

CRAE

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ANNUAL REPORT
OCT 2019 - SEP 2020

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Message from our Acting Director

This has been a year like no other for CRAE. First and foremost, we would like to extend our thoughts and best wishes to the autistic people, families and schools with which we work. The significant impact of COVID-19 on the autism community has been well-documented, with the pandemic exacerbating pre-existing inequalities for disabled people and those who support them. We sincerely hope that the pandemic acts as **a much-needed catalyst for positive change** in this regard.

On that note, there have been major changes to the way in which the CRAE team have been working since the start of the pandemic. Whilst much of our research has had to be adapted or paused, we have also been **developing creative, inclusive ways to continue our programme of ground-breaking research in collaboration with autistic people and their allies**. We have also taken many of our CRAE events, such as our annual lecture and seminar series, online – **making autism research accessible** to a much wider audience. These activities have been a huge success and we hope to continue such initiatives post-pandemic.

In this annual report, **we are delighted to share a selection of research and activities we have been working on over the past year** – a year in which we also celebrated CRAE's tenth anniversary! At a celebration to mark this momentous achievement (one of the final in-person events we hosted before the pandemic struck), we were thrilled to be able to share a selection of CRAE research and achievements with our team members (past and present), participants, supporters and funders. Our work really wouldn't be possible without their support. Finally, I'm delighted to welcome CRAE Director Anna Remington back from maternity leave. Anna returns to lead some hugely exciting new projects, which we look forward to sharing more details about in future CRAE Annual Reports.

Laura Crane
Acting Director



A bit more about CRAE's Acting Director Laura Crane

Laura joined CRAE in 2015, and holds the role of Associate Professor and Deputy Director of CRAE. Laura's research focuses on **understanding the educational experiences of autistic children and young people** (in mainstream and special schools), and identifying evidence-based ways to support pupils, their parents and their educators. Laura is passionate about engaging education professions in research - supporting them to identify priorities for research and co-designing research studies that positively impact on pupil outcome.

Laura also has expertise in the following areas: (1) examining the diagnostic experiences of autistic people, their families, and the professionals who work with them; and (2) promoting access to justice for witnesses on the autism spectrum (in both the criminal and family justice systems). Laura's early work centered on cognition and autism, with a particular focus on autobiographical memory.

Central to all of Laura's work is a commitment to the **involvement of the autistic and broader autism communities** in the research process; ensuring that research has a **strong participatory ethos** and is of direct and practical relevance to those it affects. Laura is also a strong advocate of public engagement and community outreach; **ensuring that research is accessible** to autistic people, their families, and the professionals who work with them.

You can find out more about Laura and her research here:

<https://crae.ioe.ac.uk/portfolio/laura-crane/>

Centre for Research in Autism and Education

The Centre for Research in Autism and Education (CRAE) is based within the [Department of Psychology and Human Development at UCL Institute of Education](#). Our mission is to improve the lives of autistic people and their families through research.

We conduct [ground-breaking scientific research](#) to enhance our knowledge about support, education and outcomes for autistic people, their families and those who support them. This research is participatory in nature; doing research *with* autistic people, rather than *on, about* or *for* them.

We work to ensure that this evidence-based [knowledge is translated](#) so that it can have meaningful impact and make a real difference to people's everyday lives.

We [actively engage](#) with autistic people and their allies (e.g., families, educators, clinicians), as well as policy-makers and the wider public, to promote awareness – and [acceptance](#) – of autism. We achieve this through collaborative research practice, sharing of knowledge and hosting an active programme of public engagement events.

CRAE was established in 2009, with the help of generous donations from [The Clothworkers' Foundation](#), [Pears Foundation](#) and [Kirby Laing Foundation](#). We are also extremely grateful to the ongoing support from our funders, including [Ambitious about Autism](#), [Autistica](#), [The Bloomsbury Colleges](#), [The British Academy](#), [Economic and Social Research Council \(ESRC\)](#), [European Research Council](#), [National Institute of Health Research \(NIHR\)](#), [UCL Grand Challenges](#), [Wellcome Trust](#), friends and alumni of the Institute.

We are indebted to the fabulous children, young people and adults, as well as families, professionals, and schools, who so generously give up their time to work with us.

CRAE Members



Anna Remington
Director & Associate Professor



Laura Crane
Deputy Director & Associate Professor



Pravina Tailor
Centre Co-ordinator



Anne Fritz
Research Communication & Engagement Officer



Brett Heasman
Postdoctoral Researcher



Maria Ashworth
Research Assistant



Alison Livemore
Part-time PhD student



Clare Truman
Part-time PhD student



Jana Brinkert
PhD student



Kana Umagami
PhD student



Mel Romuladez
PhD student



Jade Davies
Undergraduate placement student

RESEARCH

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**FINISHED AT
SCHOOL**

The Department for Education and the Autism Education Trust commissioned a project exploring the effects of the Children and Families Act (2014) on autistic young people's post-16 educational experiences. Working with a group of young people from the charity Ambitious about Autism, we developed a national survey for autistic young people (aged 16-25 years) and their parents. We also conducted interviews with autistic young people, their parents, and the education professionals who worked with them. The findings from each group are summarised below:

Autistic Young People

- Support was varied and depended on the type of education the young person received. For example, young people in special schools reported better access to specialised support.
- Support outside of education was lacking, particularly for mental health.
- Parents played a crucial role in finding and securing the support and education the young people needed. This was particularly the case when applying for specialist provisions, and when navigating the Education, Health and Care Plan process.
- Young people, particularly those attending mainstream settings, felt that autism training for professionals could be improved.

- **Key 'champions'** supported the young people during post-16 (e.g., a member of staff in their setting that knew them well). Champions were important, but high staff turnover made them unreliable and young people were worried about becoming burdensome.
- While parents and key champions were beneficial, young people felt it was important to be able to **advocate for themselves**. Unfortunately, many felt unable to do so as they didn't know what support was available to them.

Parents of Autistic Young People

- Parents appreciated the aims of the Children and Families Act and hoped for the Act to lead to meaningful change. Unfortunately, many felt that nothing had changed. For example, they felt there was still a lack of appropriate local provisions, transition support and support outside of the school setting.
- There was a strong focus on academic achievement and moving onto further study in many settings. Parents were concerned that this approach left behind young people who achieve in areas that are not aligned with traditional academic success and highlighted that young people who *are* academically succeeding can get overlooked in terms of support.
- Parents felt they constantly had to fight the system to get the education their child needed. This was particularly the case when applying for Education, Health and Care plans. Yet, parents noted that information about their children's rights was sparse and said they had to spend a lot of time researching and unpicking legal documents to get the necessary support.
- Positive experiences were linked to key champions, but high staff turn-over meant that these relationships were not long-lasting.
- Parents highlighted that when education finishes, their children will likely be left with no meaningful education, work, or activities. As such, some parents felt the provision of education up to the age of 25 simply "pushes the cliff edge".

Education Professionals

- Education professionals were keen to develop their knowledge and skills by attending training sessions. Unfortunately, **training opportunities were limited** as budgets were reduced.
- Support from colleagues (e.g., observations) was important for development but education professionals wanted **more time to embed the skills and techniques they learned**, into practice.
- Education professionals wanted to **work collaboratively** with professionals outside of education, but often found this difficult to coordinate. As a result, collaboration was often only achieved in points of crisis.
- Professionals were concerned about the **lack of options for autistic young people, following their post-16 education**. For young people that did not want to, or were unable to, progress onto employment, professionals were worried about the lack of meaningful options available. For those who did want to progress onto employment, professionals were concerned about the lack of work experience opportunities and employment support in general.

To read more about our findings, visit: 1) young people: <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3753>; 2) parents: <https://osf.io/preprints/j7ayd/>; 3) education professionals: <https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1467-8578.12372>.

TALKING WALLS



Prior's Court School collaborated with CRAE to design and investigate a possible method for **facilitating the voice of their pupils**: a multimodal 'Talking Wall'.

The study followed three phases:

Phase 1: Design

Focus group discussions with 18 staff members looked at existing evidence-based methods for facilitating pupil voice. As a result, shared wall spaces were designed, where the **young people were supported to record their experiences** under three sections: positive experiences under "like", indifferent or neutral views under "O.K." and negative experiences under "don't like". These spaces became known as 'Talking Walls'.

Phase 2: Develop

The Talking Walls were trialled in one residential house and two classrooms. Training sessions informed staff about the project and a social story was produced for the 10 young people participating. The advice to all was that the Talking Wall is 'a place to tell us how you feel'. This can be very difficult for the young people and the first step for staff was to **model and label emotions as they observe a young person experiencing them**, for example "You are laughing and smiling, I think you are happy!" To support this observation, physical evidence (e.g., photographs, maps or tickets from day trips) was 'posted' on the Talking Wall. Staff were encouraged to be innovative in their approach.

Phase 3: Evaluate

Observations of the young participants working with their familiar adults were carried out. Evaluation interviews were also carried out with four staff members who had been involved in the pilot.

The conclusions and recommendations of the project can be summarised as follows:

1. It is vital to label and model emotions that underlie preferences. Familiar adults are key interpreters.
2. Innovative approaches are required.
3. Assessing communication widely and holistically gives an in-depth profile of the young person and may help to highlight patterns around the expression of preferences.
4. This is a promising approach, but it needs more time to embed into practice.
5. Future research should extend to include the voices of all stakeholders, in particular, parents

**POST-DIAGNOSTIC
SUPPORT FOR
AUTISTIC ADULTS**



Accessing an autism diagnosis can be a difficult and lengthy process, for children and adults. Many adults choose not to seek a formal diagnosis of autism, but instead self-identify as autistic. In either case, the **support offered to autistic people (post-diagnosis or post-identification) is sorely lacking**.

Autism trainer and consultant Caroline Hearst aimed to address this gap in provision with the **Exploring Being Autistic** programme: a 10-week autistic-led peer support programme for diagnosed or self-identified autistic adults. CRAE then worked with Caroline to evaluate the Exploring Being Autistic programme. We found that

- An **autistic-led peer support programme** for autistic adults (either formally diagnosed or self-identified as autistic) was well received by the participants, with many benefiting in different and personal ways.
- Participants found **unity in diversity**. This diversity was particularly positive for those who previously had limited experience of meeting other autistic people, as it provided them with first-person accounts of autistic peoples experiences throughout different stages of their diagnostic journeys (some received their diagnosis some time ago, others recently, and some were debating whether to pursue a formal diagnosis). Furthermore, despite the diversity of the group, participants reported a **strong sense of belonging and connectedness** with one another.

- Participants reported that the programme **improved their outlook on autism**, and how this **made a real difference in their day-to-day life**. In particular, participants that struggled to accept their diagnosis found the course content very useful, as the **comprehensive and positive representation of autism made them feel more empowered to accept their diagnosis**. Furthermore, many participants felt better equipped to address mental health problems, particularly anxiety, as well as sensory issues, and social issues.

To find out more about our evaluation of the Exploring Being Autistic Programme, please visit

<https://link.springer.com/article/10.1007/s10803-020-04486-4>.

ENGAGEMENT

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COMMUNICATIONS



Sharing our research

CRAE continues to develop its active communication strategy by boosting its online presence and engagement through different digital platforms. Our aim is to increase the accessibility of autism research (our own and that of others), working towards wider acceptance of autism. Furthermore, by enhancing our social media reach, we expand the profile of our research centre. Some highlights include:



CRAE's Facebook page continues to see growth. As of September 2020, we had 3500 followers and 3200 page likes.



Our Twitter account (@CRAE_IOE) has also seen continued growth. As of September 2020, we had more than 9400 followers, and continue to live tweet from online events to reach people globally.



CRAE launched the new website (crae.ioe.ac.uk). Since the launch, CRAE has seen increased visits to our website from both new and returning visitors.



CRAE members presented research at national and international conferences virtually.



Throughout World Autism Awareness Week 2020, we shared our researchers' favourite studies that have been produced with or by autistic colleagues and collaborators.



CRAE EVENTS

8th Christmas Card Design Competition in November 2019

CRAE launched their 8th Christmas Card Design Competition in November 2019, receiving over 150 entries from autism schools across Greater London and beyond. The overall winning design (from students at Hatton School) was printed as our CRAE Xmas card and shared with over 750 of our colleagues, collaborators, friends, families and, importantly, all our participants and those with whom we work.

Mayflower Primary School Visit

In February 2020, CRAE welcomed autistic and non-autistic students from the Mayflower Primary School, as part of their World of Work week. Pupils had the opportunity to find out more about being a university researcher; take a tour of UCL Institute of Education (including having a chance to give a short lecture in a lecture theatre!) and find out about CRAE's research on how people's brains work.

UCL's It's All Academic

On the 5th October 2019, CRAE put these questions to the test! The CRAE team set up an interactive stall "Can it read my mind?" at UCL's [It's All Academic Festival](#) to show the public how an app can visualise your mental state. Those who tried it out wore a Muse headband to measure their brain's electrical activity, and with the help of a connecting app, saw a visualisation of their mental state!



CRAE 10-Year Anniversary Celebration

In November 2019, we celebrated CRAE's 10-Year Anniversary. We are indebted to our funders and supporters, including alumni and friends of CRAE, and all of the fabulous children, young people, adults, families, practitioners, head teachers, and school staff who so generously give up their time to help with our research, so this was our small way of saying **THANK YOU!**

We shared some of CRAE's past, current and upcoming research highlights that promote awareness and acceptance of autism, and has a meaningful impact to people's everyday lives. We were joined on stage by **Siena Castellon**. Siena is an autistic 17-year old neurodiversity advocate and anti-bullying campaigner. She shared her experiences in schools and how she came to CRAE to complete a short work placement, and launch Neurodiversity Celebration week



which aims to encourage schools to flip the narrative from focusing on the challenges and drawbacks of their SEND students to focusing on their strengths and talents.

“By far the biggest impact working at CRAE had on me was empowering me to see my autism in a positive light and as something to embrace. Up until then, I had spent my school years being rejected and ostracised by my classmates. Never quite fitting in, no matter how hard I tried. But at CRAE, I found a sense of community where I was accepted, supported and encouraged. At CRAE, my autism was seen as a strength and this new perspective gave me the confidence to reframe the way I perceived myself.”

“I believe that many of the things I have accomplished since my work placement at CRAE are a direct result of having been in such a warm, encouraging and supportive environment where I was accepted and understood. So, don't ever underestimate the power you have to positively impact and transform someone's life, because I wouldn't be the person I am today if it weren't for all the amazing people I met at CRAE.”





**SCHOOL
PARTNERSHIPS**

CRAE continue to support and host the **Pan London Autism Schools Network-Research (PLASN-R)** group, a research-practice forum comprised of academic researchers and senior leaders of autism special schools in London, aiming to **embed research in schools and share best-practice**. The network is chaired by CRAE's Laura Crane together with Lucia Santi (Head Teacher of The Grove School in Harringey). CRAE has published the fifth issue of PLASN-R newsletter (<https://crae.ioe.ac.uk/plasn-r/>) in August 2020, where you can find out more about the activities of this group.



A huge thank you to all the autistic children, young people and adults, family members and schools with whom we work. Our work would simply not be possible without your continued support.

We are also extremely grateful to our funders, including Pears Foundation, Ambitious about Autism, Autistica, Economic and Social Research Council, European Research Council, and Wellcome Trust.

We would also like to thank those who helped draft the report, and to all the individuals, families and schools who contributed photographs.

Thank you all ever so much.



APPENDIX 1: RESEARCH FUNDING

Superior perceptual capacity in autism: investigating universality, specificity and practical applications for learning. Funded by the Economic and Social Research Council (CRAE Investigator: Anna Remington; Co-investigator: Jana Brinkert). Large-scale study examining attention and perception in autism and other neurodevelopment conditions. £998,637; 2020-2025.

Tracking and evaluating outcomes from Ambitious about Autism's (AaA) Education to Employment initiative. (CRAE Investigator: Anna Remington; Co-Investigator: Brett Heasman). Evaluation of outcomes from Ambitious about Autism's Education to Employment initiative. £121,447; 2020-2024

Autistic School Staff Project. Funded by the John and Lorna Wing Foundation (CRAE Investigator: Laura Crane). A project on the experiences and needs of autistic school staff. £57,139; 2020-2021.

Accelerating a more inclusive science of autism through the Complex Needs Research and Development Hub (COMRAD). Funded by Autistica (CRAE Investigator: Anna Remington). Project developing practical advice and new research tools to increase research that includes autistic people with complex needs. £125,745; 2020-2023.

Better together: A well-being initiative for doctoral students. Funded by UCL Change Makers (CRAE Investigator: Jana Brinkert). A staff-student partnership helping to improve education at UCL. £1,000; 2020.

Bridging the research-practice gap in autism research: fostering meaningful, collaborative research with autism special schools. Funded by Research England's Higher Education Innovation Fund (CRAE Investigator: Laura Crane; Co-investigator: Anne Fritz). Research project used to facilitate research across schools in the Pan London Autism Schools Network. The project started in autumn 2019. £14,584; 2019-2020.



APPENDIX 2: PUBLICATIONS

Ashworth, M., Crane, L., Steward, R., Bovis, M., & Pellicano, L. (2020). Towards empathetic autism research: Developing an autism-specific Research Passport. *OSF Preprints*.
<https://doi.org/10.31219/osf.io/dh3y5>

Brinkert, J., & Remington, A. (2020). Making sense of the perceptual capacities in autistic and non-autistic adults. *Autism*. <https://doi.org/10.1177/1362361320922640>

Buckley, E., Pellicano, E. & Remington, A. (2020). "The real thing I struggle with is other people's perceptions": The experiences of autistic performing arts professionals and attitudes of performing arts employers in the UK. *Journal of Autism and Developmental Disorders*.
<https://doi.org/10.1007/s10803-020-04517-0>

Chapko, D., Frumiento, P., Edwards, N., Emeh, L., Remington, A., et al. (2020). "Now You are under the Microscope!": Co-Researchers with Learning Disabilities Created an Online Survey to Challenge Public Understanding of Learning Disabilities. In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems (CHI '20). Association for Computing Machinery, New York, NY, USA, 1–17.
<https://doi.org/10.1145/3313831.3376278>

Crane, L., Hearst, C., Ashworth, M., Davies, J., & Hill, E. L. (2020). Supporting newly identified or diagnosed autistic adults: An initial evaluation of an autistic-led programme. *Journal of Autism and Developmental Disorders*.
<https://doi.org/10.1007/s10803-020-04486-4>

Crane L., Maras K.L. (2020) *Autism in the Courtroom*. In: Volkmar F. (eds) *Encyclopedia of Autism Spectrum Disorders*. Springer, New York, NY. https://doi.org/10.1007/978-1-4614-6435-8_102373-1

Crane, L., Sesterka, A., & den Houting, J. (2020). Inclusion and rigor in qualitative autism research: A commentary on Van Schalkwyk and Dewinter (2020). *Journal of Autism and Developmental Disorders*. doi: [10.1007/s10803-020-04634-w](https://doi.org/10.1007/s10803-020-04634-w)

Cummins, C., Pellicano, E., & Crane, L. (2020). Autistic adults' views of their communication skills and needs. *International Journal of Language and Communication Disorders*. doi: [10.1111/1460-6984.12552](https://doi.org/10.1111/1460-6984.12552)

Cummins, C., Pellicano, E., & Crane, L. (2020). Supporting minimally verbal autistic girls with intellectual disabilities through puberty: perspectives of parents and educators. *Journal of Autism and Developmental Disorders*, 50(7), 2439-2448. doi: [10.1007/s10803-018-3782-8](https://doi.org/10.1007/s10803-018-3782-8)

George, R., Crane, L., & Remington, A. (2020). "Our normal is different": Autistic adults' experiences of the family courts. *Journal of Social Welfare and Family Law*. doi: [10.1080/09649069.2020.1751928](https://doi.org/10.1080/09649069.2020.1751928)

Heasman, B., Gillespie A. (2020) *Perspective-Taking*. In: Glăveanu V. (eds) *The Palgrave Encyclopedia of the Possible*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-98390-5_36-1

Henry, L.A., Crane, L., Fesser, E., Harvey, A., Palmer, L., & Wilcock, R. (2020). The narrative coherence of witness transcripts in children on the autism spectrum. *Research in Developmental Disabilities*, 96, 103518. doi: [10.1016/j.ridd.2019.103518](https://doi.org/10.1016/j.ridd.2019.103518)

Norris, J., Crane, L. & Maras, K.L. (2020). Interviewing autistic adults: adaptations to support recall in police, employment, and healthcare interviews. *Autism*. doi: [10.1177/1362361320909174](https://doi.org/10.1177/1362361320909174)

Richards, N., & Crane, L. (2020). The development and feasibility of a multimodal 'Talking Wall' to facilitate the voice of young people with autism and complex needs: A case study in a specialist residential school. *Journal of Autism and Developmental Disorders*. doi: [10.1007/s10803-020-04476-6](https://doi.org/10.1007/s10803-020-04476-6)

Alcorn, A.M., Ainger, E., Charisi, V., Mantinioti, S., Petrović, S., Schadenberg, B.R., Tavassoli, T. & Pellicano, E. (2019). Educators' views on using humanoid robots with autistic learners in special education settings in England. *Frontiers in Robotics and AI*. 6. <https://doi.org/10.3389/frobt.2019.00107>

Crane, L., Davidson, I., Prosser, R., & Pellicano, E. (2019) Understanding psychiatrists' knowledge, attitudes and experiences in identifying and supporting their patients on the autism spectrum: An online survey. *British Journal of Psychiatry Open*, 5(3), E33. doi: [10.1192/bjo.2019.12](https://doi.org/10.1192/bjo.2019.12)

Croydon, A., Remington, A., Kenny, L., & Pellicano, E. (2019). 'This is what we've always wanted': Perspectives on young autistic people's transition from special school to mainstream satellite classes. *Autism & Developmental Language Impairments*. <https://doi.org/10.1177/2396941519886475>

George, R., Crane, L., & Remington, A. (2019). "Our normal is different": Autistic adults' experiences of the family courts. *Journal of Social Welfare and Family Law*, 42(2), 204-220, doi:[10.1080/09649069.2020.1751928](https://doi.org/10.1080/09649069.2020.1751928)

Hussein, A.M., Pellicano, E., & Crane, L. (2019). Understanding Somali parents' knowledge and awareness of autism. *Autism*, 23(6), 1408-1418. doi: [10.1177/1362361318813996](https://doi.org/10.1177/1362361318813996)

Negri, O., White, R.C., & Remington, A. (2019) A friendly article: The qualitative investigation of anthropomorphism in autistic and non-autistic adults. *Autism in Adulthood*, 1(4), 286-296. <http://doi.org/10.1089/aut.2019.0027>

Wilcock, R., Crane, L., Hobson, Z., Nash, G., Kirke-Smith, M., & Henry, L.A. (2019). Brief report: Eyewitness identification in child witnesses on the autism spectrum. *Research in Autism Spectrum Disorders*, 66, 101407. doi: [10.1016/j.rasd.2019.05.007](https://doi.org/10.1016/j.rasd.2019.05.007)

APPENDIX 3: PUBLIC REPORTS

Harper, G., Smith, E., Heasman, B., Remington, A., Girdler, S., Appleton, VJ., Cameron C., Fell, C., (2019). Autistic Action Briefing: Employment, which strongly urges the Government, public research funders and public, private and third sector employers to act on the briefing's information.

<https://www.autistica.org.uk/downloads/files/Autistica-Action-Briefing-Employment.pdf>

Heasman, B., Livesey, A., Walker, A., Pellicano, E., & Remington, A. (2020). DARE Report on Adjustments, January 2020. Centre for Research in Autism and Education (CRAE), Institute of Education, London, UK. <https://dareuk.org/dare-adjustments-toolkit>

Heasman, B., Pellicano, E., & Remington, A. (2020). DARE Insight Report: Economic Stability and Wellbeing, April 2020. Centre for Research in Autism and Education (CRAE), UCL, Institute of Education, London, UK. <https://dareuk.org/dare-short-report-on-economic-and-wellbeing-stability-march-april-2020>

APPENDIX 4: PRESENTATIONS

CRAE members have been invited to present their research nationally and internationally at conferences, academic institutions, schools, charities and companies. Key presentations include:

In October 2019 **Laura Crane** gave a talk “[Something needs to change](#)”: Mental health in young autistic adults at Mental Health and Autism in Childhood and Youth. Confederación Autismo España. Madrid, Spain.

In October 2019 **Alyssa Alcorn** represented DE-ENIGMA at the [Autistica Summit on Autism and Artificial Intelligence](#) event. London, UK.

In November 2019 **Laura Crane** gave a talk “[Celebrating 10 years of the Centre for Research in Autism and Education \(CRAE\)](#)” at CRAE’s 10-Year Anniversary, UCL Institute of Education. London, UK.

In November 2019 **Alyssa Alcorn** gave a talk at the London SLT ASD Clinical Excellence Network (CEN). “[Robots for Autism: Coming soon to a SLT near you?](#)”. London, UK.

In January 2020 **Brett Heasman** gave a presentation "DARE to Think Differently" at Autistica's employment event, Hilton London Metropole. London, UK.

In January 2020 Clare Truman gave a talk on "An Introduction to Pathological Demand Avoidance" and Laura Crane spoke on "A new era for autism research...?" at New York University London (NYU London). London, UK.

In January 2020 Laura Crane gave a talk "Autism diagnosis in the UK" at Ambitious about Autism's Right from the Start: Autism in the Early Years conference. London, UK.

In April 2020, work from Heart n Soul at The Hub, a project where **Anna Remington** is a core team member, was presented at the CHI Conference on Human Factors in Computing Systems. The work, led by Dorota Chapko looked at the process of co-researchers with learning disabilities creating an online survey to challenge public understanding of learning disabilities. London, UK.

CRAE members presented their research at the International Society for Autism Research Conference (INSAR 2020 Seattle, USA) which was held online due to the COVID-19 pandemic. CRAE Masters Student **Audrey McMillion** presented her work (done with **Anna Remington**) on "Dental experiences of autistic adults in the United Kingdom". **Laura Crane**, together with CRAE members **Maria Ashworth** and **Jade Davies**, presented their research on "Supporting Newly Identified or Diagnosed Autistic Adults: An Initial Evaluation of an Autistic-Led Programme", and their work on "Developing an Autism-Specific Research Passport: Family Issues and Stakeholder Experiences".

In July 2020 **Clare Truman** gave a talk at the Autistica Research Festival (online): "The educational experiences of autistic children with and without extreme demand avoidance behaviours".

In August 2020 **Laura Crane** gave a keynote talk "Making research matter: Community engagement in research" at the European Association for Research on Learning and Instruction Special Interest Group on Special Educational Needs. London, UK.

In August 2020 **Jana Brinkert** presented a poster at the British Psychological Society Cognitive Section Online Conference on "Assessing the feasibility of online neurofeedback-guided mindfulness training in autistic adults". London, UK.

In August 2020 **Anna Remington** presented a seminar for the Autism Resource Centre in Singapore as part of their Expert Webinar Series. Anna spoke about her work on attention and perception, and the impact that individual differences can have in the classroom and the workplace.



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