Early Signs

**Social Communication and Interaction**
The child may:
- Use few or no words, repeat patterns of words or may have well developed speech, but only talk about a limited range of interests
- Not respond to their name or simple instructions
- Not copy others’ actions
- Have very limited attention span, except for activities that include their interests, e.g., trains
- Not engage with peers
- Not engage in pretend play
- Make limited eye contact

**Restricted and Repetitive Behaviours and Sensory Processing Differences**
The child may:
- Use repetitive speech
- Insist on routines staying the same
- Have a narrow range of interests
- Repeat an action over and over
- Get “stuck” on an activity so that it is difficult to move them on
- Line up or stack objects and may become upset if the order changes
- Be over or under sensitive to touch, sounds, sights, tastes, textures, movement, smells

This list does not constitute a diagnosis of Autism. Many young children may show some of these signs at different ages. However, if the child’s development is affected, it may indicate the need to consult a paediatrician.

**Tips**
- **Set aside time to meet:** make sure the message is clear and the carer knows it is important.
- **Be specific:** Talk about the specific skills that you are concerned about.
- **Recommend seeking professional advice:** the GP may refer to a paediatrician. Contact the Autism Association of Western Australia for more information to provide the family.

**Encourage the family to seek support:** whatever the outcome of the assessment, the family may need additional support.

**What to do in the meantime**
Refer to the accompanying booklet Is It Autism? for tips and strategies for the classroom.

**Diagnosing Autism**
The family GP may refer to a paediatrician who may review and refer to the Disability Services Commission or Child Development Service for an assessment. Families can choose to have a private assessment, which may be quicker. In WA, a diagnosis must be agreed upon by a paediatrician, psychologist and speech pathologist.

**For more information**
The Raising Children Network – Autism page For families concerned about their child’s development in relation to ASD
[www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

Autism Association of Western Australia
Information for families and professionals on accessing a diagnosis, therapy and other supports. Phone (08) 9489 8900 Regional Callers 1800 636 427 [www.autism.org.au](http://www.autism.org.au)

1 in 160 children is diagnosed with Autism

Autism affects more boys: 4 boys to 1 girl

Early diagnosis and intervention is the key to improving outcomes

**Early Signs**

**Social Communication and Interaction**
The child may:
- Use few or no words, repeat patterns of words or may have well developed speech, but only talk about a limited range of interests
- Not respond to their name or simple instructions
- Not copy others’ actions
- Have very limited attention span, except for activities that include their interests, e.g., trains
- Not engage with peers
- Not engage in pretend play
- Make limited eye contact

**Restricted and Repetitive Behaviours and Sensory Processing Differences**
The child may:
- Use repetitive speech
- Insist on routines staying the same
- Have a narrow range of interests
- Repeat an action over and over
- Get “stuck” on an activity so that it is difficult to move them on
- Line up or stack objects and may become upset if the order changes
- Be over or under sensitive to touch, sounds, sights, tastes, textures, movement, smells

This list does not constitute a diagnosis of Autism. Many young children may show some of these signs at different ages. However, if the child’s development is affected, it may indicate the need to consult a paediatrician.

**Share your concerns with the family**
This may lead to the child receiving specialised support that improves their future outcomes.

**Tips**
- **Set aside time to meet:** make sure the message is clear and the carer knows it is important.
- **Be specific:** Talk about the specific skills that you are concerned about.
- **Recommend seeking professional advice:** the GP may refer to a paediatrician. Contact the Autism Association of Western Australia for more information to provide the family.

**Encourage the family to seek support:** whatever the outcome of the assessment, the family may need additional support.

**What to do in the meantime**
Refer to the accompanying booklet Is It Autism? for tips and strategies for the classroom.

**Diagnosing Autism**
The family GP may refer to a paediatrician who may review and refer to the Disability Services Commission or Child Development Service for an assessment. Families can choose to have a private assessment, which may be quicker. In WA, a diagnosis must be agreed upon by a paediatrician, psychologist and speech pathologist.

**For more information**
The Raising Children Network – Autism page For families concerned about their child’s development in relation to ASD
[www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

Autism Association of Western Australia
Information for families and professionals on accessing a diagnosis, therapy and other supports. Phone (08) 9489 8900 Regional Callers 1800 636 427 [www.autism.org.au](http://www.autism.org.au)

1 in 160 children is diagnosed with Autism

Autism affects more boys: 4 boys to 1 girl

Early diagnosis and intervention is the key to improving outcomes

**Early Signs**

**Social Communication and Interaction**
The child may:
- Use few or no words, repeat patterns of words or may have well developed speech, but only talk about a limited range of interests
- Not respond to their name or simple instructions
- Not copy others’ actions
- Have very limited attention span, except for activities that include their interests, e.g., trains
- Not engage with peers
- Not engage in pretend play
- Make limited eye contact

**Restricted and Repetitive Behaviours and Sensory Processing Differences**
The child may:
- Use repetitive speech
- Insist on routines staying the same
- Have a narrow range of interests
- Repeat an action over and over
- Get “stuck” on an activity so that it is difficult to move them on
- Line up or stack objects and may become upset if the order changes
- Be over or under sensitive to touch, sounds, sights, tastes, textures, movement, smells

This list does not constitute a diagnosis of Autism. Many young children may show some of these signs at different ages. However, if the child’s development is affected, it may indicate the need to consult a paediatrician.

**Share your concerns with the family**
This may lead to the child receiving specialised support that improves their future outcomes.

**Tips**
- **Set aside time to meet:** make sure the message is clear and the carer knows it is important.
- **Be specific:** Talk about the specific skills that you are concerned about.
- **Recommend seeking professional advice:** the GP may refer to a paediatrician. Contact the Autism Association of Western Australia for more information to provide the family.

**Encourage the family to seek support:** whatever the outcome of the assessment, the family may need additional support.

**What to do in the meantime**
Refer to the accompanying booklet Is It Autism? for tips and strategies for the classroom.

**Diagnosing Autism**
The family GP may refer to a paediatrician who may review and refer to the Disability Services Commission or Child Development Service for an assessment. Families can choose to have a private assessment, which may be quicker. In WA, a diagnosis must be agreed upon by a paediatrician, psychologist and speech pathologist.

**For more information**
The Raising Children Network – Autism page For families concerned about their child’s development in relation to ASD
[www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

Autism Association of Western Australia
Information for families and professionals on accessing a diagnosis, therapy and other supports. Phone (08) 9489 8900 Regional Callers 1800 636 427 [www.autism.org.au](http://www.autism.org.au)

1 in 160 children is diagnosed with Autism

Autism affects more boys: 4 boys to 1 girl

Early diagnosis and intervention is the key to improving outcomes