DARLENE: Good afternoon. Welcome. It's Darlene here and on behalf of ATEND, ADCET and the National Centre for Student Equity in Higher Education I welcome you to the webinar titled Supporting Students With Autism Spectrum Disorder in Higher Education with a focus on the design of the built environment and how this affects students with Autism Spectrum Disorder. Before we go to our presenter I want to discuss a few housekeeping items. We do have an internet issue at the University of Tasmania where this is being hosted and where our presenter is placed at the moment. So we are hoping that we won't drop out, but we may. I'm placed somewhere else, so hopefully I can tap dance to keep you all entertained. It should only take a minute for our presenter to come back but I apologise if that happens. The webinar is being live captioned by Bradley Reporting and will be recorded and the recording will be placed on ADCET after we have captioned the recording. Also, unfortunately the GoTo webinar platform is not as accessible as we would desire for screen reader users for people using JAWS. If you are a screen reader user and have any questions or comments you can email us at ADCET.admin@utas.edu.au. All participants have been muted so little background noise is in the background of the webinar. We encourage you to ask questions in the question pod and hopefully at the end we will have some time to go to those questions and ask our presenter. But firstly, I would like to actually welcome Sue Trinidad, the director and program leader of the international centre, to give us an over overview of the centre and the current research. Over to you, Sue.

SUE: Thank you, Darlene. Welcome, everyone. We are very proud to be partnering with ADCET today to bring you Dr. Owen's report and her colleague who have been doing this fascinating research from the University of Tasmania. This was one of the grants funded through our competitive research grants program. We have had two rounds, 2014 and 2015, we now have 24 research reports. We have published the first 12 and they are all found on our website. And this next series of 12 research reports are being released as we go through the next six months. So this report was released on Monday and we already have had some very positive feedback. And I'm very interested in listening to the presentation that's going to be given to you today. I will hand you back. The publication that encapsulates the next 12 reports will be released in July. You will have a written version as well as what is found on the website. I welcome you to look at our website. That is at ncsehe.edu.au and I will just post that up to the chat area as well. Thank you, Darlene.

DARLENE: Great, thank you, Sue. Now moving on to our presentation. I welcome Dr. Ceridwen Owen who is a senior lecturer and program director in the school of architecture and design at the University of Tasmania. Ceridwen will speak for around 45 to 50 minutes. As I said before, feel free to enter your questions into the question box and I will ask some questions at the end of the presentation if we have time. Over to you, Ceridwen.

CERIDWEN: Thanks, Darlene. Welcome, everybody. Thank you for attending. Thank you so much to Darlene for inviting me to do this. And of course thanks to Sue and everyone at the NCSCHE at Curtin University for funding the research on supporting students with Autism Spectrum Disorder in higher education. So you are just hearing from me today and I was one of the lead investigators for this research. But I would like to acknowledge my other participants also from the University of Tasmania, my colleagues listed on the slide. ... as well as a fabulous range of research assistants and advisers, including Darlene McLennan and Mary ... an autism consultant with the Department of Education. It was a wonderful opportunity to work with this multidisciplinary team, which was really a core focus of the research in understanding the complexities and interactions between various aspects of the higher education context in supporting students with Autism Spectrum Disorder. The next slide. I'm just going to talk to an outline of what I'm going to cover in the presentation today. I will start with a little bit of context for the research and in relation to Autism Spectrum Disorder specifically. And then I will talk about issues to do with disability supports and pedagogical initiatives, somewhat briefly. But as Darlene mentioned, the focus of the presentation today will be in my area of expertise, which is in relation to the design of the built environment, and then I will finish with conclusions and some of the limitations and future research we would like to head towards.

On the next slide, we start with the context. I think I have a broad audience today. I'm sure many of you are quite familiar with Autism Spectrum Disorder. But for those who are less familiar, this is the broad definition of autism spectrum disorder ‑‑ as a lifelong neuro developmental disorder characterised by difficulties in social communication and interaction and restricted or repetitive patterns of behaviour and interests.

Underlying this, importantly for the research in relation to the built environment, included in the ADD symptomatology are differences in the processes of sensory information which include ottypo and hypo sensitivities to environmental stimuli and also cognitive differences in person accepts and the way people with Autism Spectrum Disorder make sense of information including the built environment. The range and severity and diversity and profile as well as the co‑occurrence of a range of other disorders and indeed learnt coping strategies particularly amongst adults can make diagnosis very difficult, in particular if it's not identified in early life.

On the next slide, I talk about some of the specific challenges for students with Autism Spectrum Disorder in higher education. They are not only academic challenges but they also include managing everyday life and independent study. So that transition between the school environment with very structured activities to that requirement in higher education for people to be more self‑directed, and of course in transitioning out of the home for those people who are not living at home while they are at university.

Also difficulties in social engagement, socially mediated learning experiences, and disclosing and seeking assistance. There have been documented increases in the number of students ‑‑ numbers of students with autism spectrum undertaking higher education, ‑‑ disorder undertaking higher education but there will be many more at higher education institutions than are listed with disability support services. There can be a reluctance to disclose and to seek additional assistance when required, with attempts for people to cope by themselves.

Further to that, the support needs are very complex, often highly idiosyncratic and at odds with individuals’ apparent intellectual capacity. The disability is invisible, which can make the awareness of staff and peers a particular problem.

Traditional academic accommodations that are provided to students with a disability often do not address the specific needs of students with ASD. They have strengths, packses for particular fields of interest and an ability to adhere to stable rules, which can be beneficial in the higher education environment.

On the next slide I will talk about the scope of the study and the methods that we employed. The study was undertaken in three parts. Firstly, we undertook reviews of literature in the area of disability supports, pedagogical initiatives and the design of the built environment. We also concurrently undertook an online survey via a questionnaire distributed to people in disability support areas in higher education institutions around Australia. That was to enable us to provide a baseline of understanding what supports are currently available in Australia and what are seen to be some of the most successful supports.

Finally of course we wanted to understand in an in‑depth way the experience of students with Autism Spectrum Disorder in higher education. And we undertook self‑directed photography studies with some students at the University of Tasmania. We recruited six students for the study ‑‑ five of them were able to complete it. It involved giving them a camera and a diary with some prompts and asking them to explore and to document any aspects of the ‑‑ their environment, their experience of studying at the University of Tasmania, whether positive or negative. And then when we received the diaries and the photographs, we then undertook interviews of approximately an hour in length to ‑‑ using the photographs and the information to drive that to have a better understanding of what those underlying issues were. And that's the information that I'm going to spend the majority of time talking to you today.

On this next slide here I will talk about the disability support and pedagogy in relation to the literature. This slide is a graph which shows the number of papers in the journals across time.

What you can see here is an enormous spike as we move towards the last two or three years, which shows a huge increase in awareness and interest in this issue.

On the next slide, here are some of the themes that emerged from the literature. These themes include the need to support effective transitions into the university. Orientation within the university. The need for collaborative multidisciplinary approaches, the need to involve parents, other support networks outside of the university, the need work with peers, academic staff and disability staff within the university for the most effective support.

Large emphasis on peer mentoring as a key mechanism of support within the university. The need to focus not only on academic skills but also to develop students' social, communication and self‑advocacy skills. A need to create awareness amongst all staff of some of the sensory processing differences that students with Autism Spectrum Disorder and to develop professional learning for staff in relation to the needs of students with Autism Spectrum Disorder and inclusive teaching practices.

On the next slide, I'm talking about the existing supports that we discovered through the survey via the A U.S. TED network, and the survey findings really reinforced the information from the literature. There was a strong emphasis on the provision of individualised assessment of students with ASD, and support to reflect the specific needs of each student.

Types of supports that were normally included were transition support into university, focus on study and organisational skills, facilitating social or personal development and the implementation of specific strategies to address some of the challenges that students with ASD experience. And the key methods included mentoring, education of staff, the learning access plan process, and in some cases external liaison.

Now, the next slide is the start of the section where I would like to talk about the built environment. I will start with talking about what we discovered in the literature.

The key issues experienced by students with Autism Spectrum Disorder that relate to the built environment are primarily to do with differences in sensory sensitivities, the hyper and hypo sensitivity. And also this perception, the ways of making sense of the built environment, which can lead to disorientation, not knowing where to go or what to do.

And because of the diversity on the autism spectrum there is a need for a great variety of different spatial conditions and a real key need for what we will call safe spaces, spaces that are more comforting, spaces of retreat, the opportunity to escape when things become too overwhelming.

It's evident from the literature that there is a lack of research in this field. And there is very, very little specifically in relation to higher education. Most of the work has been done in relation to autism‑specific schools, early learning and in housing, again, for specifically for adults with Autism Spectrum Disorder. There is also very, very little in policy development and guidelines. So while we will talk about universal design or inclusive design, which is very broad in its aspirations, whenever that's listed in a specific criteria, that generally comes down to issues of physical mobility, wheelchair access, or to accommodate people with vision impairments or hearing impairments. There is very, very little about cognitive diversity.

The other thing that was evident from the literature is we could find information in literature where students were talking about their experience of the ‑‑ of being at university and they did bring up issues of built environment. Whereas staff understanding of that, it was never, ever raised as an issue, particularly in relation to the sensory sensitivities.

So, this next slide I will talk about an overview of the study. As I mentioned before, we undertook the study at the University of Tasmania, focusing on the student experiences, the six students had autism spectrum disorder although only five completed the study. And the approach was self‑directed photography. The next few slides ‑‑ you will see some examples of the photographs, some of the quotes that either come from the diaries or from the interviews. I will talk through a variety of the themes that emerged around the built environment.

The first one of these is related to the sensory experiences. I think this quote is very powerful and very simple and a very polite plea just ‑‑ the picture of a clock, a ticking clock and it simply says, "Please find an alternative for these". If you look around the university environment they are incredibly prevalent. This just something about the acoustic sensitivities and how distracting even these things we would normally ignore can be for students with ASD. Not only acoustic sense ‑‑ acoustic sensitivities are very common, but also sensitivities to visual stimuli as well as this lack of understanding about why certain things are ‑‑ if they don't seem to follow a pattern. This quote that just says simply looking at the chairs, the variety of coloured chairs, "I can cope with this unless I am tired or stressed", would not for most of us even seem to be something that we would need to cope with. We might not like it, we might find it a bit strange but the fact that for the students actually an embedded anxiety around being in this lecture theatre.

This next slide show as picture of one of the new learning spaces at the University of Tasmania with a very highly patterned carpet, which this participant says, "When I was taking this photo I felt noshes, physically sick. And in extra information about this photo for the researchers she says, this carpet is new. I liked the old plain one." This is the variety of the sensory issues is here, including visual stimuli around the patterned surfaces, lots of groups of people, lots of colour, lots of things. And also glary screens and glary lights and flickering lights that make these environments very overwhelming.

The consequences of this sensory experience for students as this participate articulates, he says, "You lose the ability to think or process. You're essentially stupider in these environments." So obviously this is large consequences for academic attainment, if this is how they really feel.

On top of that, these real bodily experiences where students talked about having headaches or feeling sick ‑‑ that wasn't only while they were in these particular environments during class; they said how this could continue for hours or even sometimes for days afterwards, meaning they then had to stay at home and of course would miss further classes.

This next slide is a picture of one of the student cafeterias on campus at the University of Tasmania. The participant diary says, "I could not go inside even to take a picture." This shows the extent of exclusion. These sensory barriers may be invisible but they are no less real than asking somebody in a wheelchair at the bottom of a set of staircase to get up to the top.

The social inclusion aspect which I'm now talking about on the next slide, we show two pictures of classrooms at the University of Tasmania, one with rows of desks and the other one with a different arrangement of square tables you can move around. And two very powerful quotes from the same participant. For the ones with rows of desks he says, "When I was taking this photo I felt angry, trapped, hate, get out of my way." so really strong words, a very negative response to the environment. Conversely in the image with the square tables, he says, "When I was taking this photo I felt relaxed, collaborative, engaged." The reason for this feeling trapped ‑‑ a forced social interaction. There is no choice in the tables and rows. You get locked into sitting next to someone. Being on view from the lecturer, unable to get out. No choices about his social interaction. And this causes a great deal of anxiety and stress.

This next slide is a quote from one of the participants where she says, "I had made a conscious decision some time ago now that I had to build myself up as much as I possibly can to all of that to get by in life, otherwise I would just be in my little cacoon all the time at home and that's not healthy." What she is talking about here is the importance of university life, of the campus environment, as a relatively low risk, contained space to develop skills in social interaction. She talks about how she observes people from a safe distance, understanding some of the social norms.

And I think this is something that we really need to recognise. It's not only about academic attainment but it's about the broader role and opportunity that universities offer for lifelong learning, for the capacity to go forward and to engage successfully in social life as well as in employment.

This next slide I will talk about some of the cognitive aspects ‑‑ the perception, the ways of making sense of the environment. This photo here is simply about some of the room numbers, which I think any of us at the University of Tasmania and perhaps many of you in other higher education institutions will certainly recognise this madness of room numbering. She says, "I don't understand why there are so many numbers and codes for the same room. I have often got lost. I don't understand and the campus map either is a coded mess" and she is absolutely right. I'm an architect, I'm used to reading maps and I have problems understanding the campus map and navigating the campus environment. The difference for me is if I'm lost, I will actually ask someone. Whereas a student ‑‑ because of the social interaction, the dislike of some of the social interaction, the fear and uncertainty of how that will unfold, the student won't do that. She has missed whole classes when they have moved the room and is unable to navigate and find the new tutorial space.

This next slide is also about the cognitive environment. And I think this is really important, because it shows that there is difficulty in making sense of the environment, of knowing where to go ‑‑ that it's not only to do with navigating between buildings, but it's also about navigating within spaces. This is a photograph of one of the new learning environments ‑‑ again at the University of Tasmania. She says, "This photo makes me think about how I spent a lot of the lesson trying to work out which way to sit. There are whiteboards almost whole way around the room. This added to my confusion." If she is spending a lot of the lesson trying to figure out where to look and what to do, obviously this affects academic issues, if she is unable to fully concentrate on the lesson.

The next slide I put in because I wanted to explain the diversity. This space that we're looking at here is one of the nursing labs at the University of Tasmania. It is quite a confusing open space, but for this student with Autism Spectrum Disorder, he finds this very good, the fact there is less structure, it's more casual and self‑directed. He says the whole atmosphere changes a bit and "you can kind of realise you are allowed to do that and there are not really rules in place; it's more something that just flows". So it's not a one size fits all for students with Autism Spectrum Disorder. It's important that we understand this diversity and respond to each student's individual unique needs.

The following few slides I will talk about some of the supports that are provided. In this first slide I will talk about what we would traditionally think of as supports. At the University of Tasmania on the Hobart campus, we have a student access study centre, which is provided for students with disabilities. We also provide online and distance education support, learning access plans and indeed staff awareness and support. You can see here from the quote from ‑‑ one of the participants how important the staff awareness and support is. Which he says, "If it wasn't for her lecturer she would have pulled the pin. I wouldn't be there now at all. I would have thought, no, this is just too hard. I just feel like an idiot." This next slide shows a support which is a disability support. It's a picture of the disabled symbol of someone in a wheelchair and a disabled parking bay. Firstly the student says, "I feel a bit sad that the logo is highlighting difference and the stereo type that someone with a challenge therefore must be in a wheelchair. This photo makes me think about wanting to redesign the concept of disability." Now, the context of this photograph ‑‑ the student regularly parks her car in this spot and it's important for her, she uses her car as place of retreat. She is on the Launceston campus where there is no disability access centre. So she uses her car as an alternative place of retreat. It's very important that she can access the disability parking bay. It's very close to the building, so she can get there quickly. But she says she has experienced people looking at her as she has got out of her car in her high heels and suggesting that that's not right; she doesn't belong there and should not be parking in the disabled parking bay. So it's really, really important that we think about the staff awareness, peer awareness of these issues but also arguably to change the symbols that continually tie disability to take mobility impairments.

This next slide is a start of what I want to talk about called ‑‑ I have called them "informal supports". These are things that students at the University of Tasmania found useful. They use these as supports but they are not explicitly provided by the university to support students with disabilities or any students in fact.

One of the first of these is the spaces around campus which are often outside spaces, which are seen to be calmer, safer places of retreat that the students use. And the participants here talk about some of the qualities of these spaces. What they have in common is a kind of open space, easy to navigate, not too busy, not too quiet but open. He is talking about another space that is open and outdoors but at the same time closed and contained by the walls of the buildings. There is a lot of complexity here. It's not that the students want to retreat to entirely isolated spaces; they want to be part of the campus life but they want to feel something of the security and the containment, the choices of proximity, choices about different forms of sensory stimuli.

This next slide shows a hole in the wall cafe that exists. The student talks about how important this was for her. She says, "The lady used to save me a sandwich each day. It was much safer here than other places that sold food. She probably never knew how much she helped me that first year." The glad some places that sell food ‑‑ idea that some places that sell food are safer than others is a very different notion of safety. This was a real point of refuge or support for this student that wasn't recognised. There's a risk if we don't recognise the importance of these informal supports that with rationalisation in the university, with the trend towards wanting to make things more dynamic and interactive, that some of these spaces may disappear. This next slide is a picture of one of the filtered water stations on campus and some vending machines. Many students talked about the importance of water, accessing water, when they were feeling stressed or anxious; they needed to drink water. And also students talked about the vending machines. Many of the students choose to come to campus towards the end of the day because it's a little bit quieter. So they can still participate in some level of social interaction but it's not as overwhelming, it's ‑‑ not as noisy or visually stimulate. Also because during the day some of the cafes are over stimulating and seen to be inaccessible, or whether it's because coming to campus towards the end of the day, the cafes are no longer open and the vending machines become an important form of sustenance for students on campus. This next slide is a picture of a lecture theatre. What it's talking about here is the importance of escape. So students are much, much more able to participate in the university during classes if they feel like they have an option for escape. And many students talked about this. And there were many pictures of lecture theatres. The student talks about how her strategy for managing to participate in the lesson, in the lecture theatre, "I tend to pick a spot all the time. Even in the lecture room I pick a chair; that's my chair." She often arrives as much as she can before class so she can pick her preferred spot. And picking the preferred spot can be quite difficult. You don't want too many people behind you; you don't want too many people in front of you. You want to easily be able to nip out the backdoor without being seen too much by the lecturer. But you want to pick spots where you are avoiding glare on the whiteboards. So it can be quite complicated and indeed the student talked about the challenges if she comes into the lecture theatre and her preferred spot is taken.

Then this last slide about escape highlights some of the differences ‑‑ the student wants to escape to the student access centre. So she is feeling overwhelmed. This is her go to place. She says, "This is a picture of the scary self‑opening door at the student access centre. It's hard to remember to stop when I am in a rush to get to the safety of the ASSC." So the scary self‑opening door of course a means to support egress from the building in terms of fire ‑‑ it opens automatically, in particular for people in wheelchairs. And for this student, she is not moving, trying to escape from the building; she is trying to escape into the building. And in those times of anxiety as she moves towards it, she can never remember even though she has been there many, many times before, because she is stressed and looking down, she comes up to the door, she is moving very quickly and it almost always just about hits her in the face and it causes her even more anxiety on top of the way she is already feeling.

So, to conclude ‑‑ you can see there are so many complexities around supporting students with Autism Spectrum Disorder. I thought this quote from a participant was very powerful. She says, "You have to be assertive to be autistic. The world doesn't owe me anything and don't like to play the victim. Where I just put it out there and say look, I'm autistic, I just need your assistance." This is a mature age student who has come to this position. I think she is much more able to cope. But for many of the students, they are not declaring the disability and they have very great and varied needs. These are really not understood. So it's really not a very supportive environment. And we all need to take some responsibility ‑‑ the students themselves in this capacity for self‑advocacy, but also creating more inclusive environments so that they feel supported and ‑‑ in making those declarations and are offered opportunities to support their own individual needs.

So, the conclusion that we found from the study in relation to disability supports specifically ‑‑ we believe there is an important role for individualised assistance. Learning access plans are useful but we need to look at their effective implementation. So it's not enough just to give someone a learning access plan and then expect them to be proactive entirely in talking to their lecturers about their particular needs and accommodations, but we need to provide advice to staff about how to help the students identify those issues, how to help them discuss those issues, so that there can be shared communication.

For the students we also need to focus on developing social self‑management and advocacy skills to enable them to do this.

And the development of peer mentoring programs does seem to be particularly effective means of support for students with Autism Spectrum Disorder.

In relation to pedagogy, we could learn a lot from my colleague Christopher Rayner, who focuses on universal design for learning, to foster more inclusive practices in classroom. We ‑‑ in the classroom. We really need to promote greater awareness and understanding of Autism Spectrum Disorder in particular among the teaching staff and we need to enable students to exercise their own agency and manage their own learning journey in whatever diverse forms that may take. Indeed many of the students in our study at the University of Tasmania showed how much initiative they had taken themselves in crafting their own learning journey, some very innovative, almost sometimes slightly subversive ways in which they were navigating online systems and built environment aspects to support their journey through university.

Conclusions around the design of the built environment include we need to consider that we need to design campus spaces holistically. We can't only think about particular disability access spaces. We need to think about pathways to them. We might think about designing quiet spaces in the library, but we would need to think about how students get to them. There is no point in putting a quiet learning space in the library if you then need to move past the coffee cart position at the ‑‑ positioned at front entranceway; it will already be inaccessible. We understood spaces to facilitate navigation and ‑‑ need spaces to facilitate navigation and engagement and also provide opportunity force withdrawal. As university ‑‑ opportunities for withdrawal. As universities are moving to go more dynamic learning environment and greater focus on intensive activity I think some of the opportunities for withdrawal, for the quiet spaces, may be overlooked, so it's important that we put that front and foremost on the agenda, together with the need for the dynamic interactive spaces. The study also shows how there can be many low‑cost simple adjustments like for example the ticking clocks or the flickering lights and how this can really make a big difference to the wellbeing of students and to their academic attainments.

The recent trend towards hyper stimulating learning spaces needs to be balanced with access to quiet environments, with natural features. The green spaces, trees, outdoor spaces and so on are often very calming. Calming for everyone but in particular with the need for students with Autism Spectrum Disorder. And finally we really need to develop relevant policy and design guidelines where these needs of students with Autism Spectrum Disorder are specifically recognised. Even though there's a diversity of needs, I think there are some key things that we can do within the policy guidelines that would support the broad population.

We also looked in the study at the possibilities for support under the National Disability Insurance Scheme. And one of the key opportunities we have identified here is the opportunity to broaden the peer mentor role. At the moment it focuses in particular on transitioning into university and to a certain extent to transitioning out of university. But what we noticed in the study is there is a series of micro transitions that happen across the whole learning journey and we would like to see the opportunity to expand this peer mentor role across the entire learning journey.

We also believe that we need to clarify the type of support available under the National Disability Insurance Scheme. It will talk about supports that are reasonable and necessary, but at the moment there is very little information about what that means. So we need further research that looks at the specific needs of students with Autism Spectrum Disorder so we can build the empirical basis for recognising and expanding the support that is available under the NDIS.

Finally I would like to talk about a recognised limitation of the study and future directions.

A key limitation of the study is obviously that it was conducted with a very small group of students and this was partly because of the timeframe of the research. It's also extraordinarily difficult to recruit students with Autism Spectrum Disorder in particular during semester where they are already overwhelmed with other needs, their academic requirements, in order to undertake the study.

But recognising these limitations in future research, we would like to expand the size of the participants, the number of participants in the study. But we also recognise that the students who participated in our study were still actively engaged in education. We need to also focus on individuals with ASD who have entered higher education but who have failed to graduate and indeed students with ASD who are perfect competent and interested in accessing higher education but who have failed to access it. In future studies we will be seeking to expand the participants to encompass those groups.

I will just leave you with this last slide, which I liked because it challenges some of the things around my field, architecture. The student says, "I took this photo because I keep on wanting to fix this skewed building. When I was taking the photo I felt a bit agitated and this photo makes me think about why people design buildings this way, why they build them incorrectly, which makes me think about how I design in my field" and I will leave it with that. Thank you for listening.

NEW SPKR: That's a recently built new addition. I'm sure most find it challenging. As gassily and skewed as it is on the outside, the inside is just as bad. Thank you very much for that presentation. It has been fantastic to hear how the research has been, even though I was part of it, it's nice to see it all in this way. And the experiences that you shared with the students is so powerful. And I found that during the research and just once again reinforced in your presentation.

We have not had many questions but there is a question that someone has asked in regards to the research being available after ‑‑ the research ‑‑ whether the research is available. Sue, or Ceridwen, do you want to say where people can see the research?

CERIDWEN: The report was published last Friday, on one April. But it's available on the NCSCHE website. So if you go there, there's a link to reports. I think at this point it's right at the top because it's the latest one to be published. You can download the full report. There is an executive summary of the findings, but then all of the detail ‑‑ it's quite a lengthy report.

NEW SPKR: It will also be available on ADCET with the webinar link and so forth, on the ADCET website as well. So hopefully people will be able to find it.

CERIDWEN: I would be very happy for anyone to contact me by email. I'm not sure if my email details are up there but I'm quite easy to find if you put me in and look at the University of Tasmania, I'm pretty sure I'm the only Ceridwen here. Please feel free to email me if you would like to get in touch.

NEW SPKR: I think probably Jane might be able to put it up into the chat pod so everybody will see. There is another question. Our university of ‑‑ are University of Tasmania going to implement any of the changes suggested by students in the study.

CERIDWEN: That's a great question. I very much hope so. The University of Tasmania is looking at doing a lot of new development over the next five years. I'm currently working with my fifth year master of architecture students on thinking about design guidelines that we can develop so that when the universities do you ‑‑ moves into the new developments we can provide them with best practice information. The people in control of the library are very interested. They have contacted me very recently to say they would like us to provide information on what we could do right now to make the library a more accessible environment for students with Autism Spectrum Disorder. So we will be looking at some low‑cost modifications. This is not going to wait for another three to five years to have new facilities; they want to make the changes right now. I will present the results of this study widely in the university to the students experience committee and other senior people as opportunities arise to be proactive in trying to make this environment better. I would be very happy to provide the information to anyone else if it's useful, in other higher education institutions.

NEW SPKR: That's fantastic. Thank you very much for your time and to everybody else for joining us. I will do a quick plug for our next webinar, to be held on three May and the topic will be using technology in the classroom for deaf students. We will be promoting that soon. In wrapping up I want to thank the national centre and Sue for joining us today. Also to Bradley Reporting for their wonderful captioning. Jason has done a great job once again today. And also to you, Ceridwen. It's fantastic to see this research coming to fruition and hear you speak today. So thank you, everybody, for participating.