Afternoon, everyone. It's Darlene McLennan here. Before we start, I would like to say a few housekeeping items. This webinar is live captioned by Bradley Reporting. And will be recorded. The recording will be placed on ADCET early next week. All and participants have been muted. This is to ensure as little as possible background noise is received during the webinar. Theresa and Jasmine will speak for around 30 to 40 minutes. Throughout the presentation feel free to enter your questions in the question pod and I will ask the presenters those questions at the end of the webinar. For screen reader users, if you do have any questions please email those to us. So if you are having any difficulties, technically, you could also email the ADCET website.

Okay. On behalf of ADCET and ATEND I welcome you all to the webinar. The webinar is idled engaging students on the autism -- entitled engaging students on the Australiaism spectrum, an evidence based peer mentoring program at Curtin University. Our presenters today shall Theresa kid and Jasmine McDonald, who run the joint program of managers at the Curtin specialist mentoring program. Now I would like to hand over to you for their presentation, which is I'm sure going to be very interesting. And I looking forward to hearing it. Take it away.

>> : (pause).

>> : You might still be muted. We can't hear you.

>> : Good afternoon, everyone. This is Jasmine McDonald speaking to you from Curtin University. To the left is my joint program manager Theresa Kidd. And as was said we are going to be speaking to you today about engaging students on the autism spectrum in university settings. We are hoping to show you some of the evidence we have been building over time to support the reasoning behind keeping a peer mentoring program operating for students on the autism spectrum and related ... conditions at not only Curtin University but we hope will occur Australia-wide.

>> : Hello, everybody. It's Theresa kid here. Having both conducted research in the area of autism and education Jasmine and I were both familiar with the challenges facing students with autism in education settings. Unfortunately recent on adults with autism in tertiary institutions is very limited but some of you may be aware of the Aspect 2012 study of 300 Australian adults with high functioning autism and Aspergers syndrome. Results of the stud dwri -- study indicated that 80 per cent of adults with autism had tried tertiary study and 75 per cent of these adults indicate they had needed support with their studies, and 50 per cent indicated they received no or insufficient support whilst studying. In addition,disability officers reported these students experienced difficulties with verbal comprehension. Planning, organisation, social awareness and with group work. And a lack of awareness and understanding among tertiary educators was found and these findings conquer with -- concur with our experience of supporting students on the ASD in a university setting.

>> : So when Theresa and I were investigating the area, what we found was there was a -- there were very limited programs operating within Australia in terms of peer mentoring programs. So we had to look elsewhere in terms of what was going on in the U.K., in Canada and also in the U.S. What we found was that there were some initiatives which were operating which were proved to be quite successful in terms of transition, help with accommodation, online resources for students who didn't like to come on to campus. At Cambridge University there was also a diagnostic clinic set up to help those who felt they may have been on the spectrum but were unsure as to whether or not they matched the criteria for diagnosis. There was also specialist mentoring on offer in some of the universities. There was a limited amount of staff awareness training but that was found to be quite useful. Universal design for learning was another initiative which was very useful for our students on the spec trouble. There was career -- spectrum. There was careers advice, also work experience that was seen to be absolutely essential prior to individuals being able to get paid work.

And also some social support for students to be able to help them feel that sense of belonging on campus. And I think what we also found with our program is that sensory awareness, which was also being investigated elsewhere and how tertiary environments and sometimes not necessarily -- that sometimes these do not necessarily accommodate some of the difficulties that our students on the spectrum experience.

So we together decided that it would be a wonderful initiative to try to set up perhaps in the initial instance some specialist mentoring at Curtin University. And felt that this could increase the independence and self-advocacy of our students on the autism spectrum and we have had our experience with the program -- we have found that these sorts of skills do improve when they are being supported by other more able students.

The research that has been done in this area, like most research done in the adult realm, has not been great. To ensure the longevity of the program we set up we wanted to make sure appropriate ... were conducted. That was the thinking behind the way we originally set up the Curtin specialist mentoring program. Next slide.

>> : So how does our program work and what is the history behind it? Well, in 2012 Curtin University asked for feedback on their disblght access and inclusion plan. In response I asked them what they were doing to meet the needs of students with autism. What eventuated from this was we had a meeting in the middle of 2013 with staff and researchers from Curtin, university of WA ... to discuss the population's support needs. From 2014, ... we have developed according to best practice research, from student input and most importantly the pressing needs of these students. So within this a model of peer mentoring was developed which involved pairing postgraduate occupational therapy, psychology and speech pathology students. This year we trialed incorporating PhD, computer science and engineering students. We have paired all of the students with students on the spectrum.

This pairing provides a win-win situation as it contributes to the mentor's professional development while assisting the men tees to become engaged at university with the help of a peer. Mentors are provided with support in various ways. And we run weekly group supervision meetings during semester teaching weeks and we find these are a collaborative space to all share our ideas and for Jasmine and I to provide guidance in certain areas that are troubling for the men tee. And we also provide ongoing access to the mentors in order to gain support and guidance from Jasmine that they might need throughout the week. This is usually in the form of emails or phone calls if there are more urgent needs. The mentors are remunerated for their work through a combination of federal disability funds and Curtin punneds. The social group has been an integral and lively part of the program and was developed to create a safe space for mentees to help develop hair social skills and gain a sense of belonging at the university. It's a really important aspect of the program to us. It's really exciting to see the students keen to form the social group and run with it. Currently the social group is run by a committee of mentors and some mentees and the social group runs each Wednesday lunchtime which is a tuition-free time during semester teaching weeks.

Each week the social group has a formal type presentation on topics nominated by mentees, mentors. We might suggest a topic. And some of these are stress management, oral presentation, employment and dating for example. It's not uncommon for us to have guest speakers. We might have someone from Curtin Careers to speak or from a disability employment agency to speak or someone from the LGBTI community. But offering this to the group -- it draws on their experience of what has worked for them in their lives and at university.

Following the presentation, there's a lot of things that happen in the social group. There is a lift game playing, both electronic and tabletop games. It's a really nice space for some of the mentees -- if it's an area they are wanting to pursue, for them to work on their social skills that they might be meeting with their mentor about. Their mentor sometimes sets them tasks to practise in the social setting.

And then the mentors -- if they are at the social group they can give you feedback on that as well.

We are now have a dedicated sanctuary space on campus. The feedback initially from mentors is that the mentees often found it difficult to share in busy university settings. If they were meeting at cafes and even in the library it was becoming problematic to be able to speak freely and openly. So we were really happy to be given a philant ropic donation from Norton Gold feeds -- goldfields, there is also a large area and within that area there are two little meeting areas. So mentees and mentors meet together for their face to face meetings as well as a large open space. In this space there are a couple of computers. We have a large screen on the wall as well. The large space is used for social group meetings and our supervision group meetings. It can also be used for the men tees and mentors to come into the room to study as well. All of the mentees and mentors have security card access to the room.

Some of the mentees have organised game days -- so the room is then used for that. They might do this during the semester on on weekends. The space has taken on a life of its own. It's wonderful to us see friendships being formed among mentees and some of these mentees came into our program and had a really strong sense of isolation on campus. We had one mentee who said to us he had never spoken to anybody else at university unless he was within a tutorial. So he is now an integral part of the social group and has formed some really lovely friendships. Next slide.

>> : So, how do we prepare our mentors to have involvement with our mentees? One of the things that Theresa and I agreed on was that we needed to make sure that our mentors were well prepared for any profiles they might encounter with their mentee. So we organised for all of our mentors to be involved with appropriate training on autism spectrum conditions. And this normally occurs at the beginning of the academic year. And all of our mentors are expected to attend that training. We also supplement that training with generic mentor training at Curtin University. But we specifically wanted our mentors to have a strong understanding of the way that any person on the spectrum could be vastly different to another person on the spectrum, depending upon the peaks and troughs of their individual profile. And also the level of progress they could achieve over time could be vastly different. So what do we include in our training? We reinforce the fact that our mentors need to communicate regularly with their mentee. What sort of communication do we recommend? We really take it from the individual on the spectrum and how they communicate -- their most comfortable form of communication. But we try to enlarge on that so that if the student is mainly using email, we will try to get our mentors to encourage them to use face to face communication, to come on to campus. As Theresa said, to join up with a social group. We really try to work from where the individual on the spectrum is and try to encourage and improve the skills that they have in order that they can become more successful at university. I have just spoken about understanding the men tee's profile. We have some students who are extremely strong in their academics. And their major area of difficulty is in the social realm.

For the mentors, their understanding of that is that, while they may be unable to help their mentee with astro physics form, their understanding of the way their mentee can be successful on campus is often highly valuable to that mentee. And it's about incorporating that understanding within the mentors so they don't feel as though they are not being of use to their mentee. Because the men tee doesn't necessarily need help in the regular areas a mentor would be involved in a tertiary institution.

So our mentors are encouraged to provide flexible and individualised support. We also try to encourage that our mentees register with disblght services, because -- disability services, because we know that them having an assistance plan where they are perhaps able to get extensions, where they are able to have maybe a laptop in examinations, where they are able to have a separate room for examinations -- all these sorts of accommodations can make a huge difference to the comfort level and success of a student on the spectrum. We like to go inside what goes on within the men tee and -- mentee and get them to think about their life dreams and get them to think about what are the short, medium and long term life goals they have and to try to get the mentor to work over time to meet these short, medium and long term life goals. So that they can track the development over time with their mentee as to what sort of progress they are making. We encourage our mentors to help them be linked with appropriate university services and clubs. There is such a diverse amount of services and clubs on campus. There is bound to be -- for example in counselling, some appropriate workshops that are on offer. For example, with exam anxiety. Those sorts of programs are very useful for both the men tees and mentors. ... and also the mentor can encourage as Theresa said, their mentee to go to the social group and they can use the social group as a training ground for social skills, to practice in a safe space what they need practice in so they can use those skills external to the group. And overall, we are hoping that our mentors can help increase our mentees to succeed, and with their independence, self-advocacy and employment, which is extremely important. We don't want our mentees to just be able to get through university with a degree; we want them to be able to use that degree in appropriate employment. So we are being -- putting in our program links to internal employment spaces and also external placement for students on the spectrum. We are now linking up with the autism academy which is also operating at Curtin University. Where there have been internships available for our students on the spectrum.

Next slide.

>> : What are the men tee/mentor numbers N2014 when we originally set up the program we were not really sure how many students with autism we could assist or that would be willing to be in our program. We aimed to assist five students for that year. However by the end of that year we had 17 mentees, so 17 students studying at Curtin with autism had registered with our program to receive mentoring services and we had nine specialist mentors. So postgraduate psychology and OT students that year. Some of those had more than one mentee to mentor. Currently we have over 40 mentees and 30 specialist mentors who are all post grad students as I said in OT, speech pathology, psych, computer science and engineering.

We note there are approximately 60,000 students enrolled at Curtin. So just going on the autism statistics, there's a potential for there to be about 600 students with an autism spectrum or related condition at Curtin currently. With the growing number of students with autism coming through the school system we envisage the number of students on the autism spectrum entering university to rapidly increase in the coming years.

Next slide.

>> : Theresa and I were concerned that even in our program was successful, anecdotally, we would have problems in establishing the program without an appropriate evidence base.

So, Theresa, being a PhD candidate in clinical psychology herself, she approached two other masters students from psychology, Choo Ting and Joset Hamilton in 2014 to provide two evaluations of our program using both qualitative and quantitative research methods. And Choo Ting Siew concentrated on looking at what the mentee perspective was of our program. She was able to gain the cooperation of 10 students with high functioning autism and Aspergers in our program. She used the out -- certain outcome measures which measured wellbeing and communication, retention and the academic performance of students with an autism spectrum condition.

With the interview data, she was able to give us information about how we could better tailor our program to meet the needs of these students.

She -- the results showed that there was a significant improvement in mentee's sense -- mentees' sense of support and also a significant decrease in mentees' apprehension in communicating with others but we only had a very small number of students involved with the evaluation.

The mentees that were involved showed that they were highly satisfied with the program, with a mean satisfaction score of 4.31 out of 5. And most of the 2014 mentees indicated a desire for a 2015 mentor. That has been the case every year we have been running the program.

Choo Ting gave us some good suggestions for improvement and changes for future implementation. And the investigation, the evaluation, is now moving forward as a research paper and that will be hopefully available some time in the future. Next slide.

>> : The second evaluation, conducted by Joset Hamilton of the program that year explored the mentors' perspective of the training given, that Jasmine and I gave, prior to them commencing their role. Seven CSMP mentors participated in the study and Kilpatrick'ss was used to evaluate the training. So, out of the framework three outcomes were looked at -- the satisfaction of the training -- with the training from the mentors' perspective, their change in autism knowledge pre- and post training and their application of the knowledge to their practice in their role as a mentor. These measures were taken immediately following training, immediately pre- and post training and three months post-training. Next slide.

>> : So what did Joset find out about our program it in terms of the training and also the impact of the training over time? She found that there was the -- the satisfaction with the training was that the -- the training was well received. That there was a mean satisfaction score of 4.7. With a range of 4.4 to 5 out of a total score of 5. And that after a three-month period the application of knowledge gained from the training was instrumental in supporting their role as a mentor. It particularly assisted them in understanding the sensory differences experienced by their mentees. And mentors were surprised at prevalence of social anxiety among this population of students. It helped them to exercise with their mentee. And they found that the weekly supervision meetings with their coordinators were critical to support their role. And in particular the frequent communication in terms of the weekly reports, the speed of response to the emails or the telephone inquiries. Because it has to be remembered that we are dealing with student mentors, and they also need a duty of care in terms of the way that they are supported in the role.

There was also comments made about the fact that they felt they were part of the team, because of the regular supervision meetings that were conducted during the teaching in the semester. (pause).

>> : Last year, UWA replicated our program to implement a pilot mentoring program for 7 of their undergraduate students with an autism spectrum condition. Six mentors -- they were all post grad, psych, combined PhD students or neuro psych combined PhD candidates and they provided mentoring to the students. This was coordinated by a student -- a psych Phd student who supervised a pilot program and she was also involved in the evaluation that was conducted on this replication by the Autism CRC. Mentors and the coordinator were paid for their time which included a one-hour weekly meeting during the semester teaching weeks with their mentee and also one hour of group supervision per week.

>> : At this stage the Autism CRC evaluations of the UWA and CSM program are preliminary. So, the results that we are reporting today are just that. What we have found is that all mentees indicated in the UWA program that they valued the program and they would like to continue future involvement if the program remained available. Unfortunately it did not remain available in first semester of 2016. But it has been resurrected in semester 2, 2016. And it is now running as a modified program, because the difficulty being that UWA did not have access to the same level of funding that Curtin University has been able to offer CSMP.

They reduced the running costs of the program by organising an alternative, affordable model of service delivery by sourcing voluntary psych mentors in their honours year, in their last year of a double degree, to provide them with extra professional practice opportunities. And they have got -- they have used a clinical psych placement student doing their PhD who -- within disability services -- and also counselling and they have divided the time of that student between those two services so that they have got half of their time to coordinate the mentoring program. At this stage we are hoping that that will be a successful model and that with the supervision of the PhD student by experienced staff from both counselling and also from disability services that this will prove also to be a successful model for other universities to roll out just to reduce the cost. We would hate for the cost of the program to impede its roll out elsewhere.

>> : The Autism CRC has now evaluated both CSMP and UWA's pilot program. And whilst this is all still going under analysis, we have been provided as Jasmine said with some preliminary results. Across both of the universities ... pre- and post questionnaires interviews were conducted with both mentors and mentees. overall 23 mentees participated and 24 mentors and pairns. There were 12 full cases. So that means where there was af latched mentor and their mentee and the and the -- mentee's parents. ...

The interviews were transcribed and given a rating. A median evaluation score of 8.5 to 9 out of 10 was found. So that's how the parent, the mentee and the mentor rated the program. So the preliminary results are that they rated the program highly.

... comments focused a lot around the importance of the training and supervision meetings. Next slide.

>> : So what did the mentees gain in a preliminary sense from the UWA and CSMP program? The benefits that were outlined were that they had an improved transition into the tertiary studies, that they also felt that they -- the retention at university was less tenious, that they also were given appropriate, helpful links to other university services that they could use. That their academic performance in terms of completing tasks in a timely and quality manner, had improved. That they also had better social outcomes, probably because of things like the social group.

Their personal development had improved, because they were being encouraged to look at the short, medium and long term goals they had in their life and moving towards those. Their mental health and wellbeing was improved because they had somebody there to be able to support them when they were having difficulty.

This improved their confidence. And also their independence at university.

>> : Other results were that the mentors described the program as intrinsically rewarding and reported improved academic performance and personal development. So, the professional practice to be a mentor in a program really I think assisted with them relating better to the content of their university course and not for getting that this was conducted last year, when all of our mentors were health science students.

From the parents' perspective, they identified improvements in their own quality of life as a result of the program. And certainly anecdotally Jasmine and I have received feedback from a number of parents that they have felt a sense of relief since their child has been in the program. It's almost like -- some of them have said it's a weight lifted off their shoulders, in that thermo longer the sole person advocating on their child's behalf and assisting their child to reach their potential. They now have another person to take some of the weight. And there is often a nice relationship formed between the mentee and mentor and it opens up the mentee's world in a lot of ways as well. Universities experience benefits in relation to academic performance, recruitment and retention. We would love to investigate this area further to come up with some hard numbers in regard to retention and academic performance as well, because we think it will assist us in the program being rolled out over time. Next slide.

>> : So, the Autism CRC have supported our program and -- by providing evaluations at UWA and also at Curtin. And they also asked me to write up the CSMP program and what -- the feedback that we got from the UWA program as a module.

And with the input from Theresa and also the development that has occurred over the years we have been running the program, I was able to come up with the Autism CRC module. And the module is actually broken up into five separate sections. The program coordinator manual is made up of all of the experiences that Theresa and I have had over the years, hopefully in a form that will be easily accessible. And also we are hoping that it can be modified in ways that other universities will be able to use it successfully for their particular contents like UWA has. Because we see enlarging the program, even if it's not exactly the same as what we have done, is integral to the success of our individuals on the autism spectrum in tertiary settings. So we hope that people find the coordinator manual able to be integrated and modified in ways they find useful. The second part of the module is the specialist mentor toolkit. That is made up of a number of different areas, inclusive of feedback we got back from our mentors about what they found to be of use, with a specific understanding of the ways they have been able to deal with particular problems that they came up against with their mentees.

Within that, we have also incorporated two fantastic booklets that have been provided. One is the National Autistic Society -- a U.K. publication, called Student Mentor Guidelines. That is more of a generic mentor guidelines for working individuals on the spectrum. And it includes some of the difficulties that a person on the spectrum experiences. We decided we would incorporate that excellent resource in the toolkit for our mentors. And also not for getting another excellent resource that was developed by the National Disability Coordination Officer Program of Australia, NDCO, where they were able to provide a booklet indicating helpful hints for people on the autism spectrum. It's especially useful for those who have never experienced tertiary education before. Because it does highlight the differences between what secondary education is and what tertiary education is and how -- what differences there are and how they can be coped with. So we have incorporated that into the mentor toolkit. We have also incorporated that into our mentee information booklet for the mentees. We developed separate booklets for both the mentees and mentors because we felt that the mentees also needed to have an understanding of what the role actually was that the mentor had and what their role was. Because we found that these sorts of boundary issues have come up. And we needed to establish prior to them being involved with the program what their role was, where it began and where it ended. So that we didn't overwhelm our mentors with the sorts of questions or requests for help that they might receive from the men tee. Some of the mentees asked questions about getting help with their essays and so on. We had to indicate fairly clearly within the mentor toolkit and also in the mentee booklet what the actual roles were for the mentee and mentor.

We also have incorporated a PowerPoint -- that we hope will be of use -- for those who are going to conduct their own mentor program. Within that, we go through and give an understanding like we have done ... of what is exactly involved with the role. And we have provided a mentoring module form, samples and templates. So these are all of the things that Theresa and I have developed over the years that have been very, very helpful for the running of our program and we encourage you to make sews of them -- use of them to adapt them in any way you see would be useful for your program. Next slide.

>> : So, the exciting news is that just last week the specialist peer mentoring module was put up on the Autism CRC website. So congratulations, Jasmine, on all of them your hard work. This is now available for you all to access for free. And in our next slide we will provide the link for you to be able to access that. Just talking about the future goals of the program. An ongoing goal is for our program to gain appropriate recurrent funding to allow the program to continue operating in future years. We can really see that -- and swre seen it -- the number -- have seen it -- the number of students coming into our program is continually increasing. We want to be able to ensure we can accommodate the needs of these students. As of this year Jasmine and I are now funded for a full time position between us at Curtin. We are really happy with that. But we realise as Jasmine said, the program may need to be run out in different ways depending on the tertiary setting and their funding.

We would like to gain more philanthropic funding to provide scholarships for our mentees with autism and a dedicated psychologist as well. Some of our students come from quite difficult family backgrounds, and they are struggling to financially support themselves as students. So we think a scholarship would be really beneficial to our students in helping them to buy a laptop or a book they need or for some even to buy lunch. That would be great. In addition, as you know many of our students have co-morbid mental health problems which occur in this population and it impacts on many areas of functioning including studies. We are keen to provide psychological services to this segment of the population. If we had a dedicated psychologist we think it would be really beneficial because they could get to know them and would be more like throi see them because they -- to see them because they have formed a relationship with them over time. We aim toism prove the CS -- aim to improve the program over the years based on results and feedback. With poor employment outcomes following university being very common for these students we have begun to increase the linkage of mentees with work experience and employment opportunities. Both on the Curtin campus -- we believe there are huge numbers of opportunities here on campus for our students. But also off campus as well. Because we know that that is eventually where our students will be heading. We are fortunate as Jasmine said to have the autism academy for software assurance at Curtin. A number of our students have been able to gain work experience and paid internships in the field of computer programming and software testing as a result. Finally, our goal is to increase tertiary inclusive practice in relation to our students on the autism spectrum. Next slide.

>> : So, this is our final slide. We would encourage you to have a look at the Autism CRC website to access the module and have a look at the different elements of it. It is freely available and we hope that you will find it of use. Please keep in contact with us. If there is anything we can do to help you set up a similar program at your university we would be very happy to help. Both Theresa and I are parents of adult children on the spectrum and we know how difficult their lives will be without programs like this one. So, we highly encourage you to please have a look at the module and contact us if you need our help. Thank you.

>> : Wonderful. Thank you both so much for that fantastic presentation. It was really informative and interesting. Here at the university of Tasmania we are looking at implementing a program next year. So this will help us immensely.

We have had a couple of questions. I just want to encourage people if you do have some questions to add it to the question pod. The first question is: Are you aware of any other similar peer mentoring programs run in a high school context at all?I don't know if you are both muted. Spook I don't know of any specific programs, peer mentoring programs, like ours. But I do know that the autism Academy, they are providing mentors for -- they have like quite a bit of -- in terms of the programs that they are able to set up, they have got a program running at a local high school where they have got mentors from the university overseeing some software that they are doing, computer programming, with students on the spectrum at this particular high school. But in terms of our program, we don't know of anything that is similar to our program in high schools over here.

>> : Okay. Thank you. Was it easy to find the mentees? I know sometimes we are banging our head against a brick wall sometimes to get engagement. How did you find the mentees, et cetera?

>> : Initially, it took a little while to get some traction. Because Jasmine and I are both embedded within the autism community we have quite a widespread network in relation to being able to contact parent groups and we have a nice affiliation with Autism West, a parents support group in Perth. And then with contacts we have at Curtin. We were able to advertise the program, so to speak. Although we didn't have too much time available to dedicate to that.

The disability service advisers here at Curtin were able to point students that they thought could benefit from our program -- they were able to point them in our direction. We now have a formal referral process for them to refer students to us. Some students came through that avenue. Some students came from word of mouth, from hearing about our program. And some came from some advertising we did on the Curtin FM Radio Station. But I think Jasmine and I have presented numerous times at different conferences and parent groups. And people are hearing about our programs through that sort of word of mouth avenue. So we now, to be honest, this semester we actually have more mentees than mentors. Because each week we have are -- are having more and more people referred. I think we have about 40 mentees. That's not even taking into account the mentees that will start at the beginning of next year. So I think the more the parents are hearing about this program at Curtin the more they are likely to encourage their children to attend university here because they know that support will be provided.

>> : Great. Thank you. Just one of the other -- a -- getting lots of questions now. Hopefully we will get through all of them in the next 10 minutes. Did all of the mentees have a diagnosis of autism? And did you support students with ASD symptoms but with no diagnosis in this program at all?

>> : That has come up. Because we were having referrals for students who thought that their dis -- their disability advise yeshes thought they could -- advisers thought they could gain from the program. We decided we would incorporate and relate conditions within the title of our program. So that that would cover that base. Because some students who couldn't get the formal -- could get the diagnosis don't necessarily want to but they want the support at the university.

>> : Has any data been taken around how many mentee, studying full time or part time in your research?

>> : We have not -- yes, we have not collected any information on that. But it's a really good idea. What we do find, though, is that some of our students come -- our mentees come -- with the idea that tertiary study is like secondary study, where it's a bit of a race to get through. And we in our initial intake, we actually counsel them on thinking about getting the best results rather than the fastest, and maybe more mediocre results. We try to get them to enlarge their vision of what tertiary study can incorporate. That would also include work experience and getting employment at the same time as studying. Because we feel that's a more holistic way of them being able to gain the best results for their tertiary experience.

>> : That's great. Thank you. Another question is: Were the mentees happy with the level of ...

>> : Sorry, I didn't catch that question.

>> : Were mentees happy with the level of disclosure as part of the program?

>> : I don't think that has been formally studied in the studies that were conducted. But we do talk with the mentees about disclosure. I suppose coming to our program, they are disclosing. So they have to be in agreement of that to be in our program. However, they don't necessarily have to tell their lecturers that they have autism or their teachers, because on their student access plan it can just say what their areas of difficulty might be or what accommodations they might need. They don't have to disclose their autism if they don't want to. What I am noticing is that because we have this space now on campus and students are often meeting each other and coming along to the social group -- and we have not formally assessed this either but anecdotally it seems that -- I'm just wondering whether these students are actually becoming more accepting of their diagnosis because they are meeting other students with autism who are coming to university and are successful in their studies. And are sometimes like minded to them and they are having fun with these students. Yes, and there is a lot about autism that happens within the social group and the program. I'm wondering whether it give as bit more of a positive take on autism, being part of the program.

>> : That's interesting. I have noticed personally when I have met with young people with autism -- if they have had experience with other people on the spectrum or in forums. Often their confidence is increased. The other question we have is saying thank you for sharing the program and a wonderful outcome and a lot of people will be in touch with you both.

>> : Great.

>> : Because it give as way forward for a number of institutions and organisations from the Melbourne VET cluster, they are looking at running a program for youth next year and they will be in touch and Griffith is also looking and the similar program next year. Yes, what the presentation has shown is just the amazing possibilities that are open to us in providing such a program that you have got. And just really how much you have shared your knowledge and experience with the sector today. And I know ongoing with the work books and so forth you are happy to share. We have posted the URL in the last slide in the chat box so hopefully people can access and see the report. I want to finish up with just one thing, to spruik our next web I can't remember on 27 September which will be a relaunch of Opening all options" for those in the sector fo little -- for a little while it was a resource developed a number of years ago around learning resources. So we will have a webinar at the end of the month on that. In finishing up I want to thank Theresa and Jasmine again for sharing their knowledge and being part of the webinar today. Finally thank you to Jason from Bradley Reporting for captioning. And also to everybody who has joined us today. It's been invaluable to me and also invaluable to everybody else. We will have the presentation and slides up as I said early next week and an evaluation will be sent out as well to you all. Thank you, everybody. And have a great rest of your Thursday. Take care.