

## Person (family)

Your autistic child's and family's context, for example your child's age, health conditions, family values, culture, resources and support you have available, informs the area for support (goal) and best available evidence (Spencer et al., 2012). This emphasises your child's right to be involved in decision-making and ensures goals and supports are acceptable at all steps of the process (Chazin et al., 2024; Rix & Matthews, 2014; Wolf, 1978). Understanding the Person (family) context also ensures a practice can be maintained, improve quality of life, and avoid wasted effort, unnecessary costs or harm caused by ill-fitting supports (Paynter et al., 2022; Spencer et al., 2012; Waddington et al., 2023).



### Meet Alex

Alex (he/him) is a 5-year-old, Australian, autistic boy living with his parents. Alex recently started school, has strengths in visual and mathematical concepts, and enjoys learning. Alex thrives with predictability and times of uncertainty or loss of autonomy cause distress (Jenkinson et al., 2020; Ong et al., 2023). We recognise Alex's increased need for predictability and preference for non-verbal communication when overwhelmed as anxiety (Adams et al., 2019; Harkins Monaco et al., 2023; Truman et al., 2024).

We take a strengths-based, affirming approach to parenting, which means supporting Alex's autonomy and overall wellbeing (den Houting, 2019; Waddington et al., 2023). We work fulltime and do not have extended family support, so we need easily implemented supports that do not create additional parenting stress (Fecteau et al., 2023).

