**Transcript of Thrivival: The Fire Within  
4. Acknowledgments  
Project Lead and Speaker: Heather Simpson**

HEATHER SIMPSON:

Acknowledgments.

I would like to acknowledge and recognize individuals and organizations who have supported the journey of this research project. April Haddad, Director of Library Services at the Justice Institute of BC (JIBC). It was April's recommendation and encouragement to apply for a research sponsorship through the BCcampus Research Fellows program that inspired testing my previous scholarship in a space of post-secondary education. Thank you to BCcampus for selecting and funding this project and a special mention of Leva Lee, Manager, Learning & Teaching at BCcampus for her role in stewarding this partnership. It is innovative funds like the BCcampus Research Fellows that invites community voice, leadership and participation so to be inclusive of wider knowledges and perspectives from which we all must learn and benefit from in our education systems.

I would like to acknowledge and thank Jason La Rochelle from the Haida Nation, Director of JIBC's Office of Indigenization, for supporting this project as a priority to ensure greater representation for Indigenous Autistic learners in post secondary and that efforts to live Indigenization, decolonization and practices of equity, diversity and inclusion are led by and realized in collaboration with Indigenous Autistic learners.

I share warmest gratitude and acknowledgment of Dave Smulders and Stephen O'Hearn with JIBC's Centre for Teaching, Learning, and Innovation for helping share this oral presentation today.

It is with the utmost gratitude and respect that I acknowledge and recognize our research team, comprised of two Indigenous Autistic participants, representing Métis and First Nations and whom attend full-time different post-secondarys located within British Columbia's Lower Mainland region, our project Elder, JIBC resident Elder Phillip Gladue, from the Métis Nation, Knowledge Keeper, Dr. Aaron Johannes, from the Métis Nation and Wendy Parry, an Autistic post-secondary educator with European settler heritage. Each member made vital contributions, each with a unique role and responsibilities and brought together, created something our ancestors would be proud of. We practiced our ways, spoke our languages, included all perspectives with respect and hospitality and shared our gifts for the betterment of our work, each other and the many relations that will be touched by this work. The purpose of this project is to inform educators and policymakers ways to do the work of Indigenization, decolonization, and equity, diversity and inclusion. I raise my hands to you for living our ways as an example. Your leadership plants the seeds for future generations to benefit from needed change.