

|  |
| --- |
| Peer support for parents with neurodivergent children |
| Video transcript |
|  |

# Transcript

[shows sign saying Northern Autism Network]

[text on screen says Lisa Petersen, Northern Autism Network Coordinator. Video shows Lisa talking to camera, and three women at a table talking.]

Lisa: The education system wasn't really built for our neurodivergent autistic children in mind. I probably started the Network out of sheer desperation because I just wanted another parent to talk to who was going through the same experience. Our core network is the parent led peer support group. And then everything else is kind of an offshoot from that. So, our parents talk about where the gaps are for our kids and we might create something from that. Good example is the Technology Club.

[Two young boys using laptops and Troy, mentor, in background helping them]

[Text on screen says Troy Tzotzis, Technology and Gaming Club Mentor]

Troy: Ultimately, the goal of the gaming tech session was to create a safe space, a safe and engaging environment for these kids.

[Footage of young boy and others playing a video game]

Lisa: We wouldn't have been able to be sustainable without the Disability self help grant because essentially, it's helped us to build capacity to just have a foundation to run the Network.

[Lisa talking to camera]

Lisa: Without the self help grant, we'd have to pay for things like the soft lighting and the adjustments we've made. To come into a space that's just a mainstream community setting where the lights are adjusted to make it a little bit calmer, sensory wise, in the space, where the doorbell volume is turned down. It's just that whole experience is very supportive. So I think that the physical space builds a community as well.

[Footage of mentor and participants at the technology and gaming club]

Troy: Some of these kids are unable to attend school. This program gives them an opportunity to learn and practice technical digital skills, video editing, animation, photo editing, pixel art, programming.

[text on screen says Tahj Williams, Technology and Gaming Club assistant, then Tahj talking to camera]

Tahj: We've been doing stuff like animation, we've been doing editing, we've been doing Photoshop, game-making, lots of stuff.

[text on screen says Kristian Petersen, Technology and Gaming participant, then Kristian talking to camera]

Kristian: I've learned how to do some stuff relating to video editing and pixel art.

[text on screen says Anders Petersen, Technology and Gaming participant, then Anders talking to camera]

Anders: I like to do Super Smash Bros. Mario Kart and Goat Simulator.

[Troy talking to camera]

Troy: This program gives them an opportunity to learn some new skills. At the same time, they are in an environment where they can play games selected specifically to get them to engage together.

[Footage of mentor and participants at the technology and gaming club]

Lisa: People like Troy who facilitate the social and technology space for our kids. It's people like that who also make this stuff happen so that then our kids are engaged and then our parents can relax.

[Lisa talking to camera]

|  |
| --- |
| To receive this document in another format, email Disability Self help grants <disabilityshg@dffh.vic.gov.au> Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.© State of Victoria, Australia, Department of Families, Fairness and Housing, April 2023Available at <the> [Disability self help grants web page](https://providers.dffh.vic.gov.au/disability-self-help-grants-program) <https://providers.dffh.vic.gov.au/disability-self-help-grants-program>  |