

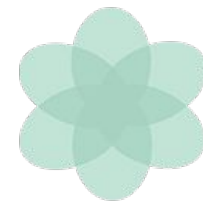


AUTISM TRAINING AND TECHNICAL ASSISTANCE PROJECT

An Overview of Legal Rights
and Responsibilities for Autistic
Students and Potential
Employers

Presented by

Lyndsay Palach Shelton



FUTURE

Social Learning & Transition Planning

Moderator Information



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The Autism Training and Technical Assistance Project

The Autism Training and Technical Assistance Project (ATTA) develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment.

ATTA provides training and support to important stakeholders as they work to provide an equitable experience for individuals on the spectrum.

The Illinois Center for Specialized Professional Support

The Illinois Center for Specialized Professional Support (ICSPPS) creates, supports, and delivers professional development for education professionals across Illinois. ICSPPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners. ICSPPS was founded in 1977 at Illinois State University and is housed in the Educational Administration and Foundations department in the College of Education.





Autism Training and Technical Assistance Project (ATTA)

<https://autismcollegeandcareer.com>

icsps impacting educational equity



Illinois State Board of Education



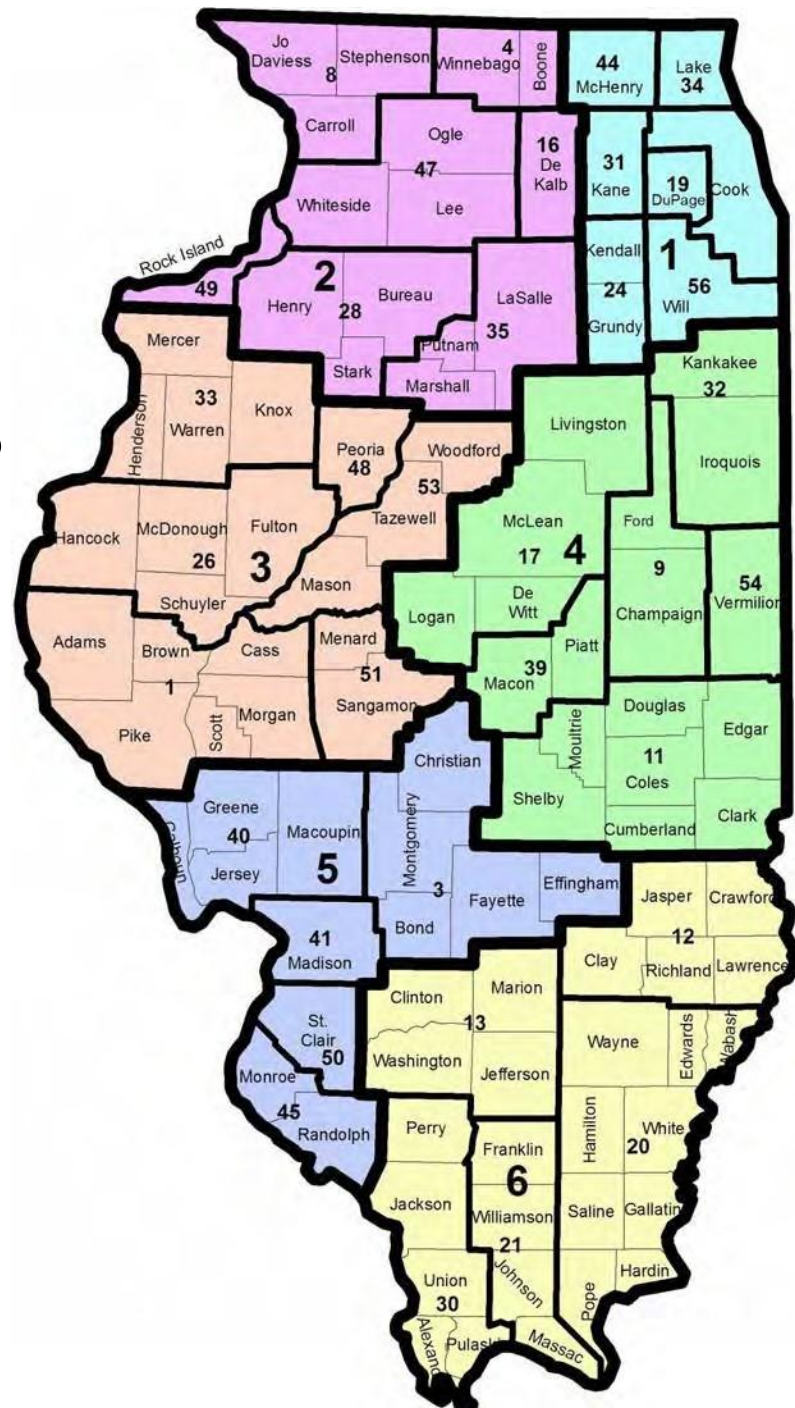
AUTISM TRAINING AND TECHNICAL ASSISTANCE PROJECT



AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT

Which Region are you Located in?

1. Chicago
2. Northeast
3. Northwest
4. Central
5. Southwest
6. Southeast



Which ATTA Stakeholder do you Represent?



SECONDARY



STUDENTS / YOUNG ADULTS



POSTSECONDARY



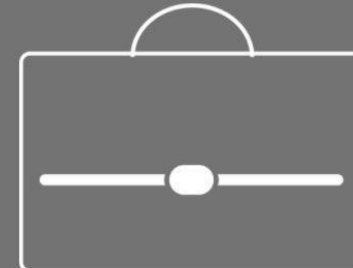
COMMUNITIES



FAMILIES



EMPLOYERS



An Overview of Legal Rights and Responsibilities for Autistic Students and Potential Employers

Lyndsay Palach Shelton

March 14, 2023



Introductions

Introductions

10:00 - 11:00 AM

11:00 - 11:30 AM Q & A

An Overview of Legal Rights and Responsibilities for Autistic Students and Potential Employers

1. Introductions
2. Planning for Employment
3. Legal Rights & Responsibilities for Everyone
4. Tools & Resources for Community Partnerships
5. Q & A

Introductions

Lyndsay Palach Shelton

- Founder & Transition Specialist at FUTURE SLTP LLC
- 15 years experience in the world of transition
- LBS II Transition Specialist
- MA in Transition Education & Services
- Current ILDCDT President



Introductions

- Poll - Welcome! Who are you??????
 - Parent
 - Student
 - Special Educator
 - Vocational Counselor
 - Related Services
 - Student with Autism
 - Transition Specialist
 - Higher Ed
 - Other



Introductions

2023 DCDT Conference

October 18 - 21

Reno, Nevada

- Call for Proposals



Introductions

2023 ICEC Conference

ICEC National Convention & Expo

Join us at the 74th Annual ICEC Convention & Expo in Naperville, Illinois

November 2 - November 4, 2023

<https://www.illinoiscec.net/>



Introductions

- Start date: 02/01/2023
- End date: 5/31/2023
- Code: **ILDCDT23**
- Promotion: 25% off any category and level of CEC membership.

5
Reasons to
Join
CEC DCDT

**Council for
Exceptional
Children** **ILLINOIS**

- Connect with other Professionals
- Stay in the know with the latest research-based strategies
- Snap shot videos of research-based strategies
- Access to a live binder resource guide
- We are offering 50% off code by entering ICEC73

Ready to join:
[www.https://dcdt.org/get-involved/join-now](https://dcdt.org/get-involved/join-now)

**CEC
2024**
SPECIAL EDUCATION
CONVENTION & EXPO
SAN ANTONIO

Introductions

IDCDT Social
Media

Please Follow, Like
& Share!



Council for
Exceptional
Children

*Division on Career
Development and
Transition*

The voice and vision of special education

Twitter

<https://twitter.com/IDCDT>

Facebook

<https://www.facebook.com/groups/1141950806679969>

Planning for Employment

Planning for Employment

- Poll - At what age are most of your students with autism **START** participating in community vocational training? 16, 17, 18, 19, 20, 21, 22



Planning for Employment



Planning for Employment

The more we know about where the student is going and the student's competence to deal with these *settings*, the more likely we can increase the student's chances for *success*.

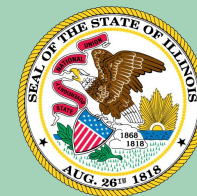


Planning for Employment

INDICATOR 14: POST-SCHOOL OUTCOMES

SPP Indicator 14: A results indicator that measures the percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

1. Enrolled in higher education within one year of leaving high school,
2. Enrolled in higher education or competitively employed within one year of leaving high school, or
3. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.



**Illinois
State Board of
Education**



FUTURE

Social Learning & Transition Planning

Planning for Employment

INDICATOR 14

Targets for Federal Fiscal Year (FFY) 2020-25 (Typical survey window: May 1 - August 31)

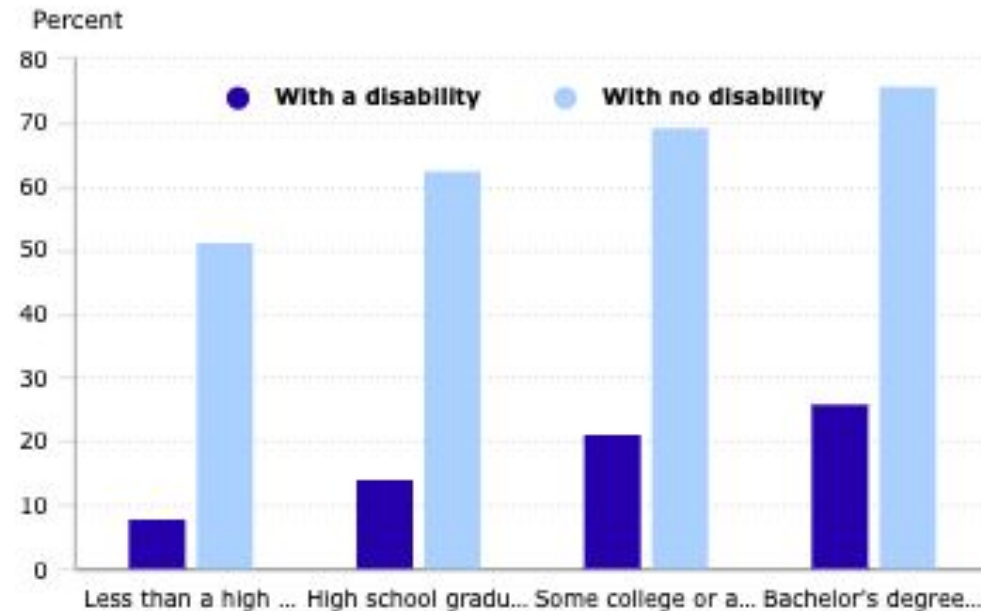
SPP 14A - FFY20-24 target of 29.6%, SPP 14A - FFY25 target of 30%

EMPLOYMENT - SPP 14B - FFY20-24 target of 63.5%, SPP 14B - FFY25 target of 66%,

SPP 14C - FFY20-24 target of 75.75%, SPP 14C - FFY25 target of 78.25%

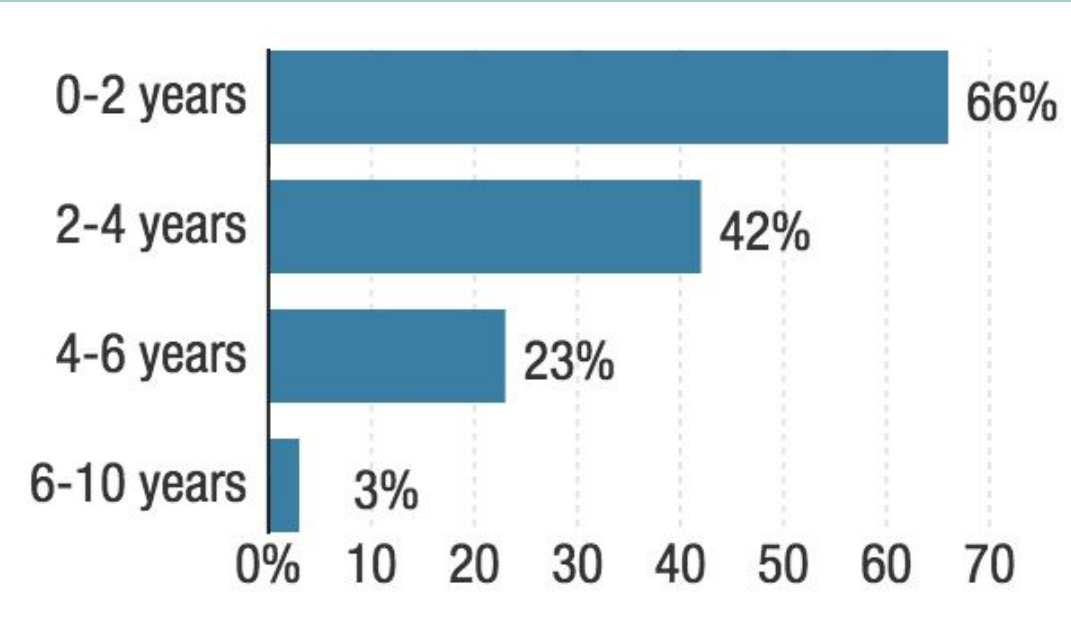
Planning for Employment

Employment–population ratios of people age 25 and older with and without disabilities, by educational attainment, 2014 annual averages



Planning for Employment

<https://www.npr.org/sections/health-shots/2015/04/21/401243060/young-adults-with-autism-more-likely-to-be-unemployed-isolated>



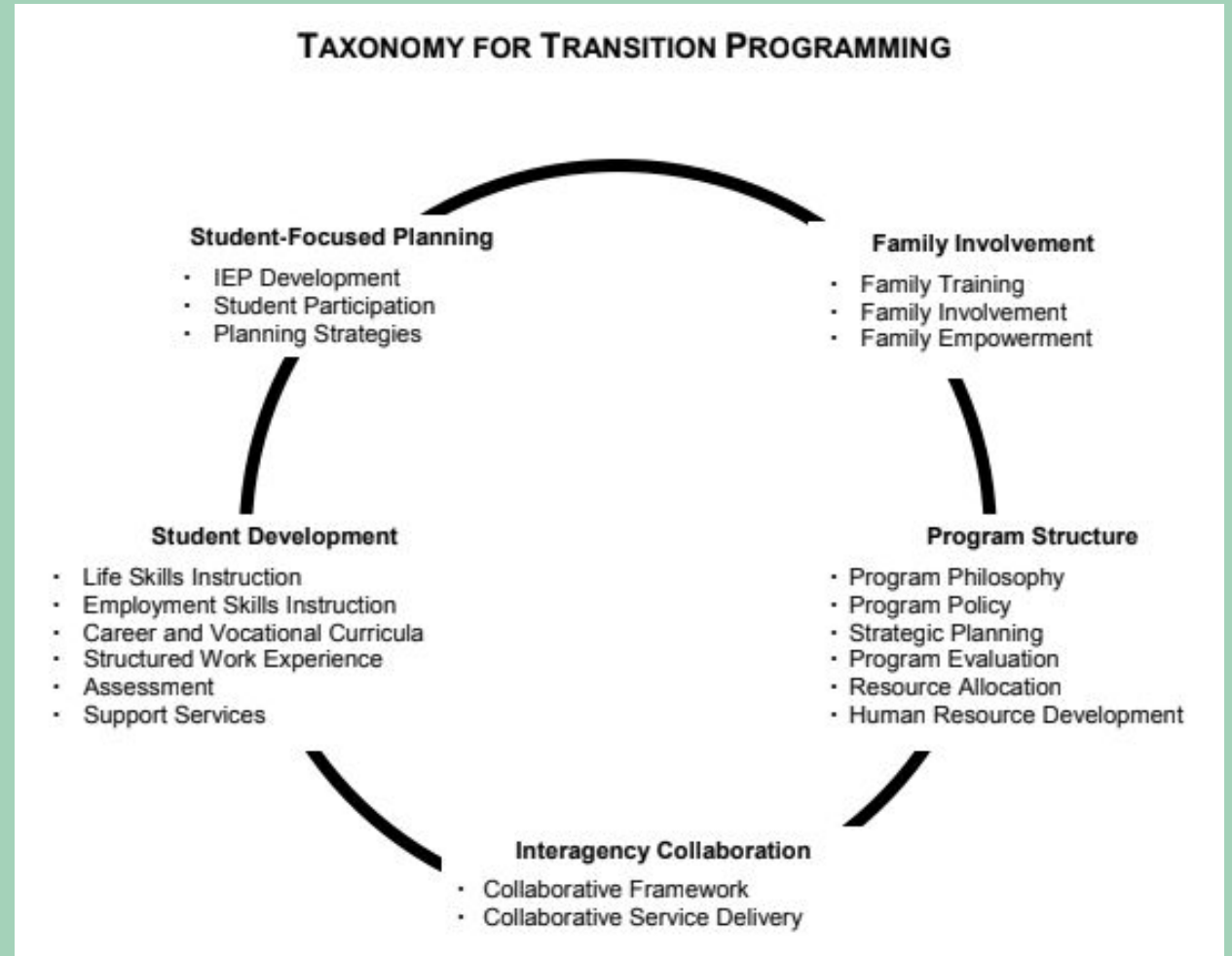
Planning for Employment

Kohler, P. D. (1996). Taxonomy for transition programming: A model for planning, organizing, and evaluating transition education, services, and programs.

Champaign: Transition Research Institute,
University of Illinois at Urbana-Champaign.
Available at

Taxonomy for Transition Programming

ILLINOIS TRANSITION PLANNING INSTITUTE



Planning for Employment

- Barriers to Employment
 - Services cliff
 - Self-identification
 - Community misinformation
 - Social obstacles
 - Vague job descriptions
 - Interviewing process



Planning for Employment

You know this, but... *Transition Planning* is MORE than an IEP meeting

- Can result in stressful discussions
- The clock is ticking
- Different vision
- Transition piece is often discussed last
- Lack of knowledge in transition journey
- Family financial decisions



Legal Rights & Responsibilities for Everyone

Legal Rights & Responsibilities for Everyone

Laws, Regulations, and Guidance

- Americans with Disabilities Act
- Individuals with Disabilities Education Act 1997, 2004
- Perkins V
- US Department of Labor
- Rehabilitation Act of 1973 (PL 93-112)
- Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA)
- Fair Labor Standards Act Training Agreement



Legal Rights & Responsibilities for Everyone

Community Based Vocational Training (CBVT)

- Secondary programming for students with disabilities
- Determine career preference, build career-related skills, and prepare for transition to the adult world
- Designed to teach students job and job-related skills in business environments
- Services provided by IEP
- Subject to the Fair Labor Standards Act set forth by the U.S. Department of Labor
- Compliance is key!



Legal Rights & Responsibilities for Everyone

The Fair Labor Standards Act

The **Fair Labor Standards Act** (FLSA) establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments.



Legal Rights & Responsibilities for Everyone

Benefits of Compliance of FLSA 64c08

- Roadmap for Community Based Learning
- Street cred for your vocational program
- Protects Employer
- Empowers student
- Clear Best Practices



Legal Rights & Responsibilities for Everyone

Employer Benefit

- Immediate benefit to employer
- Tasks both normally and NOT normally performed by employees



Student Benefit

- Activities are part of an organized educational program following FLSA guidelines
- Skill development, rather than benefit to employer

Legal Rights & Responsibilities for Everyone

The training site management must understand that the CBVI program partnership is implemented with the following understandings:

1. No displacement of employees
2. Students are under the continued and direct supervision by either school or business
3. Student placement is based on IEP requirements and NOT labor needs of business
4. Time periods are specifically listed and limited by the IEP; not to exceed 120 hours.

<https://resources.finalsite.net/images/v1623169410/bisdus/eqr7sb6eo2ankswdpdhc/CBVIManualandFORMS-2doc2012-13Sept20121.pdf>



Tools & Resources for Community Partnerships

“It’s All About Who
You Know -
Connecting to
Community
Resources”

- Dr. Jennifer
Bumble

WITHIN THE SCHOOL SYSTEM

SCHOOL SYSTEM

- SPECIAL EDUCATION SUPERVISOR
- TRANSITION COORDINATOR
- SCHOOL ADMINISTRATOR
- OTHER SPECIAL EDUCATION TEACHER
- GENERAL EDUCATION TEACHER
- CAREER AND TECHNICAL EDUCATION TEACHER
- GUIDANCE COUNSELOR
- SCHOOL PSYCHOLOGIST
- ASSISTIVE TECHNOLOGY SPECIALIST
- PHYSICAL OR OCCUPATIONAL THERAPIST
- SPEECH LANGUAGE PATHOLOGIST
- SCHOOL SOCIAL WORKER
- ORIENTATION AND MOBILITY SPECIALIST
- SCHOOL NURSE
- PARAPROFESSIONAL

BEYOND THE SCHOOL SYSTEM

SERVICE SYSTEM

- VOCATIONAL REHABILITATION
- TENNESSEE REHABILITATION CENTER
- SHELTERED WORKSHOPS
- SUPPORTED EMPLOYMENT PROVIDERS
- POSTSECONDARY ED PROGRAMS
- CENTER FOR INDEPENDENT LIVING
- GROUP HOMES OR SUPP LIVING
- SOCIAL SECURITY/ SSI
- RECREATIONAL PROGRAMS
- ADVOCACY GROUPS (E.G., THE ARC)
- DEPARTMENT OF INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
- SUPPORT GROUPS
- MENTAL HEALTH SERVICES
- ADULT DAY PROGRAMS

COMMUNITY

- U.S. ARMED FORCES
- JOB CORPS
- AMERICAN JOB CENTERS
- LOCAL EMPLOYERS
- CRAFT APPRENTICESHIP PROGRAMS (E.G., ELECTRICAL, PLUMBING, CARPENTRY)
- VOCATIONAL TRAINING PROGRAMS
- 2-YEAR COLLEGES
- 4-YEAR COLLEGES
- JUVENILE JUSTICE CENTER
- RECREATION ORGS (YMCA, DANCE STUDIOS,
- SERVICE ORGS (E.G., KIWANIS, ROTARY CLUB, KNIGHTS OF COLUMBUS)
- LOCAL TRANSPORTATION PROVIDERS
- CHAMBER OF COMMERCE
- FAITH COMMUNITIES

Tools & Resources for Community Partnerships

- Interviewing
- Disclosure
- Accommodation
- Knowledge
- Prep
- Oversharing
- Confidence
- <https://askjan.org/publications/consultants-c>



Tools & Resources for Community Partnerships

<https://aoddisabilityemploymenttacenter.com/>



Tools & Resources for Community Partnerships



<https://askjan.org/>

Tools & Resources for Community Partnerships



<https://www.illinoisworknet.com/>

Tools & Resources for Community Partnerships



National Technical
Assistance Center
on Transition

<https://transitionta.org/>

Tools & Resources for Community Partnerships



O*NET OnLine

<https://www.onetonline.org/>

Tools & Resources for Community Partnerships



Office of Disability Employment Policy

[https://www.dol.gov/agencies/odep/
program-areas/autism](https://www.dol.gov/agencies/odep/program-areas/autism)

Tools & Resources for Community Partnerships

BUSINESS

- Site Experience Agreement
- Overview and Notice of FLSA & CBVT
- Work Evaluation Form
- Letter to Employer

PARENT/STUDENT

- Enrollment
- Field Trip Forms
- Goals, Objectives, and Action Statement of Program

Tools & Resources for Community Partnerships

Data Sheets

Community Activity Logs

Functional Analysis of Behavior

Progress Reports

Student Notebooks

Employer Evaluations

Self-Reflections

Tools & Resources for Community Partnerships

Training of school staff

- Job coaches
- Related services
- Disability awareness

Training of job site staff

- Managers
- Hourly staff
- Work site culture



Tools & Resources for Community Partnerships

CEC DCDT FAST FACT - Community-Based Vocational Exploration & Learning



1

CEC's DCDT FAST FACT Community-Based Vocational Exploration and Learning

Purpose: To ensure schools are in compliance with the Department of Labor and Wage and Hour Division laws presiding over students involved with unpaid community based work learning. This fast fact will provide information related to legislation and guidelines for delivering community-based vocational exploration and learning experiences for students with disabilities.

Tools & Resources for Community Partnerships

Help Students Identify their
Strengths, Interests, Preferences, *and*
Limitations

Be honest



Tools & Resources for Community Partnerships

- Competitive Employment
- Self-Employment
- Supported Employment
- Sheltered Employment

<https://autismsociety.org/resources/employment/#:~:text=More%20than%2066%25%20of%20young,years%20after%20exiting%20high%20school.>

Q & A

Go ahead... ask!



Contact Information

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