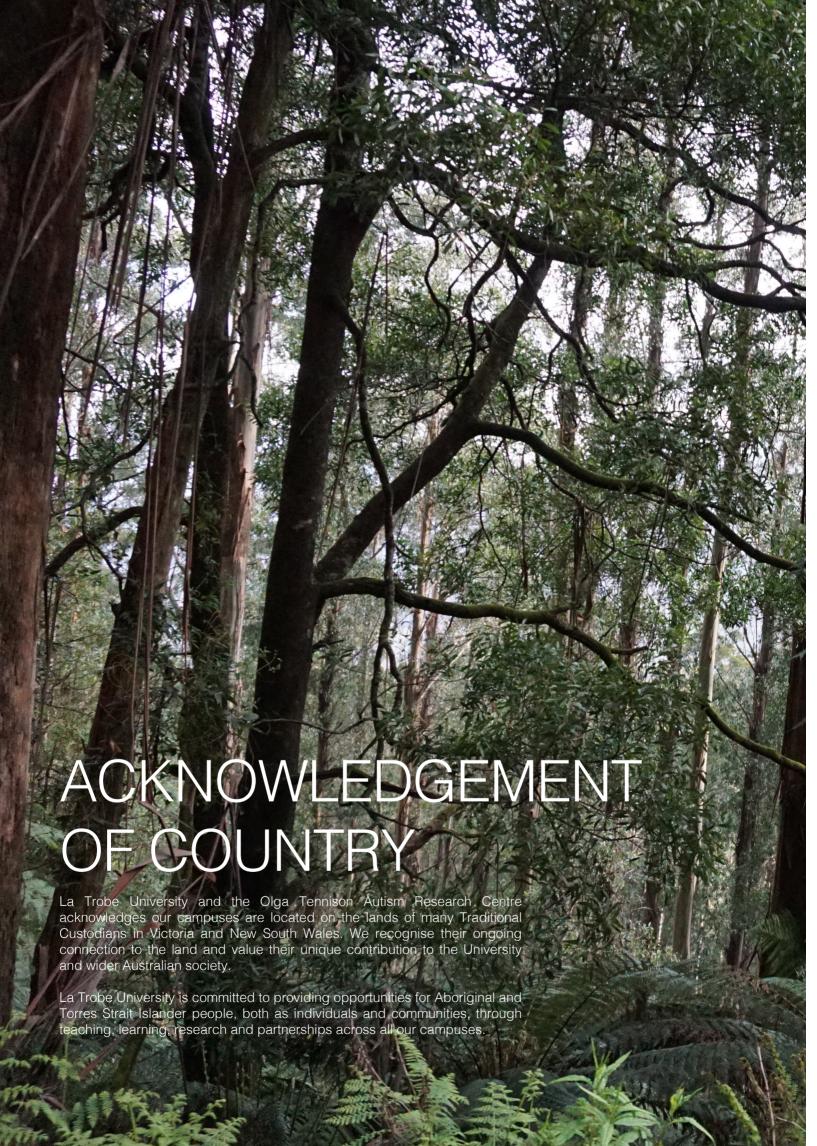
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## OLGA TENNISON AUTISM RESEARCH CENTRE

Established in 2008 with the incredible generosity of the late Mrs Olga Tennison AO, we are Australia's first centre dedicated to autism research and the premier autism research centre in the southern hemisphere. We work together with the Autistic and autism communities to undertake research and research-to-practice initiatives. These include evidence-based support programs, training courses, and partnerships with multiple stakeholders and collaborators in Australia and overseas.

Our research aims to support Autistic people and their families in actively participating in their community, education, and employment, finding enjoyment in life, and making meaningful contributions **aligned with their goals**.

With a focus across the lifespan, our research encompasses four research program areas:

- Identification and diagnosis
- Supports and practices for daily living
- Educational and vocational engagement
- Health and wellbeing.

### Websites

www.latrobe.edu.au/otarc www.latrobe.edu.au



# FROM OUR DIRECTOR

We are committed to keeping the Autistic voice central to all we do.

The Olga Tennison Autism Research Centre creates knowledge that delivers impact in practical, measurable ways for Autistic people, their families and carers.

We are committed to keeping the Autistic voice central to all we do. We engage in co-design and community consultation in research through our Autvisory Committee and smaller advisory panels for projects. Our research program areas reflect the priorities of the Autistic and autism communities for knowledge generation.

We actively contribute to policy that directly impacts Autistic people and their families. Recently our researchers were members of:

- the National Autism Strategy Oversight Council
- the working group for the National Roadmap for Improving the Health and Mental Health of Autistic People
- the Victorian State Autism Plan Advisory Group, and
- the Victorian Department of Education's Autism Education Strategy Advisory Group

We make submissions to government inquiries. Recent federal submissions include the Department of Education's Rapid Anti-Bullying Review, the Mental Health and Suicide Prevention Agreement Review and a response to the Draft National Autism Strategy. We also respond to state inquiries, including the New South Wales inquiry into the prevalence, causes and impact of loneliness and the Victorian Department of Health inquiry into women's pain in 2024.

Our researchers are actively involved in implementing and assessing the impact of evidence-based supports and strategies for Autistic people in the community. For example, our Victorian Early Assessment Clinic provided neurodiversity-affirming diagnostic care for 89 families of young children, setting them on the path for strengths-based approaches to support. We have also evaluated:

- autism awareness training for future psychologists
- an adaptation of FitSkills with Down Syndrome Victoria

Knowledge exchange is a vital impact pathway for our research. In May 2024, we welcomed the International Society for Autism Research (INSAR) annual meeting to Melbourne. The event brought together over 1,200 attendees from more than 20 countries for four days of groundbreaking discussions and discoveries in autism research. Our researchers and students showcased their work through panels, oral, and poster presentations, engaging with global delegates to exchange ideas and insights.

We continue to expand our dissemination of research through traditional research outputs. Since 2008 we have:

- published more than 520 peer-reviewed articles
- given more than 280 invited talks
- presented more than 800 oral and poster presentations globally at conferences



PROF. ALISON LANE

Director. Olga Tennison Autism Research Centre.

a.lane@latrobe.edu.au

## DRIVING INCLUSIVE RESEARCH

Historically much of the research into autism has been conceived, designed and implemented without any input from Autistic people

We are committed to changing that, in our own research, and through contributions to research guidelines Australia-wide.

### CENTRING AUTISTIC VOICES

The inclusive Research Practice Guide and Checklist, designed to engage Autistic people and their families in research, was launched by the Autism CRC, an initiative we were centrally involved in establishing.

### ACKNOWLEDGEMENT AND VALUING OF LIVED EXPERIENCE

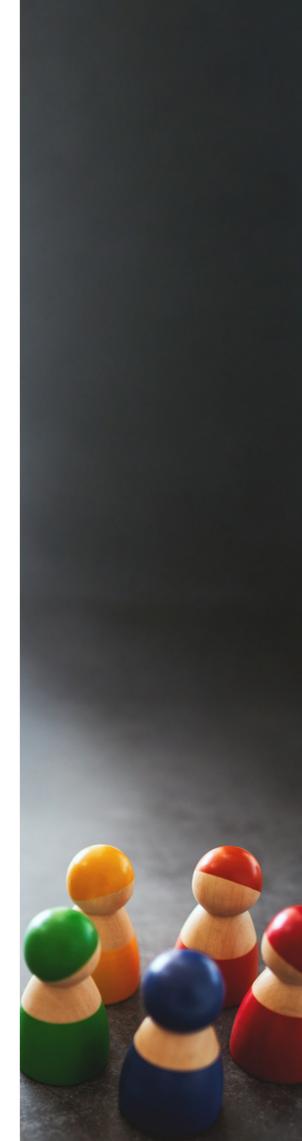
We explicitly recognise that our research would not be possible without the knowledge and insight of those with lived experience of neurodivergence, as well as those who support them. Their contributions are essential to our mission to enrich the lives of Autistic people, their families and carers.

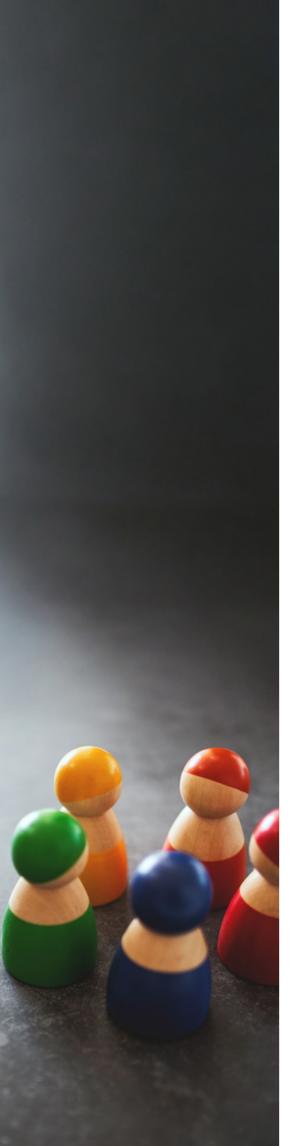
## SHAPING STRATEGIC DIRECTION

Our 2023–2028 Strategic Plan was developed through extensive consultation and input from stakeholders, including community groups, Autistic-led organisations, and fellow autism researchers. This input ensures that our goals reflect community priorities and emerging needs.

## CHAMPIONING DIVERSITY AND INCLUSION

We are committed to eliminating all forms of discrimination and fostering a culture where diversity is valued and inclusion is the norm. Our work aims to reflect the broad spectrum of lived experience and the intersection of neurodiversity with other forms of identity and marginalisation.





## EQUITY STARTS AT THE DOOR

Transforming how we recruit and retain neurodivergent talent

We know that innovation starts with people. As our team expanded significantly in recent years, we faced a critical question:

How do we ensure our hiring practices include neurodivergent talent?

The evidence is clear. Autistic and other neurodivergent people face some of the highest unemployment rates in Australia, as least partly because traditional recruitment processes often create systemic barriers. We are committed to dismantling those barriers and building a workplace where everyone can thrive.

Since early 2023, our hiring process has been evidence-informed and community-driven, whilst also being grounded in equity, respect and care.

Our experience shows neuroinclusive recruitment is easier to achieve when the following key elements are in place:

- inclusion is embedded in our strategic plan, guiding our research, planning, and recruitment processes
- our supervisors, managers, and teams are committed to creating a genuinely accessible and welcoming environment for all staff
- we regularly review and adjust our processes to remove unnecessary steps and ensure fairness in recruitment
- a genuine commitment to inclusion, where words are matched by actions

"A work unit that actively supports inclusive recruitment practices is more likely to retain neurodivergent staff. However, making this model work requires a lot from our team, especially our neurodivergent staff. The wellbeing of existing staff must be recognised and supported as recruitment processes evolve. This support includes ensuring staff aren't overwhelmed by the demands of managing or participating in hiring. Caring for our team is just as important as caring for those we aim to support."

- Doug Scobie, Centre Manager

## REGIONAL REACH FOR EARLY AUTISM ASSESSMENT

Improving access to autism diagnosis with neurodiversity-affirming, equity-focused care

In Australia, less than 3% of Autistic children receive a diagnosis before the age of two, despite clear evidence that early diagnosis leads to significantly improved outcomes. For many families, especially in regional and rural communities, long waitlists, high costs, and limited specialist services delay vital support during the most critical years of development.

Our Victorian Early Assessment Clinic (VEAC) is changing that.

Launched in 2023 as part of the Victorian Autism Plan, the **VEAC** is a groundbreaking initiative driven by evidence, equity, and community need. Located at La Trobe University's Bundoora campus, the VEAC offers low-cost, neurodiversity-affirming assessments two days a week for children under 36 months who are likely to be Autistic. The clinic's model, developed and led by Associate Professor Josephine Barbaro, ensures that families are met with compassion, clarity, and expert care.

Since opening, the **VEAC** has provided over 150 complete, comprehensive developmental assessments, sent more than 100 diagnostic reports, and delivered services to families across metropolitan and regional Victoria. With a waitlist that continues to grow, the demand is clear. But so is the impact. The **VEAC** has created seven new jobs, with all clinical staff receiving training in autism diagnosis and neurodiversity

What makes **VEAC** truly unique is its reach beyond city limits, bringing its multidisciplinary assessments directly to local families through fully equipped regional outreach trips to Bendigo, Shepparton, and Mildura. For many, this was the first time they could access diagnostic services without travelling hours to Melbourne.

The clinic provides an affordable comprehensive needs assessment and differential diagnosis for children under the age of 36 months.



As one parent shared:

"The process has been really simple and straightforward, much less stressful in the fact that we were accessing this assessment on our doorstep, which saved hours of travel and the drama that comes with that."

This model doesn't just provide a service. It restores time, dignity, and confidence to families who have waited far too long. By embedding research into practice and bringing access to under-served communities, the **VEAC** exemplifies our mission by ensuring that every child, no matter their postcode, has the opportunity to thrive



### victorian early assessment clinic

**Supporters** 



Families,
Fairness
and Housing



Website www.latrobe.edu.au/veac



## SUICIDE RESPONSE PROJECT

## Addressing suicide risk by activating the Bystander Intervention Model

Associate Professor Darren Hedley, Director of Health & Wellbeing research program, led a team of researchers to develop a website to empower people to provide effective support when a friend or family member is at risk of suicide.

This 8-step programme offers a wealth of resources, comprising comprehensive modules, animated videos, and downloadable fact sheets. It was co-developed with people with lived experiences from the Autistic and LGBTQIA+ communities. The content is tailored to combat myths about how Autistic people may express suicidal thoughts.

The impact of these resources was further amplified by expanding reach and accessibility through:

- the adaptation and integration into the R U OK? website
- a New South Wales Government's Agency for Clinical Innovation resource recommendation on their Neurodivergent People website
- resources translation into Portuguese
- website update in 2025 to be accessible in all languages

This initiative aims to foster a culture of support and understanding through strategic partnerships and collaborative efforts, ultimately saving lives and promoting mental wellbeing within these vulnerable communities.

### **Supporters**

















Suicide Prevention Australia, Untapped, The Australian Research Centre in Sex, Health and Society, AMAZE, ASPECT, Different Journeys, Healthy Autistic Life Lab, the Emotions Clinic.

### **Websites**

www.suicideresponseproject.com www.ruok.org.au/neurodivergent



## FITSKILLS GYM-SPARC

## Supporting young people with disability to exercise

Research shows that young people with disability can benefit greatly from oneon-one support for exercising in gyms. When they have social support and are able to access suitable inclusive programs, their participation increases and the value they gain from exercising is enhanced.

Led by Professor Nora Shields, the **GYM-SPARC** project is providing fitness professionals with practical advice to improve the gym experience of young adults with disability.

**GYM-SPARC** equips gym owners, fitness trainers, and health professionals with eight key social support strategies to create more inclusive fitness environments. This **GYM-SPARC** website provides practical resources that foster participation and break down barriers for people with disability.

With over 2,900 website visits from across the world, including Australia, the United States, Singapore, Republic of Korea, Canada, New Zealand, Ireland, Finland, Germany, the United Kingdom, France, and the Netherlands, and more than 120 poster sets delivered to gyms across Victoria, **GYM-SPARC** has significantly increased awareness and knowledge on supporting young adults with disability in gym settings.

### **Supporters**





VicHealth, La Trobe University

### Website

www.gym-sparc.com.au







### DOWN SYNDROME VICTORIA FITSKILLS

## Exercising made easier with social support

Young people with disability face significant barriers to participation in exercise, including a lack of inclusive programs. FitSkills is an award-winning, inclusive, evidence-based, and community-based exercise program designed to support young people aged 13 to 30 with disability by addressing the need for social support. The FitSkills program matches a young person with a disability with a volunteer, and the pair exercises together at a local gym.

In 2023, the research team led by Professor Nora Shields an evaluation of q program run by Down Syndrome Victoria, 'DSV FitSkills'. This evaluation included 16 people with Down syndrome and 16 volunteers who support them to exercise at five community gyms across Melbourne and Bendigo. .

The DSV FitSkills pilot program was received positively by all involved. Young people with Down syndrome said they would recommend the program to others and wanted DSV FitSkills to be offered again in the future. Both the young people with Down syndrome and the volunteers enjoyed the social and fitness benefits of exercising together in the gym. Down Syndrome Victoria has continued to offer DSV FitSkills (now called Fitskills21).

"You get to work out and work towards your own personalised fitness goals in a safe environment with someone there to support you, and I think equally as important, the group setting and dinner means you can build connections and friendships!"

### **Supporters**

Sport and Recreation Victoria, Down Syndrome Victoria

### Website

www.downsyndrome.org.au/vic/dsv-fitskills

# SLEAPI: A NEW APPROACH TO SLEEP PROBLEMS

Improving insomnia symptoms for Autistic adults

Sleep is essential to health and wellbeing. Poor sleep quality or insomnia can negatively affect multiple aspects of physical and mental health and can impair daytime functioning. Our research shows that Autistic people face a significantly higher risk of sleep problems across the lifespan. Sleep problems are closely linked to anxiety and depression.

We collaborated with La Trobe University's **ACTUALISE Lab**, with input from three Autistic adults, to co-develop an innovative new approach to supporting Autistic people experiencing poor sleep. We evaluated the efficacy of SLEAPI - Acceptance and Commitment Therapy combined with behavioural therapy, to treat insomnia in Autistic adults. Eight Autistic adults took part; they completed questionnaires (before, immediately after, and two months after the therapy), wore activity trackers, and kept sleep diaries.

The results of our evaluation show great promise. Participants showed significant improvements in insomnia and anxiety symptoms with SLEAPI, and most participants expressed satisfaction with the program. Building on this success, we incorporated feedback from our Autistic adult participants to enhance SLEAPI.

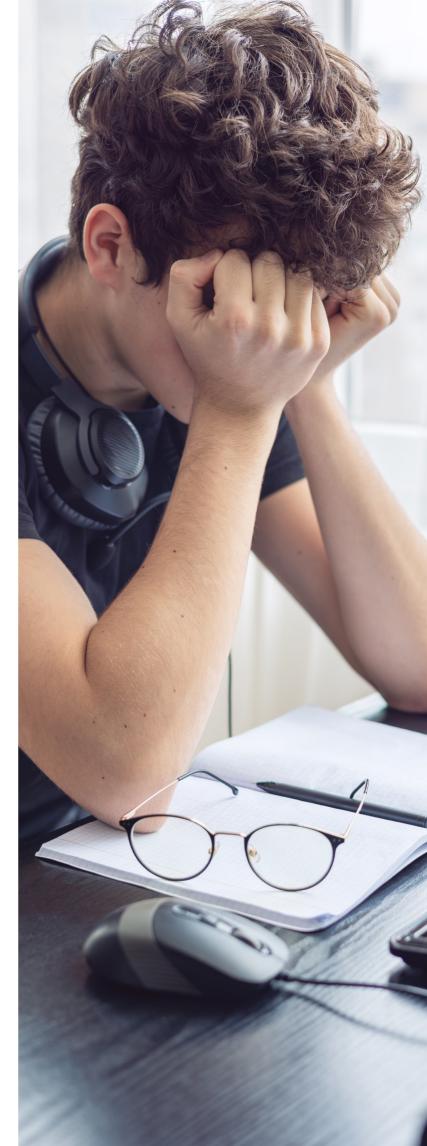
### "I found it helpful to be in a supportive environment, one that understands ASD as well as meeting others with similar challenges"

**SLEAPI** continues to be offered as a group program by the La Trobe Psychology Clinic and at Monash Health. The program can also be adapted for use with other populations with complex needs, as demonstrated by clinicians at Northern Health, who are using **SLEAPI** to assist clients with psychosis.

### **Supporters**

ACTUALISE Lab, La Trobe University Psychology Clinic





### WORKING WITH AUTISTIC CLIENTS

## Autism awareness training for psychologists

Senior Research Fellow and registered psychologist Dr Simon Bury led the development of a training course for provisional psychologists that aims to bridge a critical gap in mental-health care for Autistic people.

Autistic adults face significantly higher rates of mental health challenges and suicide compared to the general population. Yet health professionals often feel underequipped to support Autistic clients, leading to delays in care, negative experiences, and unmet mental health needs.

This introductory course empowers provisional psychologists to deliver inclusive, effective and neurodiversity-affirming care. The training covers:

- Understanding autism
- Creating autism-friendly therapeutic environments
- Engagement, intake, and assessment
- Case conceptualisations and treatment plans

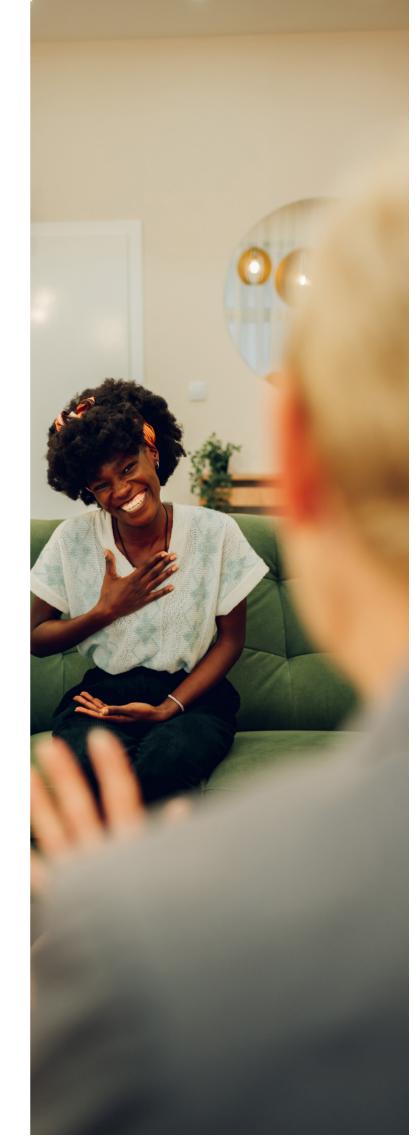
Results from pilot testing show that participants have improved confidence in supporting Autistic clients. One provisional psychologist shared:

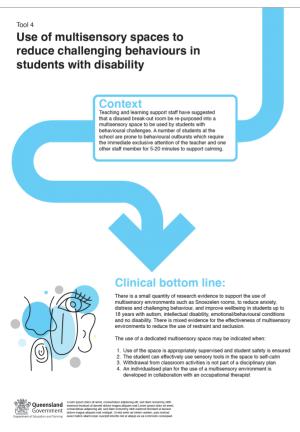
"I enjoyed parts of the module that spoke about differences in how Autistic people might experience mental health ... Understanding things from the general perspective of Autistic individuals was helpful."

The training continues to be offered as part of the La Trobe University Psychology Clinic Masters program for clinical psychologists, ensuring the next generation of clinicians are confident in supporting Autistic clients.

### **Supporters**

La Trobe University Psychology Clinic





## THE SENSIBLE APPROACH

## Accommodating student sensory needs at school

The Queensland Department of Education commissioned Professor Alison Lane to assess the demand for comprehensive resources and training that could empower school staff to effectively support students with sensory processing challenges.

We found that teachers in mainstream schools were lacking reliable information about how sensory processing challenges can impact student behaviour and learning. In the absence of this information, teachers sometimes used strategies that were not grounded in evidence.

To address this knowledge gap, we created a practical evidence-based framework to adapt the learning environment so that students with sensory processing challenges are not disadvantaged.

The **SENSIBLE Approach** (SENSory-Informed Best practices for Learning) offers guidance on the most effective ways to support students with sensory processing challenges in school.

It consists of five decision-making phases:

- Understanding needs
- Goal setting
- Strategy selection based on evidence
- Strategy implementation
- Evaluation

These stages encourage teachers to incorporate inclusive education principles, based on evidence, to create a learning environment that accommodates sensory processing variations.

The impact has been extensive. These materials are now embedded in all Queensland government schools, reaching over 575,000 students and 65,000 full-time teachers. This initiative is a systems-level shift, empowering educators with the knowledge and tools to support every learner, not just those with formal diagnoses.

The **SENSIBLE Approach** demonstrates our commitment to translating research into equitable, scalable, and inclusive support. It also demonstrates what is possible when governments and researchers partner to reimagine what learning can look like.

### **Supporters**

Queensland Department of Education, La Trobe University



## SELFSENSE

## Supporting self-regulation in Australia's classrooms

Decades of research in allied health, psychology and education has identified self-regulation as a foundational skill for students to be receptive to learning. Traditionally, students who require extra help in being learning-ready (many of whom are Autistic), are targeted with one-to-one assistance which happens outside of the classroom. As well as being an inefficient use of scarce staff time, this approach does not promote inclusion. Under this traditional approach, there is no time set aside in the school week to practice self-regulation skills in a classroom setting.

Professor Alison Lane worked with La Trobe University's Dr Anne Southall (School of Education) to pilot a 'whole classroom' curriculum called SelfSense.

**SelfSense** is co-taught by teachers and occupational therapists to entire classes in a 45-minute lesson, once a week for one school term. The aim of the program is to teach students to notice and to modify their levels of alertness using the analogy of a car engine. Students first learn the concept, and then work with the teacher and occupational therapist in guided activities to reinforce each concept. These activities are designed to train students to recognise how they can affect the running of their 'car engine' through the use of sensory tools.

Rather than being told how activities affect their alert states, students get to experience first-hand what they can do to make their 'car engines' run at the right speed for the learning task. They're also taught how to do regular 'check-ins' with themselves and have props that can help with self-regulation, from chewy lollies to stress balls and fidget toys.

The pilot program ran in 2023 at three schools in regional Victoria. The results were very promising, with improvements in disruptive classroom behaviours:



65% decrease in issues with work output

**57%** decrease in teasing others

45% decrease in tardiness.

There were also some unexpected benefits, with teachers describing the emergence of a shared language and understanding around self-regulation and the universal value of the support program for both students and staff.

"[T]he class I have is a totally different class this term to last term and I really like to think that being part of the program has kind of been one of the factors that's led to that"

- Teacher participant

### Schools involved

St Peter's Primary School, Bendigo Kallianna School, Bendigo Swan Hill Secondary College



### TRANSFORMING SUICIDE PREVENTION FOR AUTISTIC PEOPLE

Neurodiversity-affirming tools and training to support inclusive mental health care

Our research has identified that Autistic people are up to five times more likely to die by suicide than the general population. Despite this, most suicide prevention tools fail to reflect Autistic ways of communicating or experiencing distress, leaving critical gaps in clinical care.

Associate Professor Darren Hedley, Dr Claire Brown, Dr Simon Bury, and their colleagues, published two neurodiversity-affirming, clinical suicide prevention screening and assessment tools, co-designed with Autistic people, to ensure they are relevant, accessible, and effective. Our Autistic and lived experience peers shaped the development of these tools by refining language, clarifying terms, and adapting scales to better reflect Autistic communication and experience.

**Suicide Ideation Attributes Scale – Modified (SIDAS-M)** - Screens for suicidal thoughts and behaviour in Autistic and neurodivergent adults.

In **Australia**, Bendigo Health's Suicide Prevention and Hospital Outreach Post-Suicidal Engagement teams use the SIDAS-M. Clinicians report increased confidence, improved preparedness, and a greater ability to support Autistic individuals during crisis.

**Internationally**, the tool has been translated into Dutch and adopted into the Flemish Suicide Prevention Strategy, supported by national e-learning modules and professional guidelines.

**Suicide Assessment Kit – Modified Interview (SAK-MI)** - a professionally administered, clinical interview designed to assess suicide risk in Autistic and other high-risk populations.

**Internationally**, SAK-MI has been translated into Norwegian for use in national suicide prevention efforts and is currently under-review for use in the United Kingdom.

Both tools, including training videos and accompanying resources, will be made freely available on the National Autism Mental Health and Suicide Prevention Resource Hub, launching in February 2026.

As a world first, the hub will also provide free, lived experience-led, neurodiversity-affirming training to mental health professionals, ensuring inclusive, informed care for Autistic and neurodivergent people during moments of crisis.

### **Supporters**

Suicide Prevention Australia, Untapped Holdings, OTARC, Monash Health, Barwon Health, Amaze, Aspect, Healthy Autistic Life Lab

### SACS-R+PR

## The World's Most Accurate Early Autism Screening Tool

Early autism identification is crucial for enabling children to access specialised support and services sooner, maximising developmental opportunities and improving quality of life for Autistic children and their families. The **Social Attention and Communication Surveillance** (SACS) tool, developed by Associate Professor Josephine Barbaro, is recognised as the most effective autism screening tool globally, reliably identifying autism in children as young as 11 months.

The SACS-R+PR training program, offered through La Trobe University, provides comprehensive education for health professionals and early childhood practitioners to accurately monitor and identify early signs of autism and developmental differences in young children. This evidence-based program is designed to build skills in using the SACS tool during routine developmental checks, facilitating earlier referral and intervention where appropriate.

Offered online, SACS training includes detailed video tutorials and clinical case studies to ensure mastery of the tool's application. Upon completion, participants gain a certificate verifying their competence in using the

SACS-R+PR surveillance method.

SACS training helps build workforce capacity across diverse professions, sectors, and countries. Currently, SACS and the accompanying ASDetect app for parents are being used in 20 countries and are available in nine languages. This broad accessibility supports earlier identification of autism globally, helping to reduce diagnostic delays and connect families with essential supports sooner.

By equipping frontline workers with the skills to recognise early social-communication differences, SACS-R+PR training contributes significantly to improved developmental outcomes and quality of life for Autistic children and their families worldwide.





### **ASDETECT**

Transforming early autism identification through accessible, evidence-based technology

Early identification of autism is key to improved outcomes. Still, access to timely, affordable assessments remains a challenge for many families.

**ASDetect** is empowering parents to take an active role in the process. Developed by Associate Professor Josephine Barbaro, ASDetect is the world's first empirically validated mobile app for early identification of autism. Based on the Social Attention and Communication Surveillance (SACS) tool, ASDetect empowers parents to assess their child's social communication behaviours using guided video comparison, all from their smartphone.

Parents watch short videos of Autistic and non-Autistic children and answer questions about their child's behaviour. The app then provides a result indicating a low or high likelihood of autism, along with a social communication profile that parents can share via email with a healthcare provider.

Since its launch in 2016. **ASDetect** has had over **180,000** downloads, It's free, and now available in five languages, expanding its global reach:

- English 373 million native speakers (2016)
- **Spanish** 485 million native speakers (2018)
- Mandarin 900 million native speakers (2018)
- Slovak 5 million native speakers (2023)
- Polish ~39 million native speakers (2025)

**ASDetect** delivers timely, accessible guidance directly to families. It places knowledge in the hands of those who need it most, reducing barriers to early identification and supporting more equitable access to care.

**ASDetect** reflects our commitment to research that leads to measurable change. It demonstrates what's possible when innovation meets inclusion.

**ASDetect** was originally developed through the generous donation of staff time and expertise by Salesforce. The Mandarin and Spanish translations were funded through a Google Impact Challenge Grant.

**Supporters** 







Website www.asdetect.org



t Responses: nths

Twelve - 20 Months

RARELY



RARELY <





### nting

ild point to show you something that is out turn to look at you? (e.g., bubbles, a toy, or

sure, try this activity:

ear, show it to your child and say "This is

bear across the room (out of reach, where n see it)

### **BLOOM**

Co-designing supports that uplift families. Improving quality of life through neurodiversity-affirming partnerships

The Autistic and autism communities consistently identify quality of life as a top priority. Yet, no evidence-based support programs have focused directly on improving the quality of life of Autistic children and their families, until now.

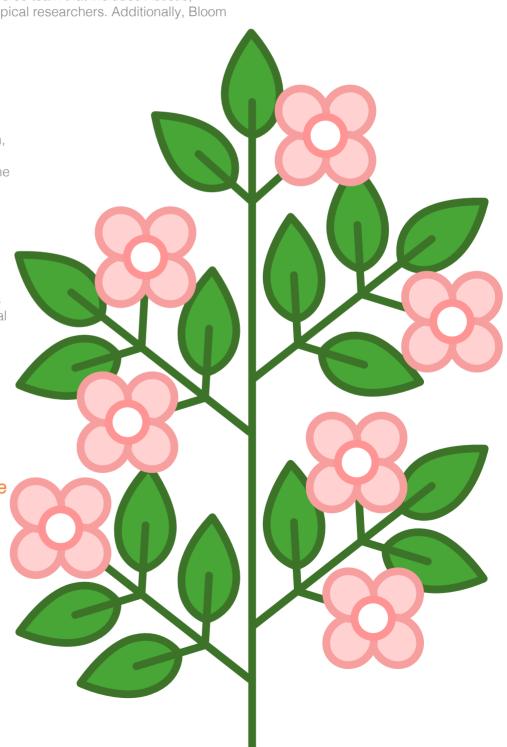
Bloom is a neurodiversity-affirming support program led by the Olga Tennison Endowed Chair in Autism Research, Professor Dawn Adams. The program is co-produced by a neurodiverse team that includes Autistic, otherwise neurodivergent, and neurotypical researchers. Additionally, Bloom

collaborates with both Autistic-led and non-Autistic-led organisations. The content of Bloom is based on what the team learnt from 57 Autistic adults and parents of Autistic children (70 hours of interviews), ensuring the program is grounded in lived experience. The team's commitment to inclusive design, from initial development through to sharing results, was recognised with the 2024 Autism CRC Inclusive Research Practice Award.

The program consists of eight weekly, two-hour sessions co-delivered by an allied health professional and an Autistic Guide (Autistic adult). This co-delivery model is central to Bloom's success, bringing together professional insight and lived experience in a way that builds trust, connection, and shared understanding.

Parents who participated in Bloom consistently described it as a safe, inclusive, and transformative space.

"I am in awe of how well they facilitated this. Because of all... the different communication ways and the extremely safe space that they created was just brilliant." - Riley





Others highlighted the power of connection:

"[The inclusion of Autistic perspectives in Blooms design and delivery] in itself was very, very helpful for me in that particular time in my journey." – Sammie

Feedback from parents, Autistic Guides, and allied health professionals showed Bloom was:

- feasible (high retention, attendance, and completion rates),
- acceptable to participants, and
- delivered with high fidelity.

Importantly, parents reported improvements in child, parent and family wellbeing as well as family and child quality of life, an outcome rarely measured. For the children parents reported improvements in:

- Global health
- Emotional distress (depression, anger)
- Wellbeing (life satisfaction, meaning and purpose)
- Social functioning (family).

Facilitators and Autistic Guides shared that Bloom enriched their personal and professional development. For some, it was deeply reflective and healing:

"There was more pride, more acceptance of themselves as well" - Hannah

"It was a healing journey" - Hannah

"...unpacking and reframing ourselves in better ways." - Jin

Bloom is a model for what inclusive, co-designed supports can look like. It moves beyond consultation toward genuine collaboration, setting a new standard for equity in autism support.

As one facilitator expressed a desire to see:

"Bloom, big and out and in the community and easily accessible" - Jin

We do too. With the strength of this co-produced, evidence-based approach, we are one step closer to making that happen.

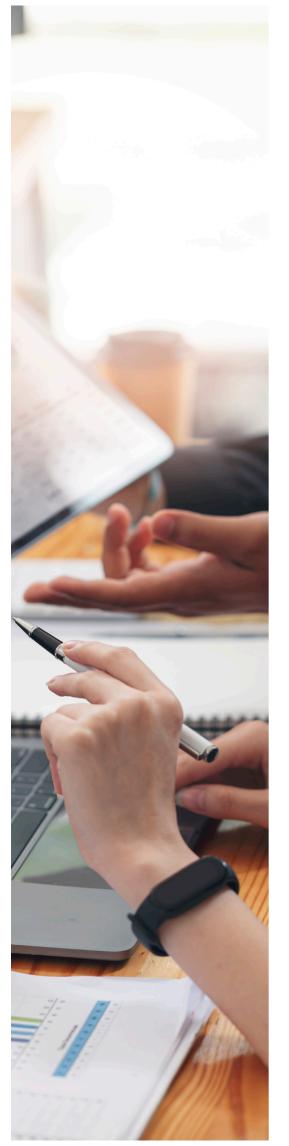
**Supporters** 







Giant Steps, Reframing Autism, Children's Health Queensland, and the STEPS Group Australia.



## UNITED NATIONS SUSTAINABILITY GOALS

At the Olga Tennison Autism Research Centre, our research aligns with La Trobe University's Research Themes and the United Nations Sustainable Development Goals

Our research aligns with La Trobe University's Research Themes and the United Nations Sustainable Development Goals, aiming to optimise impact for the Autistic and Autism communities. In 2023, La Trobe University ranked 57th out of 1,591 universities based on its progress towards the United Nations' Sustainable Development Goals.

	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	8 DECENT WORK AND ECONOMIC GROWTH	10 REDUCED INEQUALITIES
VEAC				<b>~</b>
SRP	<b>~</b>			
GYM-SPARC	<b>~</b>	<b>~</b>		<b>✓</b>
Bloom	<b>V V V V V V V V V V</b>			<b>✓</b>
Recruitment	<b>~</b>		<b>~</b>	<b>✓</b>
FitSkills	<b>~</b>			<b>✓</b>
SLEAPI	<b>~</b>			<b>✓</b>
Psych training	<b>~</b>	<b>~</b>		<b>✓</b>
Sensible	<b>~</b>	<b>*</b>	<b>~</b>	<b>✓</b>
Self-Sense	<b>~</b>	<b>/</b>	<b>~</b>	<b>✓</b>
SIDAS-M	<b>~</b>	<b>~</b>		<b>✓</b>
ASDetect	<b>~</b>			<b>✓</b>
La Trobe University ranking 2024 (from 2,152 universities worldwide)	12 <sup>th</sup>	150 <sup>th</sup>	18 <sup>th</sup>	39 <sup>th</sup>

Olga Tennison Autism Research Centre

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### **IMPACT**

