Slide 1

Erik Carter, Ph.D.
Vanderbilt University

Equipping Youth with Disabilities for the World of Work

Engaging Youth, Schools, and Communities to Improve Transition Outcomes

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Slide 2

Individuals with Disabilities Education Improvement Act (2004)

...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**...

2

Slide 3

Our Charge

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring **equality of opportunity, full participation, independent living, and economic self-sufficiency** for individuals with disabilities."

3

Slide 4

The Individuals with Disabilities Education Improvement Act

Transition is a "coordinated set of activities for a child with a disability that is designed to be within a **results-oriented** process, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child's movement from school to post-school activities**, including...

• post-secondary education
• vocational education
• integrated employment (including supported employment)
• continuing and adult education
• adult services
• independent living
• or community participation"

IDEA

4

Indicator 14

5

How Far We've Come...
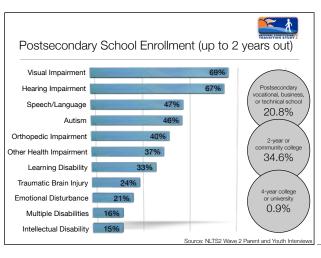How Far Still to Go...

6

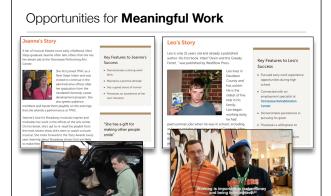## Postsecondary Educational Opportunities

223 programs

40+ states

Source: www.thinkcollege.net

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I'm Thinking College

I'm Thinking College
Even with my disability

0:59 / 8:05

http://vkc.mc.vanderbilt.edu/news/60

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Postsecondary School Enrollment (up to 2 years out)

Disability	Percent
Visual Impairment	69%
Hearing Impairment	67%
Speech/Language	47%
Autism	46%
Orthopedic Impairment	40%
Other Health Impairment	37%
Learning Disability	33%
Traumatic Brain Injury	24%
Emotional Disturbance	21%
Multiple Disabilities	16%
Intellectual Disability	15%

Postsecondary vocational, business, or technical school
20.8%

2-year or community college
34.6%

4-year college or university
0.9%

Source: NLTS2 Wave 2 Parent and Youth Interviews

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Opportunities for **Meaningful Work**

10

Work **Matters**

Work Works
for every Tennessee

http://tennesseeworks.org/resources/videos/

11

Opportunities for **Meaningful Work**

Jeanne's Story

A fan of musical theatre since early childhood, Next Steps graduate Jeanne often tells others that she has her dream job at the Tennessee Performing Arts Center.

She first joined TPAC as a Next Steps Intern and was invited to continue in the administrative offices after her graduation from the Vanderbilt Kennedy career development program. She also greets audience members and hands them playbills on the evenings that she attends a performance at TPAC.

Jeanne's love for Broadway musicals inspires and motivates her work in the offices of the arts center. On her break, she's apt to re-read the playbill from the most recent show she's seen or watch a movie musical. She looks forward to the Tony Awards every year, learning about Broadway shows that are likely to make their...

Key Features to Jeanne's Success

- Demonstrates a strong work ethic
- Maintains a positive attitude
- Has a good sense of humor
- Possesses an awareness of her own interests

"She has a gift for making other people smile"

Leo's Story

Leo is only 21 years old and already a published author. His first book, titled "Devin and the Greedy Ferret," was published by WestBow Press.

Leo lives in Davidson County and has autism. He is the oldest of five kids in his family. Leo began working early; he had paid summer jobs when he was in school, including...

Key Features to Leo's Success

- Pursued early work experience opportunities during high school
- Connected with an employment specialist at **Tennessee Rehabilitation Center**
- Demonstrates persistence in pursuing his goals
- Possesses a willingness to...

www.tennesseeworks.org/success-stories

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Examples of Work **Working**

On the job:
Stories from youth with disabilities

http://tennesseeworks.org/2014/02/tennessee-kindred-stories-of-disability-publishes-employment-issue/
http://www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf

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Slide 14

Raising Expectations Among Families

Definitely/Probably Won't 7%
Probably Will 18%
Definitely Will 75%

Competitive
Supported
Sheltered

Percentage whose parents have the following expectations for youth having future paid employment

Employment-related goals of youth with autism, as reported by their parents.

Source: Cameto (2005); NLTS-2 Wave 1 Parent Interviews

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Raising **Parent Expectations**

LEARN   WATCH   SUCCEED   SHARE   ATTEND

ABOUT US
GETTING TO WORK
SUCCESS STORIES
Youth
Family
Educators
Employers
Community
RESOURCES
BY THE NUMBERS
FOR YOUTH
CONTACT US
FOR EMPLOYERS
SUBSCRIBE
NEWS

Wilson Family

Eric Wilson is something of a celebrity in his hometown of

Key Factors to the Wilson Family's Success
Family Factors

over four years at the and helping deliver the of Franklin will regular when he is out with his the "Mayor of Publix."

The road to employment participated in the job High and worked a var landscaping, retail, and not get a Publix place program, his family too Publix as a work site to

Meet Eric's Family
It's amazing how many people know Eric at Publix.

www.tennesseeworks.org/success-stories

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Employment Status After High School (up to 4 years)

Disability	Percentage
Learning Disability	72%
Other Health Impairment	70%
Speech/Language	67%
Emotional Disturbance	64%
Autism	61%
Visual Impairment	58%
Hearing Impairment	57%
Traumatic Brain Injury	56%
Multiple Disabilities	46%
Intellectual Disability	44%
Deaf-blindness	39%
Orthopedic Impairment	39%

Source: NLTS2 Wave 3 Parent and Youth Interviews

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Opportunities for **Community Living**

17

Residential Independence After High School (up to 4 years)

Disability	Percent
Learning Disability	44%
Emotional Disturbance	36%
Other Health Impairment	35%
Speech/Language	35%
Visual Impairment	35%
Hearing Impairment	34%
Traumatic Brain Injury	27%
Intellectual Disability	21%
Deaf-blindness	17%
Orthopedic Impairment	16%
Autism	13%
Multiple Disabilities	12%

Source: NLTS2 Wave 3 Parent and Youth Interviews

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What Makes the Difference?

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Other (Free) Evidence-Based Guides

- **Evidence-Based Practices and Predictors in Transition**
  National Secondary Transition Technical Assistance Center
  www.nsttac.org

- **Guideposts for Success**
  National Collaborative on Workforce and Disability/Youth
  www.ncwd-youth.info

- **National Standards & Quality Indicators**
  National Alliance for Secondary Education and Transition
  www.nasetalliance.org

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Rigor   Relevance

Relationships

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Slide 22

A Sampling of Important Transition Practices

Rigor
1. Access to the General Education Curriculum
2. High Expectations for Students

Relevance
3. Youth Leadership in Educational and Transition Planning
4. Self-Determination Skills and Opportunities
5. Early Career Development and Work Experiences
6. Extracurricular Involvement

Relationships
7. Friendships and Supportive Peer Relationships
8. Collaboration and Systems Linkages
9. Parent and Family Involvement
10. Caring Teachers and Mentors
11. Natural Supports and Partners in the Community

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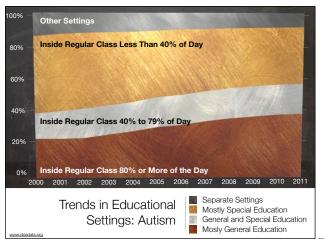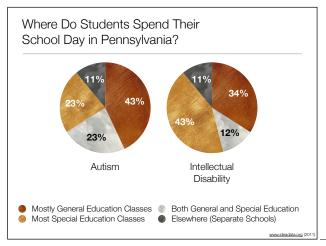
Rigor & Relationships

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(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

Individuals with Disabilities Education Improvement Act

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Trends in Educational Settings: Autism

100%
80%
60%
40%
20%
0%

Other Settings

Inside Regular Class Less Than 40% of Day

Inside Regular Class 40% to 79% of Day

Inside Regular Class 80% or More of the Day

2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011

www.ideadata.org

- Separate Settings
- Mostly Special Education
- General and Special Education
- Mosly General Education

25

Where Do Students Spend Their School Day in Pennsylvania?

Autism
- 11%
- 23%
- 43%
- 23%

Intellectual Disability
- 11%
- 34%
- 43%
- 12%

- Mostly General Education Classes
- Most Special Education Classes
- Both General and Special Education
- Elsewhere (Separate Schools)

www.ideadata.org (2011)

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Implementing Evidence-Based Instruction

nsttac
National Secondary Transition Technical Assistance Center

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

swift
SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorder

Access for CSESA S

THE IRIS CENTER   ABOUT IRIS   RESOURCES   SERVICES   USING IRIS

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Who Provides Instruction and Support?

402,000
Paraprofessionals

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Trends in Paraprofessionals

Number of FTE Positions: 500,000 / 400,000 / 300,000 / 200,000 / 100,000 / 0

Year: 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010

— Special Educators
— Paraprofessionals

www.ideadata.org

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Be Careful that Supports Do Not Inadvertently
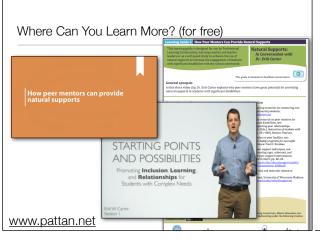
- Set students apart

- Decrease contact between students general education teachers, club leaders, or other staff

- Hinder student learning and achievement

- Encourage unnecessary dependence on adults (i.e., limit self-determination)

- Limit students' social interactions with their classmates

Download this article at: http://www.uvm.edu/~cdci/evolve/?Page=products.html

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Peer-Mediated Supports and Interventions

- Identify students with disabilities who need assistance

- Recruit peers from within the *same* classroom or club

- Arranging for students to sit next to and work with one another

- Hold an orientation and training session for students

- Provide ongoing monitoring, feedback, and assistance to peers and their partners, as needed

- Shift paraprofessionals to a broader support role within the classroom

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Where Can You Learn More? (for free)

www.pattan.net

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Relevance

IDEA (2004) and the Transition Mandates

The coordinated set of activities must:

(a) be based on the **individual child's needs**;

(b) take into account the child's **strengths**, **preferences**, and **interests**; and

(c) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
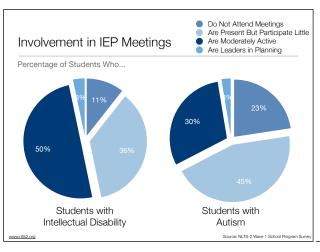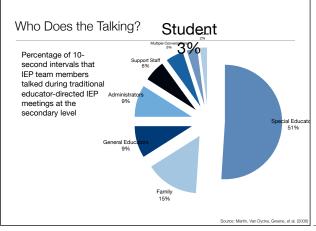

Engaging Students in Educational Planning

Involvement in IEP Meetings

- Do Not Attend Meetings
- Are Present But Participate Little
- Are Moderately Active
- Are Leaders in Planning

Percentage of Students Who...

Students with Intellectual Disability

- 3%
- 11%
- 50%
- 36%

Students with Autism

- 3%
- 23%
- 30%
- 45%

www.nlts2.org

Source: NLTS-2 Wave 1 School Program Survey

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Who Does the Talking?

Student
3%

Percentage of 10-second intervals that IEP team members talked during traditional educator-directed IEP meetings at the secondary level

Multiple Conversations 5%
Support Staff 6%
Administrators 9%
General Educators 9%
Family 15%
Special Educators 51%
Student 2%

Source: Martin, Van Dycke, Greene, et al. (2006)

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Self-Determination Skills and Opportunities

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting and attainment
- Self-management
- Self-advocacy and leadership
- Self-awareness & self-knowledge

Fostering Self-Determination Among Children and Youth with Disabilities—
Ideas from PARENTS for PARENTS

http://www.waisman.wisc.edu/naturalsupports/pdfs/
FosteringSelfDetermination.pdf

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Early Career Development and Work Experiences

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Prior Work History

Family-Related Factors

Paid, Community-Based Job

+2.5 Paid work experiences during high school (versus none)

+3.6 Parental expectations that their child would get a paying job

+1.7 Having moderate/high household responsibilities (versus low)

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After-School and Summer Jobs During High School

Percentage of youth with disabilities working **at any point** in the past year:

Category	Percentage
Learning Disabilities	60%
Other Health Impairment	56%
Emotional Disturbance	53%
Speech/Language	50%
Hearing Impairment	47%
Tramautic Brain Injury	44%
Intellectual Disability	36%
Visual Impairment	36%
Orthopedic Impairment	27%
Deaf-Blindness	23%
Multiple Disabilities	22%
Autism	15%

Source: Marder, Cardoso, & Wagner (2003); NLTS-2 Wave 1 Parent Interviews

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Increase Career Exploration Experiences

Start early...

Percentage of Students with Autism

- Vocational education courses, clubs, and programs — 76.9%
- Volunteer activities or service-learning — 34.7%
- Community-based instruction — 18.9%
- On-campus work experiences (school-sponsored) — 41.0%
- Off-campus work experiences (school-sponsored) — 28.5%

Source: Wagner, Marder, Blackorby, Newman, & Cameto (2003); www.nlts2.org

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Extracurriculars and Service-Learning Activities

Sources: Brock & Carter (in preparation); Kleinert et al. (2007); Wagner et al. (2004)

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Slide 44

School and Community Mapping

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Getting Everyone Involved

Identifying Transition Opportunities for Youth With Severe Disabilities

Beth L. Swedeen | Erik W. Carter | Nancy Molfenter

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Service Learning

Hallways

Athletics

Cafeteria

Homecoming

Field Trips

Gym

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(More) Relationships Beyond the School

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With Adult Services and Community Agencies

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Improving Collaboration and System Linkages

| Adult Services |
| School Services | Transition Services |
| School Services | Transition Services | Adult Services |

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With Parents and Families

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With Community Partners & Natural Supports

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Bringing it All Together
An Example from Project Summer

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Summer Employment Opportunities...

53

After-School and Summer Jobs During High School

Percentage of youth with disabilities working **at any point** in the past year:

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Orthopedic Impairment	27%
Deaf-Blindness	23%
Multiple Disabilities	22%
Autism	15%

Source: Marder, Cardoso, & Wagner (2003); NLTS-2 Wave 1 Parent Interviews

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Summer-Focused Planning

Community Connectors

Summer Employment

Employer Liaisons

Community Conversations

Resource Mapping

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Strategy #1 Community Conversations

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Extending Invitations

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Take a Moment to Identify Your Roles

- Individual With a Disability
- Family Member
- Educator/ School System
- Business Leader
- Civic Leader
- Community Non-Profit
- Faith Community Member
- Disability Agency/ Provider

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Who Came?

- Other 8%
- Self-Advocates 8%
- Families 21%
- Educators 19%
- Employers 12%
- Civic Leaders 7%
- Community Groups 11%
- Faith Communities 3%
- Disability Agencies 12%

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Structuring Engaging Conversations

6:00-6:15 Welcome
- Attendees settle into seats (perhaps after getting food and/or drinks).
- The facilitator/host introduces purpose of event and outlines the conversation process.

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Structuring Engaging Conversations: Context

Chattanooga

168,000 residents in Chattanooga
32,000 of those residents have a disability

5,000 of those residents have a
intellectual and developmental disability

**Less than 900 of those 5,000
are employed.**

**The majority of the 900 are working part time
and/or for less than minimum wages.**

*These individuals remain below the poverty line and rely on the assistance of their families, community
and governmental services to help provide the basic necessities of life.*

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Structuring Engaging Conversations

6:15-6:35 Round 1: Conversation about question #1
- The facilitator poses question to group and encourages attendees to participate in discussion with others at the table.
- This question is designed in advance by the facilitators to elicit solutions, strategies, and resources that address the topic.
- The designated "table host" initiates the conversation and writes down key points made during the discussion.
- This discussion lasts 15-20 minutes.

Round 1:

Table Conversation
20 minutes

**What can we do as a community
to increase meaningful
employment opportunities for
young people with intellectual
and developmental disabilities?**

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Structuring Engaging Conversations

6:35-6:55 Round 2: Conversation about question #1
- After 15-20 minutes of discussion, everyone except the table host moves to a different table and continues the discussion about the same question for another 15-20 minutes.

Round 2:   Switch Tables

Table Conversation
20 minutes

**What can we do as a community
to increase meaningful
employment opportunities for
young people with intellectual
and developmental disabilities?**

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Structuring Engaging Conversations

6:55-7:15 Round 3: Conversation about question #2
- The facilitator poses a new question that encourages attendees to consider what they might do to resolve the issue, or what the group can do to create change in their communities.

After the three rounds of discussion, each participant will have personally met and shared ideas with as many as 12-18 other people.

Round 3:   Switch Tables

Table Conversation
20 minutes

**How might we work
together in compelling
ways to make these
ideas happen here?**

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Structuring Engaging Conversations

7:15-8:00 Harvest
- A large-group discussion of the best ideas, resources, and strategies is held. Ideas are posted on a large poster-sized piece of paper for the group to see.
- In most situations, the facilitator or another organizer shares the key points of the conversation via e-mail with the attendees at a later date.

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Why Do This?

- Raises community awareness of an issue
- Brings new players to the table
- Generates new ideas
- Generates a list of "first steps"
- It is actually fun! (even for hosts!)

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Launching Inclusive
Efforts Through
Community Conversations

A practical guide
for families, services
providers, and communities

Beth Swedeen
Molly Cooney
Colleen Moss
Erik W. Carter

www.tennesseeworks.org
https://www.waisman.wisc.edu/naturalsupports/resources.php

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Strategy #2 Resource Mapping

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Resource Mapping

- Helps youth, families, and school/transition teams identify all available community supports and resources:

  - Disability-related services

  - Generic services and supports

  - Employment and volunteer opportunities

  - Social and recreational options

What Might Be the Focus of Your Map?

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Mapping a Community

- Community conversations feed the map

- Seed the map with an initial structure and content

- Survey the community

- Make it a "living" or "evolving" document

- Has to be informed by parents, teachers, others who know about opportunities that exist in the community

RESOURCE MAP SUBMISSIONS

RESOURCE MAP SUBMISSIONS

Resource Map Submission Form

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Resources for Developing Resource Maps

ESSENTIAL TOOLS
Improving Secondary Education and Transition for Youth With Disabilities
Community Resource Mapping

Information *Brief*
Community Resource Mapping: A Strategy for Promoting Successful Transition for Youth with Disabilities

www.ncset.org   www.ncset.org   www.sesp.northwestern.edu/abcd/kellogg/
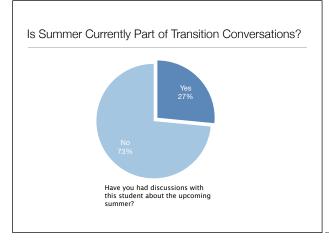
74

Why Do This?

• Helps document many "unspoken" resources--makes them public for *everyone*

• Brings together disconnected and fragmented efforts into one place

• Invites new partners into this work (i.e. 4-H, Scouts, employers)

• Gets info into the hands of youth and families

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Strategy #3 Intentional Planning

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Is Summer Currently Part of Transition Conversations?

Yes 27%

No 73%

Have you had discussions with this student about the upcoming summer?

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Summer Activities Planning Tool

Student: _____   School: _____

Date: _____   Location: _____   Led by: _____

1. Who was part of this meeting/conversation?

_____	Student _____ (student must be present)
_____	_____ (role/relation to student)
_____	_____ (role/relation to student)
_____	_____ (role/relation to student)
_____	_____ (role/relation to student)

2. What are some of the student's long-term, "big picture" goals for life after high school?
Example Guiding Questions: What are you really good at? What do you like to do? What kind of job would you like after high school?

3. What are the student's short-term goals for the spring semester and upcoming summer in the area of work and other community activities?
Here are some questions you might ask to help the student identify their goals:
- What types of jobs have you had in the past? Are you working right now? Did you work last summer?
- What types of experiences this summer could help you meet your goals for after high school?
- What would be your top three places to work this summer? What other kinds of jobs sound interesting to you? What do you like to do in your spare time?
- What types of jobs or activities would you definitely not want to do?
- What is important to you in a summer job?
- What is available in our community that might be a good fit with your interests?
- What would help in the next few months to connect you with a summer job? (Examples: help with applications, phone calls, finding openings, practice interviews, etc.)
- Are there other people—like friends, relatives, neighbors, or other people you or your family knows—who might help connect you with a job opportunity?

4. List these short term goals and needed supports on the next page.

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Short-term/Summer Goals	What are some possible places in our community to do this?	Who do we already know—or need to seek out—who might help?	What supports or resources are needed to make this happen?	Who will take responsibility for following up on this?
1.				
2.				
3.				

Consider some of the following questions when thinking about the supports and resources the student might need:
- Will the student need direct help or support on the job? If so, who might provide that support?
- Will the student need someone to check in on him or her periodically during the summer?
- Are there transportation issues, scheduling issues, family concerns, or other issues that need to be considered?
- Are there skills the student should learn to better prepare them to find and keep a job?
- What roles will the student play connecting to this job? Family member? Teacher? A business representative?

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Why Do It?

- Focuses on specific time frame often not discussed by schools

- Prompts early planning

- Increases youth/family buy-in

- Provides important logistical information school teams need to effectively locate opportunities

- Provides mechanism to ensure needed experiences, supports and connections are identified

- Focuses on strengths and potential contributions

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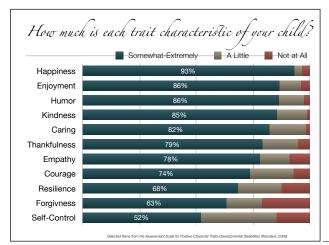Intellectual disability is "a disability characterized by **SIGNIFICANT LIMITATIONS** both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills."
AAIDD definition (2010)

Autism is characterized by...
- **DEFICITS** in social-emotional reciprocity; ranging from abnormal social approach and failure of normal back and forth conversation through reduced sharing of interests, emotions, and affect and response to total lack of initiation of social interaction,
- **DEFICITS** in nonverbal communicative behaviors used for social interaction; ranging from poorly integrated-verbal and nonverbal communication, through abnormalities in eye contact and body-language, or deficits in understanding and use of nonverbal communication, to total lack of facial expression or gestures.
- **DEFICITS** in developing and maintaining relationships, appropriate to developmental level (beyond those with caregivers); ranging from difficulties adjusting behavior to suit different social contexts through difficulties in sharing imaginative play and in making friends to an apparent absence of interest in people

APA proposed definition (2012)

Rethinking our Introductions

How much is each trait characteristic of your child?

Legend: Somewhat-Extremely — A Little — Not at All

Trait	Somewhat-Extremely
Happiness	93%
Enjoyment	86%
Humor	86%
Kindness	85%
Caring	82%
Thankfulness	79%
Empathy	78%
Courage	74%
Resilience	68%
Forgivness	63%
Self-Control	52%

Selected Items from the Assessment Scale for Positive Character Traits-Developmental Disabilities (Woodard, 2009)

Strategy #4 Community Connectors

Community Connectors

- Attend the Community Conversation and suggest others to invite

- Facilitate student planning meetings

- Identify interests and goals with student and develop a plan to help youth meet those goals

- Collaborate with Business Liaison to identify job options

- Make connections to link youth to summer opportunities

- Follow-up with youth and others to make sure progress is being made

Why Do This?

• Ensures someone will follow up on intentional planning and make actual connections

• Designates a lead person to explore community opportunities and resources

• Creates a "point person" for families

• Creates a "point person" for the business community
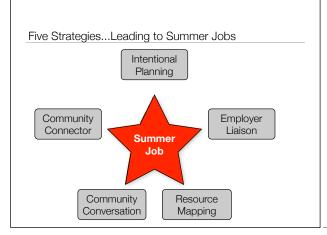
85

Strategy #5 Business Liaison

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Why Do This?

• Relationships, relationships, relationships

• Provides perspective of someone who knows business needs

• Provides a resource and help to teachers so they don't have to do it all

• Identifies jobs that youth and families would otherwise not find or know about
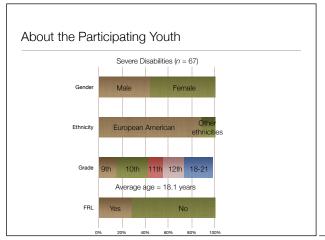
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Chambers of Commerce as Natural Supports?

	Youth with Disabilities	Youth
…co-sponsor a job fair	35.6%	55.4%
…co-sponsor a job shadowing day or career exploration event for *youth*	50.0%	58.4%
…help match *youth* to job openings in the community	27.1%	46.3%
…create a directory of employers with jobs or internships available to *youth*	35.0%	51.4%
…provide feedback to teachers on their career development/vocational programs	43.1%	55.9%
…offer mock interviewing or resume writing practice for *youth*	40.0%	53.8%
…include information about the school's vocational program on our website/newsletters	71.9%	76.5%
…help raise funds for the local high school(s) to expand their employment	22.0%	20.6%
…invite guest speakers from the high school to talk about the employment	59.3%	63.6%
…offer "job shadow" experiences to *youth*	56.9%	75.0%
…provide paid or unpaid work experiences for *youth*	38.7%	52.9%
…speak to other employers about their positive experiences hiring *youth*	50.9%	58.0%
…meet with schools to talk with *youth* about what businesses are looking for in	43.1%	63.2%
…develop on-the-job training programs	22.8%	26.1%
…the benefits of hiring *youth*	55.0%	54.4%
…tax incentives for hiring *youth*	45.8%	-
…ways to recruit *youth* as employees	48.3%	51.5%
…supports provided by schools to employers who hire *youth*	50.0%	46.3%

ª*Somewhat* or *very feasible*

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Five Strategies...Leading to Summer Jobs

```
        Intentional
         Planning

Community                    Employer
Connector                    Liaison
          Summer
           Job

   Community        Resource
   Conversation     Mapping
```

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How Did Youth Fare?

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About the Participating Youth

Severe Disabilities (*n* = 67)

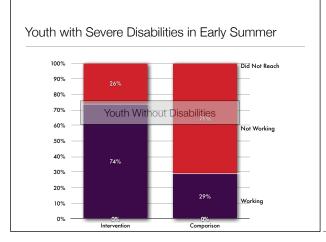|		
Gender	Male	Female
Ethnicity	European American	Other ethnicities
Grade	9th 10th 11th 12th 18-21	
	Average age = 18.1 years	
FRL	Yes	No

0%   20%   40%   60%   80%   100%

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Schools and Recruitment

- 7 rural, suburban, and urban high schools

- Average enrollment: 1910 students (*SD* = 587)

- Free and reduced lunch: 14.2% (*SD* = 9.7%)
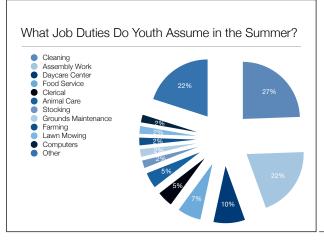
- Students with disabilities: 12.4% (*SD* = 3.6%)

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Youth with Severe Disabilities in Early Summer

Job Characteristics of Youth with Severe Disabilities

	Intervention
Hourly Pay	$0.25 above minimum
Average Hours	11.7
Checked on?	76.9%
Started in Spring?	46.2%

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What Job Duties Do Youth Assume in the Summer?

- Cleaning
- Assembly Work
- Daycare Center
- Food Service
- Clerical
- Animal Care
- Stocking
- Grounds Maintenance
- Farming
- Lawn Mowing
- Computers
- Other

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Some Questions to Consider

- Where are the **rigorous** and **relevant** learning opportunities in your schools or community?

- What opportunities do students have to develop valued **relationships** with their peers?

- What **instruction** and **supports** do youth with autism need access these same opportunities?

- What (and who) do educational teams **need to know** to put these priorities into practice?

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