



Jackie Marquette Ph.D.

Autism Spectrum Career Builder



Everything that
can go right
with Autism
Spectrum
Careers

Inside

1. Autism Career Builder Checklist:
43 aspects to drive student career
readiness and transition success.
2. A Strength Awareness Assessment
students will find engaging.

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Message from Jackie:



At Village Green Hills Art Show,
2014

Hello to ALL:

I am Dr. Jackie Marquette. With Autism Awareness Month around the corner, I created this ebook Autism Spectrum Career Builder

Through the month of April, I am giving this FREE ebook to all: caregivers, professionals, therapists, employers and coworkers, or anyone who has a stake and an interest in youth with Autism Spectrum.

My focus in The Autism Spectrum Career Builder is to bring attention to the group of those who rely upon a greater need for supports. Persons with autism spectrum who have a greater need for supports are typically NOT considered for job development during high school and thereafter. They have been left out and left behind when it applies to job

development and an opportunity to have a job with supports.

Many professionals and employers assume that persons with autism who have too great of needs, are not good candidates for work opportunities. This is a huge misunderstanding.

I have a son with autism. Trent is an abstract artist, has won art awards, traveled and exhibited his art in fine art galleries. Yet he has grown and can adapt because he receives the supports that helps him feel safe.

I had students and clients on the Autism Spectrum like Trent who exhibited a great need for supports and were able to manage and enjoy their job.

Creating life opportunities for a person with autism is not a science, it begins with a personalized process that draws upon taking inventory of one's strengths. I see this process as an art form because life after high school must be created. What a person with autism needs and wants in life is as important as what typical everyday people want and need in life.

In The Autism Spectrum Career Builder you will find:

- a. Autism Career Builder Checklist: 43 aspects to drive student career readiness and on-the-job success.
- b. How Well Do You Know Your Strengths? Fun Assessment for Students or the young adult with Autism Spectrum.

For 3 decades I wore different hats, a special education teacher, district transition coordinator, in private practice and researcher whereby I interviewed families and their

young adults with autism. As a parent parent I worked diligently, by trial an error my whole life to create and build a quality of life for Trent my son.

Based upon my research of 15 years, I created user-friendly tools with curriculum to guide youth to connect to their strengths, interests, and self-awareness. These tools reduce anxiety and empower youth to manage everyday and go after their dream careers.

People in the autism community as a whole are in a state of emergency for supports that prepare them for adulthood and throughout their life. The truth is, a person's strengths can be tied to learning at college or a job and using tools to self-regulate and self-advocate. A person's strengths can even be tied to a tool to bring emotional adaptation. This can be empowering and life giving when youth learn how to use these tools effectively.

My best teachers over the past 3 decades has been my son, my students, my clients, and my participants in research interviews.

In The Autism Spectrum Career Builder I encourage you to look at: a. Autism Career Builder Checklist: 43 aspects to everything that can go right for autism successful career transition. b. How Well Do You Know Your Strengths? A fun Strength Awareness Assessment for students or the young adult with Autism Spectrum.

Each person with autism is worthy and deserves respect to access opportunities to live a life worth living.

Jackie

I want to introduce you to S.A.F.E.T.Y. Works©

S.A.F.E.T.Y. WORKS ©
is a Smart Strategy
for Preparing Youth
for a Job or College.

S identifying STRENGTHS and
CHALLENGES, using tools for Self-
A ADVOCACY
F FOSTERING Self-
E EMOTIONAL Awareness
T TRANSFORMING
Y YOUTH to work effectiveness and successful
transition outcomes.



When students tap into the S.A.F.E.T.Y. Works© career evaluations, exploration guidance, and self-advocacy curriculum, they will receive the tools to help them

- identify their strengths,
- see their individualized job/career options,
- gain awareness about ways to adapt, and self-advocate.

These are the keys that help students move into work and transition success.

Twenty-five Effective Career Preparations that Promote Autism Spectrum Employment

Written by Jackie M. Marquette Ph.D. published with permission by DifferentBrains.com December 4, 2016



Students and young adults with ASD (autism spectrum disorders) have strong passions, valuable strengths, talents, and emotional strengths. I met one-on-one with hundreds of individuals and heard their dreams and goals. I listened deeply to their long narratives expressed with eagerness about the desire to have a job or a career right for them. Yet many did not know what they were good at doing, nor did they know how to get moving in the right direction to a career option. For those who had an idea, college or certifications appealed to some, but not others. Self employment options such as an art business seemed to be an interest, but putting all the pieces together were an unknown.

I also listened to how they struggled to keep themselves together emotionally.

Most of my clients had enormous difficulty integrating and interacting with peers or entering new settings because of low self worth, high anxiety, or depression. With these challenges and strong comparisons to their peers, many spiraled into a deep seated fear not wanting to leave their home.

I believe we can do better in serving this group's needs in these four ways:

- 1). To know all of their strengths and the value of their strengths tied to possible career/jobs
- 2) to have career preparation through career exploration and/or studies
- 3) To develop self emotional awareness through Power Practices for on-the-job capabilities

4) Employers and supervisors to receive sensitivity training to promote increased understanding of these individual's capabilities and their value to a job or career.

I discovered it is through the identification of strengths and interests across four broad areas that is key to recognizing the holistic view of the individual's capabilities. The areas include:

- a. hard skills
- b. self-expression
- c. personal preferences
- d. self-emotional awareness.

The individual's findings become potential solutions to choosing a career interest. Each strength identified has value and is tied to a career(s). After identifying one's strengths, through a career assessment I designed, it offers the individual a printout list of options for jobs, careers, and college studies which matches the student's strengths. The software contains hundreds of work/career possibilities at various levels: part time, full time, self employment, certification, college degree, advanced degrees, and volunteer. When one gains knowledge about their own strengths, the information can become extraordinary solutions that elevates and liberates the individual, whereby tensions alleviated and motivation enhanced in the individual. Some positive outcomes include self empowerment with increased adaptation, and emotional well being.

I offer 25 actions to assist connecting to career. Of 25, 20 are revealed through Sarah, a young woman with ASD who was my client. These actions reflect Sarah's real life goals and triumphs she has already made to reach her dreams.

Sarah is a 19 year young woman who wrote me asking for help to find a career direction. She expressed how she suffered throughout her teen years with anxiety and depression because she was bullied horribly. She tried several times to commit suicide because peer rejection was too much to bare.

Although Sarah has been free from the traumatic years, she continues to feel wounded and lacks confidence. Because her career interest has been stronger than her past trauma, Sarah is persevering.

Sarah has had a long deep passion for the theater. Her dad introduced Sarah to Broadway shows in her home town and on trips to NYC. She often wondered about the kind of career that she could enjoy even with social anxiety. She asked for assistance to how to recognize her strengths to determine the strengths that might lead her to career possibilities.

Sarah's Strengths

Hard Skill Ability

1. **Strength Finding:** Sarah recognized her strength in **communicating and convincing** someone to buy products. She had strong interests in collecting and playing with toys. Her favorite action figures were women with superpowers. Working in sales at the toy store was the perfect fit for Sarah. **Realized Outcome:** Because of her interest in engaging children and parents about certain toys, she was promoted to Sales Manager of the toy store.



2. **Strength Finding:** Sarah selected an interest in playing video games. **Potential Career:** The career finding was game developer.
3. **Strength Finding:** Sarah showed a strength in writing as she enjoys creating short stories and journals daily. **Potential Career:** Sarah is considering starting her own web site and writing a blog to guide girls, 9- 13 to guard and protect themselves against bullies. She also wants to promote self worth and give positive suggestions to her young readers. She realizes it may be difficult to earn money right away, but she is excited about how fulfilling it will be and the possible potential opportunities it could bring to her. This strength also was identified in Part B: Self Expression.

4. **Strength Finding:** She selected an interest in volunteering for her candidate for an election. **Realized Outcome:** Sarah volunteered at the phone bank for her candidate in a recent election.
5. **Strength Finding:** Sarah identified having an interest in human rights and advocating for these groups, LGBT and GLBT. **Realized Outcome:** Sarah is an advocate.

Self Expression



6. **Strength Finding:** Sarah sings beautifully, debates well on political subjects, and loves acting. All of these strengths can be applied to a career in theater. **Realized Outcome:** Sarah is now attending a local university and is majoring in theater. She discovered she wants to start her career in theater where she can work back stage as a costume designer.
7. **Strength Finding:** Sarah enjoys photography. **Realized Outcome:** She plans to use her photography skills and put her images in her blog and in creating a portfolio on the costumes she will design.



Personal Preferences

8. **Strength Finding:** Sarah shows motivation because her goal is to receive a college degree and she is working on it. **Realized Outcome:** Sarah is in her 2nd semester at the University.
9. **Strength Finding & Realized Outcome:** Patterns in learning and functioning. Sarah selected strengths in being organized for: projects, appointments, and running errands by using tech tools: I-pad, I-phone, color coding, etc.
10. **Strength Finding:** Sarah selected a preference to have structure in the environment where she will work: quiet settings and always working indoors.
11. **Strength Finding:** Sarah selected that she wants a career where she is surrounded among a small group of coworkers.
12. **Strength Finding:** Sarah learns best by watching a video.
13. **Strength Finding:** Sarah selected that she feels more connected to peers or groups with a peer/friend, mentor, or someone who has her back, especially in difficult or confusing situations.

Self Emotional Awareness

14. **Strength Finding:** Sarah commented that she rarely makes an impulsive decision. She gathers all the information first, such as before signing up for a class, making purchases. (self emotional awareness)
15. **Strength Finding:** Sarah spent time exploring careers pertaining to theater before she chose her major at the university.
16. **Strength Finding:** Sarah responds well to new opportunities that are good for her best interests, even when she feared change. For example, accepting a sales manager position at the toy store. (saying yes to good opportunities)
17. **Strength Finding:** Sarah indicated she feels intense empathy for a family member in need, or a peer being ridiculed, or a disabled individual who needed assistance. (empathy)
18. **Strength Finding:** Sarah can be trusted. Her employer relied on her to conduct tasks and actions requiring responsibility in the store. (trustworthiness)



19. **Strength Finding:** Sarah shows her appreciation to a supervisor or professor who helps her or grants her a favor. (building bonds)
20. **Strength Finding:** Sarah has passion and strong interests in working for a cause. (political group awareness)

Sarah showed many strengths and capabilities that are highly valued in the world of work. These strengths may also be applied during an interview for a job or in writing a resume.

Practice Self Empowerment

You are your own best solution to reaching career and life goals. Twenty-one through twenty-five briefly offers purposeful actions.

21. **Hard Skill Ability**—Start the career exploration process, inquire about job shadowing or volunteering in your career of choice.
22. **Self Expression**—Evaluate emotions both positive and negative in your career exploration. List possible next steps to increase potential realities of moving in the direction of your career choice.
23. **Personal Preferences**—Evaluate any support that enables your participation, adaptation, or produces feeling comfortable in your own skin, that is, who you are.
24. **Emotional Strengths**— Emotions drive everything. Read stories or biographies of individuals who moved through adversity to reach their goals. Recognize the emotional strengths you have that can enhance your effectiveness on the job or in a career
25. Know you can offer contributions to the workplace as a valuable employee. Whether you disclose or choose not to, build your network of people to rely upon. Choose those who see the best in you, to see possibilities, with a mentor or someone who 'has your back'. Enjoy this video I made for you, you can see it at this link.

We discovered our strengths for a career.



How Well Do You Know Your Strengths?



*Learn How Strengths
Can Lead You to Career
Success*

First, what are Strengths?



Strengths are your personal traits, abilities and talents. They are like anchors that can highlight a career direction or reveal ways to give your best talents to the world.



Strengths are opened windows to creating personal satisfaction in your life.

Take this fun short quiz to discover what you already know about your strengths. Let's get started!

1. There are many different kinds of strengths. Name 3 strengths you know you have? Here are three ways to identify your strengths:
- a. interests (such as, playing an instrument),
 - b. abilities (something you love to do such as math), and/or
 - c. helping yourself (such as your motivation) or working with others (collaboration such as working with a team).

2. Do you use one or more of your strengths you wrote in #1 on a daily basis?

Yes No Don't know

3. Are any of your strengths a *personal preference* such as a picture, word checklist, or I-phone to help you do a task or learn something new with ease?

Yes No Don't know

4. Do any of your strengths help you get through a difficult situation? For example, using a calming technique to get through a stressful medical or dental appointment?

Yes No Don't know

5. Do your strengths bring ease or joy to other people? For example, participating in a group with a common interest, or performing for others, such as, playing the guitar?

Yes No Don't know

6. When using one or more of your strengths on a task or in an activity, do you feel more content or more at ease?

Yes No Don't know

7. Do one or more of your strengths lead you to consider a specific career direction? For instance, you may have a knack at repairing some things around the house.

Yes No Don't know

8. Do any of your strengths help you progress toward a goal you already set for yourself? For example, you may be an avid reader and you know this will help you in college course work.

Yes No Don't know

9. Do your strengths connect you to people who see the best in you? For example, you show an interest in volunteering with others in projects, such as, a neighborhood yard sale, or community festival you have an interest.

Yes No Don't know

10. Do your strengths help you reach a higher well being? For instance, you enjoy creating a piece of art/craft or playing a musical instrument.

Yes No Don't know

11. Do you have a strength in understanding other people and their difficulty? For example, you see in the news that a group of people lost their homes because of a hurricane destruction.

Yes No Don't know

12. Do you have a strength in communicating for yourself or on behalf of another person? For instance you speak up for someone else's needs or your own needs.

Yes No Don't know

13. Do you show empathy in one or more of these ways?

a. you want to assist others who might need your help?

b. you volunteer with a group on a passionate cause such as cleaning up the environment.

Yes No Don't know

A. Calculate your answers. Discover Your Personal Strength Knowledge

Circle the numbered items you checked YES to:

2 3 4 6 7 8 10

Now count your yes answers.

If you answered YES to all 7 of the numbers above, you have an **Excellent awareness** of your personal strengths.

If you answered YES to 5 or 6 of the numbers above, you have a **Good awareness** of your personal strengths.

If you answered YES to 4 or less of the numbers above, you have **Some awareness** of your personal strengths.

B Calculate your answers. Discover Your Social Strength Knowledge

Circle the numbered items you checked YES to:

5 9 11 12 13

Now count your yes answers.

If you answered YES to all 5 of the numbers above, you have an
Excellent awareness of social strengths.

If you answered YES to 4 of the numbers above, you have a
Good awareness of your social strengths.

If you answered YES to 3 or less of the numbers above or below you have
Some awareness of your social strengths.

Congratulations! You have taken the first step to understanding your strengths.

If you could not answer #1, by naming 3 strengths, don't worry. There is always a chance to learn about your strengths. You might enjoy identifying and exploring your strengths and learning about the careers that match your strengths

You can take the Strengths and Career Index at this link: marquettestrengthsindex.com Use **Index65** to get a discount and **pay only \$9.99**

***If you are a professional counselor/advocate or parent, you can offer this simple informal assessment to a student to discover how well the individual knows h/her strengths.**

To inquire about your school district or agency to use the *Strengths and Career Index*© with students or clients, contact Jackie at drjackiemarquette.com or email me: drjackiemarquette@gmail.com

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, not 'How capable am I, rather 'How am I capable'?

This opens up many more career possibilities to explore. Promotes self-determination and readiness 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 combination of all these strength areas promote self-determination and belief in oneself and the strengths that match a career a student can pursue.

3. Identify support persons who become believing mirrors, those who see and want the best for the the student, and connect h-her to opportunities.

'Believing mirrors' are important to the student in transition, they build trust, safety, and worthiness. (from the work of Julia Cameron)

4. Instill 'choice' self-determination for student to choose a career interest to explore a career direction.

Builds self-emotional awareness

5. Offer Broad Creative Supports© for student within a. Environments, b. Structure, with c. People Connections, and d. Tools that increase emotional understanding, communication, and adaptation.

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 purpose and meaning in preparation for a job or general functioning.

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 ideas about why self-advocacy is important. Let the student know that self-advocacy can also be seeking out someone to assist h-her in a situation. Self-advocacy can build self-empowerment and knowledge about steps to take.

9. Build interdependent environmental supports in the workplace to enable participation and adaptation.

When the student has people understanding and useful tools to do the job, this represents 'interdependence' which can enable the student to higher participation and success than required independence.

10. Teach student to understand the value h-she brings to the workplace or any setting.

Knowing their value builds positive emotions which can increase self-satisfaction and adaptation.

11. Teach student to develop self-emotional awareness to recognize h-her emotions and about a situation they are in.

Teach not by student pointing to pictures of emotions on strangers' faces, but to name their emotion on how they feel. This is not an easy thing to do, but must be practiced.

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 student 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 self-advocacy.

16. Identify job/careers that support individual working in personally matched environments with people who understand h-her needs 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, visually stimulating or an eyesore, and temperature (hot or cold) among other sensory items, can make or break the student's success to keep the job.

18. Identify student motivation or goal to pursue training or advanced education.

This promotes student self-determination and belief in careers that are possible.

19. Identify individualized patterns to student learning or working on a task.

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.

- 20. Identify communication tools to enhance interactions and self-advocacy.
- 21. Consider how capability can be enhanced by the relationship between environments, people, and structure of tasks and useful tools within the workplace environment.

When all 4 are uniquely examined, developing a job for an individual becomes easier.

- 22. Consider environments whereby student can work 'independently'.

Indicates the student's 'independence' ability.

- 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 to job develop, it is likely to be a success for the student.

- 24. Consider tools/equipment that can be h-her supports in workplace environments.

Tools meet the student's needs to enable h-her through communication, sensory, or other challenges. They can make the significant difference between student failing or success.

25. Student takes part in identifying h-her personal preferences.

When student realizes a personal preference, h-she can apply and promote job task capability and adaptation.

26. Identify student understanding of h-her emotions and the relationship to h-her capability to self-regulate.

Promotes self-emotional awareness.

27. Identify student understanding of h-her strengths and challenges.

Promotes self-emotional awareness.

28. Identify student's self-confidence about h-her sense of self-worth and capabilities.

Promotes self-emotional awareness and self-satisfaction.

29. Identify student's capability to self-regulate, manage impulses and disruptive emotions.

Promotes self-emotional awareness.

30. Identify student's strengths in honesty and integrity and the impact on working effectively.

Promotes self-emotional awareness.

31. Identify student's responsibility in choosing among options and making a decision to perform well in a workplace setting.

Promotes self-emotional awareness.

32. Identify student ability to handling flexibility during daily changes in the workplace.

Promotes self-emotional awareness and adaptability.

33. Identify student awareness and commitment that can guide h/her to pursue goals. 34.

Promotes self-determination and self-emotional awareness.

34. Identify student's 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, identify student's awareness to anticipate or recognize another person's needs.

Promotes self-emotional awareness.

37. Identify student's awareness to read a group's emotional currents. Some students show strong interests such as, on environmental issues or with a political group emphasizing human rights.

Promotes self-emotional awareness, empathy.

38. Identify student's capability and challenges to effectively speak up for h-herself to get needs met.

Promotes self-determination, self-emotional awareness, and self-advocacy.

39. Identify a student's capability to listen openly to another.

Promotes self-emotional awareness.

40. Identify a student's capability or inability to give direct eye contact.

Recognize the student may understand the sender's message much better without the requirement to give eye contact. Promote this understanding to employer or coworkers in the

41. Identify student's capability to effectively communicate a message.

Offer tools to enable h-her communication and/or understanding among staff.

42. Identify student's capability to nurture others, special relationships.

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.



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blogs, and
teaching videos:**

[https://
marquettestrengthsindex.com/
wp/?page_id=970](https://marquettestrengthsindex.com/wp/?page_id=970)

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Use my formula to help fit
the young person's style to a
career, college or a hobby.



Use my formula to help fit the student's



style to a career, college or a hobby.

Knowledge of **S**trengths

+**V**alue of strengths to job/task/other

+self-awareness **T**ools to emotionally adapt.

SVT = self-satisfaction and adaptation

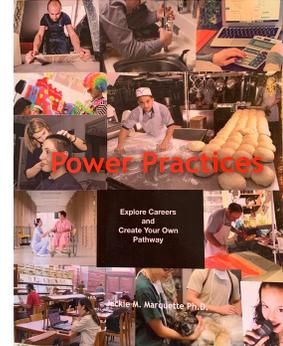
Students and young adults can take the Strengths and Career Index© (SCI) to Discover their Strengths. marquettestrengthsindex.com

Want to find:

Value of a person's Strengths to a job/task/other **Take the SCI and get personalized results. marquettestrengthsindex.com**

Want youth to practice:

Developing self-awareness? **Use my tools:
Get Power Practices: Explore Careers and Create
your Own Pathway with link
marquettestrengthsindex.com**



Want To learn How To Use The Autism Spectrum Career Builder Checklist to boost your students/clients/son/daughter's transition success?

Take my e-course: marquettestrengthsindex.com

NEW [E-Course] How to Engage
Youth to Discover Dream Careers
and Adapt to Success





How to Engage Youth to Discover Dream Careers and Adapt to Success

Are your students, clients, or young adults:

- struggling with their own transition and job preparation?
- not sure what kind of job they can do?
- not able to name their strengths or personal preferences for a good job fit?
- have intellectual or emotional/social limitations and will need supports and structure in order to maintain a job?
- -lack confidence and ability to self-advocate?

★ What is the effect of these tools? The student will:

1. Know all their strengths, challenges and new interests that may spark their curiosity for a possible career direction.
2. Know about their personal preferences and tools to perform a task, enter uncertain and fearful settings, and emotionally adapt.
3. Receive a list of job/career possibilities on different levels that match a student's strengths and interests.
4. Take part in increasing self-awareness, which will help them recognize their part in making positive outcomes.
5. Participate in a guided personalized career exploration process resulting in student engagement, self-satisfaction and readiness to move forward their own career direction

This course is PERFECT for you if you want to get these specific results:



Getting your students or young adults involved in discovering a career interest through their strengths, personal preferences and emotional self-awareness (using a one-of-a-kind assessment).



Getting your students or young adults involved in using tools to emotionally adapt to new and unfamiliar people, a job, or college going.



Getting your students or young adults active in a personalized career exploration with engagement and self-satisfaction.



Getting your students or young adults ready for a job/career with tools to enhance self-awareness, on-the-job capability, self-advocacy and belief in themselves.

What's Inside?

- 7 Mini-Modules of about 3 hours total viewing time. Each lesson inside is a stand-alone video.
- 6 downloadable Templates
- 2 Downloadable Assessment Tools, the online *Strengths and Career Index*© and the *The Alternative Self-Awareness Assessment*© (ASAA).
- Downloadable Teaching Tools—*The Golden Wheel*©, *The Predictability and Engagement Timeline*©
- A downloadable *Career Readiness Program Completion: A Student Checklist*
- 4 Infographics to realize successful employment
- Members-Only Facebook Group

What Others' Say:

"Dr. Marquette's integration of mental health concerns, rigidities, social struggles and anxieties is both seamless and well thought out and encourages young students to see themselves more positively and to embrace all that they are and to see that they have important contributions to make in the world.

I believe the Marquette Strengths Index and the Power Practices book should be introduced as part of school transition planning starting in early adolescence."

Book Review - Sheila Mansell, PhD. R. Psych.

"Jackie Marquette provides the guidance and the blueprint for helping professionals and parents move away from a deficit orientation to a celebration of abilities and strengths of persons with autism and related disabilities. By learning to energize the spirit of all persons, re-

ardless of their challenges, we ultimately become more in touch with our own humanity.” (book review in *Becoming Remarkably Able*)

--*Barry M. Prizant, Ph.D., CCC-SLP, adjunct professor*, Center for the Study of Human Development, Brown University; co-author of the SCERTS™ Model (Social Communication, Emotional Regulation and Transactional Support)

Course Curriculum:

- Why I made this e-course. VIDEO Preview
- Who is this e-course for? VIDEO Preview
- What can you expect with this e-course? VIDEO Preview with course workbook.

Module I: How to start a student in a Career Readiness Program

- To begin: Present to the student the most important question h-she must ask.
- What are students’ career readiness needs? VIDEO
- Template: Ability vs. Capability VIDEO
- Complete: Lesson 1 activity
- -Quiz, 2 questions VIDEO

Mini Module II: How to Engage Students to Discover their Strengths and Get Excited about Career Possibilities

Introducing the *Strengths and Career Index*® (SCI):

- Template: The SCI promotes student experiences from a deeper learning framework. VIDEO
- Template: 5 top Predictors to Student Transition Success VIDEO
- A closer look: Sample Items from the *Strengths and Career Index*® VIDEO
- Complete: Lesson II: Take the *Strengths and Career Index*® or give it to someone you know.
- How to use the *Strengths and Career Index*® to support all student including those with a greater need for supports. VIDEO
- *Quiz - 2 questions. VIDEO*

Mini Module III: How to Assess Self-awareness with the Student who has a Greater Need for Supports

- *Assessment Tool*: Introducing a student engaged *Alternative Self-Awareness Assessment (ASAA)*. VIDEO
- Checklist: When to use the *Alternative Self-Awareness Assessment (ASAA)*. VIDEO Using the *Alternative Self-Awareness Assessment (ASAA)* and benefits to the student with a greater need for supports. VIDEO
- Complete: Lesson III: Take the ASAA or give it to someone you know.
- Quiz - 1 question VIDEO

Mini Module IV: How two young adults faced obstacles and experienced self-satisfaction in a job and career.

- Sarah's findings from the *Strengths and Career Index*© and her career outcomes (Visuals) VIDEO
- Tim's findings from the *Strengths and Career Index*© and his career outcomes (Visuals) VIDEO
- Complete Lesson IV: Activity
- Quiz - 1 question VIDEO

Mini Module V: How to Guide a Student to Use Empowering Tools to Manage Challenging Situations.

- Template: Don't guess on the kind of supports the student needs: Use *The Golden Wheel*©, to pinpoint settings, tools, structure and people that may link to a job/career possibility. VIDEO
- Tool: Don't allow doubt or fear to hold the student back: Use *The Predictability and Engagement Timeline*© (*PET*) a tool to create tools and supports to promote emotional adaptation to a specific event/task. VIDEO
- Complete: Lesson V: Use the PET with a student or someone you know.
- Quiz - 2 questions

Mini Module VI: How John Moved through Entire Process: Career Readiness to On-the-Job Success

- John's Experience: Part I VIDEO
- John's Experience: Part VIDEO II VIDEO
- Complete: Lesson VI activity
- Quiz - 2 questions

Mini Module VII: How to get Students Engaged in their Very Own Personalized Career Exploration

- Template: How to assist student in career exploration. VIDEO
- Complete: Lesson VII: Assist a student or young adult in Career Exploration of a career.

Bonus: Career Readiness Program Completion: A Student Checklist

- Checklist: Receive an engaging focused student checklist for student to track where they are, what they did, and the next steps to pursue toward their career. VIDEO
- Complete: Bonus Lesson Activity
- Send students out into the world with feelings of *worthiness and empowerment*. VIDEO
- Quiz - 2 questions VIDEO

This course comes with a few personal guarantees.

1. I don't teach anything I haven't personally had success. I learned from my practice of 30 years, my study, and my own research of 15 years. Additionally, I learned by practicing these tools with my autistic son and the people who provide services to him.

2. In this course I teach you the exact strategies that worked for me and those that I've already implemented with my clients. Nothing in the course is just a theory, they are all proven techniques. I made this course actionable and practical. You will not just get a bunch of lectures with no chance to practice the teaching. This course includes downloadable material,

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Dr. Jackie Marquette, is an Autism Career Strategist, researcher, in private practice and parent of an adult son with autism. In 2007 she received a Ph.D. from University of Louisville. Jackie has 3 decades of professional experience as a teacher in special education, district transition consultant, consultation with young adults and their families, an autism evaluation service to the clients of Vocational Rehabilitation counselors and 4 decades of personal experience guiding and supporting her son who has autism.

The tools she created are powerful and can: 1) assure the student/young adult of their career possibilities, uniqueness, and one-of-a-kind self-expression and, 2) guide and support a student/young adult to take steps to emotionally adapt, progress, and safely manage a job/career.

Jackie's 15 years of research has shown her what enabled young adults to safely transition into a career or job. She conducted interviews with 220 young adults with autism, and combined with their families and providers, she has over 800 interviews. From the data, theory emerged: *The Theory of Interdependence and Emotional Adaptation*. She created **S.A.F.E.T.Y Works®** an *Interdependent Employment and Emotional Adaptation Model* with tools that can enable students and adults to best prepare for a career, practice career exploration and self-advocacy, and then become effective by using using these tools to adapt to a job/career. The model is so personalized because the tools meet each individual at any level where they are in development.

She has published numerous articles in industry periodicals and published three books: *Power Practices: Explore Careers and Create Your Own Pathway* (2017); *Becoming Remarkably Able: Walking the Path to Talents, Interests, and Personal Growth, For Individuals with Autism Spectrum Disorders and Related Disabilities* (2007); and *Independence Bound: A Mother and Her Autistic Son's Journey to Adulthood* (2002) Harmony House, Publishers. Prospect, KY.

She lives out what she teaches. Trent, her autistic son, taught her how to assist him to create and live the career of his dreams an award winning professional abstract artist now for 16 years. One of the most distinguished awards he received was from the United Nations, 2012 when his art was chosen for a UN stamp to raise awareness for autism worldwide.

Jackie also created a consulting based model and e-courses so others can use these tools to enable youth to employment success. The e-course is: ***How to Engage Youth to Discover Dream Careers and Adapt for Success.***