

# Engaging Youth to Discover their Dream Careers and Emotionally Adapt

Presented to

ARC Conference, February 19, 2020





**“Every youth owes it to himself and to the work to make the most possible out of the stuff that is in him...”**

**Orison Swett Marden**

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## What abilities and qualities are important to assure the best quality of life?

“My top priorities:

- building self-expression and self-esteem,
- instilling happiness,
- creating positive experiences, and
- emphasizing healthy relationships.

It is also important to increase

- self-awareness and the
- ability to emotionally self-regulate.

*--Barry M. Prizant, Ph.D. in*

*Uniquely Human: A different way of seeing autism*

# **In this session....**

- 1. Today's employment situation - Youth in Crisis**
- 2. What employers want from school systems to prepare youth.**
- 3. Introducing S.A.F.E.T.Y. Works© a map to guide youth to clarity about their dreams and goals and the tools to help them adapt.**
- 4. Introducing a new broadened definition for strengths.**
- 5. Applying Reflective Practice for student recognition of strengths.**

## S.A.F.E.T.Y. Works© Promotes

**S** A recognition of Strengths and Challenges with  
**A** Self-advocacy training  
**F** Fostering emotional self-awareness and  
**E** Environment exposure w/ predictability  
**T** Transforming  
**Y** Youth and Young Adult to emotional adaptation and favorable experiences.

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What is S.A.F.E.T.Y. Works©?

## **S.A.F.E.T.Y. Works - Strengths defined within an expanded view to get the most insight for student:**

- a. abilities and valued interests that may be an asset to further learning or in work application.
- b. ability to perform a valued act
- c. use personal preferences for job development and on-the-job tasks, i.e., environmental supports to meet challenges, learning styles, patterns of functioning, all to enable capability and adaptation.
- d. self-awareness to make decisions for favorable outcomes and to emotionally and socially adapt.



Now what?

Believe  
IN  
yourself



New story lies ahead

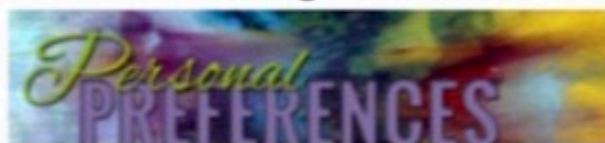
Section A - Strengths: Hard Skills



Section B - Strengths: Your Personal Self Expression: Talents and Interests



Section C - Making a Job Career Work for You: Check your best answer



Section D - Emotional Strengths in Personal Capability and Social Capability



never stop LEARNING



Hire me!

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## Reflective Practice'

Professor Gary Rolfe and colleagues (2001). It's based around three simple questions:

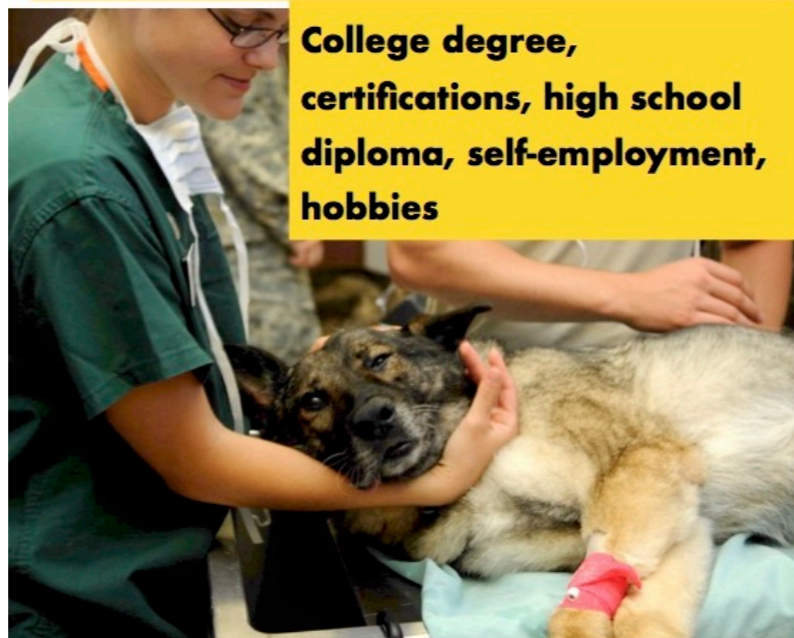
1. **What?**– describe a particular situation, then focus on achievements, consequences, responses, feelings and any problems.
2. **So what?** discuss what you have learnt about yourself, relationships, models, attitudes, cultures, actions, thoughts, understanding and any improvements.
3. **Now what?** identify what you need to do in the future in order to improve future outcomes and develop your learning.



# Strengths and Career Index(c)

What students discover about their strengths and on-the-job capabilities

## A. Careers/jobs using Academic and Cognitive Strengths



College degree, certifications, high school diploma, self-employment, hobbies

## B. Careers using Self-expression & talents



College degree, certifications, high school diploma, self-employment, hobbies

## C. Personal preferences for on-the-job capabilities and adapting.



\* Structure in tasks and settings  
\* Patterns of learning  
\* Tools to communicate & adapt

## D. Self-awareness for on-the-job capabilities and adapting.



self-awareness  
self-regulation  
trustworthy  
initiative  
motivation

empathy  
influence  
communication  
service-orientation  
collaboration-cooperation

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# Strengths and Career Index© (SCI) Meets Common Core Standards

## CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly

**(The student will read each item on the SCI)**

and to make logical inferences from it;

**(and recall their interest in experiencing the activity and/or interest in learning more about it. Student makes a choice to check, applies to me or doesn't apply to me)**

**After taking the SCI, the student receives a list of careers that match their interests and strengths. From that list the student will**

cite specific textual evidence

**(cite items they selected that match the careers)**

when writing or speaking to support conclusions drawn from the text. **(student will write about or present h-her conclusions**

**based upon the SCI items- the findings of strengths and**

**career options that match their strengths.)**

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# The Golden Wheel to Promote Emotional Adaptation: Young Adults with ASD

## People Supports:

People Who See the Best Strengths in the Young Adult and Offers Supports and Acceptance

**Has Self-awareness**

**Physiological:** Physical, awareness, holistic, sensory awareness, has patterns of learning, doing, uses preferences and strategies for communicating.



**Recognizes Strengths/Challenges**

**Structure:** A task, a daily routine, an event, (what young adult can expect and understands expectations to participate.

**Pursues Self-Advocacy**

**Environments:** Places where young adult feels comfortable, finds meaning, enjoyment, participation, acceptance and feels included.

**Personal & Social Capability:** Accesses Tools to Understand, Perform, Connect, Communicate, & Adapt

**Has Belief in Oneself**

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# Marquette Strengths and Career Index, Hard Skills

**Sarah**



**Sales manager for a toy store**



**Automotive Mechanics**



**Game Developer**



**Human Rights Advocate**



**Blogger to guide tween girls: safety, protection against bullying, self worth, and positive affirmations.**



**Volunteer: Campaign she supports**  
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**Sarah**

Marquette Strengths and Career Index  
Self Expression



**Theater: Actor**

Story  
Teller



**Singer**



**Photographer**



**Blogger for tween girls: safety  
against bullying, self worth**



**Theater: Costume Designer**

Sarah



# Marquette Strengths and Career Index

## Personal Preferences



**Motivation to Achieve:** Seeks a College Degree



**Patterns in Learning:** Color Coding, using I-Pad and I phone



**Structure and Environments:** Quiet Settings, Work Indoors



**Patterns in Learning:** Journal Writing: Does Self Talk to Ease Stress



**Environments, People, Structure:** Small group of coworkers



**Patterns in Learning:** Likes to Watch a Video



**Connected to Others:** Relies on Someone to Have Her Back in Difficult or Confusing Situations

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# Marquette Strengths and Career Index

Sarah



**Self Emotional Awareness:** Gather information before making a decision.



**Self Confidence:** You say yes to a good opportunity that can positively effect



**Initiative:** You explore, study, or read about careers you are interested in.

Flexibility  
&  
Adaptability  
to Change



**Adaptability:** You find other ways to solve a problem.

**Building Bonds:** You show gratitude when your teacher or supervisor grants you a favor.



**Political Group Awareness:** You see yourself interested in working for a cause you care deeply about.



**Empathy:** You listen to a friend's talk about their difficult situation.



**Trustworthiness:** You help someone who relies on your assistance.

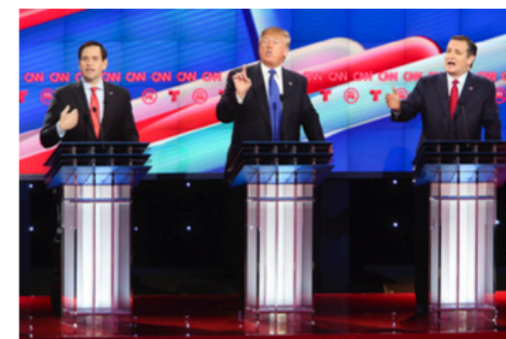


**Service Orientation:** You can convince someone with reasons why to buy something.

# Marquette Strengths and Career Index

Hard Skill Ability

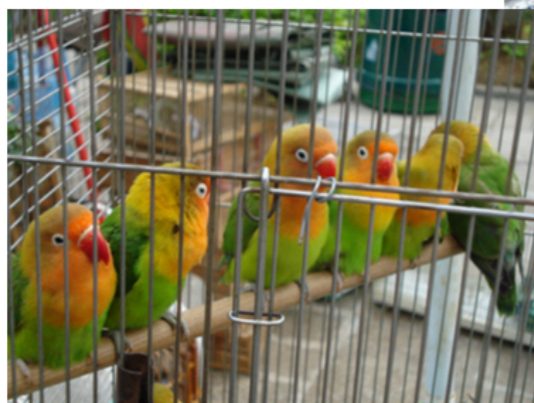
Trent



Enjoys watching political debates on TV



Worked at Meijer for 11 years



Worked in Pets Department  
Cared for Pets



Worked in Lawn and Garden



Stocked Shelves

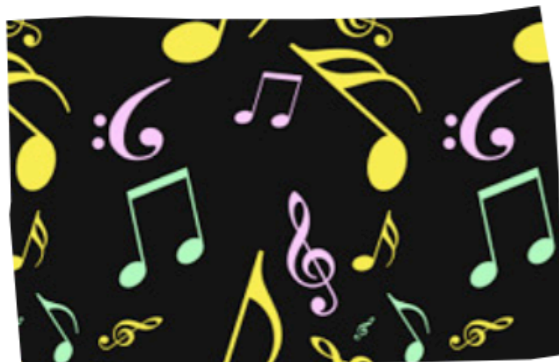


# Trent

## Marquette Strengths and Career Index Self Exp



Trent enjoys watching Joel Osteen. Shows interest in spirituality, faith and a sense of purpose.



Enjoys music of all kinds, and loves to paint to Gloria Estefan

Trent has Visual Spatial Ability and is an Abstract Artist



When he trusts someone, he feels connected and responds well.



Let goes of anger and forgives.

# Trent

## Marquette Strengths and Career Index Personal Preferences

# EASY GOING

*Trent is most effective when he has an easy pace and flow to his day, event, or activity.*



**Patterns in Learning:** Trent uses check lists, I-Pad and I phone for visual images that helps facilitate understanding.



**Structure and Environments::**  
Trent responds best in quiet settings, prefers working indoors



**Patterns in Learning:** Trent writes: to understand and know what to predict about an event or day. He wants to know his part.



**Environments, People, Structure:** Trent prefers working around a small group of coworkers.



**Patterns in Learning:**  
Trent relies upon a weekly Calendar of Events



**Patterns in Learning:** Enjoys watching a video to learn and understand something new. Flying in an airplane, going to NYC



**Connected to Others:** Trent relies on Someone to Have Her Back in Difficult or Confusing Situations

# Trent

## Marquette Strengths and Career Index Self Emotional Awareness



**Self Emotional Awareness:** Chooses to eat nutritious meals.



**Self Emotional Awareness:** Prepares packets of his supplements and takes independently.



**Self Emotional Awareness:** Has good hygiene.



**Self Emotional Awareness:** Finds purpose in celebrating holidays with family and his art success.



**Self Emotional Awareness:** Finds respite in swinging on the porch or resting for 1/2 hour in room.



**Self Emotional Awareness:** Finds enjoyment in riding a bike.  
Trustworthiness: You help someone who relies on your assistance.

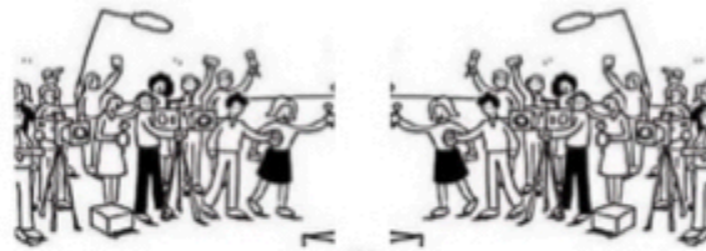


**Self Emotional Awareness:** Finds enjoyment in walking in parks, etc.



**Self Emotional Awareness:** Finds enjoyment on the beach and at the ocean. Likes to paint on the beach.

What we see!



3rd 1st 2nd

What we see!



What we see!

What we see!

What we don't see.

What we don't see.

What we don't see.

What we don't see.

Reflective Practice on feeling and naming emotions	Reflective Practice on self-regulating one's emotions	Reflective Practice outcomes in knowing one's emotions	Reflective Practice on valuing one's presence and benefit to workplace	Reflective Practice on valuing one's presence and benefit to workplace	Reflective Practice to use predictability tools and adapting.	Reflective Practice to use predictability tools for emotional awareness	Reflective Practice to honesty and integrity	Reflective Practice to create plan to take initiative
Encourage student reflection on choice making outcomes	Evaluate student reflection best options to choose.	Use reflective practice after an experience to evaluate outcomes.	Create and work from a task structure	Create routine to manage and enjoy daily living.	Create daily checklists/ calendars to prepare for change, events or medical appt.	Name areas or ways h/she has belief in oneself.	Encourage student reflection on their value	Reflective Practice to empathy and social connection.
Student reflects on choice making outcomes	Takes part in a self-advocacy program for daily adaptation and self-determination.	Identifies 'Believing Mirrors' and their value to trusting relationship.	Sees value of and uses tools that create predictability when exposed to new settings	Has access & opportunity to safe exposure to new settings.	Takes part in positive experiences.	Encourage capability on learning tasks independently	Builds a support system using Inter-dependent Model	Takes part in exploration of career(s) that match strengths.
evaluates cognitive strengths and talents	evaluates capability with supports	evaluates personal preferences	evaluates personal capability in self-awareness	evaluates social capability & self-awareness	evaluates broad creative supports to learn task & adapt on job.	evaluates broad creative supports to learn task	evaluates strengths, identify challenges	identify support tools to promote on-the job capability

What we don't see. What we don't see.

**The END**