

Annual Report

2015 / 2016



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Autism CRC held an Art Prize in 2016 asking autistic artists to create an artwork that portrayed the theme of "autistic strengths". We received almost 100 pieces of art and the artist's descriptions of their work provides an incredible insight into autistic strengths. The artists who received the most votes in the Under 16 Years and 16 Years and Over categories are featured on the cover of our Annual Report. Autism CRC is committed to fostering and promoting the strengths of autistic people through our research and other initiatives such as the Art Prize.

Front cover artwork:

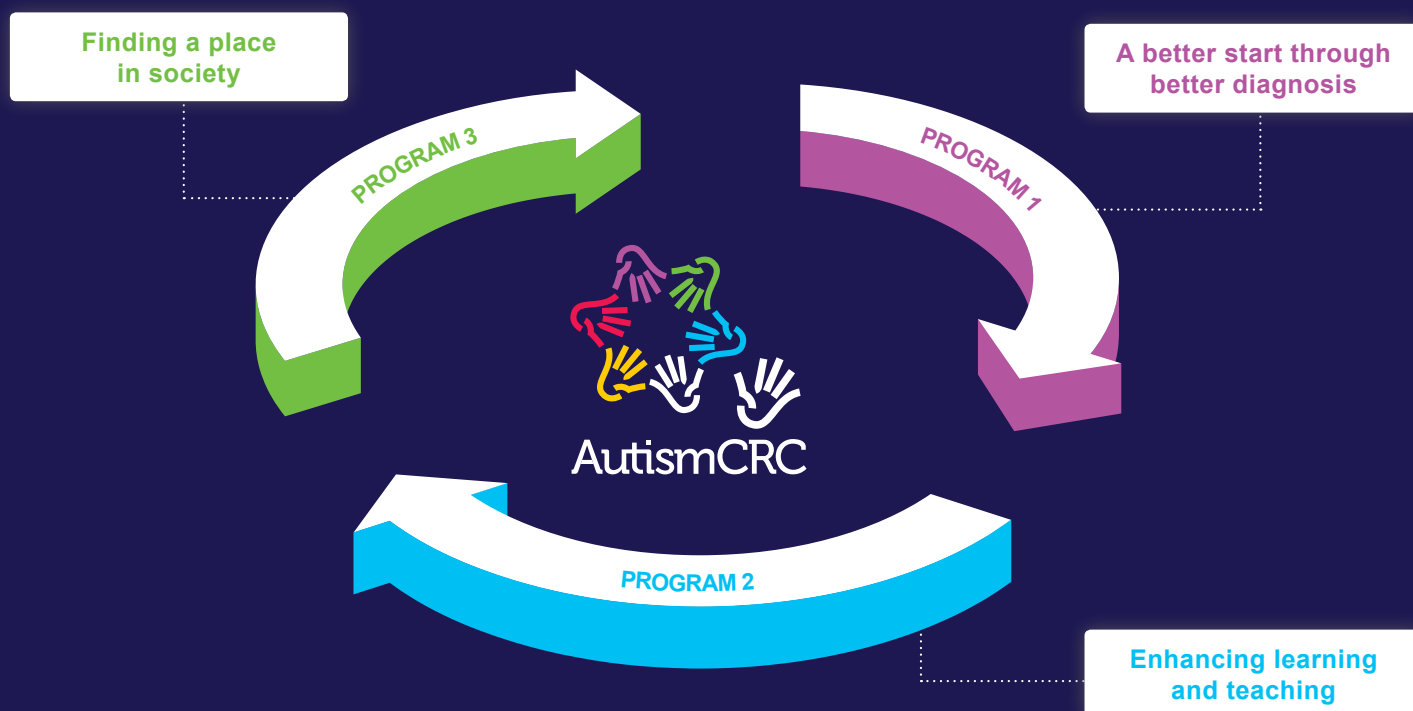
Prue Stevenson, age 26, "Tunnel Vision"

In creating this work I was thinking about how, when I focus on something I like, and decide to put 110% into it, I lose track of time, sometimes forgetting to eat, because I am so involved in the project. This painting is about the tunnel vision of focusing on that one thing, and becoming really good at it. It depicts really detailed thoughts in the middle, then blurs towards the edges, and time doesn't exist.

Back cover artwork:

Angus Reardon, age 7, "Signs"

I love drawing signs and maps. It's my favourite thing to do. I hope you like it too.



About Autism CRC

Vision

To transform the lives of people living with autism across their lifespan through end-user driven research.

Mission Statement

To build a self-sustaining, collaborative venture that facilitates world-class research focused on diagnosis and best-practice lifetime interventions, underpinned by a commitment to inclusive research practices and ultimately enhancing the lives of those living with autism.

The Cooperative Research Centre for Living with Autism (Autism CRC) is the world's first national, cooperative research effort focused on autism. We are taking a whole-of-life approach to autism focusing on diagnosis, education and adult life.

Autism is a significant, prevalent and heritable neuro-developmental condition, affecting at least 1 in 100 people.

There has been a 25-fold increase in the number of diagnoses in the past 30 years. A Murdoch Children's Research Institute study indicates that 1.5% of all 10 and 11 year olds have an autism diagnosis, compared to 2.5% of four and five year olds.*

It is a lifelong condition with estimated annual support costs to Australia alone potentially exceeding \$7 billion.†

* Randall, M., Sciberras, E., Brignell, A., Ihsen, E., Efron, D., Dissanayake, C., and Williams, K. Autism spectrum disorder: Presentation and prevalence in a nationally representative Australian sample. *Australian & New Zealand Journal of Psychiatry*, August 2015, 1 – 11

† Synergies (2012). Economic Costs of Autism Spectrum Disorder in Australia – Updated Study. AEIOU

Objectives

The Autism CRC brings together in collaboration the autism community, world-class scientists from a variety of disciplines and service providers to undertake an innovative whole-of-life research program designed to achieve the Autism CRC's vision.

Research Program 1 – Diagnosis

Program 1 aims to harness existing knowledge of autism to ensure earlier and more accurate identification and diagnosis, and use breakthroughs in biological research together with behavioural analysis, to identify subtypes of autism and the most effective interventions for these.

Research Program 2 – Education

Program 2 aims to provide appropriate educational environments and programs that work together to optimise students' social, behavioural and academic development, and equip teachers to enhance performance and to manage complex behaviours.

Research Program 3 – Adulthood

Program 3 aims to enhance opportunities to successfully transition to post school life, participate in higher education, further training and employment, and improve the health and wellbeing of people on the autism spectrum.

Our end-users

As a core tenet of its philosophy, Autism CRC engages with end-users at all levels to ensure that the research priorities and findings are grounded in user needs, and have the greatest chance of translation and utilisation.

Autism CRC is committed to building research capacity within the autism community and to enhance the skills of researchers to partner with people on the spectrum and their families to co-produce research. This will further ensure our research provides practical and tangible outputs that benefit the community.

The end-user environment is comprised of three major groups:

- Individuals on the autism spectrum and their families or carers, who are the ultimate end-users of the outcomes of the research conducted by Autism CRC. Given that autism is a lifelong condition, the impact on these individuals, their families and carers is both long term and pervasive.
- Professionals who provide advice, assessment and intervention for individuals on the autism spectrum (paediatricians, general practitioners, psychiatrists, community nurses, early childhood educators, teachers, psychologists, occupational therapists and speech therapists). These professionals work across the public, not-for-profit and private sectors.
- Service providers that employ professionals to provide services to individuals on the autism spectrum and their families. These include peak bodies and the autism associations in each state; private providers; state government departments of education, health and disability; children's hospitals; and health service districts and practices.

Autism CRC research findings will be made available to end-user organisations in order to enhance their impact, utility and translation into policy, programs and practice.

In addition to participation in its research projects, Autism CRC seeks to involve end-users in all aspects of its operations, such as advisory groups for its programs, and CRC policy and program development.

Through the outcomes of its research and its participation in the autism community, Autism CRC also aims to inform the policy debate in Australia relating to education, therapy service provision, health, employment and disability support services for individuals and carers.

Finally, both the autism community and the general Australian public, stand to benefit directly and indirectly from the outcomes of the research conducted by Autism CRC, thereby fulfilling the objective of embracing inclusion and diversity. Greater participation in education, employment and society in general will deliver significant social and economic outcomes, as well as improved health and wellbeing.



Our Progress



Research Program 1 **DIAGNOSIS**

A better start through better diagnosis

- The Australian-first Autism CRC Biobank has been established.
- 500+ primary healthcare professionals have been trained in a behavioural surveillance tool to enable earlier diagnosis of autism.
- A family support package is in development for families at the time of diagnosis.
- A study is underway investigating the most effective interventions that enable children to make a positive transition from specialised early intervention settings into mainstream classrooms.
- A research project aiming to identify homogeneous subgroups of children on the autism spectrum is underway to assist in more targeted and more effective early intervention.
- The Graduate Certificate in Autism Diagnosis has been developed with two cohorts from across Australia already graduating.
- A comprehensive survey of 100 clinicians to establish a baseline of current diagnostic assessment processes for autism has been undertaken.



Research Program 2 **EDUCATION**

Enhancing learning and teaching

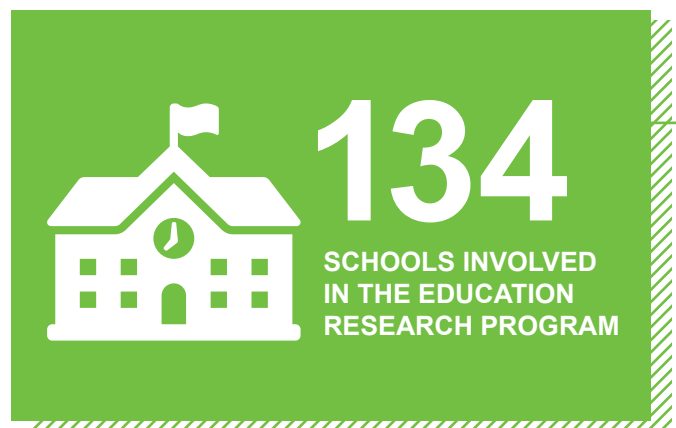
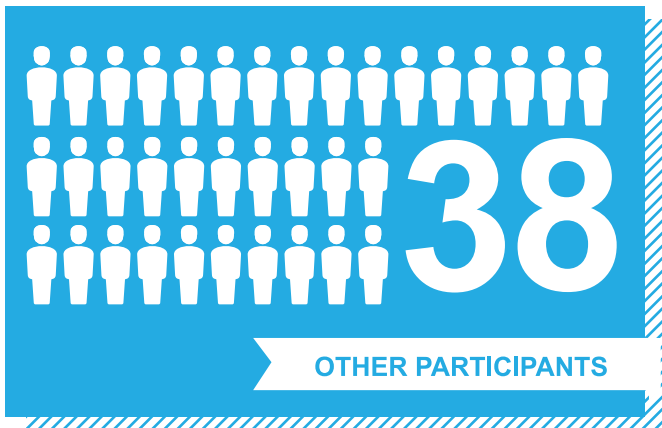
- A six-year study following children on the spectrum and identifying the pathways to academic and social success at school is underway with 272 parents and 414 school staff recruited.
- A school connectedness program has been developed and will be evaluated to support schools to develop a more inclusive culture.
- Projects to provide an evidence base to enhance the classroom environment, including the effect of improved classroom acoustics and strategies for helping children transition between tasks, are underway.
- A range of social-emotional interventions are being developed to help all students recognise and regulate their emotions and deal with bullying. This includes a current trial of a whole of classroom variant of the Secret Agent Society program.
- Models of practice for teachers to support students with autism to transition into new school years are being trialled.
- An app has been produced to help all students in the classroom to develop better writing strategies.



Research Program 3 **ADULTHOOD**

Finding a place in society

- Two landmark longitudinal studies have been launched and are actively recruiting. The first is focusing on the transition from school into post-school life and the second on adults over 25 years of age. Time Point 1 data collection is close to completion with 950 individuals recruited to date.
- A study has identified the most effective methods of recruitment and retention of adults on the spectrum for autism research.
- Two tools have been developed and trials completed, to assist in career planning and successful long-term employment.
- A range of evidence-based interventions (eg. mentoring at university, exploring digital media) are being developed for young adults on the spectrum to assist them to confidently engage in social relationships, tertiary education and community activities.
- The Health Hub has been launched on the Autism CRC website providing access to tools, strategies and techniques to enhance the health and wellbeing of adults on the spectrum.





KEY

-  Autism CRC Participants
-  Graduates of the Graduate Certificate in Autism Diagnosis
-  Research Academy Alumni
-  Schools involved in the Education Research Program

Report of the Chair and Chief Executive Officer

Our third year of operation saw our national collaboration in full swing – our participants and other partners working together on projects across the lifespan and across Australia. We continued to strengthen our activities and our network, consistent with the core values of Autism CRC.



- **Inclusion** – Our commitment to working together with those with the lived experience of autism saw new Participant arrangements, programs to promote co-production and leadership, and greater participation in our governance and processes.
- **Innovation** – We continue to use innovative approaches in developing program outputs, as well as make use of new technology partnerships for translating those outputs for use in our community.
- **Independence** – In a time of growing understanding of need and new service provision models for our community, we are working with representatives of all parts of the community who seek evidence-based policy and practice.
- **Cooperation** – As the opportunities before our community are best captured by working together, we have developed new participant and partnership arrangements, adding to our unique network of those with the lived experience, service providers, researchers, governments and technology enablers.

As you read through this report, you will get a sense of the breadth of ambition, activities and impact across our three core programs:

- from best practice diagnosis, intervention and support in the early years;
- to building inclusive practices and capacity that effectively and efficiently provide for the diverse educational needs of all children;
- to enhancing opportunities in adulthood for further education, employment and within the community more generally, and promoting good health and wellbeing.

In our first three years, we have contracted a total of forty-four projects, and we move into our fourth year with a further six approved for contract. Six projects got underway in 2015/16, and nine others were completed. In our Scholar's program, twenty-four PhD scholarships have been approved, eight of these during 2015/16.

With the first waves of projects progressing, it is particularly pleasing to see the initial translation of some outputs having impact upon practice and policy. This will be enhanced with the commissioning of our first dedicated utilisation projects in 2015/16.

- An Australia-wide study found significant discrepancies in autism diagnosis practices across Australia, resulting in an Autism CRC led project to develop national autism diagnostic guidelines, being undertaken with the National Disability Insurance Agency.
- The evaluation of the Social and Communication Surveillance tool, to be used in early childhood health assessments, has seen over 500 primary healthcare professionals trained to identify early behavioural signs of autism, with almost 20,000 infants having been monitored to date.
- The first Australia-wide educational needs survey saw almost 1,500 people participating, including autistic students, parents and teachers. The results are informing the direction of our Education program, as well as State Government policy and initiatives.
- A collaboration related to the Commonwealth Government's Positive Partnerships program will see our Education Program project outputs disseminated and utilised in more disadvantaged communities, including regional and remote, Aboriginal and Torres Strait Islander, and Culturally and Linguistically Diverse communities.



Through our commitment to a more cooperative and inclusive framework, Autism CRC has established a strong and unique capability, bringing together partners to conduct research and translate its outputs for the benefit of those with whom that work is undertaken – the autism community. Recognising this and the significant challenges and opportunities faced by our community, the Board of Autism CRC adopted a renewed strategic plan during 2015/16. It aims to transition Autism CRC through successful delivery of the current CRC program to a sustained collaborative venture able to identify, fund, deliver and translate high quality research outcomes that positively transform the lives of those on the spectrum, and to be recognised as a leading global innovator in the development of solutions.

Consistent with this aim, we have expanded existing relationships and formed additional partnerships over the last year.

We have strengthened our commitment to the lived experience of autism being at the core of all we do, with the Autistic Self Advocacy Network of Australia and New Zealand and The I CAN Network both becoming Participants in the CRC, together with Dr Wenn Lawson, world leading autistic researcher.

At the operational level, we established a world-first Autism Peer Research Academy, aimed at enhancing the ability of autistic adults and researchers to work together as peers in the co-production of research. Members of the Academy have since been engaged in research teams as peer researchers, and have contributed to the revision of our Inclusive Research Practices Guides and Checklists, as well as to other Autism CRC activities.

We have recently commissioned a second Research Academy program being co-produced with current Academy members for delivery in 2017.

We have also commissioned a research project on the impact of the 2013 Future Leaders program, now being conducted by an Academy member, in support of the re-establishment of this capacity building program.

The capacity to effectively translate research to use is as important to our vision as the conduct of quality research itself. We have also expanded capacity in this regard through our partnerships. Amaze, with its major Victorian membership

network, became a Participant in the CRC during the year, and Roche elevated its status to that of Essential Participant, committing further support to the CRC, particularly in relation to our Program 1 objective for earlier, accurate diagnosis.

We obtained support from a number of technology providers for the translation of our research outputs to tools and programs. Salesforce.org is providing platforms and services to the CRM backbone for our Connect Hub, as well as the platform for the development of apps and online tools. Through this partnership and the support of a number of other organisations, we will run the first Apps for Autism Hackathon in November this year.

Finally, with major change underway in the manner in which services are accessed by and provided for the autism community, at both Commonwealth and State levels, it is important that Autism CRC contribute to the adoption of evidence-based practice and policy with both industry and government. We have entered into long-term collaborative agreements with:

- the National Disability Insurance Agency, aimed at improving the understanding of needs of those living with autism and the delivery of effective, evidence-based services to the autism community, the first project being the development of national autism diagnostic guidelines; and
- Aspect, as the manager of the Commonwealth Department of Education and Training's Positive Partnerships program, to facilitate the national dissemination of Autism CRC education research outputs and implementation of best practice in supporting students on the autism spectrum, particularly in disadvantaged communities.

There is good reason to look forward to our fourth year and beyond with much excitement and anticipation, while mindful of the significant task yet ahead of us – one which is best addressed with a shared vision and collaboration by all of our partners.

On behalf of the Board and the other members of the Autism CRC team, our thanks go to all those who have contributed to our activities in the past year and for your continued commitment to transforming the lives of those living with autism across the lifespan. We look forward to working further with you all in developing and translating evidence-based practices and policies in realising that vision.

Judy M Brewer
Chair

Andrew Davis
Chief Executive Officer



Highlights

1.1 Research and Education Program

Six projects were approved in the July 2016 Investment Round bringing the total number of projects to fifty.

Program 1, A Better Start through Better Diagnosis, had one project approved in the 2016 Investment Round. Autism CRC has now invested in fifteen projects in Program 1. Four projects were completed in the reporting period including; Phase 1 and 2 of the Diagnostic Practices and Reliability in Australia project (1.021RS), BrainsTorm (1.020RI) and Transcriptome Analyses of Human Autistic Brain Tissue (1.019RI).

Program 2, Enhancing Teaching and Learning, had one project approved in the 2016 Investment Round. Autism CRC has now invested in seventeen projects in Program 2. Four projects were completed in the reporting period including; The Australian Educational Needs Analysis (2.009RC), Emergent Literacy (2.024RI), Robotics Social Clubs (2.026RI) and Autism, Anxiety and School Functioning (2.025RI).

Program 3, Finding a Place in Society, had four projects approved in the 2016 Investment Round. Autism CRC has now invested in eighteen projects in Program 3. Studio G: Multimedia Program for Young Adults (3.030RI) was completed in the reporting period.

Further investment was made into building research capacity in the autistic community. The Inclusive Research Project Team hosted the first Researching Autism Together Workshop. Plans are now underway to run a second workshop in 2017 based on the outcomes of the workshop evaluation.

Of the Participants engaged in our research program in 2015/16, 36 were end-users and 19 were small and medium enterprises (SMEs).

Eight PhD positions were approved, bringing the total number of PhD Scholars to 24.

Sixteen new publications were accepted, with 23 either under review or in press.

Sixty Conference papers and posters were presented.



1.2 Key Achievements



Launch of the Australian Autism Biobank

The Hon Sussan Ley MP, Minister for Health, Aged Care and Sport officially launched Australia's first Autism Biobank in March 2016 at the Wesley Medical Research Tissue Bank. The Australian Autism Biobank will contain a detailed phenotypic and genotypic profile of each donor providing a rich and unique dataset of almost 5,000 individuals, and developing a valuable asset for Australian researchers and their international collaborators. Autism CRC researchers will use Biobank data to pursue our goal of earlier and more accurate diagnosis of autism.



Awards for Achievement in Autism Research

In conjunction with APAC 15, Autism CRC launched the inaugural Awards for Achievement in Autism Spectrum Research. The awards recognise the work of researchers across Australia who are effectively and meaningfully engaging with people on the spectrum throughout the research process in order to produce practical benefits for the community. The Best Inclusive Research Practice was awarded to Joel Wilson for the CRC project, Co-production of an Autism-Friendly Website: Development of Processes and Usability. The Best Translation of Autism Research was awarded to Dr Josephine Barbaro for the translation of The Social Attention and Communication Study - Revised (SACS-R). Nominations were independently reviewed with winners demonstrating a commitment to high quality research practices and outcomes that will truly benefit people on the spectrum.



The Asia Pacific Autism Conference

The Asia Pacific Autism Conference (APAC15) was held in Brisbane in September 2015 with almost 1,500 delegates attending from across Australia and the Asia Pacific. Jointly hosted by Autism Queensland and the Australian Advisory Board on Autism Spectrum Disorders, APAC15 brought together individuals on the spectrum and their families and carers along with researchers, professionals, policy-makers and educators for three days of learning.

Autism CRC was well represented with three dedicated panels focusing on the progress of our research programs in diagnosis, education and adulthood. With a further 14 Autism CRC presentations throughout the conference, the event showcased many of the Centre's research activities.

Battery World Scholarships

Battery World chose Autism CRC as a recipient of a very generous donation allowing part scholarships to be offered to support eight clinicians or recent graduates to undertake the Graduate Certificate in Autism Diagnosis. The second cohort of scholarship recipients graduated from the Graduate Certificate at The University of Western Australia during the reporting period. Applicants were asked to provide information on how they will be able to utilise the skills gained in the Course, particularly in relation to rural and remote outreach.



New Participants Join Autism CRC

In October 2015, Autism CRC welcomed Amaze, The Autistic Self Advocacy Network of Australia and New Zealand (ASAN – AUNZ) and Dr Wenn Lawson as Other Participants, while in July 2016, The I CAN Network also joined as an Other Participant. Our new partners strengthen our national program and ensure the voices of the lived experience of autism are at the centre of all we do – informing research need, conduct, evaluation and translation. Autism CRC continues to engage with partners across Australia and internationally to ensure our unique collaboration has the expertise and vision to make our ambitious goal a reality.

In April 2016, Roche elevated its participation in the Cooperative Research Centre to that of an Essential Participant and became a Member of Autism CRC Ltd, increasing its contributions to Autism CRC's vision of positively transforming the lives of those living with autism.

Early Career Researcher Award Winner

Autism CRC PhD Scholar, Amanda Mazzoni from UNSW, won the Cooperative Research Centres Association's (CRCA) Early Career Researcher Showcase in March. Three Autism CRC Scholars submitted a video entry. Amanda was chosen as one of five finalists to present at the CRCA Conference where she was voted the overall winner by the delegates in attendance.

Research Academy

The first Researching Autism Together Workshop was held in October 2015 and the first cohort of peer research ready adults on the spectrum graduated into our Research Academy. Autism CRC aims to include those with the lived experience of autism in all aspects of the research process. The Workshop provided participants with experiential learning in research skills, practice, management and culture to enable their participation as peers in research. It also provided opportunities for experienced researchers to gain a better understanding about how they might work together in partnership with people on the spectrum.



Social Skills Training Pty Ltd

The Social Skills Training (SST) is a wholly-owned subsidiary of Autism CRC established to commercialise the social and behavioural skills training program, The Secret Agent Society, and future program developments. In 2015/16, SST generated \$850,000 in revenue, which included \$135,440 in exports. This is a 36% improvement on the performance of the previous year.



Australia Day Honour

Autism CRC Chair, Ms Judy Brewer, was named Officer of the Order of Australia in the 2016 Australia Day Honours list. Ms Brewer was recognised for her distinguished service to people with a disability, particularly to those on the autism spectrum, to refugees living in rural areas, to women, and to education. As founding Chair, Ms Brewer has played a pivotal role in the development of Autism CRC.

Photo credit: Irene Dowdy, idphoto.com.au



Participant Day and Scholars' Day

In September 2015, Autism CRC hosted the annual Participant Day and Scholars' Day in Brisbane. More than 70 people attended the Participant Day, which featured updates from our three research programs. Each year, the Day features a presentation by an individual on the autism spectrum and time dedicated to Program-specific workshops for the representatives from each Research Program. Our PhD Scholars and Post Docs took part in a Lab to Life session, which provided an opportunity to meet other researchers in various laboratories/research settings who are engaged in autism research and learn about their projects.



New Partnerships

Autism CRC has entered into a long-term collaborative agreement with the National Disability Insurance Agency for conduct of research into autism with the intention of improving the understanding of the needs of people living with autism and the delivery of effective, evidence-based services to the autism community. The first project now underway will see Autism CRC develop standardised national guidelines for autism diagnosis.

Autism CRC has entered into an expanded collaborative arrangement with Aspect, an existing Essential Participant and manager of the Commonwealth Department of Education and Training's Positive Partnership program. This will see the adaptation, dissemination and utilisation of the Education Program's research outcomes beyond the reach of the current program with a focus on more disadvantaged communities, including Aboriginal and Torres Strait Islander, regional and remote, and Culturally and Linguistically Diverse communities.

Structure and Governance

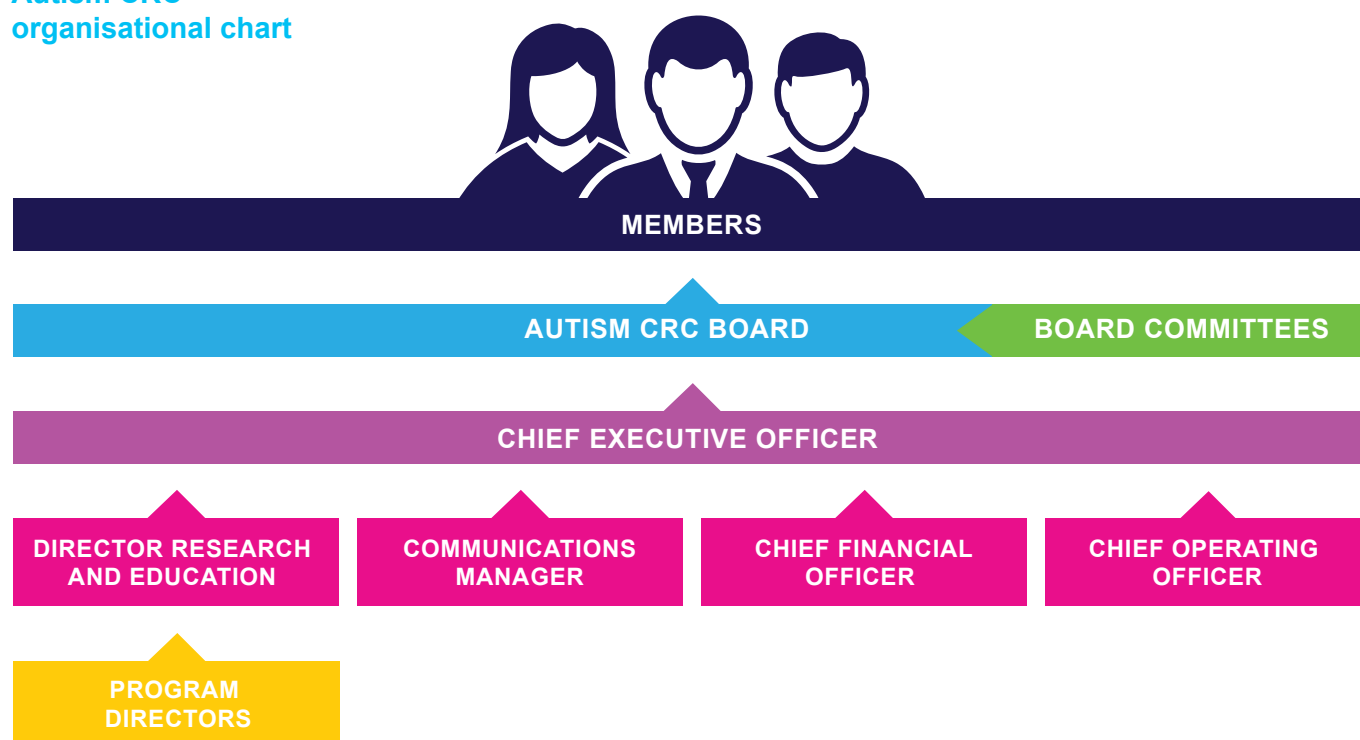
2.1 Structure

Autism CRC Ltd was established in March 2013 as a company limited by guarantee. The governance and management structure promote effective cooperation between the participants and end-users, which ensures translation-focused research and development.

Autism CRC ensures this by:

- Involving members of the autistic community throughout the research process.
- Including significant industry representation and end-user representation on the Board of Autism CRC and its various committees, along with representatives of research participants.
- Involving end-users directly in Autism CRC research and development as participants, enhancing project design and the applicability and uptake of outcomes.
- Engaging the three Program Directors heavily with end-users and in the management of Autism CRC activities.

Autism CRC
organisational chart





2.2 Essential Participants



A full list of Participants in the Cooperative Research Centre for Living with Autism is given in Appendix 1.

*All Essential Participants are Members of the Company, Autism CRC Ltd, except for the Queensland Department of Education and Training.



Front (L-R) Andrew Borneman (CFO), Robert van Barneveld (Deputy Chair), Judy Brewer (Chair), Andrew Davis (CEO), Sylvia Rodger (Director, Research and Education)

Back (L-R) Scott Reading, Malcolm Mayfield, Shirley Lanning, Adrian Ford, Carole Green, Paul Vincent, Garry Allison, Ian Harris.

2.3 Autism CRC Board

The Autism CRC Board is accountable to the Members of Autism CRC Ltd (the Company), Participants of the Cooperative Research Centre for Living with Autism and the Australian Government for the operations and affairs of the CRC. The Board is responsible for decisions relating to Autism CRC Ltd strategy, the investment of funds, the research program, the translation of research outcomes to application, and the overall management of the CRC.

The present Board consists of:

- an Independent Chair;
- five other Independent Directors, including the Deputy Chair;
- two Nominee Directors representing end-user Participants; and
- two Nominee Directors representing research Participants



The Board members bring skills and experience across a range of disciplines of direct relevance to the goals and operations of Autism CRC Ltd, including:



One of the Directors has an autism diagnosis and a number of Board members are parents of children on the autism spectrum.

The Board met six times during the reporting period.

Prof Robert van Barneveld

Independent Deputy Chair

BAgrSc(Hon), PhD, RANutr, FAICD

Robert is an experienced director of small and large businesses, not-for-profits, peak bodies and ASX Top 300 companies, which comprise partnerships, proprietary limited companies, incorporated associations, companies limited by guarantee and publically listed entities. He has extensive experience in corporate governance, research commercialisation, research management and government liaison at state and federal levels.

He is a past President of Autism Queensland Inc. and is familiar with the needs of families and carers of people with autism. His daughter was initially diagnosed with autism but later re-diagnosed with Rett Syndrome.

He is a Director of the Pork CRC Ltd, has led three successful CRC bids, including the Autism CRC bid, has been involved in the establishment and transition of CRCs, and has worked as a researcher within the Pork, Aquaculture and Aquafin CRCs.

Robert is an Adjunct Professor within the School of Environmental and Rural Science at the University of New England and has received numerous presentation, excellence, and research awards.

Ms Judy Brewer AO

Independent Chair

BBus (Public Admin), GDipTax, GAICD

Judy is a regular speaker and writer on issues relating to families caring for family members with special needs. As a parent of a young adult on the autism spectrum, she has been actively involved in a number of autism and carer organisations and is a life member of Autism Spectrum Australia, convenor of the Autism Future Leaders program and founder of Autism Aspergers Advocacy Australia. In 2013, she was a recipient of the Asia Pacific Autism Award. In 2016 Judy was named Officer of the Order of Australia for her service to people with a disability, particularly to those on the autism spectrum, to refugees living in rural areas, to women, and to education.

Alongside these organisational roles, Judy has also been appointed to a range of Federal and State Government Committees, including as Chair of the National Family Carers Voice, panel member for the 2004 Review of the Disability Carer Allowance, the 2005 Ministerial Advisory Group on the reforms to Disability Trusts, the Victorian Government Autism State Plan Working Party 2007/08 and the DEEWR Advisory Committee for the Positive Partnerships program.

Before autism became such a key part of Judy's life, she worked for many years in tertiary education and political research with both State and Federal Parliamentarians. She has been a Board member or Chair of numerous organisations, including philanthropic foundations. Judy lives on a farm in north east Victoria and is the owner/manager of Grossotto Poll Herefords.

Prof Garry Allison

Nominee Director

BEd(Hons), BAppSc (Physio)(Hons), MEd, PhD

Garry has experience in motor control and learning during recovery and rehabilitation of individuals with neurological injury and elite athletes.

He has research and practical experience with inter-professional health care and educational delivery through his teaching degree and subsequently health systems research and funded research.

He is currently Dean, Research and Graduate Studies at Curtin University Faculty of Health Sciences, and Professor of Neuroscience and Trauma Physiotherapy. These positions enabled him to develop extensive experience in research management, RHD student issues, research consultancy management, and partnerships with external stakeholders, and contractual obligations.

He has significant experience with strategy, risk and governance both within the tertiary sector for research conduct and within professional associations and government bodies.

Mr Paul Field

Independent Director

BA(Hons), MA, FAICD

Paul brings skills and experience in the management and commercialisation of life science research, including research into biomarkers and therapeutic candidates for neurological disorders and intellectual disabilities.

He is currently Senior Investment Specialist at the Australian Trade Commission (Austrade), facilitating foreign direct investment into the advanced manufacturing and scientific sectors in Australia.

He was previously Executive Chairman of Bio-Link, a business development company that worked with biotech companies, research institutes and universities to facilitate international licensing deals. Paul has also consulted to charities and medical research institutes on issues of strategy and corporate governance. Before Bio-Link, he held senior management positions at ATP Innovations, the University of Technology, Sydney (UTS), Cellabs Diagnostics and Itochu Corporation.

Mr Field's term as a Board Member of Autism CRC ceased on 29 October, 2015.

Mr Adrian Ford

Nominee Director

BSocStu, FAICD

Adrian is the Chief Executive Officer and Company Secretary of Autism Spectrum Australia (Aspect), Australia's largest national service provider focusing on people with autism and their families. This provides him with first-hand experience of the needs, issues, concerns and research priorities of people with autism and their families/carers.

He has extensive experience with not-for-profit boards, governance structures and strategic planning, risk management, finances, HR and policy framework. He has worked with governments at all levels and autism organisations, and developed partnerships with disparate organisations with a common interest and commitment.

He chairs the national consortium that auspices Positive Partnerships, a program that supports school aged students with autism by providing professional training to teachers and workshops to parents to better support their child in school.

Adrian is also a Director of the Australian Advisory Board on ASD (AABASD), the national peak body for autism in Australia and has experience with the roll out of the National Disability Insurance Scheme (NDIS) in NSW.

Ms Carole Green

Independent Director

BAppSc (Computing), GDipCorpGov, GDipEd, MIT, MBA, Certificate of Teaching, GAICD

Carole has held positions within a number of Cooperative Research Centres including Strategic Manager, Wound Management Innovation CRC, as well as Chief Operating Officer, Construction Innovation CRC. She has also been Company Secretary within CRC contexts.

She has experience in establishment, strategic direction, implementation of processes and systems within CRCs, and exploitation of research outputs. Carole also has more than 15 years' experience working with tertiary education, government, and industry across science, health, education, business, and IT.

She has a wealth of experience in complex environments with multiple stakeholders, establishing and operating business structures, quality assurance and risk management.

Mr Ian Harris

Nominee Director

BSc(Agriculture), GDipAdmin, MEd, GAICD

Ian has specific expertise in IP commercialisation, research and development management, risk analysis and corporate governance, as well as broad experience with ARC Centres of Excellence and CRCs, including membership of advisory boards.

He is currently Director Research Partnerships within the Office of the Deputy Vice Chancellor Research at The University of Queensland. In this role he has developed strategic research partnerships with industry and government, and has responsibility for the University's corporate engagement with CRCs, and management of research legal services.

His previous appointments include Chief Operating Officer and Chief Executive Officer in ARC Centres and a start-up company within UniQuest. He has held a number of Directorships and Executive Officer roles at various universities and spent three years managing a university's aid program in the Philippines.



Dr Shirley Lanning

Independent Director

BSc(Biological Sciences)(Hons 1), PhD(Microbiology), FAICD

Shirley has over 20 years' senior management experience in commercial and not-for-profit organisations in UK and Australia, focusing on corporate affairs, business development, marketing and communications, and general management in the area of science and technology.

She has served as a non-executive Board Director of a number of not-for-profit organisations, including NanoVentures Australia, Nanotechnology Victoria, the Pig Research and Development Corporation and the Australian Biotechnology Association (now AusBiotech), and as a Member of Government Advisory Councils, including the Federal Government's Advisory Council on Intellectual Property and the Victorian Cancer Agency Consultative Council.

She was the inaugural Executive Director of the UK BioIndustry Association. Dr Lanning has been involved with the CRC Program for many years and has served as Federal Government Visitor to the CRC for Viticulture and the CRC for Cellular Growth Factors. She is a Fellow of the Australian Institute of Company Directors.

Mr Scott Reading

Nominee Director

MCom, MBus(Logistics Management), MAICD

Scott is a Founding Director of the AEIOU Foundation for Children with Autism where he is currently an active board member. He has been an advocate for children with epilepsy and has been a management representative for Nutrimerics charity E3.

He understands first-hand the daily challenges that autism brings through his son William, who has been diagnosed with low functioning autism.

Scott has over 21 years in senior management and leadership roles in the retail, media, direct selling and small business sectors. He has held senior management roles with national and international companies, including Coles Myer, Gordon & Gotch, Sara Lee, Tupperware and Nutrimerics.

He has experience in sales, marketing, finance, operations, IT, events management, CRM and fundraising initiatives. Scott also brings extensive experience in securing funding and developing key government relationships to the Autism CRC.

Mr Malcolm Mayfield

Independent Director

B.Eng (Civil), MAICD

Malcolm is the founder and Managing Director of Autism STAR Pty Ltd. His career includes working as a researcher in the UniSA Civil Engineering Laboratories and as a contract administrator in the construction industry. In those capacities, he has worked in teams that have built sports stadiums, high-rise buildings, power stations, and subdivisions, and rose to be highly regarded in his field in the companies for which he worked.

Malcolm's view of the world changed when he self-diagnosed his Asperger Syndrome at the age of 37 and had that diagnosis confirmed a few years later. Patterns in his life that had previously been confusing at last made sense and, as part of that process of greater awareness, he realized that in order to cope and succeed as an adult and a professional, he had developed independent success strategies that could be used by others on the autism spectrum. The concept and manifestation of Autism STAR grew out of that process of self-discovery.

Malcolm's goal is to shine a light on the autism spectrum to show the world that autism is a strength to be cherished and nurtured into success for all.

Malcolm Mayfield is an NLP Practitioner and life coach and is co-author of "The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment".

Mr Mayfield's term as Director of Autism CRC commenced on 30 October, 2015.

Mr Paul Vincent

Independent Director

BBus (Acc), FCA, GAICD

Paul is a Chartered Accountant and has been a Director of Vincents Chartered Accountants since 1989. He has extensive experience in commercial litigation, providing evidence for criminal matters (fraud, family law property settlements), professional negligence actions, corporate governance and directors' duty breaches. Paul also mediates and arbitrates financial disputes.

His accounting experience covers audit, insolvency, management, taxation and general accounting.

He is a regular presenter at conferences across Australia on a range of forensic accounting topics including, commercial dispute resolution, quantifying damages in commercial disputes, fraud detection and prevention and proceeds of crime related topics.

Directors have been in office since the beginning of the financial period to the date of this report unless otherwise stated.



Social Skills Training Pty Ltd Board: (l-r) Andrew Davis, Robert van Barneveld (Chair), Judy Brewer and Paul Vincent.

2.4 Board Committees

The Board has established a number of Committees to assist in the execution of its duties and to allow detailed consideration of various issues. All matters determined by these Committees are submitted to the Board of Autism CRC Ltd for ratification.

Research and Development Committee:

The Research and Development Committee is comprised of Essential Participant nominees and members appointed by the Board. The Committee provides a forum for consultation among the Essential Participants, a point of interaction between the Essential Participants and the Board, and guidance and recommendations to the Board in relation to research and development undertaken within the CRC.

During the reporting period, the Research and Development Committee met twice and consisted of:

- Professor Robert van Barneveld (Chair);
- Mr Adrian Ford (until 30 October, 2015);
- Professor Garry Allison;
- Dr Shirley Lanning (from 30 October 2015);
- Mr Garry Honey (Roche);
- Dr Jill Ashburner (Autism Queensland);
- Ms Claire McIvor (AEIOU);
- Dr Debra Costley (Aspect);

- Ms Natalie Swayn (Queensland Department of Education and Training);
- Professor James Semmens (Curtin University);
- Professor Jacqueline Roberts (Griffith University);
- Professor Cheryl Dissanayake (La Trobe University);
- Professor Michael McGuckin (Mater Medical Research Institute);
- Professor Wendy Patton (Queensland University of Technology);
- Professor Virginia Slaughter (University of Queensland);
- Professor Valsamma Eapen (University of New South Wales); and
- Professor Murray Maybery (University of Western Australia),

with Mr Andrew Davis (CEO), Professor Sylvia Rodger (Director of Research and Education), Mr Andrew Borneman (CFO), Ms Cheryl Mangan (Research Manager), Professor Andrew Whitehouse (Program 1 Director), Professor Suzanne Carrington (Program 2 Director), Professor Torbjörn Falkmer (Program 3 Director), and Ms Robyn Synnott (Committee Secretary) in attendance.



The Remuneration, Nominations and Selection Committee

The Remuneration, Nominations and Selection Committee assists the Board in fulfilling its corporate governance responsibilities by:

- providing recommendations for Director nominees to the Members;
- ensuring a rotation is established whereby at least one third of Directors retire and are eligible for re-election annually;
- establishing a process for the review of Board performance and the development of the Board;
- undertaking succession planning for the Board;
- reviewing the performance and remuneration of the CEO and make recommendations in this regard to the Chair of the Board; and
- reviewing the performance and remuneration framework for the Executive Team with the CEO.

During the reporting period, the Remuneration, Nominations and Selection Committee met twice and consisted of:

- Ms Judy Brewer (Chair);
- Mr Adrian Ford (from 30 October, 2015);
- Mr Ian Harris (from 30 October, 2015);
- Professor Garry Allison (from 30 October, 2015);
- Dr Shirley Lanning (until 30 October, 2015);
- Ms Carole Green (until 30 October, 2015); and
- Professor Robert van Barneveld (until 30 October, 2015),

with the CEO and CFO, as Secretary, in attendance.

Audit, Risk and Finance Committee:

The Audit, Risk and Finance Committee assists the Board in its oversight of the integrity of financial reporting, internal control structures, audit functions and also compliance and risk management systems relating to the finance and audit functions. This Committee ensures appropriate policies and procedures are in place to underpin best practice governance and to identify and manage corporate risk for the Company.

During the reporting period, the Audit, Risk and Finance Committee met six times and consisted of:

- Mr Paul Vincent (Chair);
- Mr Malcolm Mayfield (from 30 October, 2015);
- Ms Carole Green;
- Mr Scott Reading; and
- Mr Ian Harris (until 30 October, 2015),

with the CEO and CFO, as Secretary, in attendance.

2.5 Autism CRC Management Team

Name	Role	Organisation
Mr Andrew Davis	Chief Executive Officer	Autism CRC
Prof Sylvia Rodger	Director of Research and Education	Autism CRC
Mr Andrew Borneman	CFO and Company Secretary	Autism CRC
Mr Wojciech Nadachowski	Chief Operating Officer (from 4 April 2016)	Autism CRC
Prof Andrew Whitehouse	Program 1 Director	University of Western Australia
Prof Suzanne Carrington	Program 2 Director	Queensland University of Technology
Prof Torbjörn Falkmer	Program 3 Director	Curtin University

Report on Activities

3.1 Research and Development

The Cooperative Research Centre for Living with Autism is undertaking three major research programs:

1

RESEARCH PROGRAM 1

A Better Start through Better Diagnosis

2

RESEARCH PROGRAM 2

Enhancing Learning and Teaching

3

RESEARCH PROGRAM 3

Finding a Place in Society

Autism CRC is on target to meet its research outputs. To date, there have been no major technical or scientific impediments that would prevent progress towards these objectives.

At the same time, Autism CRC continues to assess research progress and developments in science, education and industry, ensuring that its research investment takes account of such developments, incorporating changes to project design accordingly. Importantly, Autism CRC engages with the autistic community to ensure our resources focus on research that will have the greatest impact for the community.

Strategic, Innovation, and Utilisation research project proposals are reviewed by the Research and Development Committee after independent scientific review, as well as review by autistic adults regarding their transformational capacity, with recommendations made to the Board for approval.

Project progress, including assessment of project milestone performance, schedule, expenditure and risks, is monitored via a number of mechanisms:

- six-monthly project milestone and project cash reporting and quarterly in-kind reporting;
- the Research And Development Committee oversight of project investments and progress;
- the Research and Translation Executive review of progress and investment priorities and opportunities;
- the Director of Research and Education reporting to the Autism CRC Board on research project execution status, progress and exceptions; and
- regular meetings between the Director of Research and Education and Program Directors.

Autism CRC invests in four types of research projects:

Commissioned Projects are those commissioned by the Board of Autism CRC Ltd to meet specific Commonwealth milestones, where the investment is large and feedback from the Project team occurs at Board level, rather than through the Research and Development Committee.

Strategic Projects relate to specific Autism CRC Ltd Milestones and must involve at least two, preferably more, CRC Participants, including end-users.

Innovation Projects provide seed funding for innovation consistent with the Autism CRC Ltd's overall objectives, with a maximum investment of \$50,000 and term of one year. These projects seek creative and novel ideas that will assist in meeting CRC research objectives.

Utilisation Projects, introduced for the first time in 2016, provide funding for translation and utilisation of existing Autism CRC research outputs for impact as either as products and services that may be embedded into practice, or further disseminated to inform policy and practice.



Autism CRC investment in translating the revised Social Attention and Communication Surveillance (SACS-R) program has seen over 500 primary health care professional trained to identify early behavioural signs of autism.

Research Program 1

A Better Start through Better Diagnosis

Program 1 focuses on improving the validity, precision, timeliness and reliability associated with the diagnosis of autism by combining surveillance of behaviours from an early age with novel and existing biological markers.

The primary goal of Research Program 1 is to use existing knowledge of the early behaviours associated with autism to develop tools and improve training for end-users to facilitate the accurate diagnosis of 50% of children with autism prior to their second birthday, and over 70% by their third birthday. A secondary goal of Research Program 1 is to incorporate breakthroughs in biological research with existing behavioural and clinical observations to identify subtypes of autism, and improve understanding of the most efficacious interventions that match these subtype profiles.



Program Director
Professor Andrew Whitehouse
BSc (Speech Pathology),
PhD (Psychology).

To date, including the 2013 -2015 Investment Rounds, the following projects have commenced or have been completed in Program 1.

Program 1 Projects

Project	Short Title	Years	Lead Investigator/Institution	Project Funds	In-Kind Value
Strategic:					
1.001RC	Program 1 Base Resources #	2013-16	Andrew Whitehouse / UWA Cheryl Dissanayake / LTU Valsamma Eapen / UNSW Honey Heussler / MMRI	\$2,057,500	\$4,095,500
1.002RC	Creation of Autism BioBank	2013-16	Andrew Whitehouse / UWA	\$151,700	\$750,757
1.003RC*	Genetic Screening of ASD (Phase 1)	2013-16	Charles Claudianos / UQ	\$175,304	\$510,501
1.004RC	Graduate Certificate	2013-15	Murray Mayberry / UWA	\$120,000	\$556,458
1.005RC	Developmental Surveillance SACS-R	2013-16	Cheryl Dissanayake / LTU	\$315,973	\$1,756,342
1.021RS*	Diagnostic Practices and Reliability in Australia	2014-15	Lauren Taylor / UWA	\$92,998	\$490,600
1.022RS	Family Support Program	2014-16	Josephine Barbaro / LTU	\$54,141	\$172,935
1.023RS	ASD Subtype Project	2014-16	Valsamma Eapen / UNSW	\$480,453	\$3,399,847
1.042RC	System Genomics	2015-18	Jake Gratten / UQ	\$1,743,246	\$3,009,145
1.043RS	Infants at risk of ASD	2016-19	Kristell Hudry / LTU	\$125,000	\$3,078,770
Total Program 1 Strategic				\$5,316,314	\$17,820,855
Innovation:					
1.019RI*	ASD Post Mortem Brain	2014-14	Irina Voineagu / UNSW	\$50,000	\$333,000
1.020RI*	BrainsTorm Study	2014-15	Paul Dawson / MMRI	\$40,150	\$174,000
1.033RI	Brain Connectivity in ASD	2015-16	Linda Richards / UQ	\$49,990	\$70,828
Total Program 1 Innovation				\$140,140	\$577,828
Total Program 1 Projects				\$5,456,454	\$18,398,683

Base resources refers to postdoctoral fellows, research assistants in each of four sites who are working together on projects 1.002RC, 1.003RC, 1.005RC.

*These Projects have been completed.



Assistant Minister for Social Services and Disability Services, the Hon Jane Prentice MP, toured the Wesley Medical Research Tissue Bank which stores biological samples for the Australian Autism Biobank. Extensive phenotypic data collection has commenced at all four sites: The University of Western Australia, The University of NSW, La Trobe University and Mater Research.

Performance against activities

Output 1.1 A behavioural surveillance tool to enable correct diagnosis of at least 50% of children with ASD before 2 years and at least 70% by 3 years.

The **Social, Attention and Communication Surveillance-Revised (SACS-R)** tool is being used by community-based, primary care professionals to identify children in need of further assessment for autism during their early years.

Project 1.005RC, SACS-R, is addressing this output with a key focus in Victoria and Tasmania. To date, training of 126 Maternal and Child Health Nurses in Victoria has resulted in more than 14,000 children being monitored between 12 - 42 months. Community-based health and early educational professionals (400) have been trained in Victoria, Queensland, New South Wales and Tasmania, meeting Milestone R.1.1.03 and U1.1.1.

Of the children referred in Victoria as being at 'increased likelihood' of autism (2% of the 14,000) on the SACS-R, 81% meet the criteria for a diagnosis of autism. The remaining children have a language and/or developmental delay. This sensitivity and specificity for identifying autism is excellent by international standards. The current estimated prevalence is 1.67% (1:60 children) in Victoria. This meets Milestone (R1.1.02) within the Victorian site. An evaluation undertaken with nurses trained in Victoria indicates that more than 85% consider the SACS-R tool has had a positive impact on their monitoring for ASD and developmental and language delays and that parents are comfortable with its use. More than 92% of nurses feel confident monitoring children at 12, 18 and 24 months as a result of training. Overall training in SACS-R in Victoria has been positively received, and has led to perceived positive impacts on practice and confidence in monitoring children under 24 months of age for early signs of ASD. This meets milestone R.1.1.04. Based on the Victorian data only, Autism CRC research is confirming the SACS-R as a behavioural surveillance tool enabling correct diagnosis of at least 50% of children with ASD by two years and 70% by three years.

Negotiations are being finalised with the Department of Health and Human Services, St Giles, and the University of Tasmania to collect data in Tasmania to enable the Milestone (R1.1.02) to be met in a second site. These discussions have led to toddler checks at 18 months being re-instituted in the southern but not the northern region of Tasmania. This will allow researchers to determine the added benefit or otherwise of these along with 12 and 24 month checks. Recruitment of a PhD Scholar for this site is underway and is at the stage of early selection.

The development and testing of a **Family Support Package (FSP)** (Project 1.022RS) is also progressing well. Initially, a hard copy version was developed which has since been translated into the Pathways beyond Diagnosis for the research trial. This website (along with counselling) aims to help with resolution of parental anxiety and grief around the time of diagnosis of autism, to enhance parental wellbeing, and to increase their sense of competence and family coherence during and after a diagnosis. Focus groups with health professionals and parents to inform the content of the website have been finalised, the content presented to the CRC Board (R1.1.04) and the randomised controlled trial commenced. The Pathways beyond Diagnosis website was accessed 127 times by 78 users (meeting Milestone U1.1.03). By 28 July 2016, users had almost doubled with 151 users undertaking 206 sessions (accessing the site). The website will be made available immediately to families in the trial however, more general dissemination on the Connect Hub will occur once the information has been evaluated and further revised.

In light of CRC research demonstrating an ability to identify infants at increased likelihood of autism within the first two years of life, CRC researchers recognised a need and ethical responsibility to investigate the efficacy of **very early intervention for infants/toddlers**. Autism CRC Ltd has invested in trialling a very early intervention program at Perth and Melbourne sites. PhD Scholars and research staff have been trained in the program, developed by the University of Manchester, which uses video-modelling to teach parents methods through which they can enhance social communication with their infants.

Coaching parents to take the infants' lead and to engage rather than redirect their children is at the core of this intervention. The project has significant leveraged funding from UWA, La Trobe University and a philanthropic source.

In addition to these developments, Autism CRC has invested in a Project (1.021RS) to determine current **diagnostic practices in Australia** and how consistently diagnosticians establish an autism diagnosis. With joint funding from the Department of Social Services, Autism CRC researchers have undertaken a survey of current diagnostic practice nationally. One hundred and seventy three practitioners commenced and 99 (58%) completed a survey providing an overview of their current diagnostic practices. The findings indicate that:

1. the diagnostic processes for autism varied considerably between states, professions and geography (urban/rural/remote);
2. many practitioners were not using best practice or gold standard assessment tools;
3. about half the practitioners used the Autism Diagnostic Observation Schedule (ADOS) and 30% both the ADOS and Autism Diagnostic Inventory Revised (ADI-R), both recognised as gold standard tools, however, about 30% failed to undertake language, developmental or cognitive assessments;
4. there was considerable variability in the cost (\$0 - \$2,750) and waiting times (1-108 weeks) for a diagnostic assessment, with costs greater in the private sector compared to the public sector, waiting times longer in the public versus private sector, and diagnostic assessments in rural regions having particularly long waiting times; and
5. 17% reported providing an ASD diagnosis in order to help a child access services when they did not think a child had ASD.

A second stage investigated diagnostic reliability in providing an autism diagnosis based on a series of videotaped assessments of young children. The results indicated that there was generally poor agreement in assigning ASD diagnoses for children under the age of six. Specifically, the overall interrater reliability was poor, with only two assessments (22%) achieving an 'excellent' level of reliability. One hundred percent agreement in the diagnostic classification was obtained for only three of the nine (33%) cases. When a video case was classified as having an ASD diagnosis, there was poor agreement on the severity of the ASD characteristics. Almost a quarter of health professionals (24%) attained an 'excellent' level of agreement with the original diagnosis, with a large number of the clinicians (41%) reaching 'poor' agreement with the 'gold standard' ratings.

Overall, these results reinforce the need for better training of diagnosticians (being undertaken within the Graduate Certificate program), as well as development of a national diagnostic guideline. With funding from the National Disability Insurance Agency, researchers and service providers under the leadership of Professor Whitehouse will develop a national diagnostic guideline for autism. This project will contribute to the Autism CRC goal of a national diagnostic protocol and building capabilities among diagnosticians.

Output 1.2 Integrated diagnostic protocol (IDPA) and ASD software analysis tool to enable better diagnosis of ASD and prediction of developing ASD.

The research underpinning the CRC efforts to develop an IDPA are based on the following projects:

- collection of detailed behavioural and biological (genetic and biochemical) information on autism families from four states to form an Autism CRC Biobank;
- research into potential genetic and biochemical markers for ASD;
- development and refinement of tools for predicting genetic risk for autism within individual genotypes; and
- development of IDPA by combining with SACS-R to provide a world-first approach for increasing the robustness (sensitivity, validity, specificity, reliability) of early autism diagnosis.

Two major projects (Projects 1.002RC and 1.042RC) are addressing this output. The **Australian Autism Biobank** (Project 1.002RC) was formally launched in March 2016. All phenotypic data collection protocols, methods and processes have been developed, harmonised and audited. All sites have commenced extensive phenotypic data collection as well as taking blood from children on the spectrum and both parents where possible. Blood is being processed at The University of Queensland for genotyping and DNA, RNA and plasma are being delivered to the Wesley Medical Research Tissue Bank for long term biobanking.

The Biobank Operations and Biobank Access Committees continue to meet regularly to oversee the data collection processes, quality assurance, and management of the Autism CRC Biobank (Operations), and data and material access protocols (Access).

With respect to milestone R.1.2.02, participant recruitment continues in four sites and data collection for the Autism CRC Biobank is in progress in all four states (WA, Victoria, NSW and Queensland).

While approximately 10% of autism cases may be attributed to DNA copy number variants (CNVs), most other cases are caused by de novo genetic variations or rare inherited single nucleotide polymorphisms (SNPs). It has become increasingly clear that there is a need to utilise multiple layers of 'omics' data to further characterise the range of DNA variations that may contribute to the phenotypic spectrum of autism. Autism CRC's **Systems Genomics** project (Project 1.042RC) contributes to our objective of earlier and more accurate diagnosis by deriving and validating systems genomics-based predictors for autism and integrating these with a clinical diagnostic instrument based on behavioural surveillance. Profile scores will be analysed together with clinical variables to explore genetic heterogeneity in relationship to autism subtypes. Additionally, two pilot studies will be undertaken to assess the predictive potential of case-control differences in gut microbiota and urine-based metabolites.



Output 1.3 Identification of biological subtypes of ASD.

Using the data from the six Autism Specific Early Learning and Care Centres (ASELCCs), CRC researchers will use behavioural, neurocognitive and genetic profiles to derive more homogeneous **subtypes of autism**. CRC researchers will then investigate how children within these subtypes respond to various early interventions to determine the most efficacious intervention-subtype pairings. By studying cohort participants as they transition into school programs, it is possible to develop prognostic indicators of outcomes as they relate to each of the genotype, neurocognitive (endophenotype) and clinical (phenotype) profiles. The identification and validation of accurate subtypes of autism will expedite decision-making about early intervention strategies.

Data collection continues with entry and exit data collected from children enrolled in the six ASELCCs across Australia (2015 cohort) (R.1.3.02)(R.1.3.03). Neurocognitive protocols have been developed (meeting Milestone R 1.3.03) and piloted with young children, enabling them to manage structural and functional MRI scanning through use of simulators and tolerate fNIRS assessment. There has been considerable technical expertise developed in the use of this measurement tool, which has not previously been used in autism research nor in Australia. Neurocognitive data on 30 children will be assessed in the next six months to December 2016 (Milestone 1.3.04).

Output 1.4 Implementation of a Graduate Certificate for Autism Diagnosticians and education of 12 PhDs, 5 postdoctoral fellows and generation of 72 scholarly publications.

The **Graduate Certificate in Autism Diagnosis** (GCAD) (Project 1.004RC) has been developed at The University of Western Australia (UWA) with students completing two coursework units followed by a third unit that provides training in the Autism Diagnostic Observation Schedule (ADOS) and then a fourth practical placement unit. The Program was delivered 50% online by UWA with CRC investment to the first cohort in Semester 2, 2015, and a second cohort in Semester 1, 2016. A total of 29 applications have been received and 17 students enrolled, with the first cohort meeting Milestone R.1.4.02. Placements are being undertaken in Perth, Sydney and Melbourne, with plans to extend this in the next year. In addition, 19 practitioners (psychologists and medical practitioners) have undertaken the ADOS training on a continuing education basis rather than being formally enrolled. This enables Autism CRC to extend its reach in a continuing professional development capacity to health professionals who wish to further enhance their autism diagnostic capacity without undertaking a formal qualification.

The Graduate Certificate has been comprehensively reviewed by UWA internal processes and via the project advisory group with an evaluation report presented to Autism CRC 30 June 2016 (Milestone 1.4.06). Suggested recommendations and modifications include expanding the placement program and a module on diagnosis in infancy/toddlerhood and in adults. A generous donation from Battery World franchisees across Australia has enabled Autism CRC to offer eight part scholarships over 2015 and 2016.

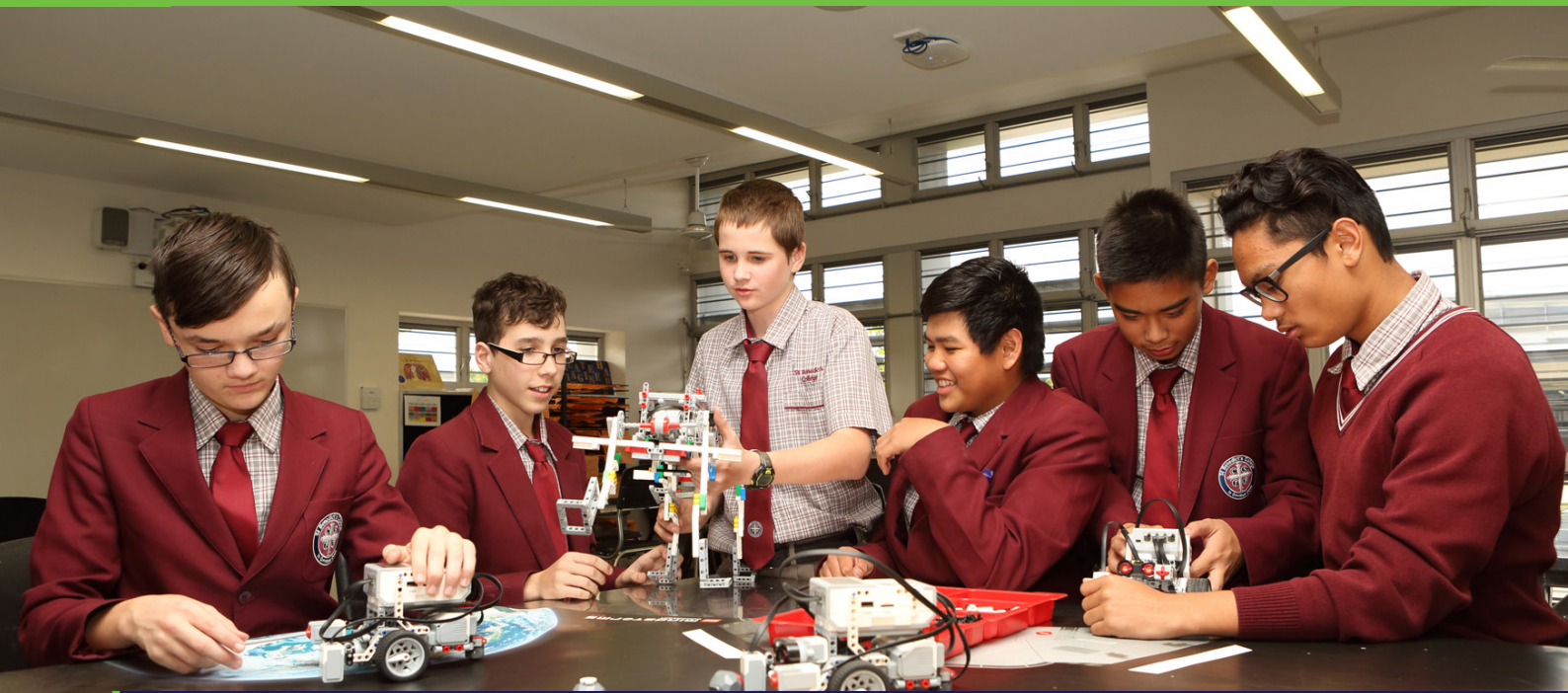
The staffing aspects of Milestone R1.4.03 have already been met. With regard to PhD Scholars to date, three commenced within Program 1 projects by June 2015 with two more commencing in 2016 on the very early intervention in infancy project (1.043RS), meeting the target described in Milestone R1.4.03. One more PhD Scholar is being recruited in 1.005RC for the Tasmanian site and it is anticipated that two more PhD Scholars will be recruited to the Subtyping Project 1.023RS in 2017, meeting Milestone 1.4.05 and partially meeting Milestone 1.4.08.

Six presentations have been given at conferences during the reporting period. One manuscript has been published with five manuscripts currently in press or under review and two reports have been completed.

The following project was considered by the Board in the 2016 Investment Round and approved.

Program 1 Project approved in the 2016 Investment Round

Project	Short Title	Lead Investigator/Institution	Project Funds	In-Kind Value
Strategic:				
1.044 RS	Study of Early Intervention for Autism (Subtyping) – Phase 2	Valsamma Eapen / UNSW	\$70,000	\$389,852
Total Program 1 Projects			\$70,000	\$389,852



An evaluation of Social Robotics Clubs has demonstrated the benefits of inclusive activities in mainstream schools. In a collaboration between teachers at Brisbane Catholic Education and researchers at the Queensland University of Technology, the study revealed that inclusive activities with peers increased social connections, teamwork skills and academic engagement for students on the autism spectrum.

Program 2

Enhancing Learning and Teaching

Research Program 2 will enable educators, therapists, carers, families, and the general community to effectively and successfully respond to the unique learning needs of students on the autism spectrum.

Identifying appropriate educational environments, programs and support strategies will optimise students' social, behavioural and academic development, and equip teachers to enhance performance and to manage complex behaviours. Research Program 2 researchers are developing and testing evidence-based teaching strategies, techniques, tools and programs in mainstream classrooms to optimise the learning and educational environments for students on the autism spectrum.



Program Director
Professor Suzanne Carrington
DipTeach, BEd, MEd, PhD



To date, including the 2013 -2015 Investment Rounds, the following projects have commenced or have been completed in Program 2.

Program 2 Projects

Project	Short Title	Years	Lead Investigator/Institution	Project Funds	In-Kind Value
Strategic:					
2.006RC	Program 2 Base Resources #	2013-17	Suzanne Carrington / QUT	\$480,000	\$992,000
2.007RC	Trajectory Study	2013-16	Jacqueline Roberts / GU	\$408,162	\$2,555,688
2.008RS	Secret Agent Society Classroom	2013-18	Kate Sofronoff / UQ	\$149,924	\$1,378,143
2.009RC*	ASD Educational Needs Analysis	2013-15	Kate Sofronoff / UQ and Beth Sagers / QUT	\$40,000	\$295,000
2.010RC	Overcoming Difficulties in Written Expression	2013-16	Jill Ashburner / AQ	\$176,684	\$1,485,868
2.011RC	Helping Students Stay on Task and Move Between Tasks	2013-16	Jill Ashburner / AQ	\$164,684	\$1,536,116
2.027RS	Early Years Behaviour Support	2014-17	Beth Sagers / QUT	\$522,756	\$2,372,454
2.028RS	Improving Classroom Acoustics	2014-17	Jill Ashburner / AQ	\$341,264	\$1,306,636
2.029RS	School Connectedness	2014-17	Ian Shochet and Beth Sagers / QUT	\$504,384	\$2,077,500
2.037RS	Primary School Transition MoP	2015-19	Debra Costley / Aspect	\$597,972	\$1,854,089
Total Program 2 Strategic				\$3,385,831	\$15,853,494
Innovation:					
2.024RI*	Emergent Literacy	2014-15	Marleen Westerveld / GU	\$49,746	\$108,282
2.025RI*	ASD, Anxiety and School Functioning	2014-15	Jeneva Ohan / UWA	\$49,920	\$293,685
2.026RI*	Robotics Social Clubs in Mainstream Schools	2014-15	Jay Hobbs / BCE	\$48,880	\$350,000
2.034RI	Shared Book Reading Intervention	2015-16	Marleen Westerveld / GU	\$49,900	\$194,160
2.035RI	Literacy Predictors	2015-16	Marleen Westerveld / GU	\$50,000	\$117,300
2.036RI	How was your day?	2014-16	Lesley Stirling / UMelb	\$49,986	\$151,804
Total Program 2 Innovation				\$298,432	\$1,215,231
Total Program 2 Projects				\$3,684,263	\$17,068,725

Base resources refers to the School Coordinator who is working across all Program 2 projects.

*These Projects have been completed.

The Australian Educational Needs Analysis Project (2.009 RC) has been completed and generated significant policy interest from both State and Commonwealth Departments of Education and national media coverage. The final Report has been downloaded 298 times and the Executive Summary 248 times from the Autism CRC website. The findings have also been provided at five invited conference presentations, with 8 conference presentations to date, and a CRC research webinar for teachers and the general public, as well as at three quarterly meetings of education systems in Queensland. This project used a nationwide survey to obtain information from five stakeholder groups: school administrators; teachers and specialist support staff; ancillary support staff such as teacher aides; parents of students on the autism spectrum; and students on the spectrum. The Needs Analysis has enabled the Autism CRC research team to:

1. gain a comprehensive profile of the educational support needs of students (5-16 years) on the spectrum;
2. identify the needs of educators, allied health professionals and parents in effectively supporting students with autism;
3. describe the goals identified by parents, students, educators and allied health professionals that form the basis of intervention and support of students with autism within educational settings;
4. identify and provide for the professional learning needs of educators, allied health professionals and parents in supporting students on the spectrum; and
5. develop resources, professional development and publications which will better support the needs of key stakeholders involved in supporting the educational needs of students on the spectrum.

In total, 1,468 participants from every state of Australia completed online surveys. The participants included 248 educators, 179 specialists, 107 students on the spectrum, and 934 parents. The survey was followed by qualitative interviews.

Educators, specialists and parents showed strong agreement in relation to the top four needs of students on the spectrum within educational contexts that had the most impact and needed the highest level of support in schools. These were social emotional needs, behavioural, communication and sensory needs, as well as academic/learning needs. All participant groups were in agreement that the key factors influencing participation, engagement and learning of students on the spectrum in educational settings are anxiety, organising self and thoughts, rigidity to change, and attention to task. Students on the spectrum rated handwriting and coping with bullying and teasing equally as two of the most difficult tasks they had to manage at school.

Performance against activities

Output 2.1 Evidence-based programs to optimise the learning environment ensuring successful social, behavioural and academic outcomes for students with ASD.

Consistent with the findings of the Educational Needs Analysis survey, research within Program 2 is focusing on the development and evaluation of:

- strategies to enhance students' capacity to process instructions, express knowledge (written expression), and engage in/transition between learning tasks;
- methods of transition between and within classrooms, and into and across the school;
- programs to facilitate students' transition between educational settings (primary to high school); and
- whole of class and whole of school social-emotional programs.

From the 2013 to 2015 Investment Rounds, projects have commenced addressing written expression difficulties (2.010RC), transitioning between tasks (2.011RC), classroom acoustics (2.028 RS), emergent literacy (2.024RI,) and transition models of practice (2.037RS) as part of Stage 1 of the Classrooms of Excellence Projects (CoEP) (R2.1.2). Information sharing and programs in the CoEP projects have been developed with teachers and school professionals and information about these projects shared at a number of state-wide education meetings within and across school systems.

Some of the Classrooms of Excellence Projects are outlined below.

In collaboration with teachers and other educational professionals (2.010RC), a website and teacher guidelines have been developed on assessment and support of students on the autism spectrum who often have difficulty with **written expression** (handwriting and written construction). A software engineer has worked with a PhD Scholar (with a computer science background) to develop a website with three modules that will be used to instruct students in the use of Self-Regulated Strategy Development integrated with TextHelp™. The guidelines and the intervention is being trialled in selected classrooms in a range of educational systems in Queensland and other states and will be refined according to feedback. The website will be made available through the Connect Hub. SMEs Spectronics™ and TextHelp™ have provided significant in-kind support to enable this development. Preliminary findings are very positive and a more extensive classroom-based trial is underway.



Project 2.011RS involves a PhD Scholar working with researchers and end-user organisations, Autism Queensland and Autism Spectrum Australia (Aspect), in providing strategies to assist children on the spectrum to **transition between tasks**. An information package has been developed to introduce mainstream classroom teachers to the concept of Structured Teaching including two workbooks for teachers (*Implementing a Structured Teaching Approach in the Mainstream and Visual Schedules and Work Systems*, as well as *Finished: The On-Task Toolkit*). Four single subject multiple-baseline design experiments have been completed demonstrating efficacy of the intervention and a further 8 teachers will trial the intervention package and manuals in their classes. A survey of at least 100 teachers to determine the social validity of the intervention package and materials is also being conducted.

Emergent literacy was identified as an under-researched area in autism with limited understanding of how children on the spectrum develop literacy (Project 2.024RI). The early literacy skills of 53 preschool children on the spectrum have been assessed using a battery of language, reading, comprehension, story recount, phonological, and literacy skills, including parent reading practices with children at home (via video tapes). This completed innovation study found that comprehension and story re-telling skills are significantly impaired. These pre-school aged children are being followed up during their first year of schooling (Project 2.035RI). Of the 50 children in the first project, 23 have been reassessed and 17 more parents have agreed to such follow up. Analysis of videotapes of reading to children at home has led to the development of a shared reading intervention for parents (Project 2.034RI) that is currently being implemented with 20 parents at home to assist with improving children's comprehension and story re-telling. All pre-assessments have been completed and wave 1 (10 parents) is involved in intervention completing in August, before the final 10 are engaged in intervention. The Editor of a leading autism journal commented, "The reviewers and I share a tremendous amount of enthusiasm for this paper. You should be commended for this nice piece of scholarship! The work is such important work. Reading is such a fundamental part of our experience, and it is important to understand strengths and areas of support for individuals with ASD. There are so many strengths to this paper. It is well written, easy to read and cleverly designed".

Three workshops have been given at Aspect, Autism Queensland and AEIOU to 50 participants (teachers, therapists, and psychologists). Significant interest from Brisbane City Council libraries has led to a partnership with Autism CRC researchers with the aim of a library-based roll out of literacy initiatives for this group of children and parents.

A **Robotics Social Club** Resource Kit and Manual to assist educators to implement Robotics Social Clubs in mainstream schools has been completed, trialled and evaluated through a one-year innovation Project (2.026RI). This has incorporated elements that include classroom, whole school and system implementation to enable roll out in other schools. Consistent with Autism CRC's philosophy of focusing on the strengths and interests of individuals on the spectrum, this project allows students to engage, through a club based on a specific interest, with peers with similar interests. Teachers acquired a range of pedagogical knowledge (strategies to manage students on the spectrum) and technical knowledge to engage in robotics clubs. Eighteen students were involved across two schools.

Rather than forming more connections with peers, it appears that the club encouraged students to establish stronger friendships in more clearly defined groups. Both students on the spectrum and their same-aged peers appeared to show a similar trend. Overall, students on the autism spectrum:

- demonstrated an increased awareness of peer social networks;
- experienced greater benefit in terms of their integration and acceptance into the social network of the club, compared to their same-aged peers; and
- experienced greater benefits than their peers, in terms of an increase in the number of students they liked to hang out with, and a decrease in the number of times they were 'rejected' by peers.

In terms of friendships, both students on the autism spectrum and their same-aged peers showed a comparable increase over time in the number of nominations as 'friends' by peers. However, same-aged peers showed a greater increase in their awareness of friendships and social networks compared to students on the spectrum. Initial findings suggest the clubs may have a positive effect on engagement by buffering against the expected drop in engagement over time, and perhaps even helping to increase levels of engagement in the most vulnerable students

The **Classroom Acoustics** Project (2.028) has commenced, with a PhD Scholar and research assistants recruited. It aims to compare the educational outcomes of students on the spectrum with those of their typically developing peers in classrooms with sound field amplification provided by Hear and Learn, and classrooms without sound field amplification. It is hypothesised that modifying the physical environment and amplifying the sound of the teacher's voice will improve learning outcomes for students on the spectrum as well as other students in the class with a range of learning needs. Five classrooms have been recruited with the aim of roll out for trial in 34 classrooms in 2017.

The **Transition Models of Practice** Project (2.037RS) was approved in 2015 and is now well underway with two universities and four end-user participants critical to the project. The project is being led by Dr Debra Costley, researcher and Director of Aspect Practice. A PhD Scholar has commenced at Griffith University and research assistants are in place. Dr Ashburner at Autism Queensland leads the middle years and Dr Beamish at Griffith leads the early years' component of the transition models. Staff at Aspect and Autism Queensland will be trained in coaching practices so that they can support classroom teachers across a range of intervention practices/conditions. This will help build capacity among each of these service provider teams, which have reach across the three eastern States of Australia. Development of the key 'practices' supporting transition have led to two lists for early and middle years respectively, which are undergoing expert panel consultation and a Delphi process to determine the most critical practices.

An additional 11 schools were recruited in NSW, Victoria and WA for further implementation of CoEP Stage 1 (Milestone 2.1.4). The Program 2 team are actively recruiting through a range of Webinars for schools from NSW, Victoria and WA to participate as research schools in Helping Students Stay on Tasks and Move Between Tasks (2.011RS) and Transition Models of Practice Project (2.037RS). In addition, the Program Director is speaking at the National Education Summit in Melbourne, Victoria, in September to promote the Autism CRC and to support recruitment for 2.011RS and 2.037RS.

Output 2.2 Evidence-based tools and protocols for supporting students with ASD with high impact social, emotional and behavioural needs.

Research and development under this output is being conducted via three projects: Early Years Behaviour Support Project (EYBSP); School Connectedness Project; Autism Anxiety and School Functioning; and Secret Agent Society Whole of Classroom Program (SAS-WC).

The first to commence is the **Early Years Behaviour Support Project (EYBSP)** (Project 2.027RS). This project focuses on the development of innovative assessment tools, support protocols and technologies to enable social-emotional wellbeing, academic progress, and behavioural regulation through the development of Tele-Classroom Consultation (TCC) approaches for regional teachers and students on the spectrum with emotional/behavioural challenges. This project has commenced in three schools, two in NSW and one in Queensland. Appropriate technologies for the teleconsulting process have been identified using commercially available products and a University of Queensland innovation, eHAB TM, developed by Associate Professor Trevor Russell (R.2.2.3). Other Participant, TPG, has provided considerable in-kind through the provision of mobile technologies to schools identified in regional areas of NSW and Queensland. EYBSP tools and protocols have been identified and are being implemented and evaluated in three schools (R2.2.05, R2.2.06) during 2016. A PhD Scholar has commenced studies on this project.

Project 2.029RS, the **School Connectedness** Project, is well underway with the aim of promoting resilience and wellbeing in schools. School connectedness has been defined by Goodenow (1993) as "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment" (p. 80). School connectedness has been viewed as a protective factor that is correlated with important school outcomes. The Resourceful Adolescents Program (RAP) for parents, teachers and adolescents, developed by Professor Shochet at QUT and adapted for autism, is being implemented and evaluated in three Queensland schools, partially completing Milestone (R.2.20). The remaining schools will be involved in the study in 2017. Delays due to ethical clearance and permissions regarding schools being involved with a commercial product, school calendars and an unexpected high rate of student absenteeism has slowed down project progress. School connectedness committees have been established in the current three schools and the team is working with these committees to complete this aspect of the research. To date, three school presentations, two teacher workshops and three parent workshops (30 hours across three schools) have been delivered. Twenty-three Master of Psychology: Educational and Developmental students in Queensland have been trained in the Resourceful Adolescent Program (RAP) for students on the autism spectrum and they are providing 99 hours of one-on-one training with students on the spectrum (11 hours x 9 students). One manuscript has been published in a high-ranking journal and two conference presentations provided.

Questions have been developed and piloted for interviews and focus groups. These have been completed in three New South Wales rural and remote school communities to provide insights into how school connectedness and inclusion is perceived in urban as well as remote schools. Progress in Western Australia has been slower, with ethical clearance still pending.

Anxiety is recognised as a major social-emotional issue for children on the spectrum and this is being addressed in Project 2.025RI, **Autism, Anxiety and School Functioning**. Anxiety can lead to school refusal, distress at school, poor learning outcomes and difficulty with social interactions. An existing anxiety program "Cool Kids" using Cognitive Behaviour Therapy (CBT) principles was augmented in this Project, with an additional teacher support component, and is being compared with the standard program. Clinical psychology students at the University of Western Australia have been trained to provide the program. Twenty-four families were randomised to "Cool Kids" plus teacher intervention or "Cool Kids", with 18 families completing intervention. Of the 12 teachers invited to participate in the teacher intervention, only 6 participated. Results demonstrated large benefits to parent-reported anxiety consistent with previous CBT trials; benefits such as decreased depression and social vulnerability, and improved attendance at school were also seen. Benefits were not significant on any child-reported measures.



Anne Ozdowska is completing her PhD through Autism CRC at the Queensland University of Technology. She has developed an app to inclusively support children on the spectrum to improve their persuasive writing ability.

Minimal benefits were seen to children's adjustment at school, with only attendance showing improvement post-intervention. The impact of the added teacher intervention could not be examined due to low participation of teachers.

The **Secret Agent Society Whole of Classroom** Project Team (SAS-WC)(Project 2.008RC) has completed program development (R2.1.12). The Autism CRC start-up, Social Skills Training Pty Ltd, will be responsible for commercialising SAS-WC once trialled. To end of June, 36 teachers were trained in the delivery of SAS-WC meeting milestones (R2.1.13, R2.3.1, U2.1.1). Teachers have been consulted about the delivery of the program and its utilisation in classrooms throughout training to enable minor revisions to be made and improvements incorporated (R.2.3.04). Teachers have delivered SAS-WC to 275 children with 150 children currently experiencing the program (based on an estimate of 25 children per class x 17 classrooms). This far exceeds the milestones describing 20 teachers and 40 students. The research team has been providing supervision to all teachers delivering the program (n=36) and continue to support its class based implementation and meeting Milestone (2.3.03) due in mid-2017.

Output 2.3 Three training packages to increase skilled, confident teachers and support personnel capable of educating a spectrum of ASD students.

This output includes the development of training packages that will initially be trialled by professionals (eg, Secret Agent Society Whole of Classroom) in order to build capacity and inform development of the penultimate training packages. Three training packages with four modules in each package for education professionals, GPs, paediatricians, psychologists, therapists and undergraduate students will be developed, tested, evaluated and disseminated through Autism CRC's Connect Hub.

These packages are to be developed upon the findings of research projects. Preliminary research is leading to a range of packages and modules, which are already under development, for upskilling teachers and parents. In addition, information sharing and program development involving teachers and school professionals ensures that the outputs are relevant and able to be sustained in school classrooms (R2.3.05).

The Social Robotics Manuals and Teacher Resources are available on the Autism CRC website, together with reports on all completed studies to date. One utilisation project, approved in June 2016, will design and develop an innovative online system prototype to disseminate Program 2 project outcomes and outputs. The project involves extensive consultation with teachers, parents and students, to address the knowledge translation barriers, develop a community of practice and promote "just-in-time" learning for teachers. (Project 2.045RU).

Output 2.4 Validation of ASD subtypes (Output 1.3) and their predictive value for long-term outcomes for children with ASD through a longitudinal study.

Through the **Longitudinal Study of Australian Students with Autism (LASA)**, the experiences and outcomes of two cohorts, each of 125 students (4-5 years and 9-10 years), are being followed up biennially for four years. The cohorts will be observed as they progress through their schooling and subtypes of autism identified within Research Program 1 will be validated with participants in this study. This study seeks the perspectives of parents, teachers and school principals over time. This survey is the first of its kind in Australia to track the educational progress of cohorts of students on the spectrum over time and has required more than 30 separate ethical clearances to be obtained to date. There will be three points of assessment, which will include collection of demographic and education intervention data from parents and teachers. Two PhD Scholars commenced in early 2015 and are involved with this study, each focusing on each of the two cohorts.

Participant recruitment commenced in January 2015 and is continuing with 272 parent questionnaires completed to the end of June 2016. The data from completed parent questionnaires is currently being analysed with initial results sent to participating families. Ethics applications to conduct research in schools were submitted to more than 40 education departments across Australia and principal, teacher and early childhood teacher surveys have been developed, with 41 principals and 45 teachers completing surveys to date. The validation of subtypes will take place in the second three year phase (November 2016 – November 2019) of the project.

Output 2.5 This output will train 18 PhD students, employ 6 postdoctoral fellows and generate 60 scholarly publications.

To date, thirteen PhD Scholars and one postdoctoral fellow have been engaged in Program 2. This has been slower than anticipated due to the need to build capacity in the education sector with regard to research higher degree studies. Innovatively, we have admitted candidates who can upgrade from Masters or Educational Doctorates to PhD status. One Scholar has withdrawn from the Program. One Masters student who was able to work on the Australian Education Needs Analysis data has completed and graduated. Eight of these PhD students have commenced in the past 12 months (Meeting Milestone 2.5.03).

In terms of publications, Milestone 2.5.02 has been met and Milestone 2.5.04 has been partly met (due 2017), with ten publications and eleven in press or under review. Twenty-nine presentations were given at conferences. Four Reports have been completed.

The following project was considered by the Board in the 2016 Investment Round and approved.

Program 2 Project approved in the 2016 Investment Round

Project	Short Title	Lead Investigator/Institution	Project Funds	In-Kind Value
Utilisation:				
2.045RU	Education Knowledge and Translation	Michael Whelan / QUT	\$60,000	\$445,230
Total Program 2 Projects			\$60,000	\$445,230



PhD Scholars and Post-Doctoral Fellows in Sydney organised an Autism Meet-up at UNSW in April 2016. This provided opportunities for members of the autism and autistic community to ‘meet the researchers’ and learn about research being undertaken in these three organisations within the CRC and beyond. Similar events were held at La Trobe University and Curtin University.

Program 3

Finding a Place in Society

Research Program 3 focuses on the transition from school to further education, employment and adult life, with the ultimate goal being to assist people on the autism spectrum to find a valued place in society.

Tools are being developed and evaluated to identify the key attributes, interests and strengths of individuals on the spectrum that can be matched to tertiary or vocational education and employment pathways. Furthermore, resources to assist access to relevant health care for autistic adults and upskill GPs and allied/mental health practitioners, as well as transportation resources are under development.

Research Program 3 aims to directly facilitate paths towards fulfilling lives for people on the spectrum after school and to inform government policy regarding employment, education, and health. It gathers information on profiles of Australian adolescents and adults on the autism spectrum through two longitudinal studies, informing the research program, as well as developing modules and tools to fully optimise social and community engagement, health and wellbeing, and support employment opportunities for adults on the autism spectrum.



Program Director

Professor Torbjorn Falkmer

BSc(Occupational Therapy),
MSc(Teaching), PhD (Medicine)

“Work is not just about earning money. Work provides us with routine and a purpose. Work provides us with challenges, enables us to be heard, to contribute and to form meaningful relationships with people”. **Cathryn Masters**

To date, including the 2013-2015 Investment Rounds, the following projects have commenced or have been completed in Program 3.

Program 3 Projects

Project	Short Title	Years	Lead Investigator/Institution	Project Funds	In-Kind Value
Strategic:					
3.012RC	Program 1 Base Resources #	2013-16	Torbjorn Falkmer / Curtin Amanda Richdale / LTU Nick Lennox / UQ Julian Trollor / UNSW	\$1,440,000	\$2,008,212
3.013RC	Longitudinal Study of Middle Aged Adults with ASD	2014-17	Julian Trollor / UNSW	\$88,661	\$728,539
3.014RC ⁺	EVAP and IEST	2013-16	Torbjorn Falkmer / Curtin	\$48,000	\$1,690,600
3.015RC	Health and Wellbeing for Adults	2013-16	Nick Lennox / UQ	\$87,484	\$940,916
3.016RC	Unique ASD Profile School Leavers	2013-16	Amanda Richdale / LTU	\$87,484	\$1,140,876
3.017RC*	Optimisation of Recruitment	2013-14	Debra Costley / Aspect	\$120,000	\$332,305
3.032RS	Enhancing Social Relationships of Young Adults	2014-17	Tele Tan; Sonya Girdler / Curtin	\$416,000	\$2,145,604
3.040RS	Driving Project	2015-19	Hoe Lee / Curtin	\$568,894	\$3,357,879
3.041RS	Public Transportation Mobility	2015-19	Hoe Lee / Curtin	\$250,494	\$1,447,849
Total Program 3 Strategic				\$3,107,018	\$13,792,779
Innovation:					
3.030RI*	Studio G: Multimedia Program for Young Adults	2014-15	Jill Ashburner / AQ	\$50,000	\$153,800
3.031RI*	Career Pathway Recommender System	2014-15	Tele Tan / Curtin	\$48,000	\$130,012
3.038RI	Big Data, Important Questions, Health & Welbeing	2015-16	Julian Trollor / UNSW	\$50,000	\$179,481
3.039RI	Supporting Staff and Students with HFA in STEM Programs	2015-16	Kate Sofronoff / QUT	\$50,000	\$210,238
Total Program 3 Innovation				\$198,000	\$673,531
Total Program 3 Projects				\$3,305,018	\$14,466,310

Base resources refers to postdoctoral fellows in each of four sites who are working together on projects 3.013, 3.014, 3.015, 3.016RC.

+ Education and Vocational Assessment Protocol (EVAP) and Integrated Employment Success Tool.

*These Projects have now been completed.



Brisbane chef, Dominique Rizzo, worked with researchers from Autism CRC to evaluate classes designed specifically for adults on the spectrum to learn vital cooking and nutritional skills. These aim to enhance their independence and health. Autism CRC thanks Dominique Rizzo and the volunteer participants and staff from Autism Queensland's Studio G Program.

Performance against activities

Output 3.1 Comprehensive and unique profile of Australian adults with ASD, through two longitudinal studies, to provide them with the capacity to find a meaningful place in society.

Two longitudinal studies for two cohorts are well underway: **School Leavers on the Autism Spectrum** and older adults on the spectrum (**Australian Longitudinal Study of Adults with Autism – ALSAA**). These two studies have recruited more than 980 individuals meeting milestones (R3.1.03, R3.1.04, and R3.1.05) achieving the latter twelve months ahead of schedule. In the ALSAA study, 527 individuals (287 on the spectrum, 151 controls, and 134 carers) have been recruited and in the school leavers study 453 individuals (151 school leavers on the spectrum, 159 controls, and 143 parents) have been recruited. Each participant will be tracked over 4 years and outcomes on productivity, physical and mental health, wellbeing, and societal participation are being documented. The data from these two, Australian-first studies are internationally unique and will provide both descriptive and analytic data on these parameters, informing health, disability and other relevant policies. Both longitudinal studies are utilising validated, reliable and consistent measures across the two studies where appropriate, allowing capacity to combine data. Strategies are being implemented to boost control group numbers and to allow for attrition. Time point 1 data collection is almost complete, with the ongoing challenge of converting recruited and consented individuals to questionnaire completions.

Efforts continue to be focused on advertising and dispersing information regarding the two studies across Australia, with assistance from all sites/states and in-kind supporters, conference attendance, social media and relevant networks.

Preliminary work from this output was presented at APAC September 2015, IMFAR May 2016, and the International Association for the Scientific Study of Intellectual Disability (IASSID) Conference in August 2016.

Some interesting findings to date include the relationship between intolerance of uncertainty and anxiety in school leavers on the spectrum. Anxiety, depression, sensory sensitivity and intolerance of uncertainty are associated with autism but not with the controls. Sleep problems in autism are associated with anxiety, depression and intolerance of uncertainty.

With respect to adults on the spectrum, the study has found that GPs have a seven-fold increase in psychological reasons in encounters for young people on the spectrum compared to the general population and that there has been a dramatic increase in encounters where an ASD was recorded (as reason for consultation) from 2000-2014. It has also been found that the rate of medication prescription for psychological problems is significantly higher for ASD encounters. These are most commonly antipsychotics and antidepressants. A recent analysis by this research group (led by Professor Julian Trollor) of median age at death for those with intellectual disability only was 55 years (43-64 years), while for autism and intellectual disability, the median age was 43 years (43-64 years). These alarming national statistics reflect those recently published from Sweden (Hirvikoski et al., 2015). There is an urgent need for further collection of Australian data on these matters and advocacy and research pertaining to improved provision of GP care to these adults. The latter is being explored in other CRC funded projects within this Program.

Output 3.2 Conducting empirically based interventions for adults with ASD to assist them to confidently engage in social relationships, tertiary education, employment, and community activities.

Research into interventions will contribute information and resources on relevant themes for adults on the autism spectrum as identified by end-users. Modules and resources are being developed and evaluated in relation to:

- inclusion and success in higher education;
- social relationships;
- driving and hazard perception; and
- community access/participation via public transportation.

Supporting inclusion, social relationships and successful participation at university is being undertaken via three projects that commenced in the latter half of 2014 and 2015. The first addresses **Peer Mentoring at University** through the development of a Specialist Mentoring Program (SMP) piloted at Curtin University (Curtin) and subsequently rolled out at the University of Western Australia. Two other WA Universities are interested in the provision of this program demonstrating immediate impact beyond the research trial sites within the CRC. Peer Mentoring Modules for mentors and resources for mentees have been developed and trialled with 32 university students across two universities and a similar number of mentors (meeting Milestone R 3.2.2) and uploaded to the Connect Hub (completed June 2016 meeting Milestone U3.1.03).

Based on findings from the mentoring efficacy studies to date (R.3.2.2), and in consultation with the Autism Association of Western Australia, a work experience component of the SMP is being developed. Given the difficulties that many young adults on the autism spectrum have gaining and maintaining appropriate, meaningful employment, the SMP has incorporated the goals of gaining work experience and employment as part of the SMP mentoring remit. This remit includes encouraging mentees to visit Curtin Careers and to develop their resume to be employment ready. This has led to a number of work experience and employment opportunities for SMP mentees both within and external to Curtin. These opportunities have been fostered by SMP, Autism CRC and Autism Academy for Software Quality Assurance (AASQA), external partnerships and the mentors who have provided support at the initial stages and over time. Unfortunately, Disability Employment Providers are presently not able to provide funded support until an individual on the autism spectrum has at least 8 hours of paid work. This is a significant barrier to this population gaining and maintaining work experience and employment. Some examples of work experience include:

- IT support at the Catholic Education Office;
- producing various communications for an Occupational Therapy conference and an autism magazine;
- helping to complete a computer game for an Autism CRC PhD research project;
- with the Bureau of Meteorology analysing databases on tropical cyclones;
- and via the AASQA Software Cup.

This demonstrates the expanded impact of this mentoring program.

Some examples of part-time paid employment that have arisen from this work experience include: a Library aide with Curtin Library; with a not-for-profit organisation (Autism West) helping to promote art initiatives for younger girls on the spectrum; with a national PR firm; part-time work at SciTech Science and Technology not-for-profit; and employment at Bankwest through an AASQA Australian Computer Society internship. The SMP Team is presently trying to gain a more formal work experience arrangement within Curtin University to allow mentees the opportunity to link with appropriate Curtin departments and have meaningful work experience in their respective study areas. This arrangement could then be supported by the mentors who could help with their mentees' transition into work experience and perhaps employment on campus.

A second project at The University of Queensland (UQ), is investigating science, technology, engineering and **maths (STEM) courses and the supports needed by students on the spectrum and academic staff** in these programs (Project 3.039RI) contributing to completion of Milestone R.3.2.2. Being trialled initially in the Faculty of Engineering at UQ, the researchers are providing and evaluating tutor training workshops, upskilling tutors in recognising the difficulties experienced by students on the spectrum, and assisting them to structure curriculum and assessment tasks to appropriately support these students. Informed by both teaching staff and students on the spectrum, this research will develop resource materials for academic staff and students on the spectrum to support their learning within STEM courses. To date, more than 70 engineering staff at UQ have participated in the first training workshop facilitated by Associate Professor Kate Sofronoff (UQ) and Professor Tony Attwood (Other Participant) which was extremely well received and is leading to changed curriculum practices in first-year Engineering. Animations for students, a visual walk through of a lecture and tutorial, and a decision tree for academics managing complex behaviour are being developed with graphic design assistance and input from autistic adults in Autism Queensland's Studio G program. These materials will be disseminated through the Connect Hub once fully trialled and evaluated.

The **Studio G Multimedia Program** for young adults on the spectrum (Project 3.030RI) developed at Autism Queensland, has been evaluated to determine whether the participants (young adolescents and adults 16-25 years) experience greater social competence, confidence and develop pre-vocational skills through engagement in their multimedia projects. Based at The Edge at the Queensland State Library, and through mentoring by Creative Arts and Digital Media students at Griffith University, Studio G participants have engaged in social networking and vocational site visits, and each is working on an individual multimedia project. A set of program guidelines have been developed that are available on the website with the final report. The final results from this completed innovation project were presented at APAC 2015, as well as being submitted for publication. Studio G autistic participants are highly engaged with many Autism CRC projects as paid designers, providers of technology input, developers etc. This enables project teams to ensure that those on the spectrum are involved in co-production, applying their strengths and skills.



With regard to social relationships, a **Computer-based emotion recognition training intervention** has been developed (R3.2.02) using primary neurofeedback (EEG and eye tracking) responses to computer-based social-emotional stimuli (Project 3.032) and is now in trial. Two PhD Scholars are working on this project along with psychologists, software engineers and occupational therapists. Emotion recognition is considered an important preliminary skill set required for the establishment of effective social relationships.

A **Driving project** (Project 3.040RS) and a **Public Transportation project** (Project 3.041RS) to assist young people and adults on the spectrum to more easily navigate the community through the effective use of public transport, and where possible and appropriate, gaining a driver's licence, have commenced in 2016. These projects engage broadly with State transport departments, independent living centres, autism associations, driving schools, and universities across three Australian States. International experts in these fields are also providing in-kind support. It is anticipated that manuals for driving instructors and adults on the spectrum learning to drive, and a transportation app will be immediately translatable outputs of these projects.

Output 3.3 Tools, strategies and techniques developed to improve health and wellbeing for adults with ASD.

Empirically based health and wellbeing information, tools and resources are emerging through research involving adults on the autism spectrum and their health care providers (Project 3.015RC). An integrated and interactive suite of interventions (referred to as the Health Hub – see autismcrc.com.au/health-hub) using validated strategies, techniques and tools are being developed, implemented and evaluated. The **Health Hub** resources and tools will be part of the Connect Hub.

The Project team has already published information and resources on the Health Hub, including a review of anxiety interventions and a scoping review of online tools for health professionals, and questions to help adults on the spectrum to better understand the quality of health-related autism websites.

A co-produced document explaining health rights, including a plain English Language version for those with diverse literacy needs, has been produced. The tools and resources that will be delivered have been identified and these will be uploaded once rigorously tested from both research and end-user acceptability perspectives. An adult nutrition/cooking intervention has been developed and evaluated. An oral health survey for adults on the spectrum has also been completed as dental health was identified as an area of concern by adults and health professionals.

Narratives of adults' health and wellbeing experiences are being explored, and an evidence-based anxiety intervention based on Acceptance and Commitment Therapy (ACT) for adults on the spectrum is in trial. A health assessment tool for adults with co-morbid intellectual disability, the Comprehensive Healthcare Assessment Program for Autism (CHAP-A), has been developed and is being trialled with health practitioners and their clients, meeting Milestone R3.3.06. There continues to be significant networking with adults on the spectrum (including co-production of peer review publications and resources for the Health Hub) and healthcare providers. Leader of this program, Professor Nick Lennox, has been made a Fellow of the International Society of the Scientific Study of Intellectual Disability (IASSID) and received the 2016 International IASSID Research Award, testament to his internationally recognised work in this field.

Output 3.4 Developing tools to assist adolescents/adults with ASD and their advisors in making informed choices regarding higher education and employment and ultimately creating more opportunities for people with autism to gain successful long term employment.

Two new evidence-based tools, the **Better Outcomes for Successful Transitions Autism** (BOOST-A) (named STEP-A during trial) and the **Integrated Employment Success Tool** (IEST) have been developed that consider the personal traits, job search supports, and job/environmental characteristics that influence the success of job placements for people on the autism spectrum. These tools are in the final stages of randomised clinical trials due for completion by the end of 2016. Unsolicited feedback from research participants in the BOOST-A trial have been extremely positive, for example a mother emailed us to say,

"I don't think I've ever seen my son look so proud (and his self-esteem, on average is near zero) when we read My Plan and saw the graph and the outline of his strengths. He says he will still continue to do the TAFE panel beating course, but that he likes the idea of working in an office. He was extremely honest when answering the questions and only needed a few prompts from me. From my perspective, it is totally non-confronting, which is wonderful. What I am most surprised at is how he embraced it!"

Another mother contacted us to say,

"Had to relay to you both our dinner table conversation tonight. The question was, 'What inspired you today?' and our son said, 'The STEP- A program inspired me. It's really got me thinking'."

Detailed 'successful' employment case studies have informed the development of the IEST workplace tool and employer training package (meeting milestone R.3.4.06 and R.3.4.10) that is now in clinical trial to test its effectiveness and usability (meeting Milestones R.3.4.08 and R.3.4.10). The IEST has been developed according to the different stages of the employment process from recruitment, job interviews, commencement and placement, workplace modification/adjustment and ongoing support/review, and includes a series of checklists and strategies to assist employers with modifying various aspects of the workplace environment for people on the autism spectrum.

Output 3.5 Development of the web portal 'Connect Hub'

A dedicated web portal, Autism CRC's **Connect Hub** is being developed as a one-stop, evidence-based resource/information hub for people across the lifespan living with autism. This portal is also the link between the three programs, as well as being an essential link between the CRC researchers and adults and adolescents on the spectrum, parents, autism organisations and all relevant stakeholders/end-users. The portal will include networking options, information and resources, health and wellbeing information, and collaborative research/evaluation domains and present continually updated 'best practice' examples to speed up the process of facilitating adults on the spectrum to find a place in society. Usability of the portal is being tested annually as part of ongoing review and development to meet the needs of end-users.

The Autism CRC website (www.autismcrc.com.au) includes **MyCRC**, an intranet site for Autism CRC researchers, board members, CRC committees, PhD Scholars and specific research teams. The Health Hub has been established. In order to ensure that the Connect Hub site is fully accessible for adults on the spectrum and autism-friendly, extensive consultation within the autism community continues to be undertaken with focus groups in Brisbane, Melbourne and Western Australia. Features and elements of an autism-friendly website have been identified in the workshops. This piece of research was considered a necessary step in building a sustainable and usable website. To date, 11 adults on the spectrum have been engaged in lengthy focus groups and detailed usability testing and other end-users such as teachers, members of our Research Academy have provided user experiences (Milestone R3.5.03).

The Autism CRC website continues to be used for recruitment of participants to studies across all programs including the longitudinal studies (U3.3.01) and has been promoted extensively through relevant end-user organisations across Australia. The Qualtrics Survey platform is being used by research teams to collect the longitudinal data, as our needs assessment indicated that this platform provided the sophistication needed for longitudinal and linked data. Data on the recruited participants who have completed questionnaires across both longitudinal studies is available for internal CRC researchers to use (U3.3.02, U3.3.03, U3.3.04). Several honours and masters students as well as PhD Scholars are making use of the data through analysis and report and manuscript writing. They are working under the supervision of internal CRC researchers.



In order that the data derived from the longitudinal studies across the three data collection time points can be utilised beyond the Autism CRC, a Data Governance and Storage Working Group has been established and is meeting regularly to develop processes and procedures for future external access. Ethical clearances have been audited, an access application form, materials transfer agreement, data sharing policy, terms of reference for a Data Access Committee have been developed and are being revised/finalised. A repository for data storage by longitudinal study and data collection waves is being explored to enable efficient transfer of de-identified data within the CRC, and externally, based on appropriately approved access requests. This will ensure that this Australian-first data set on autistic school leavers and adults will be accessible to the broadest number of researchers, enhancing the reach and potential impact of these data nationally to inform policy; point to further research and interventions required; and be available internationally for comparison studies.

Output 3.6 This output will train 12 PhD students, employ 6 postdoctoral fellows and generate 60 scholarly and additional lay publications.

Program 3 milestones related to PhD students in this reporting period (R3.6.05) have been more than achieved. To date, there are four Post-Doctoral Fellows and ten PhD Scholars working within Program 3. With regard to publications in Program 3 in the past year, six have been published. Five reports have been completed and two other reports have been produced that are embargoed pending acceptance of associated manuscripts submitted for publication. To date, since commencement of the CRC, eleven peer reviewed publications have arisen from this program with seven under review / in press. Twenty-three conference posters or presentations have been given in this year. Five Reports have been completed.

The following projects were considered by the Board in the 2016 Investment Round and approved.

Program 3 Projects approved in the 2016 Investment Round

Project	Short Title	Lead Investigator/Institution	Project Funds	In-Kind Value
Innovation:				
3.047RI	Goal-setting tool for adolescents and adults	Jill Ashburner/ AQ	\$49,885	\$315,332
3.046RI	Health Pathways Autism Initiative	Susan Langdon / MPHNI	\$50,000	\$215,640
Total Program 3 Innovation			\$99,885	\$530,972
Utilisation:				
3.048RU	STEP-A From Research to Practice	Marina Cicarelli / CU	\$48,700	\$131,160
3.049RU	Utilising Autism CRC Health Hub tools and resources	Nick Lennox / UQ	\$50,000	\$64,400
Total Program 3 Utilisation			\$98,700	\$195,560
Total Program 3 Projects			\$198,585	\$726,532

Research Collaboration

Autism CRC has ensured that collaborations between research participants, and research participants and end-user participants are operationalised. The Autism CRC Board requires that each project funded must involve at least one end-user/industry partner participant, the only exception being base resources (personnel) projects (1.001RC, 2.006RC, 3.012RC). The research collaborations see research participants and end-user participants working together to undertake a range of research projects. These projects are critical to Autism CRC's milestones and deliverables. In the 2016 round, we have invested in our first utilisation projects to enable CRC developed products, programs and other outputs to be translated and utilised broadly.

Autism CRC anticipates that end-users will engage with each other in the research endeavours further as the CRC matures and as end-user research capacity is enhanced. Only a few end-users have researchers employed within their organisations with the exception of larger service providers, such as Aspect, Autism Queensland and AEIOU. Engagement with end-users on the spectrum has increased since the inaugural Research Academy, with more people on the spectrum engaged as peer researchers and named on project teams.

The following table provides a breakdown of projects between 2013-2016 (including completed projects) involving collaborations between Essential and Other Participants. The majority of Other Participants are autistic and service provider end-users and industry partners, whereas the majority of Essential Participants are research providers.

Investment Rounds 2013 - 2016

Project Numbers	Research Participant	End-User/Industry Participant	Total
1.001RS	4	N/A	4
1.002RS	4	9	13
1.003RS	1	1	2
1.004RS	2	2	4
1.005RS	4	3	7
1.018RI	1	0	1
1.019RI	2	0	2
1.020RI	2	0	2
1.021RS	2	7	9
1.022RS	3	5	8
1.023RS	4	10	14
1.033RI	2	2	4
1.042RC	1	0	1
1.043RS	2	3	5
2.006RS	1	N/A	1
2.007RS	3	7	10
2.008RS	1	4	5
2.009RS	3	6	9
2.010RS	1	5	6
2.011RS	2	6	8
2.024RI	1	3	4
2.025RI	2	1	3
2.026RI	1	1	2
2.027RS	3	5	8
2.028RS	1	5	6
2.029RS	3	6	9
2.034RI	1	1	2
2.035RI	1	1	2
2.036RI	4	1	5
2.037RS	2	10	12
3.012RS	4	N/A	1
3.013RS	4	7	11
3.014RS	5	5	10
3.015RS	4	2	6
3.016RS	4	8	12
3.017RS	3	2	5
3.030RI	1	2	3
3.031RI	1	1	2
3.032RS	2	1	3
3.038RI	2	1	3
3.039RI	1	3	4
3.040RS	1	10	11
3.041RS	2	4	6



3.2 Education and Training

During Autism CRC's third year of operation, eight more Scholars commenced studies bringing our total number of research higher degree Scholars to twenty-eight (including four Masters students), with another two currently pending full approval.

One of these PhD Scholars, Lidan Zheng, recently upgraded to an APA scholarship. Four of these Scholars are working in Program 1, nine in Program 2 and nine in Program 3. They come from such diverse backgrounds as psychology, neuropsychology, occupational therapy, education, and computer science. Early findings from our research into their motivations to undertake a PhD with the Autism CRC highlight the desire "to contribute something meaningful ... make a difference", "to find out what are the needs of these individuals and how we can support them", and "...actually developing tools that can be used, and that are going to be guided by the individuals (on the spectrum) themselves".

PhD Scholars are being supervised by researchers and postdoctoral fellows at research organisations with input from end-user service providers such as researchers at Autism Queensland and Aspect and from advisory groups involving end-users on the autism spectrum. To date, advisory groups have been established in New South Wales, Queensland, Victoria and Western Australia. These are meeting regularly providing the lived experience of autism to our PhD Scholars, particularly in Program 3 where research focuses on the adult years.

Autism CRC continues to provide a range of activities and educational experiences for PhD Scholars and Post-Doctoral Fellows that will enable them to contribute significantly to the autism community in Australia through research, its dissemination, the continuing development of professionals and community education. To this end, the CRC also strives to engage PhD Scholars and Post-Doctoral Fellows with inter-professional teams of researchers from a range of disciplinary backgrounds and provide exposure to and engagement with the different professionals who work with individuals on the autism spectrum and their families.

During 2015-2016, the PhD Scholars have been involved with monthly virtual meetings and masterclasses that have focused on a range of topics including: coproduction, led by Katharine Annear (Chair) and Dr Emma Goodall (Committee Member), Autistic Self Advocacy Network of Australia and New Zealand; writing for publication; team science; and project management. Our Post-Doctoral Fellows have also contributed to these discussions and provided input from their doctoral experiences. The second Scholars' Day was held on 7 September 2015 and included masterclasses from Professor Jake Najamin from the Mater Misericordiae Mothers' Hospital-University of Queensland Study of Pregnancy, and Science communication by Dr Shirley Lanning, Autism CRC Director.

Ms Amanda Mazzoni (UNSW) won the CRC Association's Early Career Researcher of the year, 2016 award. Along with CRC PhD Students Ms Anne Ozdowska (QUT) and Ms Megan Hatfield (Curtin), Amanda provided a thirty-second video submission describing the aim, significance and outcomes of their research. Five finalists were invited to give a five minute oral presentation at the CRC Association conference in Brisbane, The Business of Innovation 2016, 7-9 March, where the winner was decided by audience vote.

Over the past year, Scholars and Fellows have had opportunities to present to the Board and participant organisations at meetings held in Sydney and Brisbane. Our third Scholars' Day is scheduled on 6 December, 2016, prior to the Australasian Society for Autism Research (ASfAR) Conference. This day will comprise masterclasses and neuroscience and laboratory visits at Curtin University and University of Western Australia as part of our Lab to Life program. Advanced media training at Curtin radio station will also be provided.



Early Career Researcher Award Winner

Autism CRC PhD Scholar, Amanda Mazzoni from UNSW, won the Cooperative Research Centres Association's (CRCA) Early Career Researcher Showcase in March. Three Autism CRC Scholars submitted a video entry. Amanda was chosen as one of five finalists to present at the CRCA Conference where she was voted the overall winner by the delegates in attendance.

Autism CRC PhD Scholars and Post-Doctoral Fellows are, and will continue to be, actively engaged in these activities as they evolve throughout the life of the CRC through:

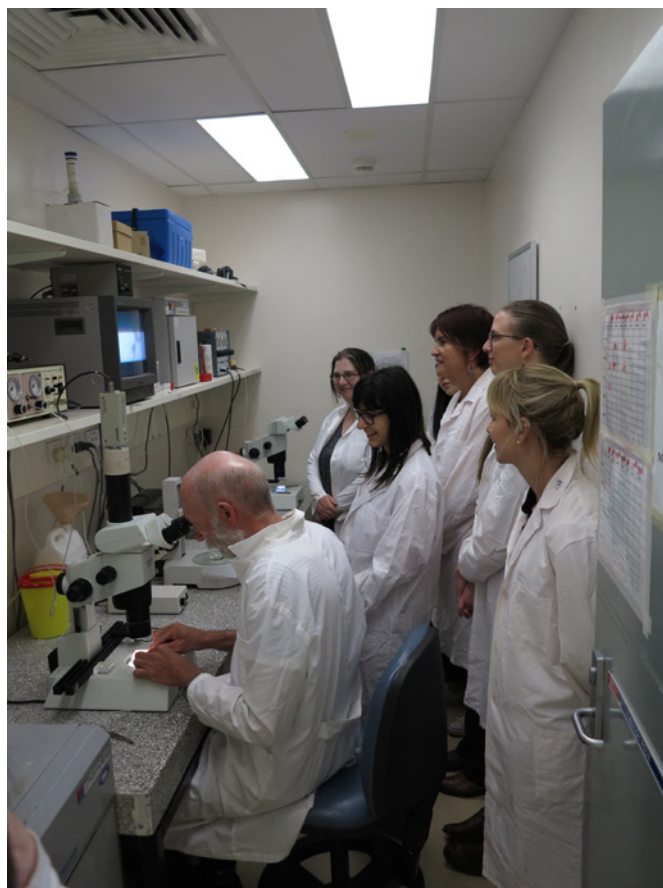
- Lab to Life Scholar visits in Autism CRC laboratories, diagnostic clinics, classrooms and adult services/employment settings;
- Spotlight on Autism Research community education webinars and local autism meet ups and community research days; and
- Annual Autism CRC Scholars' Meetings for researchers and PhD Scholars.

PhD Scholars and Post-Doctoral Fellows in Sydney organised an Autism Meet-up at UNSW in April 2016. The open day was free to the public and involved a multidisciplinary group of researchers from the Faculty of Arts and Social Sciences, Science and the College of Fine Arts. This provided opportunities for members of the autism and autistic community in Sydney and surrounds to 'meet the researchers' and learn about research being undertaken in these three organisations within the CRC and beyond. Not only did this promote recruitment to various studies, but also promoted a greater awareness of research being undertaken and an opportunity for Scholars to meet with and talk to members of the public, honing their skills in science communication in the community. Similar events are being held at La Trobe University and Curtin University. A short video was made at this event, which is available on the Autism CRC YouTube Channel.

In addition to PhD Scholars, a further 9 Honours and 3 Masters students have been involved with research within Autism CRC during 2015-16. To date one QUT Masters Research student, Danica Warner has completed her thesis during the past year. Honours and Masters Students are supervised by PhD Scholars and Post-Doctoral Fellows providing them with the opportunity to develop research supervision capacity and for students to investigate smaller research questions within the CRC research strategy, thereby contributing to capacity building and increased awareness of the scope of autism research in Australia.

Jane Hwang PhD Scholar (UNSW) was awarded the Economic and Social Research Council (ESRC) Travel Scholarship for greater international collaboration to compare mortality data at the International Association for the Scientific Study of Intellectual Disability (IASSID) Conference in August 2016.

Seventeen professionals, (eight psychologists and nine speech pathologists), have completed or are undertaking the Graduate Certificate in Autism Diagnosis (GCAD) program through the University of Western Australia. Nine of these students are based in the capital cities and eight are in rural or remote regions. The third unit in the GCAD provides training in the Autism Diagnostic Observation Schedule (ADOS-2), an internationally recognised assessment tool. As well as the thirteen GCAD students who have completed ADOS-2 training, nineteen other professionals (psychiatrists, paediatricians, speech pathologists and psychologists) have also undertaken the ADOS-2 training when it has been run in Perth for the GCAD course.



Autism CRC Lab to Life Scholar visits aim to give CRC Scholars an appreciation for the diverse range of research undertaken within Autism CRC and to experience different research settings from biological/neuroscience/genetics laboratories to school classrooms, family environments, workplaces and the community.



CRC PhD Students

University	Student Name	Project Code	Research Project	Start Date	Term
Program 1: The Early Years					
UNSW	Amanda Mazzoni	1.023RS	ASD subtype project.	01/05/2015	2 years
LTU	Stacey Rabba	1.022RS	Family Support Program.	14/02/2014	3 years
UNSW	Lidan Zheng	1.023RS	ASD subtype project.	2/03/2015	3 years
UWA	Maryam Boutrus	1.043RS	Therapy for infants showing early signs of autism.	29/02/2016	3 years
LTU	Lacey Chetcuti	1.043RS	Therapy for infants showing early signs of autism.	30/06/2016	3 years
Program 2: Education					
UQ	Ruby Clarke	2.008RC	Secret Agent Society.	27/01/2016	3 years
QUT	Christopher Edwards	2.027RS	Early Years Behaviour Support Project (EYBSP).	20/02/2016	3 years
QUT	Cara Wilson	2.027RS	Early Years Behaviour Support Project (EYBSP).	11/03/2016	3 years
QUT	Anne Ozdowska	2.010RC	Overcoming difficulties in written expression.	08/09/2014	3 years
GU	Elizabeth MacDonald	2.011RC	Helping students stay on-task and move between tasks.	21/07/2014	3 years
GU	Jacky den Houting	2.007RC	Trajectory Study.	16/02/2015	3 years
QUT	Kristen Ody	2.007RC	Trajectory Study.	12/01/2015	Withdrawn May 2016
GU	Annalise Eyre Taylor	2.035RS	Models of Practice.	29/02/2016	3 years
UQ	Yolanda Kerlen-van der Kruk	2.028RS	Classroom acoustics.	6/07/2016	3 years
GU	Susanne Taylor (MA)	2.007	Trajectory Study .	1/02/2016	2 years
GU	Rebecca Poulsen (MA)	2.007	Trajectory Study.	1/07/2015	18 months
GU	Sarah Hazel (MA)	2.007	Trajectory Study.	8/06/2016	2 years
QUT	Danica Warner (MA)	2.009/2.029	School Connectedness & ENA	03/03/15	18 months
Program 3: Adulthood					
CU	Megan Hatfield	3.014RC	Finding a place in the workplace and in the community.	30/12/2013	3 years
UQ	Cindy Nicollet	3.015RC	Health and wellbeing for adults.	24/07/2014	3 years
LTU	Ru Ying Cai	3.016RC	Unique ASD profile school leavers.	01/07/2014	3 years
CU	Melissa Scott	3.014RC	Finding a place in the workplace and in the community.	16/05/2014	3 years
CU	Julia Tang	3.032RS	Enhancing the social relationships of young adults.	01/02/2015	3 years
CU	Craig Thompson	3.032RS	Enhancing the social relationships of young adults.	13/06/2013	3 years
UNSW	Jane Hwang	3.013RC	Community Access - conducting empirically based interventions in social relationships and community activities.	9/03/2015	3 years
CU	Melissa Black	3.032RS	Enhancing the social relationships of young adults.	01/02/2015	3 years
CU	Asmeneh (Rosa) Ferdosian	3.040RS	Community mobility in Autism Spectrum Disorder.	2/05/2016	3 years
CU	Mortaza Rezae	3.041RS	Enhancing capacity to use public transport.	1/06/2016	3 years

3.3 Engagement

SME Engagement

SME engagement is embedded within Autism CRC as many of our end-user participants are SMEs, some of whom are represented on the Board and others on the Research and Development Committee.

Autism CRC engages with SMEs throughout Australia and internationally with the largest footprints in New South Wales, Queensland, Victoria and Western Australia. The Autism CRC Board has taken the initiative to engage more fully with SMEs and other industry partners. To this end, both the Autistic Self Advocacy Network of Australian and New Zealand and the I CAN Network have joined the CRC formally in the last year as Other Participants providing a voice for adults on the spectrum, as has Amaze (Victoria), the Victorian autism peak body. Autistic author, advocate and researcher Dr Wenn Lawson also joined as an Other Participant in late 2015. We have also commenced engaging with potential participants in Tasmania.

The majority of the SMEs engaged with Autism CRC are service providers or businesses that supply equipment or technology to schools, parents or service providers. The SMEs within the CRC can be categorised as:

- Autism service providers and peak bodies such as AEIOU, Autism Queensland, Amaze, Autism South Australia, Aspergers Services Australia, Autism Awareness;
- Companies such as Renae Beaumont Enterprises, Social Skills Training Pty Ltd, Hear and Say, and Assistiveware.
- Autism Specific Early Learning and Care Centres (ASELCCs) in Queensland, NSW, Victoria, Tasmania, South Australia and Western Australia
- Professional groups (Rural Health Alliance, Australian College of Rural and Remote Medicine)
- Private autism clinics, which are small enterprises (Minds and Hearts, Queensland; The Asperger's Syndrome Clinic, Queensland)

As a guiding principle, Autism CRC and CRC researchers continue to prioritise the engagement of end-user SMEs. By engaging end-users from the outset, the CRC is better able to ensure its research is grounded in their needs and to ensure multiple pathways for dissemination and utilisation of research findings through engagement throughout the CRC's lifespan.

It is incumbent on Autism CRC researchers who are project leaders to ensure that end-users and SMEs are engaged with their research projects prior to projects being submitted for funding. Staff from SMEs are often project leaders and recipients of direct funding from the CRC, which is a clear indication that the Autism CRC is assisting SMEs to build their innovation capacity.

The strategic ASD Subtyping Project, continues to engage all the Autism Specific Early Learning and Care Centres (ASELCCs). The CRC has funded a part time 0.2 research assistant position in each centre to support data collection, as well as train these individuals in a diagnostic assessment tool called the 3Di instrument, which is being used by the ASELCCs beyond the CRC project itself. This exemplifies SME capacity building and also training in an evidence-based gold standard diagnostic assessment for regular use within these centres, enhancing their diagnostic assessment practices and research capacity.

The Transition Models of Practice Study (Project 2.037) engages with both Aspect and Autism Queensland and a component of this project sees the upskilling of teams at both organisations in coaching practice, which will be used in schools and by phone/email engagement.

Autism CRC will continue to engage with other end-user SMEs to extend our reach and remain relevant to the needs of the autism community, including peak bodies and service providers which are not currently participants.

Other Industry Engagement

Autism CRC continues to seek and build partnerships with industry in support of its vision. There are many ways in which Autism CRC is engaging with business.

Strategic partnerships are providing in-kind support to deliver project outcomes. For example, Other Participant, iiNET (now TPG), is currently providing considerable in-kind through the provision of mobile technologies to schools identified in regional areas of NSW and Queensland. Spectronics Pty Ltd and TextHelp™ Ltd (UK company), who are not participants in the CRC, continue to provide significant in-kind support to enable the development of a structured writing website being developed within Program 2.

There are a number of large entities and enterprises which, as participants, are engaged in current project activities, such as Autism Spectrum Australia (Aspect), Autism Association of Western Australia, F.Hoffman-La Roche Ltd, and TPG. Autism CRC is also engaged with State, Catholic and Independent Schools in a number of States.

We are engaged with Wesley Medical Research in Brisbane and their Tissue Bank, enabling the long-term storage of Australian Autism Biobank specimens and data for future access. PathWest in Western Australia also provides free phlebotomy services for Perth based biobank participants and researchers.



As with SME engagement, Autism CRC seeks the involvement of industry in the design of projects and the evaluation, often through trials, of project outcomes. As an example, schools and schools systems are parties to a number of projects in Program 2. This aids the development of practical and translatable research outcomes, and utilisation of outputs.

Autism CRC and Aspect, an Essential Participant in the CRC, have expanded their collaboration in relation to Program 2 (Education), with new projects to be undertaken in relation to the Commonwealth **Positive Partnerships** program. Aspect is responsible for the delivery of the Commonwealth program on behalf of the Department of Education and Training. Through this expanded collaboration, with additional funding and in-kind resources, the Positive Partnerships team will work closely with the Autism CRC to:

- extend the reach of Autism CRC educational research and pilot projects beyond that of the current program, with a focus on more disadvantaged communities including Aboriginal and Torres Strait Islander, regional and remote, and Culturally and Linguistically Diverse communities; and
- facilitate national dissemination and implementation of best practice in supporting students on the autism spectrum.

The Positive Partnerships program will draw on the findings of Autism CRC education projects to ensure that resources for school staff, parents and carers accessing the Positive Partnerships program continue to reflect best practice approaches to supporting children on the autism spectrum.

As a registered charity, Autism CRC is also building philanthropic relationships with business. In the reporting period, Battery World chose Autism CRC as a recipient of a very generous donation allowing part scholarships to be offered to support clinicians or recent graduates to undertake the Graduate Certificate in Autism Diagnosis.

Through the Salesforce Foundation, Salesforce.org, Autism CRC is a recipient of donated licences associated with its Customer Relationship Management (CRM) and management information systems. Salesforce is the world's leading CRM product provider. This CRM is the backbone of the Autism CRC's current digital transformation, managing key business operations and the development of the Connect Hub, as well as communication with key stakeholders. Salesforce staff are volunteering their time to help with key development of the system.

A number of pro-bono partners are currently working with Autism CRC to deliver the first Apps for Autism Hackathon in Melbourne on 14-16 November, 2016. Salesforce.org, ANZ, York Butter Factory, nVision Talent, The Post Project, and Specialisterne Centre Australia are donating staff time and infrastructure. This expert assistance will ensure the **Apps for Autism** Hackathon will create technology solutions for translating research outputs so that these may make a difference in the lives of people with autism.

Engagement with the Autistic and Autism Communities

Individuals on the autism spectrum and their families are the ultimate end-users of our research and hence their voices, perspectives and involvement are critical to each stage of our work.

Autism CRC researchers are committed to engaging with people on the spectrum and their families throughout the research process from the development of research ideas and priorities, through stages of planning, implementation, reflection, dissemination, and provision of feedback.

There are many ways in which Autism CRC is currently engaging with the autism community.

Each of our project advisory groups must include a person on the spectrum. In addition, all project applications must be reviewed by scientific reviewers as well as an individual on the spectrum to ensure that what is being researched and how it is being researched is relevant to and appropriate for people on the spectrum.

Autism CRC is committed to building research capacity within the autism community and to enhancing the skills of researchers to partner with people on the spectrum and their families to co-produce research.

The **Autism CRC Research Academy** aims to enhance the ability of researchers and adults on the autism spectrum to work together as peers who contribute to what questions are asked and how research is carried out, ensuring that questionnaires and interview questions are autism friendly and helping to interpret research findings.

During the year, we developed the Second Version of our **Inclusive Research Practice Guides and Checklists for Autism Research** with the assistance of Research Academy members and alumni. These continue to enhance the capacity of researchers both within the CRC, and others around the world, to engage with individuals on the spectrum throughout the research process.

Listening and valuing the perspective of the lived experience of autism throughout the research process will lead to higher quality research practices and outcomes that will truly benefit people on the spectrum. Post the conduct of the Research Academy 2015, we have autistic adults engaged in research teams as peer researchers, and we will continue to evaluate this process to ensure we undertake meaningful co-production of research. We will also deliver a second Research Academy in 2017 using a revised format based on feedback from the inaugural workshop.

Benefits for Autism CRC through peer research include improved research processes and more targeted measures and interventions; better community engagement and knowledge translation; improved trust of, and communication with, researchers; and better directed research funding.

In order to enhance engagement amongst the community, we upload on the website a full report, executive summary and visual snapshot of findings. We also aim to develop a Plain English Writers Group over the next twelve months to ensure that we can provide an accessible version of research findings.

These activities recognise that people on the autism spectrum and their families have significant expertise to share with CRC researchers. In particular, they have a unique and valuable perspective gained through their lived experience. Through partnerships with researchers we can share our respective expertise to conduct research that will transform lives.

Autism CRC continues to engage with adults on the autism spectrum, as individuals and through participants such as the Autistic Self Advocacy Network of Australia and New Zealand and The ICAN Network, to find new and better ways for the voice of the lived experience to inform our work.

Engagement with Government

Meaningful engagement with government at the State and Federal level is critical in order to ensure outcomes produced through the CRC can be translated into policy. Autism CRC research outcomes cover a range of portfolios including employment and training, health, education, disability and social services. Our strategy must therefore incorporate a whole-of-government focus.

Within the reporting period, Autism CRC successfully completed grants for two projects through the Department of Social Services. One project examined diagnostic practices for autism across Australia and is helping to inform the National Disability Insurance Agency (NDIA) and the Department of Social Services (DSS) regarding disparate diagnostic practices across States and Territories which impact on early intervention.

Professor Valsamma Eapen and her team, including all the ASELCCs across Australia, have completed a project to investigate the most effective interventions that enable children to make a positive transition from specialised early intervention settings into mainstream classrooms. Evidence-based guidelines have been developed to support children to make a positive transition to school in order to enhance academic and social success.

Autism CRC staff and researchers have also been invited to attend a range of forums and meetings in view of their expertise in autism as it impacts on policy.

- Following initial meetings with the Director of the Taskforce for the Disability Employment Framework, Mr Paul Millar, and Professor Rodger attended Brisbane workshops to provide feedback on the draft framework.
- Mr Andrew Davis, Professors Rodger and Carrington were invited to appear before the Senate Enquiry into the Education of Children with Disabilities in Brisbane and provided evidence and information based on CRC research into the needs of students on the spectrum in mainstream schools.
- In November 2015, Autism CRC was asked to provide a Ministerial Briefing to The Hon Sussan Ley regarding autism prevalence in Australia and internationally.
- Queensland Department of Education and Training invited Professors Rodger and Carrington, along with CRC Researchers Professors Heussler and Roberts, to partner with them by participating in an advisory group regarding best practice in supporting students on the spectrum in classrooms across Queensland.

In June 2016, Autism CRC entered into a collaborative agreement with the **National Disability Insurance Agency** (NDIA), the two organisations having a common interest in the conduct of research into autism with the intention of improving the understanding of needs of persons living with autism and the delivery of effective, evidence-based services to the autism community. Under the agreement, the parties will agree research projects to be undertaken as needs are defined and agreed.

The first such project, now underway, flows from the results of the Autism CRC study of the consistency and reliability of diagnostic practices across Australia, and will see Autism CRC develop a national set of diagnostic guidelines for autism. This project is an Australian first and is consistent with the Autism CRC goal of delivering a standardised diagnostic protocol for Australia. Consultation with key stakeholders, including service consumers, Royal Australian College of Paediatricians, Psychiatrists, diagnosticians from multiple professions, Australian College of Rural and Remote Medicine, and health and disability services, will be critical in developing these guidelines. This project provides the CRC with an opportunity to make a significant impact upon national policy.



Awards and Honours

Date	Personnel	Award	From Whom	For
Jul 2015	Prof Andrew Whitehouse	Paul Harris Fellow	Rotary International	Better understanding and friendly relations among people's of the world.
Sep 2015	Dr Josephine Barbaro	Autism CRC Award for Best Translation of Autism Research	Autism CRC	Social Attention and Communication Surveillance (SACS)
Sep 2015	Connect Hub Project Team (accepted by Joel Wilson)	Autism CRC Award for Best Inclusive Research Practice	Autism CRC	Development of an Autism-Friendly Website: Processes and Useability
Sep 2015	Prof Sylvia Rodger	Asia Pacific Autism Award	AABASD	Facilitating research co-production and inclusive research practices.
Oct 2015	Prof Cheryl Dissanayake	Serendib Award for Inspirational Sri Lankans in Australia	Serendib Awards	Significant contribution to the society
Dec 2015	Dr Josephine Barbaro	Inaugural University Staff Award	LaTrobe University	Supporting research excellence
Dec 2015	Prof Cheryl Dissanayake	Inaugural VC Award for "be the difference"	LaTrobe University	High performing staff who produce outstanding results
Jan 2015	Judy Brewer	Officer of the Order of Australia	Commonwealth Government	For distinguished service to people with a disability, particularly those on the autism spectrum, to refugees living in rural areas, to women, and to education.
Mar 2015	Amanda Mazzoni	CRC Association Early Career Researcher of the year	CRC Association	Does therapy change brain development in young children?
Apr 2016	Dr Josephine Barbaro	Golden Key International Honour Society, La Trobe University Chapter - Honorary Member	Golden Key International Honour Society	
Apr 2016	Cindy Nicollet (PhD Candidate)	Endowment Challenge Fund Student Award	Endeavour Foundation	\$4,240 for the development of an anxiety program for adults on the spectrum
Apr 2016	Prof Torbjorn Falkmer	International Interagency Coordinating Committee for Autism Research	Top Ten Most Influential Papers	Jacob A, Scott M, Falkmer M, Falkmer T. (2015) The costs and benefits of employing an adult with autism spectrum disorder: a systematic review. PLoS One. 2015 Oct 7;10(10):e0139896. [PMID: 26445345]
Jun 2016	Dr Gail Abares	Top 5 Under 40: Early Career Researcher	University of NSW and ABC Radio National	Leading early-career researchers who have a flair and passion for communicating their work
Participants				
Dec 2015	Olga Tennison Autism Research Centre in collaboration with AutismCRC, Specialisterne Centre Australia and Hewlett Packard.	Force for Change Grant	Salesforce.org	\$215,000 to develop TalentMark, a virtual employment marketplace for job candidates on the spectrum, employers and service providers.
Jun 2016	Autism Academy for Software Quality Assurance (CU)	WAITTA award for most social benefit impact	WA Information Technology and Telecommunications Alliance	Incite Award for Innovation in WA
Jun 2016	Olga Tennison Autism Research Centre in partnership with Salesforce	La Trobe University, Victoria State iAward	Australian Information Industry Association	ASDetect



Autism CRC Research Academy

Our Research Academy alumni to autism researchers:

“Be brave, presume competence and take the steps to include autistics in the research process”

Autism CRC aims to build capacity for peer research within the autism and research communities. To meet this aim, the national Researching Autism Together workshop was held in October 2015 to teach autistic adults and autism researchers skills for peer research.

Fourteen autistic adults attended for five days and fourteen autism researchers attended for one day (post-completion of readings and assessment).

Working together as peers ensures that what is being researched and how it is being researched is relevant

to, and appropriate for, those on the spectrum and their communities.

One participant, Rickkie Johnson, was grateful for the opportunity to be part of the Autism CRC Research Academy.

“A week of talking research facts, information, methods, design etc. but most of all discovering that in reality there are researchers that want to see us actually autistic people as more than just subjects or participants. More than just something interesting to study,” said Rickkie.

“It was an opportunity in fact to move to research that asks how we can ensure the best outcomes for quality of life for autistic people. What interventions actually make a difference for their life, rather than the lives of those around them, and what are the things we do to support autistics to have the same options and possible outcomes that neurotypicals expect for themselves?”





3.4 Financial Performance

Financial Overview

Autism CRC Ltd is a company limited by guarantee.

On the 10 July 2014 Autism CRC Ltd formed Social Skills Training Pty Ltd (SST), a wholly-owned subsidiary to further develop and commercialise a social and behavioural skills training program. SST results are incorporated into the Consolidated Group from the 2015 Financial Statements onwards. For further information on the consolidation treatment please refer to the Financial Statements included at Appendix 2.

The Consolidated Group reported net surplus for the period ending 30 June 2016 was \$138,419 (2015: \$75,030) of which \$72,234 (2015: \$60,720) related to Autism CRC Ltd activities.

The Consolidated Group total expenditure for the period was \$18,895,366 (2015: \$13,111,776), of which \$18,232,278 (2015: \$12,660,768) related to Autism CRC Ltd activities. Total research expenditure was \$16,509,079 (2015: \$11,140,803), made up of \$3,756,900 cash (2015: \$2,022,657) and \$12,752,179 in-kind (2015: \$9,118,146). The complete set of financial statements are located at Appendix 2.

Participant Cash Contributions

For the period ending 30 June 2016, Autism CRC received \$5.4 million in cash from the Commonwealth and \$750,000 from Participants. All cash contributions from Essential Participants were received prior to 30 June 2016.

In-kind Contributions

As of 30 June 2016 Autism CRC has committed over \$18.1 million across 50 projects. These projects are expected to generate in-kind (staff and non-staff) contributions in excess of \$51 million, approximately three-quarters of the total Commonwealth Agreement in-kind contribution target.

Staff in-kind contribution to date from Essential Participants total 54.6 FTE, with non-staff in-kind contributions totalling \$9.98 million.

3.5 Communications

The Australian autism community is a large and diverse one. Autism CRC has developed a communications program to ensure effective communications both within the CRC and with external stakeholders.

Its objectives are:

- to help foster a culture across Autism CRC consistent with its vision, mission, and values;
- to support internal stakeholders in recognising their roles as ambassadors and their importance in the long term success of the organisation;
- to engage with the autism community and industry more broadly to inform our research program objectives and conduct; and
- to support the dissemination and utilisation of our research outcomes.

A number of mechanisms are employed to meet these objectives:

- establishing and expanding the Connect Hub as the 'knowledge hub' of Autism CRC to disseminate research outcomes for the autistic community and those who support them;
- delivering an expert digital presence through the website, social media and newsletters ensuring multiple gateways to research activities and outcomes;
- establishing a portal for communications and information for all researchers, scholars, Board members and staff;
- gaining coverage in metropolitan and national print, radio and TV; and
- participation in relevant industry and policy conferences and forums.

The range of organisations and individuals collaborating within Autism CRC, including autistic people and others in the autism community, research organisations, service providers, and government, is a world first. Autism CRC requires a multi-faceted approach to internal communication ensuring all stakeholders are informed of developments. This includes providing clear channels for researchers to communicate findings and collaborate across programs and projects.

While Autism CRC has brought together the best minds and organisations in the field of autism across the lifespan, the CRC continues to work to establish and build a corporate identity as one team working towards a common goal.

Public awareness of Autism CRC continues to grow through traditional media, social media and a strong presence at national and international conferences. It is imperative to ensure research findings are communicated not only to the autism community, but used to inform government policy development, and industry intervention and service development.



Public awareness of Autism CRC continues to grow through traditional media, social media and a strong presence at national and international conferences. Media coverage in national and metropolitan print, radio and TV reached an audience of over 4.5 million during the reporting period.

Activities in the reporting period

autismcrc.com.au averaged over 4,000 visitors a month. This is an increase of 34% on the last reporting period with the website attracting almost 50,000 sessions throughout the year.

A strong social media presence continues to grow building an engaged community of diverse stakeholders. Followers on both Facebook and Twitter doubled during the reporting period.

The Connect Hub website is due for release very soon. The Connect Hub will become the gateway to all CRC outputs, information, resources, training modules and tools. The website is being developed on the Salesforce Knowledge platform which provides robust search functionality and will ensure users have easy access to relevant resources and information.

The Autism CRC newsletter, providing updates across the research programs and news and events, is currently sent to 1,300 stakeholders, representing a 40% increase over 12 months.

A Research Update is published every quarter providing progress of research projects and information about the latest resources available for stakeholders including existing members, donors and potential partners.

Media coverage was secured across national and metropolitan print, radio and TV reaching an audience of over 4.5 million. A range of health, education and other industry publications have also reported on CRC research outcomes.

Four major media campaigns were held during the year raising the profile of the CRC. The first two campaigns coincided with The Asia Pacific Autism Conference (APAC15) and Autism Awareness Month and showcased a range of CRC outputs while the final two were project specific. The launch of the Australian Autism Biobank by the Hon Sussan Ley MP and the release of the Australian Diagnostic Practices Report generated broad media coverage.

Regular public webinars were held throughout the year highlighting progress across our three research programs and include webinars on the autistic voice in research. 196 people attended the Spotlight on Autism webinar series during Autism Awareness Week in April with a further 590 people viewing the webinar recordings on YouTube.

64 presentations were delivered by Autism CRC researchers on behalf of Autism CRC throughout the year and a range marketing collateral was produced to promote the CRC at various events and conferences. APAC15 hosted three dedicated panels focusing on the progress of our research programs in diagnosis, education and adulthood and a further 14 Autism CRC presentations were delivered throughout the conference.

The Salesforce platform is currently being implemented to streamline channels of communication for CRC staff, researchers and scholars and enhance their capacity to collaborate on research projects.

Team building events were held across the year to provide updates on the progress of the CRC and to collaborate with researchers from across different programs.

- The Scholars' Day and Participant Day was held in September 2015.
- A Project Leader Development Day was held in May 2016 with 27 Project Leaders in attendance.
- A research update for Sydney-based researchers was held in conjunction the Sydney Board Meeting.

Regular internal updates were sent to all participants, project leaders, researchers and staff. PhD Scholars have monthly 'virtual' meetings and masterclasses.

Regular support was given to researchers and scholars in the promotion and recruitment of projects ensuring brand consistency.



Professor Sylvia Rodger presented at the International Meeting for Autism Research (IMFAR) in Shanghai on our work in peer research. Representing the Autism CRC Inclusive Research Project Team, Professor Rodger called for a move beyond tokenism to peer research or research co-production.

3.6 Intellectual Property

Autism CRC recognises the value of intellectual property (IP) and its importance in enabling the utilisation and commercialisation of research outcomes, and strives to develop a culture where this is recognised and respected.

A number of mechanisms are employed for the identification, protection and management of IP.

- The Research and Translation Executive, chaired by the Chair of the Research & Development Committee, has oversight of the IP development, protection and commercialisation activities of the CRC.
- Identification and recording of Background IP (BIP) on the Autism CRC IP register, updated regularly as to the status of IP assets.
- Identification and recording of new CRC Centre IP (CIP) created through CRC programs on the Autism CRC IP register, updated regularly as to the status of IP assets.
- Publication approval processes for written and oral publications and posters and PhD theses overseen by the Director of Research and Education (on behalf of Autism CRC the legal owner of Centre IP).
- Publications Register in which all manuscripts submitted for publication and eventually published are registered along with pdf copies of the publication.
- Project Agreements and Project Plans include items on Background IP required for the conduct of the project and Centre IP likely to be developed/created by the project.
- IP identification, status and translation considerations specifically required in Project Progress and Final Reports.
- Upskilling CRC staff and researchers/PhD Scholars through relevant education and training on intellectual property matters relevant to the Autism CRC.

These practices ensure that the Autism CRC complies with the National Principles of Intellectual Property Management for Publically Funded Research.

The following key items of intellectual property currently held by Autism CRC (or its subsidiary, Social Skills Training Pty Ltd) can be found in the table on page 54.

Description	Nature of Intellectual Property	Background Intellectual Property	Centre Intellectual Property
Project Intellectual Property			
AXAS™ Autism related risk prediction software Project 1.003RC	Copyright Trademark	University of Queensland	X
Australian Autism Biobank Database Questionnaires Data Dictionary Project 1.002RC	Copyright Confidential information		X
Three Units in Graduate Certificate: Intro to ASD, Diagnosis of ASD, Practicum Project 1.004RC	Copyright		X
The original and revised Social Attention and Communication Surveillance system, developed by La Trobe University (SACS-R); and the training materials for SACS-R. Project 1.005RC	Copyright	La Trobe University	X
BrainsForm Stem cell transduction from blood Project 1.020RI	Confidential Information		X
Pathways beyond Diagnosis family support package (online and paper form) website, facilitator manual Project 1.022RS	Copyright		X
Trajectory Study Survey Parent, teacher, principal questionnaires Project 2.007RS	Copyright		X
ASD Educational Needs Analysis Study Surveys for teachers, parents, students Survey Data Project 2.009RC	Copyright		X
Written expression Videos, website, source code, manuals and teachers' materials web and pdf Project 2.010RS	Copyright		X
Classroom Structure and Technology Teacher training packages and resources for structured teaching. The On-task Toolkit Project 2.011RS	Copyright		X
Lego Robotics Club Evaluation Robotics resource kits, manual for teachers, website content and source code, YouTube clips Project 2.026RI	Copyright		X
Early Years Behaviour Support Project Protocols and tools Project 2.027RS.	Copyright		X
School Connectedness Resourceful Adolescents Program – Autism Parents and teachers prototype program resources Project 2.029RS	Copyright	Queensland University of Technology	X
Shared book reading Intervention for parents and a parent book reading observation checklist. Project 2.034	Copyright Confidential information		X
How was your day? Parent surveys, teacher surveys and child surveys pertaining to home school communications. Project 2.036RI	Copyright		X
Adult Longitudinal Survey Questionnaire and data Project 3.013RC	Copyright Confidential information		X
Successful Transition to Employment Protocol - Autism Spectrum Conditions (STEP-A™) Name, design, materials, source code, format of tool (paper and online) Project 3.014RC and 3.031RI	Copyright Trademark		X
The Integrated Employment Success Tool (IEST™) Name, content, format, design, tool. Project 3.014RC	Copyright Trademark		X
Health Hub Name, website, content, materials, design. Project 3.015RC	Copyright		X



Description	Nature of Intellectual Property	Background Intellectual Property	Centre Intellectual Property
Autism CHAP Project 3.015RC	Copyright	CHAP tool owned by University of Queensland	X
Longitudinal Study of School Leavers Questionnaires for adults and parents and data Project 3.016	Copyright Confidential information		X
Peer Mentoring Modules Manuals, facilitator and mentee materials. Project 3.032RS	Copyright		X
Brain Computer Interface Game Content, source code, design. Project 3.032RS	Copyright		X
Supporting staff and students on the spectrum in STEM programs Website for staff Decision tree protocol Visual walk through lecture/tutorial Project 3.039 STEM	Copyright		X
Inclusive Research Practice Guides and Checklists, Versions 1 and 2	Copyright		X
Research Academy Workshop Curriculum Modules	Copyright		X
Visual Research Dictionary	Copyright		X
Non Project Intellectual Property held by Autism CRC			
CRC logo and livery	Trademark		X
autismcrc.com.au	Domain Name		X
apps4autism.com	Domain Name		X

Intellectual Property (Copyright) related to the Secret Agent Society (SAS) Computer Game owned by Social Skills Training Pty Ltd, a wholly-owned subsidiary of Autism CRC Ltd established for the purpose of commercialising the SAS Program.

Item	Ownership
The software (the computer program, including the source code, and protected as a literary work) in the computer game, including the CD, downloadable and online versions of the game.	Social Skills Training Pty Ltd
The graphics, fonts, images of characters and concept artwork (protected as artistic works) included in the computer game.	Social Skills Training Pty Ltd and Renae Beaumont Enterprises as tenants in common.
The animated visual elements of the computer game which are seen as a moving picture (protected as a film).	Social Skills Training Pty Ltd and Renae Beaumont Enterprises Pty Ltd as tenants in common.
The composition of the sound effects and in-game audio of the computer game (protected as musical works).	Social Skills Training Pty Ltd.
The sound samples of the computer game (protected as sound recordings).	Social Skills Training Pty Ltd.

Trademarks wholly-owned by Social Skills Training Pty Ltd

The following mark is registered in Australia, Canada, Madrid Protocol (™), European Community (designated on Madrid Protocol), Japan (designated on Madrid Protocol) and United States of America (designated on Madrid Protocol).



**SOLVING the MYSTERY
of SOCIAL ENCOUNTERS®**

The following are unregistered marks of Social Skills Training Pty Ltd.





Drawing on the strong evidence base of the Secret Agent Society (SAS) small group program, Autism CRC researchers have developed a whole classroom program to benefit even more children. Dr Renae Beaumont trained representatives from all school systems who began trialling the program in Grade 5 classrooms in Queensland during the reporting period. Other states from across Australia will join the trial in 2017.

3.7 Utilisation and Commercialisation

Autism CRC remains on target to meet its utilisation and commercialisation outputs, and during the reporting period, a number of Autism CRC outputs have generated significant utilisation and impact.

- Autism CRC investment in translating the Social and Communication Surveillance – Revised (SACS-R) led by Dr Josephine Barbaro from La Trobe University (1.005RC) has seen over 500 primary health care professionals trained to identify early behavioural signs of autism. Almost 20,000 infants have been monitored.
- The Diagnostic Practices and Reliability Study (1.021RS) uncovered discrepancies in autism diagnosis practices across Australia and confirmed the need to implement national standards. Commissioned by the Commonwealth Department of Social Services, researchers undertook a national survey of health professionals participating in diagnostic assessments. The results of this survey led to the CRC-led development of national autism diagnostic guidelines being undertaken with the National Disability Insurance Agency.
- 2.009RC comprised a national first Australia-wide educational needs survey led by Dr Beth Saggars from QUT in which almost 1,500 people participated. The results of this survey have informed decisions about key end-user needs within Program 2 and influenced further research directions, providing particular input into the Early Years Behaviour Support Project (2.029RS).
- Through the expanded collaboration with Aspect as the manager of the Positive Partnerships program, many of the project outputs from the Education Program are to be further developed, disseminated and utilised in Aboriginal and Torres Strait Islander, regional and remote, and Culturally and Linguistically Diverse communities.

In the 2016 Investment Round, Autism CRC introduced Utilisation Projects. These projects enable investment by Autism CRC in the translation of evidence-based research outputs into products and practice.

These projects include:

- (2.045RU) Education Knowledge and Translation - A Dynamic eLearning web portal for educators to access the tools and resources developed through Program 2 led by Assoc Prof Michael Whelan from QUT.
- (3.049RU) Utilising Autism CRC Health Hub tools and resources in Program 3 led by Prof Nick Lennox from UQ. This project will promote the dissemination and utilisation of Health Hub resources for adults and health care professionals.
- (3.048RU) STEP-A From Research to Practice in Program 3 led by Assoc Prof Marina Cicarelli (CU) which will develop audio-visual resources to promote the STEP-A protocol to potential end-users and develop and deliver hands-on training workshops using multi-media materials.

The Apps for Autism Hackathon, to be held in Melbourne 14-16 November, will bring together CRC researchers to develop evidence-based research into an app prototype. The Hackathon provides a unique opportunity for CRC project teams to fast track the translation process with the support of experts in a range of fields which will both meet a need within the autism community and address Autism CRC's program objectives and milestones.



In April 2016, Roche elevated its participation in the Cooperative Research Centre to that of an Essential Participant, from that of Other Participant, and became a Member of Autism CRC Ltd. Roche increased its undertakings to collaborate with the other participants in the CRC and its vision of positively transforming the lives of those of those living with autism, particularly in relation to Program 1 (Diagnosis). In being admitted to the position of Essential Participant, Roche entered into a range of options with Autism CRC in relation to the development and commercialisation of outputs from the diagnosis program.

Secret Agent Society

Social Skills Training Pty Ltd (SST) is a wholly-owned subsidiary of Autism CRC, which is further developing and commercialising a social and behavioural skills training program, Secret Agent Society (SAS). SST holds the exclusive commercialisation rights to the SAS program and future program developments. It is responsible for the production and distribution of SAS materials, in addition to providing and facilitating practitioner training courses within Australia, initially with the CRC's end-user participants, and internationally.

The SAS program was originally developed by Dr Renae Beaumont of Renae Beaumont Enterprises Pty Ltd, an Other Participant, for use by 8-12 year olds with high functioning autism and their families and teachers.

During the reporting period, SST managed the design and production of resources for the SAS Whole of Classroom (SAS-WC) program now being trialled in schools under CRC Project 2.008. SST holds the exclusive rights that will see it commercialise the SAS-WC Program.

SST also commenced the development of Version 2 of the current SAS small group program during the year. The new version sees many of the resources updated based on client feedback, multiple research evaluations of the SAS program and the latest research on social-emotional skills. It will also modernise the current program with, for example, the SAS computer game that lies at the core of the program being made available online. Version 2 will be launched in the October quarter, 2016.

During the reporting period, SST had turnover of \$850,000 including \$135,440 in export sales. This is a 36% increase in total revenue on the previous period.

Facilitator Training Courses and Computer Game Workshops were held across Australia and four courses were run internationally in Wales, Los Angeles and New York. A total of 432 professionals attended training events during the reporting period.

- 373 people attended Facilitator Training.
- 59 people attended the Computer Game Workshops.
- 1,535 Family Kits were sold in the reporting period which means more than 1,500 families have benefitted from the Secret Agent Society Program during the past twelve months.

During the reporting period, SST executed licence agreements with two of its Essential Participants, Aspect and Autism Queensland, enabling them to deliver SAS program training services and resources to professionals wishing to become program providers. The initial licence periods align with the current Version 1 offering, and the licences will be reviewed with the introduction of Version 2 of the current program.

Twenty-nine Autism Queensland team members were trained in the SAS Two-day Facilitator Training under the trial licensee agreement. Ten internal Aspect team members were trained in the SAS One-day Computer Game Workshop under the trial licensee agreement.

The Social Skills Training Pty Ltd Board has been appointed by Autism CRC Ltd as the sole shareholder. Its members are:

- Professor Robert van Barneveld (Chair)
- Ms Judy Brewer;
- Mr Paul Vincent; and
- Mr Andrew Davis.

The SST Board met seven times during the reporting period.

Appendix 1: List of Autism CRC Participants

Participant name	Type	Organisation type	ABN
AEIOU Foundation	Essential	Industry / Private Sector / End-user	19 135 897 255
Autism Queensland Ltd	Essential	Industry / Private Sector / End-user	79 253 351 418
Autism Spectrum Australia (Aspect)	Essential	Industry / Private Sector / End-user	12 000 637 267
Curtin University	Essential	University	99 143 842 569
Griffith University	Essential	University	78 106 094 461
F. Hoffmann-La Roche Ltd	Essential	Industry / Private Sector / End-user/ International	
La Trobe University	Essential	University	64 804 735 113
Mater Medical Research Institute Ltd	Essential	Industry / Private Sector / End-user	28 109 834 719
Queensland Department of Education and Training	Essential	State Government / End-user	76 337 613 647
Queensland University of Technology	Essential	University	83 791 724 622
University of New South Wales	Essential	University	57 195 873 179
University of Queensland	Essential	University	63 942 912 684
University of Western Australia	Essential	University	37 882 817 280
Affymetrix Inc	Other	Industry / Private Sector / End-user / International	
Amaze	Other	Industry/Private Sector/ End-user	15 600 724 949
Asperger Services Australia	Other	Industry / Private Sector / End-user	14 389 908 238
AssistiveWare	Other	Industry / Private Sector/ International	
Australian Advisory Board for Autism Spectrum Disorders	Other	Other / End-user	53 085 018 408
Australian College of Rural and Remote Medicine	Other	Other / End-user	12 078 081 848
Australian Council for Educational Research	Other	Industry / End-user	19 004 398 145
Autism Association of South Australia Inc	Other	Industry / Private Sector/ End-user	41 905 977 886
Autism Association of Western Australia Inc	Other	Industry / Private Sector/ End-user	54 354 917 843
Autism Awareness	Other	Industry / Private Sector/ End-user	42 130 217 962
Autism Specific Early Learning and Care Centre - Anglicare SA	Other	Industry / End-user	69 187 578 153
Autism Specific Early Learning and Care Centre - KU Children's Services	Other	Industry / End-user	89 000 006 137
Autism Specific Early Learning and Care Centre - La Trobe University Community Children's Centre	Other	Industry / End-user	64 804 735 113
Autism Specific Early Learning and Care Centre - Nathan QLD (AEIOU)	Other	Industry / End-user	19 135 897 255
Autism Specific Early Learning and Care Centre - North West Tasmania (Burnie City Council)	Other	Industry / End-user	29 846 979 690
Autism Specific Early Learning and Care Centre - WA (AAWA)	Other	Industry / End-user	54 354 917 843



Participant name	Type	Organisation type	ABN
Autistic Self Advocacy Network of Australia and New Zealand (ASAN AUNZ)	Other	End-user	12 266 839 266
Brisbane Catholic Education	Other	Private sector / End-user	49 991 006 857
Catholic Education Commission of Victoria	Other	Private Sector / End-user	92 119 459 853
Catholic Education Office of WA	Other	Private Sector / End-user	97 244 688 522
Children's Health Services	Other	State Government / End-user	66 329 169 412
Disability Services Commission, WA	Other	State Government / End-user	36 922 715 369
Hear and Learn	Other	Industry / Private Sector	26 125 822 479
I CAN Network	Other	End-user	63 608 173 100
iiNet Ltd (Acquired by TPG Internet Pty Ltd in August 2015)	Other	Industry / Private Sector	48 068 628 937
Joseph Piven	Other	Individual / International	
Minds and Hearts	Other	Industry / Private Sector/ End-user	51 128 736 103
National Rural Health Alliance	Other	Other / End-user	68 480 848 412
Pathwest Laboratory Medicine WA	Other	State Government	13 993 250 709
Renaissance Enterprises Pty Ltd	Other	Industry	50 129 179 675
South Australian Group Enterprises (SAGE)	Other	Private Sector/ End-user	40 005 498 775
The Aspergers Syndrome Clinic	Other	Industry / Private Sector / End-user	39 090 503 601
The Association of Independent Schools of QLD	Other	Industry / Private Sector/ End-user	88 662 995 577
The Royal Children's Hospital	Other	State Government / End-user	35 655 720 546
The Sydney Children's Hospital Network	Other	State Government / End-user	53 188 579 090
University of Sydney	Other	University	15 211 513 464
Wenn Lawson	Other	Individual	
Western Australian Autism Diagnosticians Forum Inc	Other	Other / End-user	51 286 721 089

Appendix 2: Annual financial report for financial period ended 30 June 2016

Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

Autism CRC Ltd

ABN 55 162 632 180

**Annual Financial Report
For financial period ended 30 June 2016**



Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

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Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

Company Directory

Directors

Judy Brewer, Chair
Robert van Barneveld, Deputy Chair
Carole Green
Shirley Lanning
Paul Vincent
Garry Allison
Adrian Ford
Ian Harris
Scott Reading
Malcolm Mayfield (from 30th October 2015)
Paul Field (until 29th October 2015)

Company Secretary

Andrew Borneman

Registered Office

Autism CRC Ltd
Level 3 Foxtail Building, Long Pocket
The University of Queensland, Brisbane Queensland Australia 4072

Auditors

BDO Audit Pty Ltd
Level 10, 12 Creek Street
Brisbane, Queensland

Solicitors

FAL Lawyers
Level 16, 356 Collins Street
Melbourne Victoria



Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

Directors' Report

The Directors of Autism CRC Ltd ("the Company" or "CRC") present their report with the financial statements of the Company for the twelve months ended (or "financial period ended") 30 June 2016.

Autism CRC Ltd is established and operates under its Constitution and is subject to the Commonwealth Agreement and Essential Participants Agreement.

Autism CRC Ltd is a company limited by guarantee, incorporated and domiciled in Australia.

Autism CRC Ltd formed Social Skills Training Pty Ltd (SST) on 10 July 2014. SST is a wholly-owned subsidiary which will further develop and commercialise a social and behavioural skills training program. SST results are incorporated into the Consolidated Group for the financial statements. For further information on consolidation refer to the *Principles of consolidation* in Note 2 summary of accounting policies.

Directors

The Company's Board of Directors includes an independent Chairperson, five Independent Directors, and five Nominee Directors. The Directors for the period 1 July 2015 through to the end of the reporting period are:

Judy Brewer <i>Independent Chair</i> <i>Chair Remuneration, Nominations & Selection Committee</i>	B.Bus (Public Admin), Grad Dip Taxation, GAICD
Robert van Barneveld <i>Independent Deputy Chair</i> <i>Chair Research & Development Committee</i> <i>Chair Social Skills Training Pty Ltd Board</i>	B.Agr.Sc (Hon), PhD., RAnNutr. FAICD
Paul Field <i>Independent Director Up to 29th October 2015</i>	BA (Hons)., MA. FAICD
Carole Green <i>Independent Director</i>	MBA, Master of Information Technology, Grad Diploma Computer Education, Grad Diploma Corporate Governance, B. Applied Science (Computing), Certificate of Teaching, GAICD
Shirley Lanning <i>Independent Director</i>	PhD (Microbiology), BSc (Hons 1) (Biological Sciences), FAICD
Paul Vincent <i>Independent Director</i>	Bachelor of Business (Accountancy), FCA, GAICD

Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

<i>Chair Audit, Risk & Finance Committee</i>	
Garry Allison <i>Nominee Director</i>	B.Ed(Hons), B.App. Science (Physio)(Hons), M.Ed., PhD
Adrian Ford <i>Nominee Director</i>	Bachelor of Social Studies, FAICD
Ian Harris <i>Nominee Director</i>	Master Education, Grad Dip Administration, Bachelor of Science (Agriculture), GAICD
Scott Reading <i>Nominee Director</i>	Master of Commerce, Master of Business (Logistics Management), MAICD
Malcolm Mayfield <i>Independent Director</i> <i>From 30th October 2015</i>	Bachelor of Engineering (Civil), MAICD

Directors have been in office since the beginning of the financial period to the date of this report unless otherwise stated.

Company Secretary

The Company Secretary as at 30 June 2016 was Mr Andrew Borneman, who also acts as Chief Financial Officer (CFO) of the Company.

Board Committees

The Board has established a number of Committees to assist in the execution of its duties and to allow detailed consideration of various issues. Current Committees of the Board are: Audit, Risk and Finance Committee; Remuneration, Nominations and Selection Committee and Research and Development Committee. Each of the Committees has its own formal charter setting out the authority delegated to it by the Board. All matters determined by these Committees are submitted to the full Board for approval.

Audit, Risk and Finance Committee

The Audit, Risk and Finance Committee assists the Board in its oversight of the integrity of financial reporting, internal control structures, audit functions and also compliance and risk management systems relating to the finance and audit functions. This Committee ensures appropriate policies and procedures are in place to underpin best practice governance and to identify and manage corporate risk for the Company.

During the reporting period, the Audit, Risk and Finance Committee met six times and consisted of Mr Paul Vincent (Chair), Mr Ian Harris (until 30th October 2015), Ms Carole Green, Mr Scott Reading and Mr Malcolm Mayfield (from 30th October 2015) with the CEO and CFO in attendance.



Autism CRC Ltd
ABN 55 162 632 180

Annual Financial Report
For the financial period ended 30 June 2016

The Remuneration, Nominations and Selection Committee

The Remuneration, Nominations and Selection Committee assists the Board in fulfilling its corporate governance responsibilities in regard to:

- providing recommendations for Director nominees to the Members;
- ensuring a rotation is established whereby at least one third of Directors retire and are eligible for re-election annually;
- establishing a process for the review of Board performance and the development of the Board;
- undertaking succession planning for the Board;
- reviewing the performance and remuneration of the CEO and make recommendations in this regard to the Chair of the Board; and
- reviewing the performance and remuneration framework for the Executive Team with the CEO.

During the reporting period, the Remuneration, Nominations and Selection Committee met twice and consisted of Ms Judy Brewer (Chair), Dr Shirley Lanning (until 30th October 2015), Ms Carole Green (until 30th October 2015), Professor Robert van Barneveld (until 30th October 2015), Mr Adrian Ford (from 30th October 2015), Professor Garry Allison (from 30th October 2015) and Mr Ian Harris (from 30th October 2015) with the CEO and CFO in attendance. Ms Carole Green stepped down from the Committee following the February 2015 meeting.

Research and Development Committee

The Research and Development Committee is comprised of Essential Participant nominees and members appointed by the Board. The Committee provides a forum for consultation among the Essential Participants, a point of interaction between the Essential Participants and the Board, and guidance and recommendations to the Board in relation to research and development undertaken within the CRC.

During the reporting period, the Research and Development Committee met twice and consisted of Professor Robert van Barneveld (Chair), Professor Garry Allison, Mr Adrian Ford (until 30th October 2015), Dr Shirley Lanning (from 30th October 2015) and Essential Participant nominee representatives.

Mr Andrew Davis (CEO), Professor Sylvia Rodger (Director of Research and Education), Andrew Borneman (CFO), Professor Andrew Whitehouse (Program 1 Director), Professor Suzanne Carrington (Program 2 Director), Professor Torbjorn Falkmer (Program 3 Director), and Mrs Robyn Synnott (Committee Secretary) also attended on invitation.

The Research and Translation Executive management committee is responsible for oversight of intellectual property and commercialisation matters. The Executive provides advice and reports on such matters, together with management of the research programs, to the Research and Development Committee and to the Board.

Autism CRC Ltd
ABN 55 162 632 180

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Social Skills Training Pty Ltd Board

The Company acquired the Secret Agent Society (SAS) Program Business from Triple P International. Autism CRC Ltd made a \$200,000 equity investment and formed Social Skills Training Pty Ltd (SST) on 10 July 2014. SST is a wholly-owned subsidiary of Autism CRC, which will further develop and commercialise a social and behavioural skills training program, Secret Agent Society (SAS). SST holds the exclusive commercialisation rights to the SAS program and future program developments. It is responsible for the production and distribution of SAS materials, in addition to providing and facilitating practitioner training courses within Australia, initially with the CRC's end-user participants, and internationally.

The Social Skills Training Pty Ltd Board has been appointed by Autism CRC Ltd as the sole shareholder. Its members are Professor Robert van Barneveld (Chair), Ms Judy Brewer, Mr Paul Vincent and Mr Andrew Davis. Mr Andrew Borneman serves as Company Secretary.

Directors' and Committee Meetings

The number of Directors' meetings and various Committee Meetings held during the financial period and the numbers of meetings attended by each Director are:

	Directors' Meetings		Audit, Risk and Finance Committee		Remuneration and Selection Committee		Research and Development Committee	
	A	B	A	B	A	B	A	B
Judy Brewer	6	6	n/a	n/a	2	2	n/a	n/a
Robert van Barneveld	5	6	n/a	n/a	1	1	2	2
Paul Field	3	4	n/a	n/a	n/a	n/a	n/a	n/a
Carole Green	6	6	6	6	1	1	n/a	n/a
Shirley Lanning	5	6	n/a	n/a	1	1	1	1
Paul Vincent	4	6	6	6	n/a	n/a	n/a	n/a
Garry Allison	3	6	n/a	n/a	1	1	1	2
Adrian Ford	6	6	n/a	n/a	1	1	-	1
Ian Harris	6	6	3	3	1	1	n/a	n/a
Scott Reading	6	6	2	6	n/a	n/a	n/a	n/a
Malcolm Mayfield	2	2	3	3	n/a	n/a	n/a	n/a

A = Attended
B = Number of eligible to attend

Short and Long Term Objectives

The Company undertakes to build a self-sustaining, collaborative venture that facilitates world-class research focused on diagnosis and best-practice lifetime interventions, underpinned by a commitment to inclusive research practices and ultimately enhancing the lives of those living with autism.



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The Company aims to:

- invest in research projects that can be translated to make a practical difference in the lives of people living with autism;
- build capacity in autism research with a robust educational program for early career scholars;
- build the capacity of researchers and those living with autism to engage authentically in peer research and its translation;
- provide exceptional governance in managing investment responsibly;
- secure additional funding from diverse sources to develop our organisational and research capacity;
- promote awareness of our activities and research outcomes among the general community and other key stakeholders;
- develop a program of engagement with people who have the lived experience of autism both to inform our work and to facilitate the translation of research outcomes; and
- build a committed team of Autism CRC researchers, scholars, Directors and staff who are ambassadors for the brand.

Principal Activities

The Company's principal activity during the reporting period is facilitating research, supporting diagnosis, education and adult life in the field of autism. Further details of activities can be found in the published Annual Report.

Results of Operations

The operating surplus of the Consolidated Group for the financial period ended 30 June 2016 was \$138,419 (2015: \$75,030).

Review of Operations

To 30 June 2016, the Consolidated Group had operating income of \$19,032,445 (2015: \$13,141,889). The Company uses a range of mechanisms to measure its performance.

Dividends

The Company is limited by guarantee and has no share capital. The members of Autism CRC Ltd are precluded by the Company's Constitution from declaring a dividend. No dividends were paid or declared by Autism CRC Ltd for the year ended 30 June 2016.

State of Affairs and Events Subsequent to Balance Date

In the opinion of the Directors, there were no other significant changes apart from those stated above that occurred during the reporting period. There has not arisen in the interval between the end of the financial period and the date of this report any matter or circumstances which has or may significantly affect the operations of the Company, the results of those operations or the state of affairs of the Company in subsequent periods.

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Indemnification of Officers and Auditors

The Company entered into agreements to indemnify all Directors and Officers of the Company against all liabilities to persons (other than the Company or a related body corporate), which arise out of the performance of their normal duties as director or executive officer unless the liability relates to conduct involving a lack of good faith. The Company has agreed to indemnify the Directors and Executive Officers against all costs and expenses incurred in defending the action that falls within the scope of the indemnity and any resulting payments.

The Company provided for directors' and officers' liability insurance. The Company provides indemnification against all costs and expenses involved in defending legal actions and any resulting payments arising from a liability to persons (other than the Company or a related body corporate) incurred in their position as director or executive officer unless the conduct involves a wilful breach of duty or an improper use of inside information or position to gain advantage. No indemnity was provided for the auditors.

Environmental Regulations

The Company's operations are not regulated by any significant environmental regulation under a law of the Commonwealth or of a State or Territory.

Likely Developments and Expected Results

As the Company continues its activities, the financial result for next year will be consistent with 2016. Expenditure will increase as project payments are made towards projects authorised by the Autism CRC Ltd Board.

Proceedings on behalf of the Company

No proceedings have been entered into on behalf of the Company.

Members' Guarantee

The Company is limited by guarantee. If the company is wound up, the Constitution states that each member is required to contribute a maximum of \$100 towards meeting any outstanding obligations of the Company. The total amount members are liable to contribute is \$1,200.

In accordance with the company constitution and Essential Participant Agreement, F.Hoffman-La Roche Ltd was admitted as a member of the company on the 29th April 2016, corresponding with it's elevation from Other Participant to Essential Participant.

Auditor's Independence Declaration

The auditor's independence declaration is attached to this Directors' report.
This report has been made in accordance with a resolution of the directors of the Company.



Judy Brewer
Chair
Dated on the 7th October 2016 in Wodonga.



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Tel: +61 7 3237 5999
Fax: +61 7 3221 9227
www.bdo.com.au

Level 10, 12 Creek St
Brisbane QLD 4000
GPO Box 457 Brisbane QLD 4001
Australia

DECLARATION OF INDEPENDENCE BY CHRIS SKELTON TO DIRECTORS OF AUTISM CRC LTD

As lead auditor of Autism CRC Ltd for the year ended 30 June 2016, I declare that, to the best of my knowledge and belief, there have been:

1. No contraventions of the auditor independence requirements of the *Professional Accounting Bodies* in relation to the audit; and
2. No contraventions of any applicable code of professional conduct in relation to the audit.

This declaration is in respect of Autism CRC Ltd and the entities it controlled during the year.

C J Skelton
Director

BDO Audit Pty Ltd

Brisbane, 7 October 2016

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Statements of Comprehensive Income For the financial period ended 30 June 2016

		Consolidated Group		Parent Company	
		30 June 2016	30 June 2015	30 June 2016	30 June 2015
	Note	\$	\$	\$	\$
Revenue from continuing operations					
Revenues	3	19,032,445	13,141,889	18,242,329	12,670,768
Other income					
Interest received	4	48,308	51,050	62,183	50,720
Expenses					
Research costs	5	(16,509,079)	(11,140,803)	(16,509,079)	(11,140,803)
Employee benefits expense	6	(1,268,139)	(1,035,944)	(1,093,225)	(857,202)
Board fees and related expense		(247,278)	(244,161)	(247,277)	(244,160)
Depreciation and amortisation expense		(34,575)	(18,425)	(27,556)	(14,925)
Other Expenses	7	(836,295)	(672,442)	(355,141)	(403,678)
Total expenses		(18,895,366)	(13,111,776)	(18,232,278)	(12,660,768)
Surplus/(Deficit) before tax		185,387	81,163	72,234	60,720
Income tax expenses	8	(46,968)	(6,133)	-	-
Profit after tax		138,419	75,030	72,234	60,720
Other comprehensive income					
Total comprehensive income for the period		138,419	75,030	72,234	60,720
Profit/(loss) for the year attributable to: Owners of Social Skills Training Pty Ltd		66,185	14,310		



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Statements of Financial Position

For the financial period ended 30 June 2016

	Note	Consolidated Group		Parent Company	
		30 June 2016	30 June 2015	30 June 2016	30 June 2015
		\$	\$	\$	\$
Current assets					
Cash and cash equivalents	9a	4,417,990	3,236,261	4,265,680	3,104,425
Trade receivables	10	74,561	332,871	42,000	300,000
Prepayments	11	42,307	73,954	40,798	72,401
Inventory		100,588	125,994	-	-
Total current assets		4,635,446	3,769,080	4,348,478	3,476,826
Non-current assets					
Property, plant and equipment	12	29,218	47,405	25,617	42,001
Trade and other receivables - non-current	10	-	-	76,381	76,381
Investment in wholly owned subsidiary		-	-	200,000	200,000
Intangible Assets	13	216,359	205,847	-	-
Total non-current assets		245,577	253,252	301,998	318,382
Total assets		4,881,023	4,022,332	4,650,476	3,795,209
Current liabilities					
Trade and other payables	14	296,021	378,073	202,202	174,334
Provisions	15	107,936	47,648	51,703	38,888
Deferred revenues	16	4,223,441	3,388,738	4,223,441	3,388,424
Total current liabilities		4,627,398	3,814,459	4,477,346	3,601,646
Non-current liabilities					
Deferred revenues	16	-	92,667	-	92,667
Total non-current liabilities		-	92,667	-	92,667
Total liabilities		4,627,398	3,907,126	4,477,346	3,694,313
Net assets		253,625	115,206	173,130	100,896
Equity					
Retained earnings	17	253,625	115,206	173,130	100,896
Total equity		253,625	115,206	173,130	100,896

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Statements of Cash Flows

For the financial period ended 30 June 2016

	Note	Consolidated Group		Parent Company	
		30 June 2016 \$	30 June 2015 \$	30 June 2016 \$	30 June 2015 \$
Cash flows from operating activities					
Receipt from Commonwealth Government		5,407,000	4,163,000	5,407,000	4,163,000
Receipts from Participants		750,000	711,750	750,000	711,750
Receipts from other sources		1,839,971	1,081,691	977,304	519,401
Payments to suppliers and employees		(6,757,055)	(4,799,044)	(6,004,061)	(4,410,005)
Interest received		42,308	51,050	42,183	50,720
Net cash provided by operating activities	9b	<u>1,282,223</u>	<u>1,208,447</u>	<u>1,172,426</u>	<u>1,034,866</u>
Cash flows from investing activities					
Payments for property, plant and equipment		(14,926)	(11,001)	(11,172)	(3,558)
Payments for acquisition of Intellectual Property		(85,570)	(226,995)	-	(200,000)
Formation Costs		-	(7,308)	-	-
Net cash used by investing activities		<u>(100,496)</u>	<u>(245,304)</u>	<u>(11,172)</u>	<u>(203,558)</u>
Cash flows from financing activities					
Cash proceeds from members' contributions					-
Net cash provided for financing activities		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net (decrease)/increase in cash and cash equivalents		1,181,729	963,143	1,161,254	831,308
Cash and cash equivalents at the incorporation date		3,236,261	2,273,118	3,104,426	2,273,118
Cash and cash equivalents at 30 June 2016	9a	<u>4,417,990</u>	<u>3,236,261</u>	<u>4,265,680</u>	<u>3,104,426</u>



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Statement of Changes in Equity

For the financial period ended 30 June 2016

	Consolidated Group Total \$	Parent Total \$
Balance at Incorporation Date	-	-
Surplus after income tax expense for the year	40,176	40,176
Other comprehensive income for the year, net of tax	-	-
Total comprehensive income for the year	40,176	40,176
Balance at 30 June 2014	40,176	40,176
Balance at 1 July 2014	40,176	40,176
Surplus after income tax expense for the year	75,030	60,720
Other comprehensive income for the year, net of tax	-	-
Total comprehensive income for the year	75,030	60,720
Balance at 30 June 2015	115,206	100,896
Balance at 1 July 2015	115,206	100,896
Surplus after income tax expense for the year	138,419	72,234
Other comprehensive income for the year, net of tax	-	-
Total comprehensive income for the year	138,419	72,234
Balance at 30 June 2016	253,625	173,130

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Notes to the financial statements

For the financial period ended 30 June 2016

Note 1. Introduction

Autism CRC Ltd is a company limited by guarantee incorporated and domiciled in Australia.

Authorisation of financial report

The financial report was approved by resolution of the Board of Directors on 30 September 2016.

Note 2. Summary of accounting policies

In the Directors' opinion, the Company is not a reporting entity as users of the financial report are unlikely to exist who are unable to command the preparation of reports tailored to satisfy their information needs. Therefore, this financial report is a 'special purpose financial report' and has been prepared to meet requirements of the Australian Charities and Not-for-profits Commission Act 2012.

Statement of compliance

The financial statements have been prepared in accordance with the recognition and measurement requirements specified by the Australian Accounting Standards and Interpretations issued by the Australian Accounting Standards Board and the disclosure requirements of AASB 101 "Presentation of Financial Statements", AASB 107 "Cash Flow Statements", AASB 108 "Accounting Policies, Changes in Accounting Estimates and Errors", AASB 1031 "Materiality" and AASB 1048 "Interpretation and Application of Standards". These financial statements do not conform to International Financial Reporting Standards as issued by the International Accounting Standards Board.

Basis of Preparation

The financial report has been prepared on an accrual basis, and is based on the historical cost method unless otherwise stated. Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported. The financial report is presented in Australian dollars and rounded to the nearest dollar.

Financial Period

The current financial period is the 12 months from 1 July 2015 to 30 June 2016. The comparative figures are for the 12 month period from 1 July 2014 to 30 June 2015.

Principles of consolidation

The consolidated financial statements incorporate the assets and liabilities of all subsidiaries of Autism CRC Ltd ('company' or 'parent entity') as at 30 June 2016 and the results of its subsidiary for the year then ended. Autism CRC Limited and its subsidiary together are referred to in these financial statements as the 'consolidated entity'.

Subsidiaries are all those entities over which the consolidated entity has control. The consolidated entity controls an entity when the consolidated entity is exposed to, or has rights to, variable returns from its involvement with the entity and has the ability to affect those returns through its power to direct the activities of the entity. Subsidiaries are fully consolidated from the date on which control is transferred to the consolidated entity. They are de-consolidated from the date that control ceases.



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Annual Financial Report
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Notes to the financial statements

For the financial period ended 30 June 2016

Note 2. Summary of accounting policies (continued)

Intercompany transactions, balances and unrealised gains on transactions between entities in the consolidated entity are eliminated. Unrealised losses are also eliminated unless the transaction provides evidence of the impairment of the asset transferred. Accounting policies of subsidiaries have been changed where necessary to ensure consistency with the policies adopted by the consolidated entity.

The acquisition of subsidiaries is accounted for using the acquisition method of accounting. A change in ownership interest, without the loss of control, is accounted for as an equity transaction, where the difference between the consideration transferred and the book value of the share of the non-controlling interest acquired is recognised directly in equity attributable to the parent.

Non-controlling interest in the results and equity of subsidiaries are shown separately in the statement of comprehensive income, statement of financial position and statement of changes in equity of the consolidated entity. Losses incurred by the consolidated entity are attributed to the non-controlling interest in full, even if that results in a deficit balance.

Where the consolidated entity loses control over a subsidiary, it derecognises the assets including goodwill, liabilities and non-controlling interest in the subsidiary together with any cumulative translation differences recognised in equity. The consolidated entity recognises the fair value of the consideration received and the fair value of any investment retained together with any gain or loss in profit or loss.

Interests in subsidiaries are accounted for at cost, less any impairment, in the parent entity. Dividends received from subsidiaries are recognised as other income by the parent entity and its receipt may be an indicator of an impairment of the investment.

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

(a) Foreign currency translation

The financial statements are presented in Australian dollars, which is Autism CRC Ltd's functional and presentation currency.

Foreign currency transactions

Foreign currency transactions are translated into Australian dollars using the exchange rates prevailing at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at financial year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in profit or loss.

(b) Current and non-current classification

Assets and liabilities are presented in the statement of financial position based on current and non-current classification.

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Notes to the financial statements For the financial period ended 30 June 2016

Note 2. Summary of accounting policies (continued)

(b) Current and non-current classification (continued)

An asset is classified as current when: it is either expected to be realised or intended to be sold or consumed in normal operating cycle; it is held primarily for the purpose of trading; it is expected to be realised within 12 months after the reporting period; or the asset is cash or cash equivalent unless restricted from being exchanged or used to settle a liability for at least 12 months after the reporting period. All other assets are classified as non-current.

A liability is classified as current when: it is either expected to be settled in normal operating cycle; it is held primarily for the purpose of trading; it is due to be settled within 12 months after the reporting period; or there is no unconditional right to defer the settlement of the liability for at least 12 months after the reporting period. All other liabilities are classified as non-current.

Deferred tax assets and liabilities are always classified as non-current.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and at bank with original maturity of three months or less.

(d) Employee Benefits

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave when it is probable that settlement will be required and they are capable of being measured reliably.

Provisions made in respect of employee benefits expected to be settled within 12 months, are measured at their nominal values using the remuneration rate expected to apply at the time of settlement.

Provisions made in respect of employee benefits which are not expected to be settled within 12 months are measured at the present value of the estimated future cash outflows to be made by the Company in respect of services provided by employees up to reporting date.

(e) Receivables

Receivables are carried at nominal amounts due less any provision for doubtful debts and are non-interest bearing. A provision for doubtful debts is recognised when collection of the full amount is no longer probable.

(f) Property, plant and equipment

Plant and equipment is stated at historical cost less accumulated depreciation and impairment. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Depreciation is calculated on either a straight-line or diminishing value basis to write off the net cost of each item of property, plant and equipment (excluding land) over their expected useful lives as follows:

Plant and equipment	3-8 years
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For the financial period ended 30 June 2016

Notes to the financial statements For the financial period ended 30 June 2016

Note 2. Summary of accounting policies (continued)

The residual values, useful lives and depreciation methods are reviewed, and adjusted if appropriate, at each reporting date.

An item of property, plant and equipment is derecognised upon disposal or when there is no future economic benefit to the Company. Gains and losses between the carrying amount and the disposal proceeds are taken to profit or loss.

(g) Goods and services tax

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST) except:

- (i) where the amount of GST incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- (ii) for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables.

Cash flows are included in the cash flow statement inclusive of GST.

(h) Income Tax

The Company has been endorsed by the Australian Tax Office as income tax exempt under Subsection 50-5 of the Income Tax Assessment Act 1997 as a not-for-profit entity.

A 100% owned subsidiary of Autism CRC Ltd, Social Skills Training Pty Ltd, has been established and is regarded as a taxable, for-profit entity.

Income tax

The income tax expense or benefit for the period is the tax payable on that period's taxable income based on the applicable income tax rate for each jurisdiction, adjusted by the changes in deferred tax assets and liabilities attributable to temporary differences, unused tax losses and the adjustment recognised for prior periods, where applicable.

Deferred tax assets and liabilities are recognised for temporary differences at the tax rates expected to be applied when the assets are recovered or liabilities are settled, based on those tax rates that are enacted or substantively enacted, except for:

- When the deferred income tax asset or liability arises from the initial recognition of goodwill or an asset or liability in a transaction that is not a business combination and that, at the time of the transaction, affects neither the accounting nor taxable profits; or
- When the taxable temporary difference is associated with interests in subsidiaries, associates or joint ventures, and the timing of the reversal can be controlled and it is probable that the temporary difference will not reverse in the foreseeable future.

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Notes to the financial statements For the financial period ended 30 June 2016

Note 2. Summary of accounting policies (continued)

Deferred tax assets are recognised for deductible temporary differences and unused tax losses only if it is probable that future taxable amounts will be available to utilise those temporary differences and losses.

The carrying amount of recognised and unrecognised deferred tax assets are reviewed at each reporting date. Deferred tax assets recognised are reduced to the extent that it is no longer probable that future taxable profits will be available for the carrying amount to be recovered.

The carrying amount of recognised and unrecognised deferred tax assets are reviewed at each reporting date. Deferred tax assets recognised are reduced to the extent that it is no longer probable that future taxable profits will be available for the carrying amount to be recovered.

(h) Income Tax (continued)

Previously unrecognised deferred tax assets are recognised to the extent that it is probable that there are future taxable profits available to recover the asset.

Deferred tax assets and liabilities are offset only where there is a legally enforceable right to offset current tax assets against current tax liabilities and deferred tax assets against deferred tax liabilities; and they relate to the same taxable authority on either the same taxable entity or different taxable entities which intend to settle simultaneously.

(i) Payables

These amounts represent liabilities for goods and services provided to the Company prior to the end of the financial year and which are unpaid. Due to their short-term nature they are measured at amortised cost and are not discounted. The amounts are unsecured and are usually paid within 30 days of recognition.

(j) Research and Development

Expenditure on research and development activities, undertaken with prospect of gaining new scientific or technical knowledge and understanding, is recognised in the year when incurred.

(k) Revenue recognition

Interest revenue

Interest revenue is recognised on a time proportionate basis that takes into account the effective yield on the financial asset.

Cash Contributions

Cash contributions from members and participants are recognised when the Company is in control of or has the right to receive the contributions.



Notes to the financial statements

For the financial period ended 30 June 2016

Note 2. Summary of accounting policies (continued)

(k) Revenue recognition (continued)

Government grants

Government grants received on the condition requiring specified services delivered or conditions fulfilled are considered reciprocal. Such grants are initially recognised as deferred income and then subsequently recognised in the periods necessary to match them with related costs and the fulfilment of services delivered or conditions fulfilled.

Government grants of a non-reciprocal nature are recognised when the Company obtains control of the funds.

Donations

Donations are recognised at the time the pledge is made.

Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

(l) In-kind contributions

In-kind contributions as reported from Participants are brought to account as revenue and expenditure. In-kind contributions are measured at fair value based on reported in-kind consistent with the valuation principles agreed to in the terms of Autism CRC Participants' Agreements.

The types of in-kind expenditure recorded by the Company mainly include staffing costs and direct research expenditure. This expenditure was incurred by Participants in conducting research and other CRC activities on behalf of the Company.

(m) Critical Accounting Estimates & Judgements

In the application of the Company's accounting policies, management is required to make judgements, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of the judgements. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

The judgements, estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities (refer to the respective notes) within the next financial year are discussed below.

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Estimation of useful lives of assets

The Company determines the estimated useful lives and related depreciation and amortisation charges for its property, plant and equipment and finite life intangible assets. The useful lives could change significantly as a result of technical innovations or some other event. The depreciation and amortisation charge will increase where the useful lives are less than previously estimated lives, or technically obsolete or non-strategic assets that have been abandoned or sold will be written off or written down. Acquired intangible assets have not been amortised in the 2016 financial year.

Impairment of non-financial assets other than goodwill and other indefinite life intangible assets

The Company assesses impairment of non-financial assets, other than goodwill and other indefinite life intangible assets, at each reporting date by evaluating conditions specific to the Company and to the particular asset that may lead to impairment. If an impairment trigger exists, the recoverable amount of the asset is determined. This involves fair value less costs of disposal or value-in-use calculations, which incorporate a number of key estimates and assumptions.

(n) New standards and interpretations not yet adopted

Australian accounting standards and interpretations that have recently been issued or amended but are not yet mandatory have not been early adopted by the Company for the reporting period ended 30 June 2016. The Company has not yet assessed the impact of these new or amended accounting standards or interpretations.

	Consolidated Group		Parent Company	
	30 June 2016	30 June 2015	30 June 2016	30 June 2015
	\$	\$	\$	\$
Note 3. Revenue				
Commonwealth Government - CRC Program Grant	4,437,565	2,711,248	4,437,565	2,711,248
Participant Cash Contribution	750,000	770,000	750,000	770,000
Participant In-Kind Contribution	12,752,179	9,118,146	12,752,179	9,118,146
Non-CA Research Income	145,085	-	145,085	-
Other Income	947,616	542,495	157,500	71,374
	<u>19,032,445</u>	<u>13,141,889</u>	<u>18,242,329</u>	<u>12,670,768</u>
Note 4. Financing Income				
Interest Received	42,308	51,050	42,183	50,720
Dividend Income	-	-	14,000	-
Dividend Imputation Credit	6,000	-	6,000	-
	<u>48,308</u>	<u>51,050</u>	<u>62,183</u>	<u>50,720</u>
Note 5. Research Costs				
Research Expenditure - Cash	3,643,090	2,022,657	3,643,090	2,022,657
Research Expenditure - in-kind	12,752,179	9,118,146	12,752,179	9,118,146
Non-CRC Research Expenditure - Cash	113,810	-	113,810	-
	<u>16,509,079</u>	<u>11,140,803</u>	<u>16,509,079</u>	<u>11,140,803</u>



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	Consolidated Group		Parent Company	
	30 June 2016	30 June 2015	30 June 2016	30 June 2015
	\$	\$	\$	\$
Note 6. Employee Expenses				
WorkCover	10,326	5,978	6,143	5,713
Salary & Wages	1,125,871	900,160	975,944	739,243
Superannuation	112,316	89,054	98,323	74,121
Accrued Leave	19,626	40,752	12,815	38,125
	<u>1,268,139</u>	<u>1,035,944</u>	<u>1,093,225</u>	<u>857,202</u>
Note 7. Other Expenses				
Audit Fees	27,045	20,714	27,045	20,714
Cost of Goods Sold	383,840	102,747	-	-
External Support	62,575	105,788	62,075	98,038
General & Administrative	181,047	331,275	141,263	204,783
Gift Fund Expense	32,000	1,375	32,000	1,375
Insurance	16,248	13,819	14,748	13,338
IT Support	47,652	41,267	30,520	22,944
Legal	22,157	16,395	22,157	15,625
Travel	63,731	39,062	25,333	26,860
	<u>836,295</u>	<u>672,442</u>	<u>355,141</u>	<u>403,678</u>
Note 8. Income Tax Expense				
Surplus before income tax	185,387	81,163	72,234	60,720
Income tax using domestic tax rate of 30%	55,616	24,349	21,670	18,216
Add/(less) adjustments for				
Tax exempt income	(21,670)	(18,216)	(21,670)	(18,216)
Other non-deductible/(non-assessable) items	13,022		-	-
Income Tax Expense	<u>46,968</u>	<u>6,133</u>	<u>-</u>	<u>-</u>

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Consolidated Group		Parent Company	
30 June 2016	30 June 2015	30 June 2016	30 June 2015
\$	\$	\$	\$

Note 9. Notes to the cash flow statement

(a) Reconciliation of Cash

For the purposes of the cash flows statement, cash and cash equivalents includes cash on hand and in banks and deposits at call. Cash and cash equivalents at the end of the financial year as shown in the cash flow statement is reconciled to the related items in balance sheet as follows:

Cash on hand	24	41	24	41
Cash at bank	342,471	244,682	190,161	112,847
Short term bank deposits	4,075,495	2,991,538	4,075,495	2,991,538
Total cash and cash equivalents	4,417,990	3,236,261	4,265,680	3,104,425

(b) Reconciliation of profit for the period to net cash flows from operating activities

Profit for the period	138,419	75,030	72,234	60,720
Add:				
Depreciation	34,575	18,425	27,556	14,925
<i>(Increase)/decrease in assets</i>				
Trade and other receivables	258,310	(269,121)	258,000	(312,631)
Prepayments	31,647	(62,066)	31,603	(60,513)
<i>Increase/(decrease) in liabilities</i>				
Trade creditors and other liabilities	16,948	(245,358)	27,868	(350,097)
Unearned income	742,036	1,662,066	742,350	1,661,752
Provisions for employee benefit & income tax	60,288	29,471	12,815	20,711
Net cash provided by operating activities	1,282,223	1,208,447	1,172,426	1,034,866

Note 10. Trade and Other receivables

Current

Trade Receivables	70,967	22,000	22,000	22,000
Other Receivables	3,594	310,871	20,000	278,000
	74,561	332,871	42,000	300,000

Non-Current

Other Receivables: Non-Current	-	-	76,381	76,381
	-	-	76,381	76,381



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	Consolidated Group		Parent Company	
	30 June 2016	30 June 2015	30 June 2016	30 June 2015
	\$	\$	\$	\$
Note 11. Prepayments				
Prepayments	36,038	63,044	36,038	63,044
Prepaid Employment Expenses	6,269	10,910	4,760	9,357
	42,307	73,954	40,798	72,401
Note 12. Property, plant and equipment				
Plant & Equipment	91,208	76,282	80,010	68,839
Less: Accumulated Depreciation	(61,990)	(28,877)	(54,393)	(26,837)
	29,218	47,405	25,617	42,001
Note 13. Formation Costs & Intellectual Property				
Formation Costs	7,308	7,308	-	-
Less: Accumulated Amortisation	(2,923)	(1,462)	-	-
	4,385	5,847	-	-
Intellectual Property	211,974	200,000	-	-
Less: Accumulated Amortisation	-	-	-	-
	211,974	200,000	-	-
	216,359	205,847	-	-
Note 14. Trade and other payables				
Trade Payables	2,078	203,108	2,078	48,215
Other Payables	76,783	70,716	-	-
Accrued Expenses	64,595	72,531	61,015	69,637
GST payable	152,565	31,717	139,109	56,482
	296,021	378,073	202,202	174,334
Note 15. Provisions				
Provision for Income Tax	46,795	6,133	-	-
Employee Entitlements	61,141	41,515	51,703	38,888
	107,936	47,648	51,703	38,888
Note 16. Deferred Revenues				
Current				
Commonwealth Government CRC program grant	4,090,526	3,121,091	4,090,526	3,121,091
Other Government grants	132,915	235,333	132,915	235,333
Other Deferred Revenue	-	32,314	-	32,000
	4,223,441	3,388,738	4,223,441	3,388,424
Non-current				
Other Government grants - Non-Current	-	92,667	-	92,667

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	Consolidated Group		Parent Company	
	30 June 2016	30 June 2015	30 June 2016	30 June 2015
	\$	\$	\$	\$
Note 17. Retained Earnings				
Net income for the period end	138,419	75,030	72,234	60,720
Accumulated surplus	253,625	115,206	173,130	100,896
Note 18. Operating Leases				
Leases as lessee				
Non-cancellable operating lease rentals are payable as follows (including GST):				
Within one year	2,112	2,112	2,112	2,112
One year or later but no more than five years	1,936	4,048	1,936	4,048
Later than five years	-	-	-	-
	4,048	6,160	4,048	6,160
Note 18. Remuneration of Auditors				
During the financial year the following fees were paid or payable for services provided by BDO Audit Pty Ltd, the auditor of the company				
Audit Services – BDO Audit Pty Ltd	27,045	20,714	27,045	20,714



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Directors' Declaration

The directors have determined that the company is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies described in Note 2 to the financial statements.

The directors of the company declare that:

1. The financial statements, comprising the statement of comprehensive income, statement of financial position, statement of cash flows, statement of changes in equity, and accompanying notes, are in accordance with the Division 60 of the Australian Charities and Not-for-profits Commission Act 2012 and:
 - a. comply with Australian Accounting Standards to the extent described in Note 2, and Division 60 of the Australian Charities and Not-for-profits Regulation 2013; and
 - b. give a true and fair view of the company's financial position as at 30 June 2016 and of its performance for the period ended on that date.
2. In the directors' opinion, there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors and is signed for and on behalf of the directors by:

Judy Brewer
Chair

Dated on the 7th of October 2016 in Wodonga.



Tel: +61 7 3237 5999
Fax: +61 7 3221 9227
www.bdo.com.au

Level 10, 12 Creek St
Brisbane QLD 4000
GPO Box 457 Brisbane QLD 4001
Australia

INDEPENDENT AUDITOR'S REPORT

To the members of Autism CRC Ltd

Report on the Financial Report

We have audited the accompanying financial report, being a special purpose financial report of Autism CRC Ltd, which comprises the consolidated statement of financial position as at 30 June 2016, the consolidated statement of profit or loss and other comprehensive income, consolidated statement of changes in equity and consolidated statement of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the responsible entities' declaration.

Responsible Entities' Responsibility for the Financial Report

The responsible entities of the registered entity are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 2 to the financial report is appropriate to meet the requirements of the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act) and the needs of the members. The responsible entities' responsibility also includes such internal control as the responsible entities determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the responsible entities' preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the registered entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the responsible entities, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion the financial report of Autism CRC Ltd has been prepared in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

- (a) giving a true and fair view of the consolidated entity's financial position as at 30 June 2016 and of its performance for the year ended on that date; and
- (b) complying with Australian Accounting Standards to the extent described in Note 2 and the Division 60 the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis of accounting

Without modifying our opinion, we draw attention to Note 2 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the responsible entities' financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose.

BDO Audit Pty Ltd

BDO Kendalls


C J Skelton
Director

Brisbane, 7 October 2016

Appendix 3: Publications 2015-16

Program 1

Lin, P., Nicholls, L., Assareh, H., Fang, Z., Amos, T. G., Edwards, R. J., Assareh, A. A., Voineagu, I., (2016), Transcriptome Analysis Of Human Brain Tissue Identifies Reduced Expression Of Complement Complex C1Q Genes in Rett Syndrome, *BMC Genomics*, 17, DOI: 10.1186/s12864-016-2746-7

Program 2

Ashburner, J., Rodger, S., Bennett, L., & Ziviani, J. (2013). Understanding the sensory experiences of young people with Autism Spectrum Disorder: A preliminary investigation. *Australian Occupational Therapy Journal*, 60(3), 171-180.

Ashburner, J., Rodger, S., Ziviani, J., Hinder, E., Cartmill, L., White, J., & Vickerstaff, S. (2016). An innovative co-mentoring program to enhance workplace implementation following an occupational therapy course on autism spectrum disorders. *Journal of Continuing Education in the Health Professions*, 35 4: 270-277. DOI:10.1097/CEH.0000000000000000

Carrington, S., & Harper-Hill, K. (2015) Teaching children who have a diagnosis of Autism Spectrum Disorder. *Professional Voice - Teaching "Teaching"*, 10(3), pp. 48-53.

Chien, C., Rodger, S., Copley, J., Branjerdporn, G., & Taggart, G. (2016) Sensory processing and its relationship with children's daily life participation. *Physical and Occupational Therapy in Pediatrics*, 2016;36(1):73-87. DOI: 10.3109/01942638.2015.1040573

Grant, N., Rodger, S., & Hoffmann, T. (2015) Evaluation of autism-related health information on the web. *Journal of Applied Research in Intellectual Disabilities*, 28 4: 276-282. DOI:10.1111/jar.12127.

Grant, N., Rodger, S., & Hoffmann, T. (2016) Parents of children with Autism Spectrum Disorder: Intervention decision-making processes and information preference. *Child: Care, Health and Development*, 42 1: 125-134. DOI:10.1111/cch.12296

Keen, D., Webster, A., & Ridley, G. (2015) Systematic review of longitudinal outcomes and predictors in children and adolescents with autism spectrum disorder. *International Journal of Research and Practice*. May 2015 DOI: 10.1177/1362361315580962.

Shochet, I., Saggars, B., Carrington, S., Orr, J., Wurfl, A., Duncan, B., et al. (2016) The Cooperative Research Centre for Living with Autism conceptual model to promote mental health for adolescents with ASD. *Clinical Child and Family Psychology Review*, 19(2), pp. 94-116.

Rodger, S., & Polatajko, H. (2014). Occupational therapy intervention for children with autism. In Patel, V. B., Preedy, V. R., & Martin, C. R. (Eds). *The Comprehensive Guide to Autism*. Pages 2297-2314 Springer Pubs e-books. ISBN 978-1-4614-4789-4.

Program 3

Haas, K., Costley, D., Falkmer, M., Richdale, A., Sofronoff, K., & Falkmer, T. (2016) Factors influencing the research participation of adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 46 (5): 1793-1805. DOI:10.1007/s10803-016-2708-6.

Hamilton, J., Stevens, G., & Girdler, S. (2016) Becoming a Mentor: The Impact of training and the experience of mentoring university students on the autism spectrum. *PLoS ONE* 11(4): e0153204. DOI:10.1371/journal.pone.0153204.

Jacob, A., Scott, M., Falkmer, M., & Falkmer, T. (2015) The costs and benefits of employing an adult with autism spectrum disorder: A Systematic Review. *PLoS ONE*, 10(10): e0139896. DOI:10.1371/.

Scott, M., Falkmer, M., Girdler, S., & Falkmer, T. (2015) Viewpoints on factors for successful employment for adults with Autism Spectrum Disorder. *PLOS One*, DOI:10.1371/journal.pone.0139281.

Sim, A., Cordier, R., Vaz, S., Netto, J., & Falkmer T. (2015) Factors associated with positive and negative co-parenting relationships in families of a child with Autism Spectrum Disorder. *Developmental Neurorehabilitation*. DOI: 10.3109/17518423.2015.1069414.

Van Dooren, K., McPherson, L., and Lennox, N. (2016) Mapping the needs of adults with autism and comorbid intellectual disability. *Translational Psychiatry*, Volume 3, 1, pp 82-89. DOI:10.1038/tp.2014.38.

Book Chapters in press

Rodger, S., & Keen, D. (in press) Child and family centred service provision. In S. Rodger & A. Kennedy-Behr (Eds). *Occupation-centred practice with children: A practical guide for occupational therapists. Edition 2*. Oxford: Wiley Blackwell.

Rodger, S., & Polatajko, H. (in press). Cognitive orientation for daily occupational performance (CO-OP): A uniquely occupation-centred intervention. In S. Rodger & A. Kennedy-Behr (Eds). *Occupation-centred practice with children: A practical guide for occupational therapists. Edition 2*. Oxford: Wiley Blackwell.

Rodger, S., (in press, accepted August 2015). Autism Spectrum Disorders. In D. Dawson, S. McEwen., & H. Polatajko. (Eds). *Enabling participation across the lifespan: Advancements, adaptations and extensions of the CO-OP Approach*. Bethesda, Maryland: AOTA Press.



Reports 2015-16

Program 1

Dawson, P., Heussler, H., Wolvetange, E., Lee, S., & Thakar, N. (2016) Brain cells transformed from blood: a cell model for investigating autism. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9945809-0-0.

Taylor, L., Brown, P., Eapen, V., Midford, S., Paynter, J., Quarmby, L., Smith, T., Maybery, M., Williams, K., & Whitehouse, A. (2016). Autism Spectrum Disorder diagnosis in Australia: Are we meeting best practice standards? *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-4-8.

Program 2

Hinchliffe, K., Saggars, B., Chalmers, C., & Hobbs, J. (2016). Utilising robotics social clubs to support the needs of students on the autism spectrum within inclusive school settings: Report. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-5-5.

Ohan, J., Sng, A., Russell-Smith, S., Maybery, M., Pestell, C., Whitehouse, A., MacLeod, C., Mazzucchelli, T., & Egan, S. (2016). Autism, anxiety and school functioning. Improving school functioning by reducing anxiety for children on the spectrum. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-6-2.

Saggars, B., Klug, D., Harper-Hill, K., Ashburner, J., Costley, D., Clark, T., Bruck, S., Trembath, D., Webster, A., & Carrington, S. (2015). Australian autism educational needs analysis – What are the needs of schools, parents and students on the autism spectrum? Full report. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 987-0-9941641-2-4.

Westerveld, M., Trembath, D., Paynter, J., Roberts, J., Webster, A., Ridley, G., Costley, D., & Hodge, A. (2016) The emergent literacy skills of preschoolers on the autism spectrum. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-7-9.

Program 3

Ashburner, J., Bobir, N., & van Dooren, K. (2015). Studio G multimedia program for young adults on the autism spectrum: Examining the impact on social participation, wellbeing, and post-school transition. Full report. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-4-8.

Evans, K., Thompson, C., Macdonald, J., Black, M., Kidd, T., Horlin, C., Unwin, L., Falkmer, T., Maybery, M., Bolte, S., Tan, T., & Girdler, S. (2016) Executive summary: Program evaluation of peer mentoring and enhancing the social relationships of young adults on the autism spectrum. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9945809-4-8.

Not Program specific

Rodger, S., Brewer, J., Lawson, W., van Dooren, K., Gattfield, O. (2016) Autism CRC Research Academy. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-9-3.

Autism CRC Reports (embargoed)

Taylor, L., Brown, P., Eapen, V., Maybery, M., Midford, S., Paynter, J., Quarmby, L., Smith, T., Williams, K., & Whitehouse, A. (2016) Autism Spectrum Disorder Diagnosis in Australia: Can we reliably identify ASD in young children? *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9945809-1-7.

Falkmer, M., & Scott, M. (2015) Success factors enabling employment for adults on the autism spectrum: Case studies. *Cooperative Research Centre for Living with Autism*, Brisbane, Australia.

Evans, K., Thompson, C., Macdonald, J., Black, M., Kidd, T., Horlin, C., Unwin, L., Falkmer, T., Maybery, M., Bolte, S., Tan, T., & Girdler, S. (2016) *Program Evaluation of Peer Mentoring and Enhancing the Social Relationships of Young Adults on the Autism Spectrum* – full report. Cooperative Research Centre for Living with Autism. ISBN: 978-0-9945809-8-6.

Soon, S., & Tan, T. (2015) *Career Pathway Recommender System - STEP-A (Successful Transition to Employment Protocol - Autism Spectrum Disorder)*. Brisbane, Australia: Cooperative Research Centre for Living with Autism.

Appendix 4: Resources developed 2015-16

Hinchliffe, K., Chalmers, C., Hobbs, J. & Saggars, B. (2016) The Robotics Club Social Program: Teacher manual. *Cooperative Research Centre for Living with Autism*, Brisbane, Queensland. ISBN: 978-0-9941641-5-5.

Macdonald, J., Kidd, T., Girdler, S., Ting Siew, C., Hamilton, J., Unwin, L., Thompson, C., Evans, K., Black, M., & D'Arbrera, J. (2016) Specialist Peer Mentoring Module: Mentee Information Booklet. *Cooperative Research Centre for Living with Autism*, Brisbane Queensland. ISBN: 978-0-9953735-7-0.

McDonald, J., Kidd, T., Girdler, S., Ting Siew, C., Hamilton, J., Unwin, L., Thompson, C., Evans, K., Black, M. & D'Arbrera, J. (2016) Specialist Peer Mentoring module: Program coordinator manual. *Cooperative Research Centre for Living with Autism*, Brisbane Queensland. ISBN: 978-0-9945809-6-2.

McDonald, J., Kidd, T., Girdler, S., Ting Siew, C., Hamilton, J., Unwin, L., Thompson, C., Evans, K., Black, M. & D'Arbrera, J. (2016) Specialist Peer Mentoring module: Specialist mentor toolkit. *Cooperative Research Centre for Living with Autism*, Brisbane Queensland. ISBN: 978-0-9945809-7-9.

McDonald, J., Kidd, T., Girdler, S., Ting Siew, C., Hamilton, J., Unwin, L., Thompson, C., Evans, K., Black, M. & D'Arbrera, J. (2016) Specialist Peer Mentoring module: Forms, samples and templates. *Cooperative Research Centre for Living with Autism*, Brisbane Queensland. ISBN: 978-0-9945809-5-5.

Appendix 5: Conference Presentations 2015-16

Program 1

Barbaro, J. (2015) The development and efficacy of a family support package for parents following a child's diagnosis of Autism Spectrum Disorder. *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.

Barbaro, J., Rabba, S., & Dissanayake, C. (2016) The development of a Family Support Package for parents following a child's diagnosis of Autism Spectrum Disorder: What do parents want? *ASD Research Forum*, 25 November 2015, Melbourne. Amaze.

Brewer, J., Davis, A., & Rodger, S. (2015) Autism CRC Australian Autism Biobank. *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.

Dissanayake, C. (2015) *Developmental surveillance for ASD: Prospective identification of ASD in infants and toddlers*. *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.

Eapen, V., Silove, N., Hodge, A., Grove, R., Khan, F., Whitehouse, A., Dissanayake, C., & Heussler, H. (2015) The Australian Autism Biobank. *Developmental and Behavioural Paediatricist in a changing world conference*, 27-29 August 2015, Sydney. Neurodevelopmental & Behavioural Paediatric Society of Australasia and The Sydney Children's Hospital Network.

Rabba, S., Dissanayake, C., & Barbaro, J. (2015) The development of a Family Support Package for parents following a child's diagnosis of Autism Spectrum Disorder: What do parents want? *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.

Program 2

Ashburner, J., & Bobir, N. (2016) The development of a post-school transition program for young adults on the spectrum: What features are critical to success? *Aspect Autism in Education conference*, 5-6 May, 2016, Melbourne. Autism Spectrum Australia (Aspect).

Ashburner, J. (2015) Using a Universal Design Framework to adapt mainstream classrooms to accommodate students with Autism Spectrum Disorder. *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.

Carrington, S. (2015) Autism CRC Program 2 Enhancing Teaching and Learning. *Department of Education Victoria and Deakin University Education children and young people with ASD in 2015: Ingredients for a successful inclusive educational environments*, 3 September 2015, Melbourne, Victoria. Department of Education, Victoria, Australia.



- Carrington, S. (2015) Supporting Inclusive Education. *ASD Research Forum*, 25 November 2015, Melbourne. Amaze.
- Carrington, S. (2016) Autism CRC: Enhancing Learning and Teaching. *Queensland Association for Special Education Leaders Conference*, 1-3 June 2-016, Brisbane. Queensland Association for Special Education Leaders.
- Carrington, S. (2015) Embracing diversity through Inclusive education. *Australia Pacific Autism Conference*, 9-11 September 2015, Brisbane, Australia. The Australian Advisory Board on Autism Spectrum Disorders.
- Carrington, S., Harper-Hill, K., Ashburner, J., Saggars, B., Roberts, J., Klug, D., Ridley, G., Webster, A., Westerveld, M., Trembath, D. & Walker, S. (2015) Cooperative Research Centre for Living with Autism. *ISEC 2015 Equity and Inclusion conference*, 26-29 July 2015, Lisbon, Portugal. National Association of Teachers of Special Education and National Association for Special Educational Needs.
- Den Houting, J. (2016) Too anxious to achieve? A quantitative investigation of anxiety and academic achievement in autistic students. *Aspect Autism in Education conference*, 5-6 May, 2016, Melbourne. Autism Spectrum Australia (Aspect).
- Harper-Hill, K., Saggars, B. & Trembath, D. (2016) Meeting the communication needs of students on the autism spectrum: What are the views of educators? *Speech Pathology Australia 2016 National conference*, 15-18 May 2016, Burswood, Western Australia. Speech Pathology Australia.
- Harper-Hill, K., & Saggars, B. (2016) Educational Needs Analysis: What adjustments and accommodations do you most commonly implement to meet the communication needs of students on the autism spectrum? *2016 National Summit on Student Engagement, Learning & Behaviour*, 28-19 June 2016, Brisbane, Queensland. Queensland University of Technology and Queensland Government.
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Appendix 6: Glossary of Terms

AAWA	Autism Association of Western Australia
ACNC	Australian Charities and Not-for-profits Commission
AEIOU	AEIOU Foundation
ASAN AUNZ	Autistic Self Advocacy Network of Australia and New Zealand
ASD	Autism Spectrum Disorder
ASELCC	Autism Specific Early Learning and Care Centre
ASPECT	Autism Spectrum Australia
BIP	Background IP
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIP	Centre IP
CRC	Cooperative Research Centre
EVAP	Education and Vocational Assessment Protocol
EYBSP	Early Years Behaviour Support Project
GCAD	Graduate Certificate in Autism Diagnosis
GP	General Practitioner
ICAN	The I Can Network
IDPA	Integrated Diagnostic Protocol
IEST	Integrated Employment Success Tool
IP	Intellectual Property
MYBSP	Middle Years Behaviour Support Project
PhD	Doctor of Philosophy
Qld DET	Queensland Department of Education and Training
RHD	Research Higher Degree
SACS-R	Social, Attention and Communication Surveillance – Revised
SAS	Secret Agent Society
SME	Small and Medium Enterprise
STEP-A	Successful Transition to Employment Protocol - Autism Spectrum Conditions
TCC	Tele-Classroom Consultation
WRI	Wesley Research Institute



Autism CRC Ltd
Cooperative Research Centre for Living with Autism
Level 3 Foxtail Building,
The University of Queensland, Long Pocket Campus
80 Meiers Road, Indooroopilly, Qld, 4068
ABN 55 162 632 180

p PO Box 6068, St Lucia Q 4067
t +61 7 3377 0600
e info@autismcrc.com.au
w autismcrc.com.au

 autismcrc.com.au/enews
 facebook.com/autismcrc
 twitter.com/autismcrc