



**How to Create A Work
Readiness Program
Using the Top 5
Predictors to Student
Transition Success:**

**Autism Spectrum,
Developmental
Disabilities and 'At
Risk'**

**Dr. Jackie M. Marquette
Autism/Disability Interdependent Career Strategist**

This Ebook will give you the skills students with personal and social challenges need to express to become work or college ready.

Plus

41- Tips to Drive the 5 TOP PREDICTORS to Student Transition Success

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Section 1: How Clear are You that Your Program has the Essential Aspects to Prepare Students for Employment or College?

You may realize you need a structured plan for students to identify their strengths and interests and get ready for work,

but you don't have a plan that has worked well in the past for students with significant disabilities or those with social emotional challenges who may not be college bound.

You need to be focused on the right aspects that make a difference in preparing students with disabilities in work readiness,

but how do you make a forward moving plan with the right curriculum that leads to employment outcomes of students in post high school?

You know you need to improve in your school/district's work readiness program for students with disabilities and other challenges,

but its difficult to meet students with consuming life limitations and disability challenges.

When your 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-advocacy. These are the keys that help students move into work and transition success.

Section II: How are Students Impacted by S.A.F.E.T.Y. WORKS©?

- ✓ *Students will be engaged in selecting their interests and strengths using the Strengths and Career Index ©*

- ✓ *After taking the Strengths and Career Index ©, students will be excited to see their unique jobs/career findings that match their strengths. Career options are then presented to each one of the student's strength/interests on these different levels: volunteer/hobby, part time, full-time high school degree, certifications, college degree, and advanced degrees.*

- ✓ *Students will show zeal and enthusiasm to start the exploration process on their chosen career.*

- ✓ *Students will gain self-determination and feel in control of their next phase in life.*

- ✓ *Students will find meaning in practicing self-awareness and self-advocacy because they will take part in activities of actual narratives of students with similar life circumstances thus, encountering challenges at work, college, or daily living. They will move into post high school life ready to use these tools: self-awareness of their strengths, interests, and how-to strategies to self-advocate and keep safe in a sometimes unsafe world.*

- ✓ *students will be able to use their strengths and self-advocacy abilities on a resume, on an interview, on the job performance, and problem solving and interactions.*

Section III: Why is S.A.F.E.T.Y. WORKS © a Smart Strategy for Student Work Readiness?

S.A.F.E.T.Y. WORKS acronym.

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

Why Students Must Believe in Themselves?

Students are often 'at risk' because they may not do well in academics and therefore have difficulty figuring out what kind of job is a good fit. Often students do not believe they have strengths. Indeed, these tools will reveal that many do have strengths. For example, a student with a learning disability may read at a 2nd grade level, but may have the unique strength and ability to work on a car, repair bicycles, or play an instrument. The self-evaluations on the *Strengths and Career Index* © shows that everyone is a winner, no pass/fail, but offers questions in a way that may draw the student's interest and curiosity to reveal a specific job, certification, or self-employment business that can be a viable option.

Why a student benefits from Career Exploration and Guided Self-Advocacy Practice

A student workbook, *Power Practices* ©, provides a curriculum to guide a student through discovering the steps to take to explore h-her career interests. The second half of the book guides the student to develop self-awareness in order to adapt and self-advocate at college or in the workplace.

Often students have trouble keeping their job or staying in college. *Power Practices* © with actual scenarios of students facing typical adversity in the workplace can provide solutions to the student to work effectively, problem solve, seek advice from a mentor, and have self-satisfaction and confidence on the job. The S.A.F.E.T.Y. WORKS © model uniquely combines all the aspects together. For example, when a student develops **self-awareness** about a strength h-she has and then the value that **strength to the workplace**, the student gains accomplishment. Each one aspect is connected to the other aspects and together play a part in supporting the student's success.

Top Five Predictors to Student Work, College, and Transition Success



Marquette J. M. (2018). *Uncertainty Resilience Theory: A Grounded Theory Study on Persons with Autism and Developmental Disabilities and Uncertainty*. Louisville, KY: Marquette Index LLC. (book in preparation).

Krell K., Perusse, R., 2012. Providing College Readiness Counseling for Students with Autism Spectrum Disorders: A Delphi Study to Guide School Counselors. *ASCA Professional School Counseling* 16 (1) 29-39.

Section IV: S.A.F.E.T.Y WORKS© Scope of Content

The top 5 research based predictors of student readiness with qualitative research findings are listed below in the chart. The purpose is to strengthen the student’s capability and self-satisfaction through an Interdependent Framework that promotes Emotional Adaptation to the world of work or college.

5 TOP predictors Work and College Success	S.A.F.E.T.Y. Works © Model (Interdependent Framework)
✓ belief in one’s abilities	<p>Knowing one’s strengths and challenges. Having an understanding and awareness of oneself and one’s abilities to perform. Understanding one’s emotions. Student can begin believing in h-her abilities by taking the <i>Strengths and Career Index</i> © (SCI) selecting strengths and interests. For students who have greater needs for support a teacher/parent/other can assist the student in recognizing and selecting student strengths.</p> <p><i>Strengths and Career Index</i> © (SCI) provides a printout of student options for work/job/career based upon h/her selection of strengths: volunteer, hobby, self-employment, jobs, certification/training, college, and careers with advanced degrees. Student chooses among different career options based upon what h/she believes in oneself.</p>
✓ recognition of one’s strengths and challenges	<p>(SCI) Select from <i>Strengths and Career Index</i> © Part A: Academic/cognitive Part B: Multiple Intelligences Part C: Personal Preferences Part D: Self-awareness</p>
✓ self-awareness in personal capability and social capability	<p>SCI) Part D: Self-awareness <i>Strengths and Career Index</i> © Personal Capability: self-regulation, trust worthiness, self-confidence, initiative, motivation, adaptability Social Capability: Empathy, influence, political group awareness, communication team capabilities, building bonds, service orientation, collaboration/cooperation.</p>

5 TOP predictors Work and College Success	S.A.F.E.T.Y. Works © Model (Interdependent Framework)
<p>✓ knowledge of one’s personal preferences required to perform work tasks.</p>	<p>(SCI) Part C: Strengths and Career Index © Personal Preference (categories)</p> <ul style="list-style-type: none"> a. Structure and Environments b. Career- Environments, People c. Environments and Activity d. Motivation to Pursue Training or Advanced Education e. Structure - patterns in solving a problem f. Patterns in Learning g. Communication Tools, Structure h. Environments, People, Structure i. Environments, Working Independently j. Connected to Others k. Equipment Supports in Environment <p>Tools are listed in <i>Power Practices</i> © student workbook individualized Personal Preferences</p>
<p>✓ developing self-advocacy with self-awareness of one’s emotions and needs.</p>	<p>Power Practice Student Workbook:</p> <p>This curriculum guides student through a career exploration process. After they take part in the <i>Strengths and Career Index</i>© they choose a career they want to explore. The latter half of the book is a guide to explore self-advocacy in a safe place in a classroom setting or at home with parents or a mentor. The scenarios involve real life situations at work, college or community with actual people with Autism Spectrum. Each short reading is designed to promote one or more of:</p> <ul style="list-style-type: none"> self-expression happiness positive experiences healthy relationships self-awareness self-regulation self-satisfaction job effectiveness initiative building bonds contentment self-empowerment

5 TOP predictors Work and College Success	S.A.F.E.T.Y. Works © Model (Interdependent Framework)
<p>✓ developing self-advocacy with self-awareness of one's emotions and needs (continued)</p>	<p>Power Practices @ Student Workbook: Student discovers and practices:</p> <ol style="list-style-type: none"> 1. How to recognize emotions and what to do about them. 2. How to quiet the mind, for self-regulation. 3. How to practice awareness of anger and then what to do with anger. 4. See the benefit of anger as an expression of unmet needs. Then advocate for yourself and/or change self-awareness about a situation or person. 5. The value of doing away with a standard of perfection to self-acceptance to do one's part. 6. Following one's heart's desire for a job or career. 7. How to protect oneself from negative influences. 8. How to see the good in oneself. 9. How to tell the difference between unreasonable fear and from real fear. 10. How to protect oneself against a bully. 11. How to say, "Yes" to something new, that is also good for you 12. How to speak up for yourself, or ask someone you trust to speak up for yourself. 13. How to become self-empowered. 14. How to tune into your emotions and how you feel. 15. How to respond to someone who is rude, mean, or a bully on the job. 16. What to do when a coworker is difficult on the job. 17. How to handle a gossipy coworker on the job. 18. How to manage an emotional memory that is troubling. 19. How to create experiences that will become pleasant or happy memories. 20. How to reduce job stress and increase ease on the job.

*Section V: Infographic showing John using S.A.F.E.T.Y
WORKS© that led to Employment*

Create a Work Readiness Program for Students with Autism Spectrum, Disabilities, and At Risk

Meet John, a High School Junior Who has Autism



"What jobs are good for me?"

John's Goal is to have a job in a business doing a task he is capable of doing.

I have Asperger's

I have autism



John participates in a work readiness program at his high school.

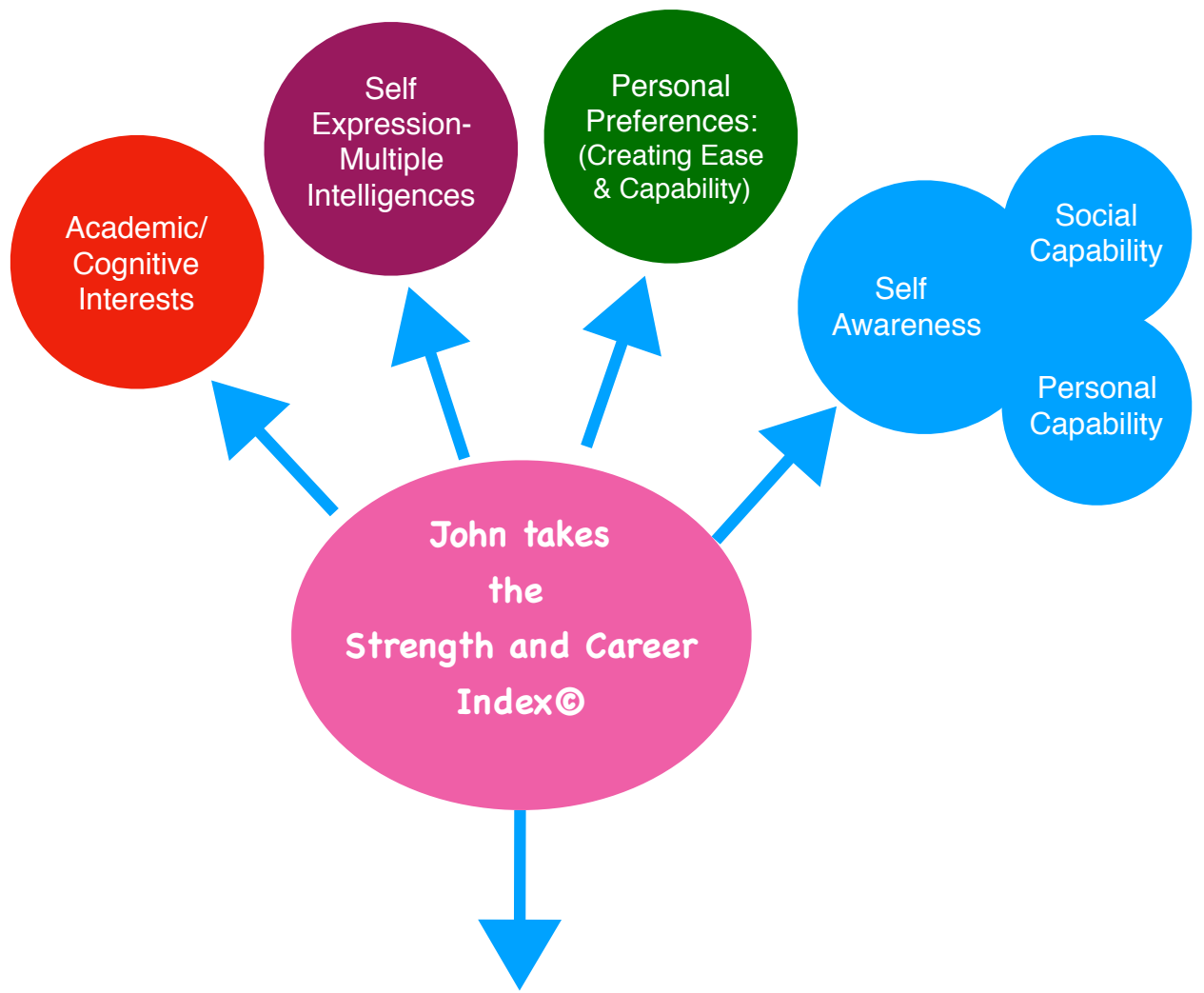


John receives assistance from his teacher.



and

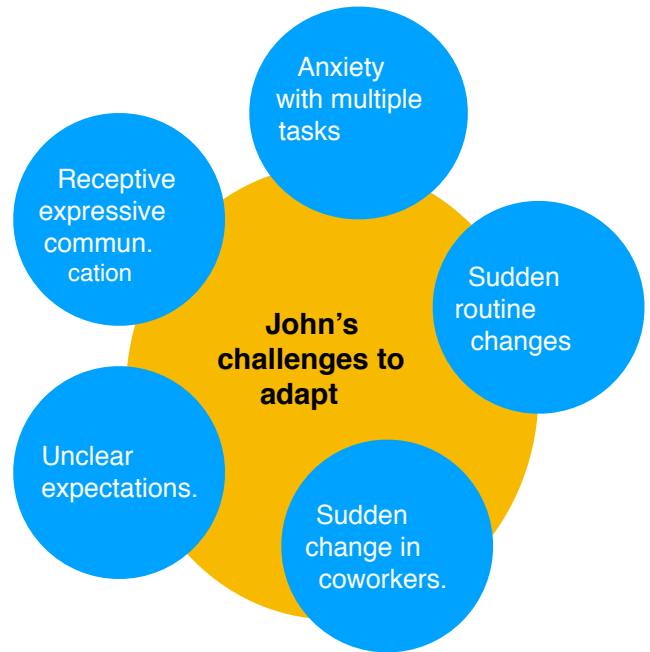
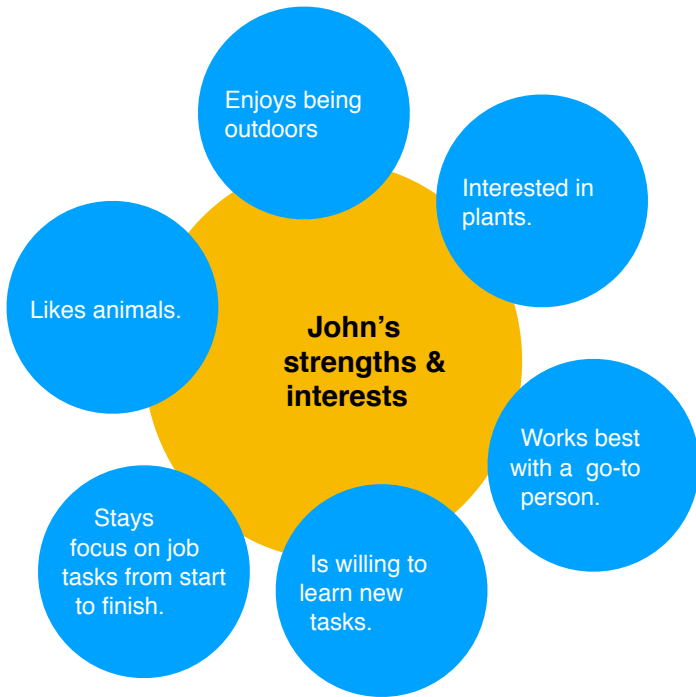
John takes the Strengths and Career Index© to learn about all his strengths & interests and their connection to possible job/career options.



John receives a printout list of his strengths in 'Abilities, Interests, and Self- Awareness' Employment Profile (AIS- EP) with jobs/ careers that match his strengths.



Strengths and Career Index© Findings: John's Strengths and Challenges



John with his Support Team: job coach, teacher, parents, look at John's Ability, Interests, Self-awareness Employment Profile (AIS-EP)





Job Coach

with

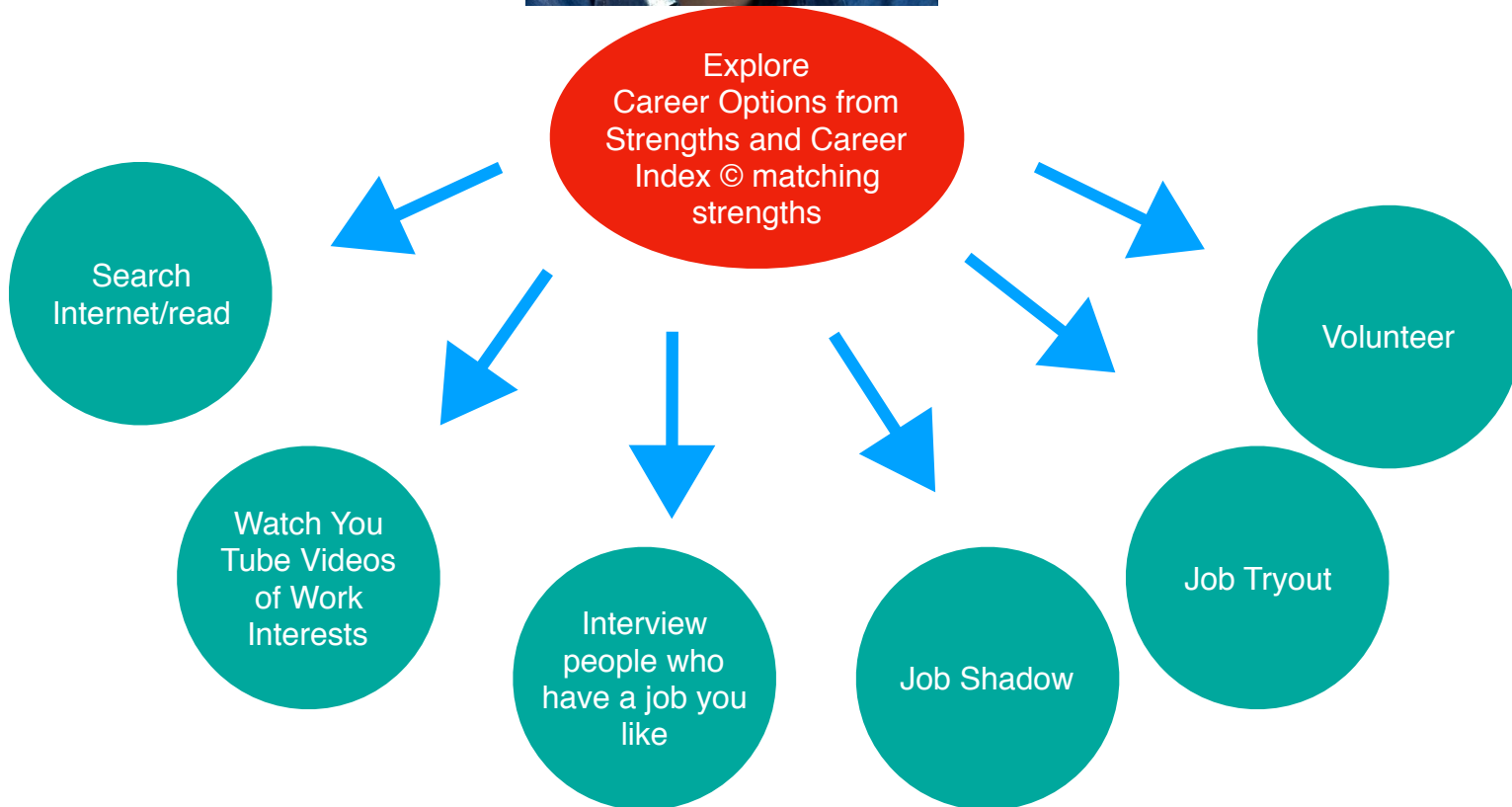


Teacher

with



John's support team help John brainstorm ways he can explore his interests and abilities from one or more of his printout finding list of job options that match his strengths.



Enhance John's Job Adaptation with Predictability Tools

✓ Visual schedules or monthly calendar of appointments/events.

✓ Job Coach made a video with smart phone of John performing all the steps on a task.

✓ A go-to person was set up on site for John.

✓ Photos of a safe places for John to understand where he can regain composure when environment gets overwhelming.



✓ Photographs of steps on a task.

✓ Pictures or written checklist for a routine that matches time of day and changes that occur on the spot.

✓ John used smart phone for notes and calendar.

✓ Coworker team approach was arranged to work with John on certain tasks.

John Practices Self-awareness and Self-advocacy for Safe Adaptation with *Power Practices© Curriculum*.

Build John's self-awareness and self-advocacy for safe adaptation with *Power Practices© Curriculum*. Scenarios of actual students who encountered adversity in the work place and daily life were used to highlight options, next steps, and possibilities for safety.

✓ Identifying a Go-To- Person/ Mentor for questions/ assistance

✓ Reducing Stress and Increasing Ease with Predictability

✓ Recognizing Emotions/feelings

✓ Making Decisions



✓ Reflecting on Possible Options for Meeting Needs

✓ Help John Be Clear Stress and Increase Ease

✓ Reflecting on Possible Options for Meeting Needs

✓ Being Aware of How You Feel

✓ Being Aware of Anger/ frustration & Options

✓ Recognizing the Value of Strengths

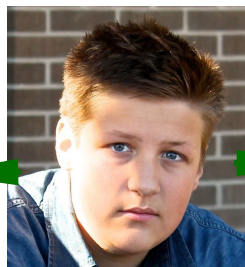
✓ Doing Your Part

✓ Taking Care of Yourself

Angela, John's job coach, negotiated a job John can do 'with supports' that matched his Strengths and Interests. Angela met with store manager, Dave, and Team Leader Doris.



With Jack in Lawn and Garden



John

With Sarah in Pets' Department



With George stocking shelves



With Sue in Fresh Flowers



John shows capability and self-satisfaction because he has a good job match to his strengths.

He enjoys working in a safe setting where he is valued and accepted.



This is 'Interdependence' in Action:

Interdependence is a mutual reliance of each employee's contribution to enhance the outcomes of the workplace environment within a creative employment structure.

*Section VI: A Free Fun 13 -item Student Strengths Quiz
Know the Value of Your Strengths.*

ARE YOU READY TO EXPLORE A CAREER?
Start with knowing your strengths.



How well do you
know the value of
your strengths?

Strengths are:

personal qualities such as, showing kindness or cooperating with others

abilities such as, having a good reading level or being mechanical, thus able to fix things

talents such as, playing an instrument well or painting abstract art.

When you know all your strengths you are closer to choosing a career direction. You can purposely use your strengths in daily life, studies, or a job. Your strengths become like an anchor revealing to you a career direction that is a good match, or ways to contribute to your family, community, or in the workplace.



I want you to see strengths as opened windows to creating personal satisfaction in your life. Having satisfaction in what you do is purposeful and meaningful living. You should be enjoying what you do. You can enjoy learning and growing to become what you desire to be and to make progress in your life.



Take this fun short quiz to discover what you may or may not 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 or word checklist, or smart 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 in front of an audience?

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 putting together a new bicycle.

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 are 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 that 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. You feel sad for the people.

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? There are many, but here are just 2 examples:

a. you want to assist others who might need your help? For example, open a door for an elderly person using a walker or cutting the grass for a neighbor in need.

b. you volunteer with a group on a passionate cause such as cleaning up the neighborhood or feeding the homeless at a shelter.

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.

HOW? You can take the Strengths and Career Index©

at this link: marquettestrengthsindex.com Use **Index65** code 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 drjackie@marquettestrengthsindex.com

Thank you for taking this short quiz. Please email me your comments.

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*Section VII: Use these tools to unlock your students' potential for career and college readiness. **CALL TODAY!***

Strength and Career Index© An online tool to help student identify all their strengths, skills, and interests for a career direction. A Job and Career List is printed out for each student based upon their individual selections. <https://marquettestrengthsindex.com/wp/>

Reviews: *Strengths and Career Index*
https://marquettestrengthsindex.com/wp/?page_id=876

Power Practices ©: **Student workbook**— Career Exploration guided practice and Self-Advocacy Modules. Each activity is drawn from actual students with autism facing life's challenges and steps to interpret the problem and find a solution.

<https://marquettestrengthsindex.com/wp/?ecommerce=all-products>

https://www.amazon.com/Power-Practices-Explore-Careers-Pathway/dp/0999368001/ref=redir_mobile_desktop?encoding=UTF8&dpID=61QU-DYtxHL&dpPI=1&keywords=power%20practices%3A%20explore%20careers%20and%20create%20your%20own%20pathway&pi=AC_SX236_SY340_QL65&qid=1506209479&ref=plSrch&ref_=mp_s_a_1_1&sr=1-1

Book Reviews: Power Practices ©

https://www.amazon.com/Power-Practices-Explore-Careers-Pathway/dp/0999368001/ref=redir_mobile_desktop?encoding=UTF8&dpID=61QU-DYtxHL&dpPI=1&keywords=power%20practices%3A%20explore%20careers%20and%20create%20your%20own%20pathway&pi=AC_SX236_SY340_QL65&qid=1506209479&ref=plSrch&ref_=mp_s_a_1_1&sr=1-1#customerReviews

Jackie's Articles/ Blogs: https://marquettestrengthsindex.com/wp/?page_id=633

Receive Free Consultation:

Are you interested in a 30 - minute free consultation whereby we could talk and I could hear about your organization/district's unique needs? I can share with you how the S.A.F.E.T.Y. WORKS © can meet your students' needs to prepare for work/college.

Call me at: 502 417-6063

or

Email me: drjackie@marquettestrengthsindex.com

Appendix A: 41- Tips to Drive the 5 TOP PREDICTORS to Student Transition Success

1. Promote student belief in h-herself through knowledge of all their strengths in these areas: Academic, Cognitive (non academic), Multiple Intelligences, Personal Preferences, Self-awareness.
2. Identify support persons (believing mirrors) who see and want the best for the the student, and connect h-her to opportunities.
3. Instill self-determination 'choice' for student career interest to explore or a career direction to pursue.
4. Offer Broad Creative Supports© within a. Environments, b. Structure, with c. People Connections, and d. Tools that increase emotional understanding, communication, and adaptation.
5. Identify ways for student to integrate with predictability while promoting inclusion.
6. Offer community or job tryout exposure with predictability to help student manage participation, learning, and adaptation.
7. Offer student practice in self-advocacy.
8. Strive to build interdependent environmental supports to enable participation and adaptation.
9. Teach student to understand the value h-she brings to the workplace or setting.
10. Teach student to develop self-emotional awareness for autonomy to take part in the environment.
11. Teach student to see the value in responding proactively.
12. Teach student the consequences to reactive behaviors.
13. Measure student's capability 'with the supports' h-she needs to have to perform a task.

Personal Preferences Provide Insight to:

14. Identify student need for structure within environments.
15. Identify job/careers that support individual working in environments and people with good job match.
16. Identify possible work environments with an appropriate sensory match.
17. Identify student motivation to pursue training or advanced education.
18. Identify student patterns in learning or working on a task.
19. Identify communication tools to enhance interactions and self-advocacy.
20. Consider how capability can be enhanced by the relationship between environments, people, and structure of tasks within workplace environment.
21. Consider environments whereby student can work 'independently'.
22. Consider environments whereby student can work 'interdependently' to mutually collaborate with others.
23. Consider tools/equipment that can be h-her supports in workplace environments
24. Identify student's self-awareness of h-her personal preferences that promote job task capability.
25. Identify student understanding of h-her emotions and the relationship to self-regulating.
26. Identify student understanding of all their strengths and challenges.

27. Identify student's self-confidence about h-her sense of self-worth and capabilities.
28. Identify student's capability to self-regulate, manage impulses and disruptive emotions.
29. Identify student's strengths in honesty and integrity and the impact on working effectively.
30. Identify student's responsibility to make 'choices' to perform well in a workplace setting.
31. Identify student adaptability in handling flexibility during daily change in the workplace.
32. Identify student awareness and commitment that guide h/her to pursue goals.
33. Identify student's initiative to act on good opportunities that come along the way for a job or career.
34. Identify student's awareness about another person's feelings, needs, and concerns.
35. When providing a service, identify student's awareness to anticipate or recognize another person's needs.
36. 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.
37. Identify student's capability to effectively speak up for h-herself to get needs met.
38. Identify student's capability to listen openly.
39. Identify student's capability to effectively communicate a message.
40. Identify student's capability to nurture others, special relationships.
41. Identify student's capabilities to collaborate and cooperate as a member of a team for a shared goal/purpose.

Appendix B: Reviews by Professionals and Special Education Teachers who Used the Strengths and Career Index© and Power Practices© Curriculum Review

Dana Slucher

Executive Director at Southwest Center for the Developmentally Disabled

Dr. Marquette has been an excellent resource for our Employment Specialists at the Southwest Center. We are currently beginning to use the "Marquette Strengths and Career Index" for our participants receiving Supported Employment services and are very pleased with the ease of usage and the information obtained from the assessment. We look forward to using this information to help our participants find the job of their dreams in our community. In addition, Dr. Marquette completed an 8 hour workshop for our Employment Specialists to ensure they understood how to utilize the tool to meet the needs of our participants. We highly recommend the the tools she has developed and her expertise as we all work for find employment in the community for the people we support!

Reviews on Power Practices, Student Workbook

https://www.amazon.com/Power-Practices-Explore-Careers-Pathway/product-reviews/0999368001/ref=cm_cr_dp_d_show_all_btm?ie=UTF8&reviewerType=all_reviews

5.0 out of 5 stars

An important offering to the neurodiversity, career and self empowerment literature.

BySheila Mansell, PhD. R. Psych.on November 24, 2017

Format: Paperback

In the last decade there has been a growing recognition of neurodiverse adolescents and young adults and their needs for skills and career development. This shift is occurring in response to the significant, longstanding concerns with their underemployment as well as mental health concerns. In particular, this newer literature shifts away from the long standing deficit models to strengths based and self-knowledge and self-advocacy models.

To read all reviews: https://www.amazon.com/Power-Practices-Explore-Careers-Pathway/dp/0999368001/ref=redir_mobile_desktop?encoding=UTF8&dpID=61QU-DYtxHL&dpPI=1&keywords=power%20practices%3A%20explore%20careers%20and%20create%20your%20own%20pathway&pi=AC_SX236_SY340_QL65&qid=1506209479&ref=plSrch&ref_=mp_s_a_1_1&sr=1-1#customerReviews

Power Practices: Explore Careers and Create Your Own Pathway is a welcome and refreshing contribution to the field. Its foundation starts with the author's Marquette's Strengths Index. This assessment tool helps young people initiate the process of self discovery that is so central to personal recognition of strengths, self-knowledge, emotional self- awareness and self advocacy. Dr. Marquette draws on real life examples of young students and their stories. Their experiences feature prominently here and provide inspiring examples for young readers. The results from the

personal assessment set the stage for additional self discovery through guided questions, understanding educational requirements for future paths, learning about resources to help, establishing hobbies and creating opportunities to learn more about interest level and focus. This approach is practical, concrete and very useful as it draws on examples from real students engaged in their career and personal exploration.

The Practicing Self-Awareness portion of the book is both the lengthiest and most potent part as it addresses some of the more complex issues that interfere with successful transitions into adulthood. It targets anxiety, emotional self-regulation, emotion recognition, managing change and stress, personal and work social skills, confidence and self esteem, self care and self-empowerment. As this book is targeted to neurodiverse adolescents the author shows an intimate and compassionate understanding of these struggles. Dr. Marquette's book is an especially important contribution as she addresses the mental health concerns, rigidities, social struggles and anxieties that are not only present in neurodiversity but also the transition from adolescence and young adulthood.

Her integration of these areas 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. A must read for teachers, parents and carers and neurodiverse adolescents. I believe the Marquette Strengths Index and the Power Practices book should be introduced as part of school transition planning starting in early adolescence. Sheila Mansell, PhD. R. Psych.

5.0 out of 5 stars

Great Workbook for Transition to Employment - ASD, Autism, ADHD and more

ByPat Schissel, LMSW on January 4, 2018

Format: Paperback

Power Practices: Explore Careers and Create Your Own Pathway

By Jacquelyn Marquette, PhD

Dr. Marquette has used a workbook format to help individuals during transition from high school to college or college to employment. It focuses on their strengths, not their deficits, making it more likely for them to access clear information in career exploration and employment.

Actual people are profiled facing real life challenges, identifying problems and showing solutions reached which help the reader become aware of situations they may face.

Individuals with Asperger's, ASD, Learning Disabilities, or ADHD can do these exercises on their own or with the assistance of a professional employment specialist. This makes the book accessible either way.

This workbook exposes the layers of opportunities available in the workforce to those who are trying to find their niche in the job market. As a professional who works with the ASD population I highly recommend this workbook as a useful guide and valuable tool.

Pat Schissel, LMSW, Executive Director

Asperger Syndrome and High Functioning Autism Association (AHA)

3.0 out of 5 stars

An excellent tool for providers to use to facilitate career/Interest exploration ...

ByDena Gassner on January 5, 2018

Format: Paperback

An excellent tool for providers to use to facilitate career/Interest exploration with clients. Valuable for parents, too. This is a workbook format that, with facilitation, can help persons with intellectual/developmental disabilities explore their strengths, self-advocacy development and strategizing for emotional regulation.

See 51 Additional Reviews on *Strengths and Career Index* ©

https://marquettestrengthsindex.com/wp/?page_id=876

Appendix C: Extra Reading and Resources

With 15 years in professional practice and on-going qualitative research in autism, school transition, community living, and employment I provide these resources to you.

My research with tools aren't the first that address career readiness for youth, but these tools are the first that look at career readiness through the lens of an individual's strengths (academic and Multiple Intelligences, personal preferences, self-awareness and self-advocacy) in combination as part of supporting career exploration, guidance for career decision, and being effective at college, work settings, and community living.

LinkedInVideos:

Title: Preparing Youth with Autism for Adulthood.

I ask: How can we best prepare students with autism emotionally and socially for transition? Moreover, what do youth need most to adapt to adulthood.

<https://www.linkedin.com/feed/update/urn:li:activity:6449984376469024768/>

Title: 'Interdependence Matters' I talk about 3 practical #solutions to improve career readiness and transition readiness for #students with #Autism Spectrum and #disabilities

<https://www.linkedin.com/feed/update/urn:li:activity:6456574593430810624/>

Articles and Book:

1. Results of An Independent Study Using The Marquette Strengths and Career Index© in School Transition: Exceptional Students: Inter-reliability Study (2017)
(paper in preparation)

2. Uncertainty Resilience Theory: A Grounded Theory Study on Persons with Autism and Developmental Disabilities and Uncertainty (book in preparation) 2018.

3. The Capability and Independence Scale©: A Strengths-Based Assessment for Students with Autism Spectrum Disorders in School Transition (paper in submission.) 2018

4. Power Practices: Explore Careers and Create Your Own Pathway (2017)

https://www.amazon.com/Power-Practices-Explore-Careers-Pathway/dp/0999368001/ref=redir_mobile_desktop?encoding=UTF8&dpID=61QU-DYtxHL&dpPI=1&keywords=power%20practices%3A%20explore%20careers%20and%20create%20your%20own%20pathway&pi=AC_SX236_SY340_QL65&qid=1506209479&ref=plSrch&ref_=mp_s_a_1_1&sr=1-1

Power Practices is a student workbook to assist in career exploration. I walk the individual through a process (holding their hand) to explore a career of interest. The latter part of the book guides the adolescent to explore and develop self awareness to promote self-regulation and self-advocacy in daily living and in work settings. All examples are based upon real case studies from my qualitative research. Demographic information changed.

5. Changing the Employment Landscape for Individuals on the Autism Spectrum. From

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How to Create A Work Readiness Program Using the Top 5 Predictors to Student Transition Success: Autism Spectrum, Developmental Disabilities and 'At Risk' ©Jackie M. Marquette, Ph.D. All Rights Reserved
www.marquettestrengthsindex.com

my qualitative research findings, I introduce a new employment model to assist individuals who have autism, ASD, or are neuro-diverse. (2017)
<http://differentbrains.org/changing-the-employment-landscape-for-individuals-on-the-autism-spectrum/>

Connective Interdependent Model (an infographic) (2017)
<http://marquettestrengthsindex.com/wp/wp-content/uploads/Marquette-CIE-MODEL-Nov-22.pdf>

6. Twenty-five Effective Career Preparations that Promote Autism Spectrum Employment (2016).
<http://differentbrains.org/twenty-five-effective-career-preparations-that-promote-autismspectrum-employment/>

From my research findings I wrote about a case study regarding a young woman with autism who participated in taking the Strengths and Career Index©.
S.A.F.E.T.Y. Works© Transition and Work Readiness for Sustainability in Employment or College: Autism and Related Challenges© Jackie M. Marquette, Ph.D. All Rights Reserved
www.marquettestrengthsindex.com

7. Increasing Adaptations for Individuals who Struggle Emotionally and Socially. (November 2016) EP MAGAZINE | eparent.com
<http://marquettestrengthsindex.com/wp/wp-content/uploads/Increasing-Adaptations-Dr.JackieMarquette-1.pdf>

From my qualitative research findings, I introduce a new strategy to manage participating and adapting to an upcoming event — writing a Social Emotional Awareness Story

8. When Adults with Autism Face Difficult Life Change: 16 Supportive Actions (2017)
<http://differentbrains.org/adults-autism-face-difficult-life-change-16-supportive-actions/>
This article I wrote is based upon findings of my qualitative research.

9. Employment and Transition (October 2016 EP MAGAZINE | eparent.com)
<http://marquettestrengthsindex.com/wp/wp-content/uploads/1016-workforceinnovationproof1-2.pdf>

In this article I apply my qualitative research findings to match federal WIOA initiatives for students with disabilities.

10. S.A.F.E.T.Y Works: A Strength and Career Model©. Connecting Youth with ASD and Developmental Disabilities to their Strengths, Job/Careers, and Work Effectiveness <https://marquettestrengthsindex.com/wp/wp-content/uploads/Service-Proposal-September-2016-1.pdf>

11. The Capability Approach Model: Autism Vocational Evaluation and Employment Planning <http://marquettestrengthsindex.com/wp/wp-content/uploads/AUTISMEMPLOYMENT->

[STUDY-Marquette-Dec-2012.pdf](#) The article addresses the findings of a Kentucky Study using the Capability Approach Assessment with eight participants from the Office of Vocational Rehabilitation.

12. Autism Vocational Evaluation with Support Plan: The Capability Approach Project Findings: Kentucky Office of Vocational Rehabilitation
<https://marquettestrengthsindex.com/wp/wp-content/uploads/ASD-Employment-Pilot-Project-June-29-2012.pdf>

13. Recovering Emotional Well-Being for Teens and Young Adults with ASD through Art Making
<http://marquettestrengthsindex.com/wp/wp-content/uploads/Recovering-Emotional-Well-Being-for-Teens-and-Young-Adults-with-ASD-through-Art-Making-Autism-File-2010.pdf>
From qualitative research findings, a case study presented.

14. Autism and post high school transition to community assisted living: Parental perceptions. Published Dissertation, Proquest, UMI 3268831.

15. Becoming Remarkably Able: Walking the Path to Talents, Interests, and Personal Growth, For Individuals with Autism Spectrum Disorders and Related Disabilities Sept 26, 2007

<https://www.amazon.com/Becoming-Remarkably-Able-Individuals-Disabilities/dp/1934575011>
by Jackie Marquette

This book offers activities for students in exploring their strengths and gifts, as well as guidance to parents and professionals in promoting transition from school to post high school. Examples are also based upon my professional experiences as a school transition consultant and personal experiences as a parent of an adult son with autism.

16. Autism and Transition to Independent Living: Exploring Changes in Family Functioning Paper presented at the annual conference of the Association of University Centers on Disabilities October 27-31, 2002 Bethesda, Maryland

17. Independence Bound: A Mother and Her Autistic Son's Journey to Adulthood.(2002) Harmony House, Publishers. Prospect, KY. I wrote about my family and my son's journey through the first two years in post high school seeking services and employment supports.