

# Autism Career Builder Checklist: 43- Aspects to Drive Student Career Readiness and Transition Success



1. Teach student to ask h-herself the most important question, 'How am I capable'? not 'How am I capable'? **How Capable Am I, opens up many more career possibilities to explore. How Capable Am I, instills readiness of self-determination to begin the process to explore one's strengths for a career.**
2. Promote student recognition of strengths in these areas: Academic, Cognitive (non academic), Multiple Intelligences, Personal Preferences, Self-awareness. **The insight from the combination of all these strength areas promote self-determination and belief in oneself and the awareness that strengths match a career a student can pursue.**
3. Help student identify support persons who are or want to become believing mirrors. These people see and want the best for the the student, and are willing to help h-her connect to opportunities. **'Believing mirrors' are important to the student during transition, they build trust, safety, and worthiness. (from the work of Julia Cameron)**
4. Instill student 'choice' which is self-determination for the student to explore a career for the purposes of identifying a career direction. **Builds self-emotional awareness.**
5. Offer the student Broad Creative Supports© from the Golden Wheel, a. Environments, b. Structure, with c. People Connections, and d. Tools that increase emotional understanding, communication, and adaptation. **When these areas are in place, it promotes capability for student to do a job and emotionally adapt.**
6. Identify ways for student to integrate into a setting with tools that create h-her predictability and ease. This can promote student purpose and meaning in preparation for a job. **Promotes capability for student to do a job and emotionally adapt.**

7. Offer community or job tryout exposure with predictability to help student participate, learn, and adapt. **Experiences that are self-satisfying or positive build student's acceptance and self-emotional awareness.**
8. Offer student practice in self-advocacy. **Give student examples about why self-advocacy is important to h-her. Let the student know that self-advocacy can also be seeking out someone to assist h-her in a given situation. Self-advocacy can build self-empowerment and knowledge about next steps to take to be safe or land in a favorable position at work or school.**
9. Build interdependent environmental supports in the workplace to enable participation and adaptation. **When the student has acceptance and understanding and useful tools to perform on the job or at school, this represents 'interdependence' which can enable the student to move to higher participation and success than the notion of 'required independence'.**
10. Teach student to understand the value h-she brings to the workplace or any setting. **When students know their value, it builds positive emotions which can increase self-satisfaction and increased adaptation.**
11. Teach student to develop self-emotional awareness to recognize h-her emotions and about a difficult situation they are in. **Don't teach student emotions by asking the student to point to pictures of emotions on strangers' faces. Do teach student to name their emotion on how they feel or how they felt earlier that day. This is not an easy thing to do, but if practiced student will gain more awareness about emotions.**
12. Teach student to see the value in responding proactively to a situation. **Introduce to student benefits of h- her presence in the work place. This builds positive experiences, emotions and self-determination.**
13. Teach student the consequences to h-her reactions. **Promote different ways to respond proactively or on h/her own behalf.**
14. Measure student's capability 'with the support tools' h-she can use to perform a task. **These tools build predictability and emotional ease during the workday.**

## **Personal Preferences Provide Insight to:**

15. Identify with student h-her need and reliance for structure in order to take part and adapt to environments. **A structure can build predictability and self-emotional awareness which can lead to adaptation.**

16. Identify job/careers that support individual working in personally matched environments with people who understand h-her strengths and challenges to perform. **Believing mirrors are people who see the best in the individual and reflect back to the student what they can do. Believing mirrors may offer advice to the student to overcome challenging situations.**

17. Identify possible work environments with an appropriate sensory match. **Noise level, smells, confusion with many people in a hurry, may be visually stimulating or an eyesore, and temperature (hot or cold) among other sensory items, can make or break the student's ability to cope during the day. H-she may be at risk of keeping the job.**

18. Help student identify motivation or goal to pursue training or advanced education. **This promotes student self-determination and their own belief in careers that are possible.**

19. Identify individualized patterns that benefit student's learning or working on a task. **When the job task meets the student's capability to stay on task, endure, and enjoy satisfaction - this can mean everything to student success.**

20. Identify communication tools to enhance interactions with others and h-her self-advocacy. **Tools such as a timer, checklist, or diagram can mean everything to being able to take part in an environment with others and to self-advocate when problems occur.**

21. Consider how a student's capability can be enhanced by the relationship between environments, people, and structure of tasks and usefulness of tools within the workplace environment. **When all 4 are uniquely examined and created, then developing a job for an individual becomes easier.**

**22. Consider environments and tasks whereby student can work 'independently'. Indicates the student's 'independence' ability in these areas.**

23. Consider environments whereby student can work 'interdependently' to mutually collaborate with others offer h/her contribution to the team. **When 'interdependence' is used as a model during job development, the student is likely to experience higher success.**

24. Consider tools/equipment that can be supportive in workplace environments. **Tools can meet the student's needs to enable h-her through communication, sensory, or other challenges. Tools can make the significant difference between student failing or having success.**

25. It is beneficial for the student takes to take an active part in identifying h-her personal preferences. **When student realizes a specific personal preference, h-she can use to promote on the job capability and adaptation.**

26. Help student identify h-her emotions and how knowing emotions help to self-regulate. **This promotes student's self-emotional awareness which can carry over into other environments and areas of life.**

27. Identify student understanding of h-her strengths and challenges. **Promotes h-her self-emotional awareness.**

28. Help student identify h-her sense of self-worth and capabilities. **These in combination promotes self-emotional awareness and self-satisfaction on the job.**

29. Identify student's ability to self-regulate, manage impulses and disruptive emotions. **Promotes self-emotional awareness.**

30. Help student identify student's strengths in honesty and integrity and the impact on working effectively. **Promotes self-emotional awareness.**

31. Help student Identify h-her responsibility in choosing among options and making a decision to perform well in a workplace setting. **Promotes self-emotional awareness.**

32. Help student identify ability to handle flexibility during daily changes in the workplace. **Promotes self-emotional awareness and adaptability.**

33. Help student identify student knowledge and commitment that can guide h/her to pursue career goals. **Promotes self-determination self-emotional awareness during career exploration.**

34. Help student to create a plan of action to take initiative to act on good opportunities that come along the way for a job or career. **Promotes self-determination and self-emotional awareness.**

35. Identify student's awareness about another person's feelings, needs, and concerns.

**Promotes self-determination and self-emotional awareness.**

36. When providing a service, help student identify their own awareness about another person's needs. **Promotes self-emotional awareness.**

37. Help a student identify h-her own interest and connection to read a group's emotional currents. Some students show strong interests in environmental issues or a political group emphasizing human rights. **Promotes self-emotional awareness, empathy.**

38. Help a student identify capability and challenges in effectively speaking up for h-herself about getting needs met. **Promotes self-determination, self-emotional awareness, and self-advocacy.**

39. Help a student evaluate their capability to listen openly to another. **Promotes self-emotional awareness.**

40. Help the student evaluate a challenge to give direct eye contact. **Recognize the student may understand the sender's message much better without the requirement to give eye contact. Help the student self-advocate or explain to employer or coworkers in the workplace environment.**

41. Help student to evaluate h-her capability to effectively communicate a message. **Offer tools that may enable h-her communication to coworkers and management.**

42. Help student to evaluate h-her capability to assist or nurture others. **Promotes close relationships, trust, empathy, and safety.**

43. Identify student's capabilities to collaborate and cooperate as a member of a team for a shared goal/purpose. **This reveals the Interdependent Employment Model and can enhance the student's value, capability, and adaptation in the workplace.**