Amendment (Notifiable Data Breaches) Act 2017 (Cth)
Spam Act 2003 (Cth)
Trade Marks Act 1995 (Cth)

New South Wales

Anti-Discrimination Act 1977 (NSW)
Children and Young Persons (Care and Protection) Act 1998 (NSW)
Community Services (Complaints, Reviews and Monitoring) Act 1993 (NSW)
Disability Inclusion Act 2014 (NSW)
Education Act 1990 (NSW)
Privacy and Personal Information Protection Act 1998 (NSW)
Teacher Accreditation Act 2004 (NSW)

South Australia

Children and young people (Safety) Act 2017
Children's services Act 1985 (SA)
Disability Services Act 1993 (SA)
Education Act 1972 (SA)
Education (Compulsory Education Age) Amendment Act 2007 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
Equal Opportunity Act 1984 (SA)

Freedom of Information Act 1991 (SA)
Teachers Registration and Standards Act 2004 (SA)
The SACE Board of South Australia Act 1983 (SA)

ACT

Children and Young People Act 2008 (ACT)
Disability Services Act 1991 (ACT)
Discrimination Act 1991 (ACT)
Freedom of Information Act 1989 (ACT)

Queensland

Anti-discrimination Act 1991 (QLD)
Child Protection Act 1999 (Qld)
Disability Services Act 2006 (Qld)
Invasion of Privacy Act 1971 (Qld)
Human Rights Act 2019 (Qld)

Northern Territory

Anti-Discrimination Act 1992 (NT)
Care and Protection of Children Act 2007 (NT)
Disability Services Amendment Act 2012 (NT)
Information Act 2002 (NT)

Tasmania

Anti-Discrimination Act 1998 (Tas)
Children, Young Persons and their families Act 1997 (Tas)
Disability Services Act 2011 (Tas)
Personal Information Protection Act 2004 (Tas)