

Spectrum News

The Magazine of Autism Tasmania Inc.

· Winter 2016



Inside this edition:

I CAN Network comes to Tassie
Our New Website—Unlocking the
Potential (The Middle Years)
NDIS
and more.....





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Cover image:

Chris Varney and participants at recent Hobart "I Can Network" Information and Planning workshop

Although the header of this page talks to developments at Autism Tasmania and allows us to update our stakeholders on our activities, the closing horizon for organisations such as ours are about to be significantly impacted by the new disability operational environment.

The commencement on the rollout of the National Disability Insurance Scheme from the 1 July 2016 heralds the most important change in the provision of services for people with disability in living memory across Australia.

For those eligible NDIS participants the provision of services is looking much brighter with the introduction of individualised planning and the concept of choice and control. Although a qualification to this would be the scarcity of professionals and services outside the major population centres in Tasmania.

One recent development of the NDIS transitioning arrangements is the introduction of the Guided Planning Process for existing state funded individuals. This is designed to ensure a smooth capture and transition of current services of existing state funded individuals. However this will delay the introduction of the individualised planning process until the second year's plan. A power point will be uploaded to our website that provides a current overview of the NDIS and the guided planning process.

For Autism Tasmania the priority for us turns to funding beyond July 2017 as we also transition to the NDIS. Block funding is still available via the Information Linkages and Capacity Building (ILC) Program from the National Disability Insurance Agency (NDIA) which is designed to meet the needs of those not eligible for individual funding. There are various streams of funding available within the ILC and we will be matching our current service offering relevant to those streams and looking to develop other deliverable activities that meet the ILC Framework as a priority during 2016/17.

Back to What's happening at Autism Tasmania. The last six months has been an extremely busy period for the team with the co-ordination of workshops to promote the opportunities of the "I Can Network", completion of the NDIA Report and subsequent NDIS forums (see page 7), increased delivery of training to individuals and service providers and the commissioning of the *Unlocking the Potential* website resource (see page 5).

I am pleased to inform members that subsequent to the I Can Network Workshops sponsored by Autism Tasmania earlier in the year Chris Varney again visited the State in June. Chris reports

"It looks like in 2017 we will have a demonstration I CAN School in Launceston and a community mentoring program in Hobart, though there is certainly demand for school programs in Hobart as well. This would be a great start as it would give the state two demonstrations to learn from. We're learning from our regional work in Warrnambool and Wodonga that a camp is definitely a good kick-off for a local I CAN Network so we might be looking at Mentor Training and a camp in April next year."

As a result of the increased demand for external training, Robyn Thomas from our Launceston Office has been appointed Training Manager and with two newly appointed members of the Autism Information Team, Maree Morgan has taken on the new role of HCWA Team Leader.

Due to our limited resources, increasing production costs and spiralling postage we have decided to move to a more regular electronic news bulletin with this being our last Spectrum News for the foreseeable future. For those members without access to electronic media we will continue to provide printed regular updates. For those members currently receiving a printed Spectrum News that have not as yet provided us with an email address please complete the enclosed form and return it to us in the replied paid envelope. Your support with this is appreciated.

Terry Burke
CEO

New Information Team Members



Hi everyone! I'm Demi, the newest addition to the Autism Tasmania team in Launceston. My role is Information Team Member and Autism Advisor for the Helping Children With Autism (HCWA) funding package.

Whilst I am based in the Launceston office I make

regular visits to clients on the North West Coast.

I grew up in Tasmania and began working in the community sector in 2008. I am passionate about making a difference to those living with, and supporting different types of disabilities, particularly Autism.

In my spare time I like to play basketball (I'm too short to be good though!) and spend time with my beautiful dog, Sasha. She is a German Shorthaired Pointer who enjoys high-fives and tearing apart teddy bears. I have also recently begun studying my Master's Degree in Health Science with a Developmental Disability focus. I am loving it!

I am very keen to network and get to know both the North and North-West area better. If anyone would like information or has an enquiry then please don't hesitate to contact me.

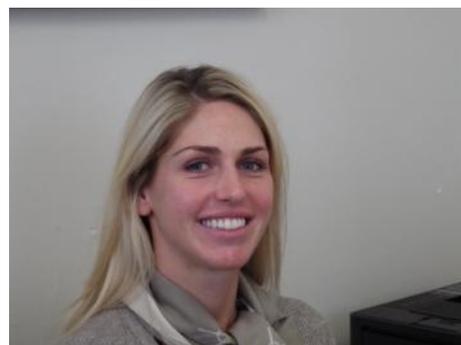
Hi, I'm Sam and I have been part of the Autism Tasmania Team since May this year.

I have a Bachelor of Psychology (Honours) and prior work experience within the disability sector, both of which have given me professional insight into the complexities of conditions such as Autism. My theoretical knowledge and practical experience has shaped my passion for breaking down the stigma and misunderstanding associated with autism and fostering community awareness of autism and related conditions.

My primary role at Autism Tasmania, as a Helping Children with Autism (HCWA) Advisor, is to assist families with a young child on the autism spectrum in gaining access to the HCWA Package and associated early intervention services. Additionally, I am part of the Southern Information Team, assisting people of all ages with a broad range of autism related queries and concerns.

My experience to date in these roles has been overwhelmingly positive. I am thoroughly enjoying working with the individuals and families who engage with our service and supporting them to achieve positive outcomes. I am committed to empowering people on the autism spectrum, their families and carers to participate fully, independently and equally in all facets of life- a commitment which underpins my actions in professional and personal realms.

To those Autism Tasmania members I have already met, it has been a pleasure engaging with you in my initial months at the organisation; and for those I am yet to meet, I look forward to engaging with you in the future.





Unlocking the Potential

Autism Tasmania

- The Middle Years
- The Diagnosis
- Key Areas of Difference
- Autism Therapy
- Common challenges in the middle years
- The Needs of the Family
- Feedback and Comments



Autism
TASMANIA INC.
Making Futures Brighter

Unlocking the potential
is proudly supported by



We are very excited and proud to release the first of three dedicated website based resources that cover autism information relevant to life stages. This first stage development covers pre to early adolescence and can be viewed via a link in our existing website www.autismtas.org.au or directly www.autismtas.org.au/unlock



We encourage you to visit the site that will link you into an array of resources including links to other sites and video clips.



A facility exists within the website to provide your feedback and it is intended by having this resource in a live website environment we can update and review its contents so that it remains relevant and continually evolves.



We acknowledge the tremendous efforts of Amy Jansen and Robyn Thomas from the Autism Information Team in the development of this resource and of Allison Lapham in working with the web designer/developer Rik Konings from Kings Design to secure this high quality result.



Unlocking The Potential- The Middle Years was proudly developed through the generous financial support of the Lions Club of Hobart Town, Inc. with the further two project stages ("Transitions to Employment and/or Further Education" and "Adult Years") being picked up as funded projects of all Lions Clubs throughout Tasmania over the next three years.

Five things you need to know about the NDIS in Tasmania



The National Disability Insurance Scheme (NDIS) is the new way of providing individualised support for people with disability, their families and carers. The NDIS is insurance, which gives us all peace of mind. Disability can affect anyone and having the right support makes a big difference.

The NDIS provides eligible people a flexible, whole-of-life approach to the support they need to pursue their goals. It also fosters social inclusion and economic participation.

1. What?



The Commonwealth and Tasmanian governments have agreed on how the NDIS will be rolled out in Tasmania. In Tasmania, the NDIS will be operating state-wide for all age groups by July 2019. The NDIS is currently available for people aged 15-24.

2. When?



The NDIS is a big change and it will be progressively rolled out in Tasmania. People will move to the NDIS at different times depending on age and living circumstances. The NDIS will be operating state-wide for all age groups by July 2019.

3. Who?



12-14 yrs old



25-28 yrs old



4-11 yrs old



29-34 yrs old



0-3 yrs old
+
35-49 yrs old



50-64 yrs old

Eligible residents in shared supported accommodation will access the NDIS together on a house-by-house basis.

4. How?

The National Disability Insurance Agency (NDIA) is working closely with relevant Commonwealth and Tasmanian government departments to ensure a smooth NDIS transition for all existing and new clients, their families and providers.



5. What can I do to prepare?



If you currently receive disability services and are eligible to enter the NDIS, you will be contacted before you transition. If you are currently not receiving support, you may still be able to access the NDIS. Information and resources are available at www.ndis.gov.au/tas



Visit our website at www.ndis.gov.au/tas



Call us on **1800 800 110**



NDIS Forums focussing on the Autism Community in Tasmania

During June Autism Tasmania conducted some well attended and successful National Disability Insurance Scheme (NDIS) forums in Burnie, Launceston, Hobart and Queenstown for people on the autism spectrum and their parents and carers.

We were fortunate to partner with both Advocacy Tasmania and Speak Out Advocacy in this important initiative to improve the practical understanding of the rollout in Tasmania of the NDIS. The forum included an up to date presentation from representatives from the National Disability Insurance Agency (NDIA) focusing on the registration and planning process.

It allowed us to showcase and launch our "Report to the NDIA on the most effective ways the NDIA can communicate with the autism community in Tasmania" undertaken by Banks and Spencer Consulting. This report has been uploaded to our website in full and the key findings and recommendation are detailed below:

2.2.1 Key Findings

The introduction of the NDIS has been met by the Tasmanian autism community with a mixture of optimism and skepticism. Many participants in the focus groups and survey are hopeful that the NDIS may provide them or their children with access to services that will improve their lives. Others are apathetic and doubtful that the NDIS will be able to deliver where other disability funding schemes have failed. The most significant and consistent theme that arose during the research was the request for flexibility, awareness and understanding of autism from the NDIA. Participants impressed the need for the NDIA to understand that there are a spectrum of

needs and that a rigid assessment, planning and communication style would be a significant barrier to access for this community.

2.2.1 Ten recommendations that will make the NDIS autism friendly

The NDIA now has an opportunity to remedy existing issues with the system and improve the experience of NDIS participants by considering the following ten recommendations that will make the NDIS autism friendly:

1. Utilise appropriate language when addressing the autism community

For the NDIA to cause the least offence, use of terms 'on the autism spectrum' and 'on the spectrum' in communicating with the autism community is recommended, as well as ongoing recognition of the term 'aspergers'.

2. Communicate with participants across a range of mediums

On balance, people seem to prefer online communication. The NDIA website could be improved to be more user friendly and supplemented with hard copy brochures for people who do not have access to online materials.

3. Improve the usability of the NDIA website

Minimise use of bureaucratic language, include a range of autism specific examples and case studies and ensure intuitive navigation around the site. Include a phone number for people to call and speak directly with a NDIA staff member, preferably with an understanding or knowledge of autism.

4. Implement flexible assessment policies

The NDIA should have sufficiently broad assessment policies, including but not limited to face-to-face, web-based and telephone engagement, to enable flexibility while working with individuals on the autism spectrum and their families/carers.

5. Establish a nationally agreed autism diagnosis sufficient for the NDIA to offer services

The NDIS should have clearly defined criteria for what constitutes an appropriate autism diagnosis, and accept wherever possible participants' existing diagnoses.

6. Individualise pathway planning

The NDIA should allow planners to implement flexible planning pathways that acknowledge the varied experiences and abilities of people on the spectrum.

7. Enable participants to engage an advocate

The NDIA should engage in provision of support, either directly or through a third agency, for participants through the planning stage.

8. Consult participants and parents where appropriate in planning

For participants under the age of 18 years, the NDIA should engage with the participant and the parent. For participants over the age of 18 years, the NDIA should engage with the participant, and parents only with the participant's consent (though note there may be legal exceptions to this).

9. Engage planners with knowledge and understanding of autism

Ensure NDIA employees have an understanding of autism and an awareness of the spectrum of needs and take a flexible approach in working with individuals on the autism spectrum.

10. Target updates to individuals

The NDIA should target information specifically to the autism community as and when it becomes relevant to individuals.

Through the assistance of Julie Butler from Speak Out Advocacy we recorded the experiences of some current participants of the NDIS which triggered some interesting discussion. We intend to upload this video production on the commissioning of our new website in October. In the meantime, USB's may be borrowed from our library in Launceston and Hobart for those members wishing to view this video sooner.

The final part of the program was to provide information about establishing Peer Support Groups with a NDIS focus. There was strong interest in each region for the establishment of such groups and Autism Tasmania will be in contact with participants during July to facilitate the inaugural meetings. We will continue to provide information as to times and venues of these Peer Support Groups in your region as we anticipate that people will join move in and out of these groups according to the staggered age group introduction of the NDIS in Tasmania.



VICTORIAN **AUTISM** CONFERENCE 2016

SEPTEMBER 1-2
PULLMAN MELBOURNE, ALBERT PARK



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AUTISM CONFERENCE.
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The new dawn of choice and control in the NDIS is let down by outdated legal frameworks about decision making by and on behalf of people with a cognitive impairment.

The NDIS is underpinned by the National Disability Insurance Scheme Act 2013, best understood as a broad framework rather than a detailed instruction manual. The NDIS Act puts the consumer (known in the Act as the participant) at its heart, who are themselves empowered to make decisions about NDIS-funded services and supports.

It is probable that more than 60% of NDIS participants are likely to have decision making impairments. With this inevitably comes situations where an individual participants' ability to make a particular decision is at question. Indeed, this is not just about services and supports under the NDIS. With the increased social inclusion of people with disabilities comes more important decisions – where to live and who to live with, getting married, getting a job, managing money, getting the right health care, receiving income support, seeking redress through the justice system, voting, and so on.

The question of whether the law recognises that a person has the ability to make a decision about a matter is a complex one. It cuts across a range of matters where citizens exercise individual autonomy, and is dealt with unevenly across the federal and state and territory laws. It also very much depends on the individual – we are certainly past the days where all people with intellectual disabilities were presumed to lack legal capacity. A person may be able to make some decisions (for example, deciding where to live) but not others (for example, a decision to enter into a mortgage to buy the house). Of course others might not agree with the decision or doubt whether a decision is in a person's best interests, but this is quite a separate question to whether the law recognises that the person is able to make that decision, and live with its consequences.

In the context of the NDIS, the NDIS Act allows the NDIA to recognise a participant as having an agent who can make decisions about services and supports on a participant's behalf. In practice it seems this has been rare. Instead, the approach of the NDIA has been to recognise supported decision making. This is a concept that says that wherever possible, people with disabilities should be presumed to have the ability to make decisions for themselves. It recognises the role that family, carers and other people important to the person have in assisting them to make decisions for themselves. Fundamentally, supporters are not making the decision for or on behalf of the person – it is the person's own decision.

To understand how this works in practice, we can look at the Victorian Office of the Public Advocate's [decision-making guide for adults with cognitive impairments or mental ill health](#). This provides guidance on where a NDIS participant lacks capacity to make a significant decision (such as to move accommodation) and where there is no appointed guardian, but where there are informal supporters around the person such as family members or close friends. This guidance states that where there is there general clarity (and agreement, where more than one supporter exists) about the decision that should be made, then this decision should be respected unless the the NDIA has concerns that the decision (or lack of one) constitutes a significant risk to the personal and social wellbeing of the person.

State and territory laws on guardianship and administration step into the breach when there is conflict or disagreement amongst informal supports or where there simply aren't any informal supports. We have seen an increase in guardianship appointments in the Hunter trial site in particular, although interestingly not in other trial sites. In one such case from NSW, the guardianship tribunal commented on the irony of the NDIS – a federal government scheme – being the catalyst for engaging state guardianship laws.

While guardianship and administration laws are an important last resort and safeguard, they also reflect a binary – a person either has legal capacity or they do not. Guardians and administrators are usually required to consider the best interests of the person, giving lesser weight to the person's own expressed wishes and preferences. This binary is at odds with the idea of supported decision-making.

There is little formal recognition at law of supported decision-making, even in the NDIS Act itself. This means that where people follow supported decision-making principles they are doing so in a legal grey area where there is little or no protection for anyone involved who recognises the role that supporters are playing in practice.

The Australian Law Reform Commission (ALRC) looked at the complex array of laws, both national and state, on

decision-making and capacity for people with cognitive impairments in its 2014 report, [Equality, Capacity and Disability in Commonwealth Laws](#). It recommended that laws and legal frameworks concerning individual decision-making should be guided by the National Decision-Making Principles and Guidelines. These are:

- **Principle 1: The equal right to make decisions.** All adults have an equal right to make decisions that affect their lives and to have those decisions respected.
- **Principle 2: Support.** Persons who require support in decision-making must be provided with access to the support necessary for them to make, communicate and participate in decisions that affect their lives.
- **Principle 3: Will, preferences and rights.** The will, preferences and rights of persons who may require decision-making support must direct decisions that affect their lives.
- **Principle 4: Safeguards.** Laws and legal frameworks must contain appropriate and effective safeguards in relation to interventions for persons who may require decision-making support, including to prevent abuse and undue influence.

The ALRC took the view that “representative decision making” (its preferred term for guardianship and administration) be only a last resort and limited only to the least intrusive form and subject to strict safeguards. Representative decision-makers should at first instance give effect to the person’s will and preferences.

The ALRC argued that recognition at law of supported decision-making requires a new legal paradigm which recognises the role of supporters, including that:

- a person’s decision-making ability must be considered in the context of available supports;
- a person who requires decision-making support should be able to choose to be assisted by a supporter, but that supported decisions are recognised as the decisions of that person and not the supporter;
- supporters have the ability to access personal information of the person supported, provide advice and assist the person and endeavor to see that the person’s decisions are put into effect; and
- supporters should be under duties to promote the wellbeing of the person, to act honestly, diligently and in good faith, to support the person to consult with others and to assist the person to develop their own decision-making ability.

Until the law is fixed it is likely that everyone – consumers, families and service providers, will continue to muddle along. Guardianship and administration laws, as cumbersome as they can be, will continue to step into the breach where supported decision-making breaks down or where other parties require a high degree of certainty that a legal arrangement entered into by a person will stand up.

One obvious example is that the NDIA’s new [specialist disability accommodation pricing framework](#). This signals that some NDIS participants will be able to access significant amounts of funding – up to \$100,000 annually in some cases – to apply to an accommodation solution. It is unlikely that housing providers and financiers will rely on commitments made in the murky grey area of supported decision-making unless there is further law reform. We could in the meantime see a surge in appointments of guardians or administrators to deal with these issues. This is cause to keep the pressure on governments and lawmakers to bring the law into line with modern expectations of consumer choice and control.



Michael Smith

Michael has extensive experience in policy and program development in affordable housing and housing for people with disability. Michael first became interested in affordable housing as a lawyer at Mallesons Stephen Jaques specialising in property law where he was inspired to move to the non profit sector. From 2009 to 2014 he worked in a range of senior roles for Housing Choices Australia, the largest disability specialist community housing provider in Australia.

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The challenges experienced by students with autism spectrum disorder in post-secondary education settings.

Adults with autism are currently reported to have indisputably less satisfying outcomes in areas such as employment, social relationships, physical and mental health and overall quality of life in comparison to their neurotypical peers (Howlin & Moss, 2012). However there are positive indications that the prospects of individuals with autism may be improving. An extensive research base has led to a more comprehensive understanding of autism which in turn has resulted in a sustained increase in the number of children being diagnosed with the condition since the 1990s (VanBergeijk, Klin & Volkmar, 2008). This surge in diagnoses coupled with heightened public awareness of the condition and improved intervention practices at all stages of development means that for the first time there is now a cohort of young adults with autism who are able to realistically consider post-secondary education as a means of achieving their own ambitions (Gobbo & Shmulsky, 2014; VanBergeijk et al., 2008). In fact individuals with autism are currently enrolling in post-secondary education in unprecedented numbers (Chown & Beavan, 2012).

In order to ensure that students with autism are able to succeed in post-secondary education settings it is imperative that they have access to timely and effective support (Taylor & Knott, 2014). Appropriate support for this cohort of students must be based on a solid understanding of the unique challenges they experience (Van Hees, Moyson & Roeyers, 2015). In acknowledgment of this, and in response to the recent sustained surge in enrolments by students with autism, the last three years has seen a heightened focus in the research literature on the experiences of students with autism in post-secondary education settings. Excitingly, a growing portion of this research examines these experiences from the students' perspectives. Wiorkowski (2015), who is herself an individual with autism with tertiary qualifications, explains the significance of placing students' voices at the centre of this field of research: it provides *"rich data that can fully illustrate the experiences of students with autism spectrum disorders as they interact with the higher education system in a personal way"* (Wiorkowski, 2015, P.848)

A review of recent research literature reveals that challenges experienced in post-secondary education have been identified by both the students themselves

and by their teaching and support staff. A number of challenges are identified by both groups; however there are also some challenges which are identified exclusively by each group. This indicates the importance of paying heed to both the voices of students with autism as well as to their teaching and support staff when considering this issue.

Academic challenges

Students and teachers both identify numerous academic challenges. Executive functioning and critical thinking difficulties are recognised to impact on students' abilities to make connections between concepts and to easily grasp abstract concepts. Executive functioning difficulties also make time management challenging (Beardon et al., 2009; Gobbo & Shmulsky, 2014; Knott & Taylor, 2014; Wiorkowski, 2015). Students with autism further elucidate that their executive functioning difficulties also play out in their struggles with organisation and selective attention (Beardon et al., 2009; Cai & Richdale, 2016; Knott & Taylor, 2014; Van Hees et al., 2015) and that handwriting difficulties can contribute to academic challenges (Cai & Richdale, 2016). Both students and

teachers also identify social skill difficulties that impact on academic

"Time management was always a struggle"

(Tasmanian student 3)

challenges. In particular, the social elements of group work and anxiety around oral presentations (Beardon et al., 2009; Cai & Richdale, 2016; Cullen, 2015; Gobbo & Shmulsky, 2014; Knott & Taylor, 2014). Teachers also report that students with autism often miss social cues in the classroom which result in some students talking too much or asking too many questions during group discussions (Knott & Taylor, 2014).

Social challenges

Social challenges in post-secondary education are identified by both students with autism and their teachers. Both groups suggest that autism often impacts on students' knowledge of how to make friends, despite their desire to do so (Cullen, 2015; Knott & Taylor, 2014; Van Hees et al., 2015). Students with autism also identify difficulties with finding sensory friendly places to meet others with similar interests (Beardon et al., 2009; Cullen, 2015; Madriaga, 2010) and difficulty understanding neurotypical behaviour (Beardon et al., 2009) as key social challenges which impact on their attempts to make friends. Communication challenges such as difficulties with pragmatics and understanding language very literally leads to misinterpretations which also compound these social challenges as well as the

academic challenges mentioned earlier (Cai & Richdale, 2016).

I'd say social anxiety mainly, social situations are so complex, I get anxious about my reaction, what should I say, am I saying it right or something? Quite often I don't do things because I get too anxious about how I might react to something. I don't like taking too many risks (Student 4; Knott & Taylor, 2014)

Mental health and wellbeing

Both students and teachers identify mental health challenges commonly experienced by students with autism in post-secondary education settings. Some students with autism describe anxiety and excessive worrying that affects their day to day lives and their ability to concentrate on academic studies (Cai & Richdale, 2016; Knott & Taylor, 2014; Van Hees et al., 2015). The impact of anxiety on academic learning is also recognised by teachers (Gobbo & Shmulsky, 2014) although the extent of its effect may not be noticed by them until students display indications of depression, as seen in withdrawal and absences (Knott & Taylor, 2014). Students assert that anxiety precedes this depression (Knott & Taylor, 2014).

Sensory hypersensitivities

Students with autism identify a number of key challenges experienced by them in post-secondary education that have not been recognised by teachers in the extant research literature. Hypersensitivities to smell, noise, sound and crowds impact on students' abilities to cope in shared spaces (Knott & Taylor, 2014; Madriaga, 2010). This compounds their academic, social and daily living challenges (Cai & Richdale, 2016; Madriaga, 2010).

In summary, students with autism experience a range of challenges in post-secondary education settings. Synthesis of the research literature reveals that whilst teaching and support staff recognise some of these key challenges, it is important to pay heed to the voices of the students themselves to realise the full extent and nature of the challenges they experience.

My mental health and wellbeing was "Terrible - anxiety about negotiating campus, unpleasant students and practical sessions". (Tasmanian student 1)

Awareness of the key challenges faced by students with autism in the areas of academics, daily living, sensory hypersensitivities, social relating, communication and mental health can be utilised by post-secondary education institutions to shape the support structures they offer to students with autism. In turn, these effective and appropriate accommodations and supports will optimise the likelihood that students with autism will succeed in post-secondary education settings.

Autism and post-secondary success

Despite the challenges known to be experienced by students with autism in post-secondary education, this unique cohort of students is proving that they can succeed in this setting. Temple Gradin, Wenn Lawson and Chris Varney are just a few of the high profile adults with autism succeeding in their chosen fields and, in so doing, demonstrating the undeniable

The eating areas were "Ok but hard to get food when it was busy because I have pain when jostled" (Tasmanian student 1)

potential for students with autism to succeed in post-secondary education. Wiorkowski (2015) concludes in her synthesis of students' self-reported experiences that the changes that these students experience during these years can be positive and life altering. She observes that by facing their challenges (with appropriate support when required) students with autism may discover an enjoyment of interacting with their peers, they may discover passion for subjects which guide their future careers, and they may discover their own capacity for independence and self-determination. In conclusion, when students with

"Blocking out background noise so that I could focus was often difficult" (Tasmanian student 3)

autism face challenges that occur as a result of the inherent nature of their diagnosis it is important that they are offered timely and appropriate support. When this occurs, students with autism can succeed both academically and socially in post-secondary education and thus be active agents in improving their likelihood of leading productive and fulfilling adult lives.

Robyn Thomas

SENSORY FRIENDLY KIDS FLIX This School Holidays



Village Cinemas - Eastlands and Launceston

Saturday 23 July 11am

Sunday 24 July 11am

Price: \$5.00 per ticket

See website for further details

www.villagecinemas.com.au

**Sensory Movie Screening
For Special Needs Families**



Monday 11th July

Sensory Movie Screening is an Inclusive Event for Special Needs Families.

- Lighting is on Dim, Sound is lowered.
- Sensory Movie Screening is run every School Holidays.
- Tickets are \$10.50 each.

**Sensory Movie Screening is running at:
Metro Cinema Burnie
When:
Monday 11th July at 10am**

Any questions contact Kym Goldby: 0487493188



ANNOUNCEMENT

Autism Tasmania will not be involved with the distribution of tickets this year for the Special Children's Christmas Party.

Please contact your child's school to enquire when they are ordering tickets.

**Launceston
Sunday 13 November 2016**



AUTISM AMBASSADOR 2016 Congratulations ~Bailey Denman~



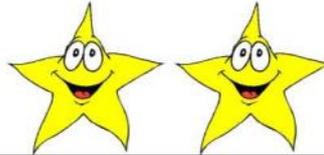
I am Bailey Denman and I love being an autism boy. If I wasn't an autism boy then I wouldn't be me. Even though I have autism, life can still be fun and I can do lots of things; like help other people, or cheer someone up. I can even cheer up my older sister who has autism when she is stressed.

I am really good at maths and pretty much faster than anybody else with my timetables, so sometimes I am better at doing things even though I have autism and at other times, they can be better than me at things. Sometimes it is hard because I get really angry, but I can't really help it and it makes me frustrated and unhappy when people don't understand me. Autism can sometimes scare other people and if we don't have things like autism awareness then people won't know about autism and what it is.

Sometimes people with autism are really different from others, but it is fun to be just who you are.

University Psychology Clinic
Sandy Bay Campus

Cool Kids® Anxiety Group Programs
September – November 2016



COOL KIDS®

10 Week Anxiety Management Group Program
for parents and children aged 8 – 12 years

Program 1 Commencing **Monday 5 September 2016 4.00pm – 5.30pm**

Program 2 Commencing **Wednesday 7 September 2016 4.00pm – 5.30pm**

Registrations for Cool Kids® close Thursday 30 June 2016

There is an admin fee of \$35 for each family to cover the cost of workbooks.

COOL LITTLE KIDS®

6 Week Anxiety **Prevention** Group Program for parents only
of children aged 3 – 6 years showing early signs of anxiety

Program 1 Commencing **Tuesday 11 October 2016 9.30am – 11.15am**
Registrations close Thursday 18 August 2016

Program 2 Commencing **Friday 28 October 2016 9.30am – 11.15am**
Registrations close Thursday 8 September 2016

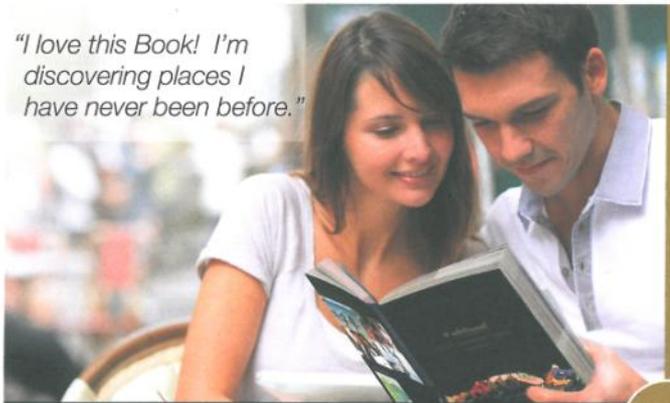
There is an admin fee of \$25 for each family to cover the cost of workbooks.

For further details and registrations please see our website:
www.utas.edu.au/psychology-clinic or contact us by phone on **6226 2805**.

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*CVV is the 3 digits on the back of your credit card

Cardholder's name: _____ Signature: _____

Pre- Purchase before 27th April 2016 to receive Early Bird Bonus Offers you can use straight away! (Subject to availability)

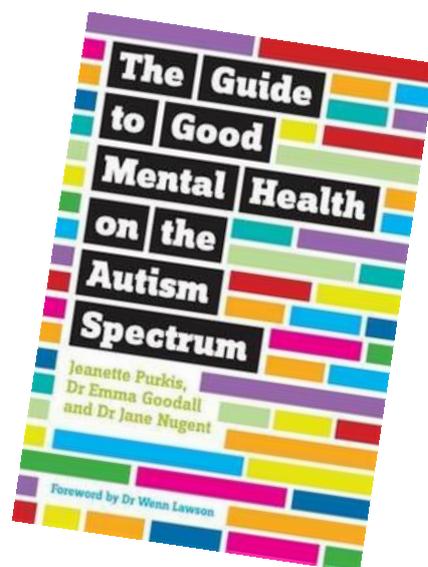
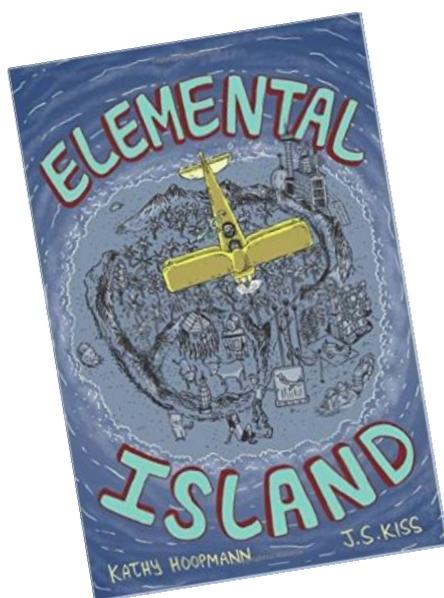
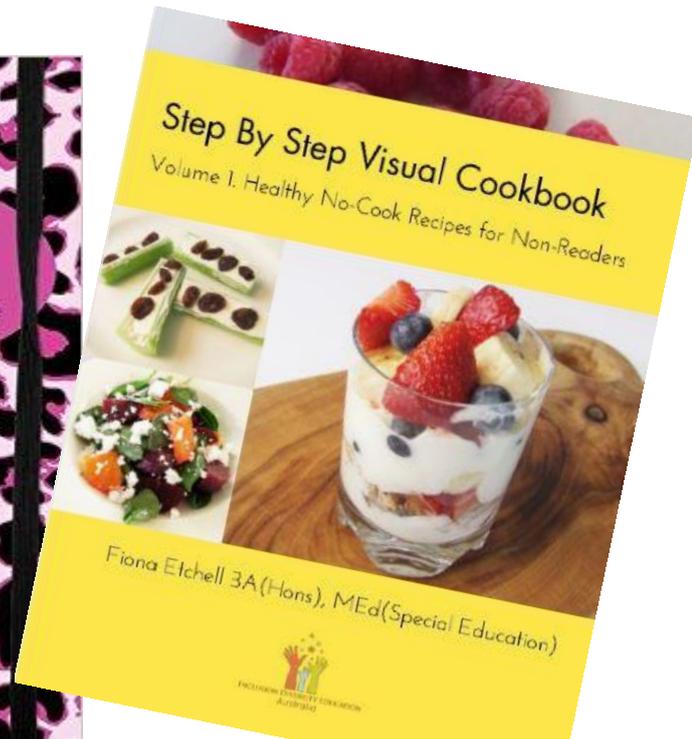
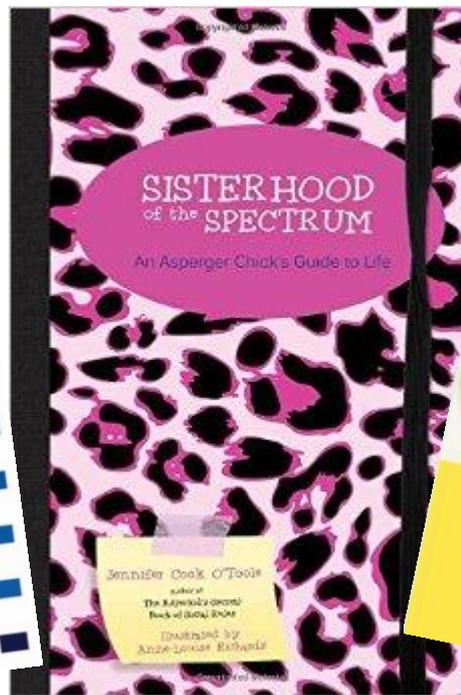
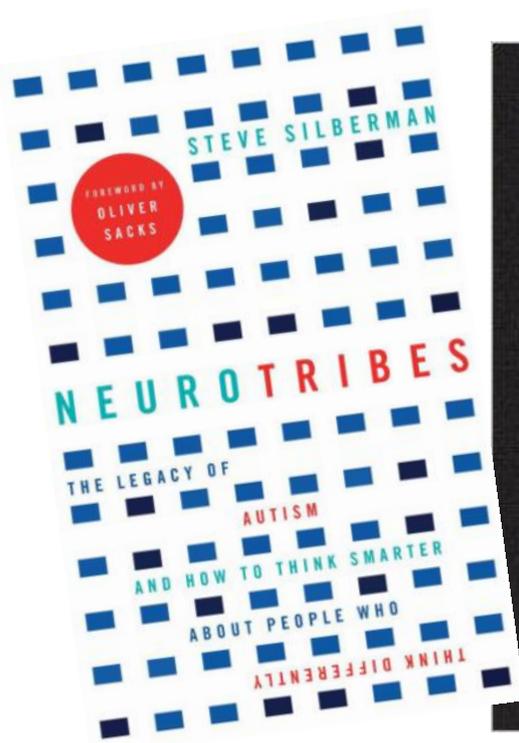
A17 Hobart City Flyer 2016-2017

Thank you to the following businesses for their donations enabling new resources to be purchased for our Member libraries in Hobart and Newstead:

Naj Espresso
Specsavers Glenorchy
Tas Networks
Katherine Crombie

Thanks also to our individual sponsors and to Footprint Books for their continued support

Here are just some of the new purchases made this year
For a full list go to our website www.autismtas.org.au/services/library



Northern Asperger Support Group for Adults

The Northern Asperger Adult Support Group opened a new meeting room on April 2nd, World Autism Awareness Day. With the assistance of Autism Tasmania, we are expanding the way in which adult support is delivered in Launceston.



Our room at the Pilgrim Centre in Paterson Street, opposite Birchall's car park, combines a pleasant environment and **free WiFi**, with peer support. This follows the idea that we can provide each other with an avenue for sharing interests and autism support.

What does this mean for members?

On Thursday afternoons, between 2.30pm to 4.00pm we meet for informal chats/board games or just to be with others who understand life on the autism spectrum. On the first Saturday of each month, a larger group meets between 1.30 pm and 3.30 pm. We chat, have hot drinks and snacks and share special interests and sometimes have guest speakers.



There is a small fee of \$2.00 at each meeting to cover the cost of hot drinks, and room facilities.

Autism Tasmania will be hosting an events calendar for us when the new website is established. If members would like to attend an event which might include sporting events, family activities, hobby days, laser tag, theatre, chess, dinner, motor sports, bands, canoeing, they let us know of a date when the activity will be held and then others can sign up. Details of activity costs and participation information will be provided with the activity notice. Craft nights are being organised at present and details will be sent out soon. With input from you, our goal is to cater for a wide range of ages and interests.

We look forward to seeing new members at the Thursday and Saturday groups and hope that people from other areas will join us when they are in Launceston. To find us, just follow the sign and arrows at the end of the alley, shown above. If you require more information, please email or phone gprobs@yahoo.com.au or contact Autism Tasmania on 03 6344 1212.

Who:

Adults (18 and over) with Autism and Asperger Syndrome who would like to interact with others who share common interests and who have first-hand experience of life on the Autism Spectrum.

What:

Group meetings, peer support, activities, guest speakers in a supportive and accepting environment. Cost: \$2.00 and a contribution towards snacks.

Where:

Pilgrim Centre, Paterson Street, opposite Birchall's car park (see image in previous article). On meeting days, signs and arrows, starting at the end of the alley, beside the office, indicate the way.

Southern Tasmania

Dunalley

**Dunalley Community Neighbourhood Centre,
Arthur Highway**

First Thursday morning in the month

11:30am - 2:30pm

Contact: Amity - 6253 5579

Hobart

Monthly on Tuesdays 10:30am - 12:30pm

Venue and day may vary, please contact us for current location or find us on Facebook "AUTISM WARRIORS!!"

Contact: Robyn at robyn@autismtas.org.au

Regular visits are made to **Bridgewater, Clarence Plains, Geeveston** and **New Norfolk**. Please contact our office for details.

Northern Tasmania

Launceston

Autism information sessions are conducted regularly at:

Northern Children's Network, Amy Road, Newstead.

Please contact our office for details

Bike Centre family get togethers in school holidays

Contact: Robyn Thomas 0458 375 604

Adult Asperger Group—Launceston

First Saturday in the month 1.30 - 3.30pm.

Pilgrim Centre, Paterson Street, Launceston
(opposite Birchall's Car Park)

Contact: Geraldine at gprobs@yahoo.com.au

ASD Chatter

Deloraine Primary School

First Tuesday in the month

12.30pm - 2:30pm

Contact: Patsy- 0439 376 281

Regular visits are made to **Scottsdale, Campbell Town** and **George Town**. Please contact our office for details.

North West Coast

North West Parent and Carer Focus Group

Third Thursday in the month 10.30 - Midday

Burnie Neighbourhood House

24 Wiseman Street, Burnie

Contact: Kym 0487 493 188

West Coast

West Coast Focus Group

The Linc Library - Queenstown

Every second Thursday in the month

10.30am - Midday

Contact: Sharon - 0429 117 413

**For more information please call: 1300 288 476
or email autism@autismtas.org.au**



ABN: 90 215 494 454

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PO Box 4649 Bathurst St PO, Hobart, 7000
Ph: (03) 6231 2745

Launceston

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Phone: 1300 288 476
Fax: (03) 6231 0922
Email: autism@autismtas.org.au
www.autismtas.org.au

