

# The Art of Positive Interdependence

Jackie Marquette Ph.D.

Enhancing Quality of Work, Inclusion,  
and Psychological Safety  
NEURODIVERGENT and AUTISTIC  
PERSONS



# What Does Interdependence Look Like?

When We Feel Like We Belong  
~Jennifer Brown

“Interdependence — is a mutual reliance upon one another, drawing upon each person’s strengths and contribution. Outcomes of the Interdependence Work Model have been noted: productive workplace, team/ coworker collaboration, meaningful work experiences, valuable employees, inclusion, and employee well-being.”

“When the environment is right, Neurodiverse and Autistic people can do remarkable things.”

“With the ‘Art of Interdependence, Inclusion Work Model’, Neurodiverse Youth Adapt Easier to Workplace Settings.”

“To Reach Work Satisfaction, Starts first by Knowing One’s Strengths.”  
~Jonathon Haidt, Author of The Happiness Hypothesis. claims positive psychology literature overwhelmingly indicates ‘strengths’ to reach work satisfaction.”

“Inclusive Workplaces Create Psychological Safe Environments for All Employees.”  
“Human Potential is Unleashed When We Feel Like We Belong.”  
~Jennifer Brown, Author: How to Be An Inclusive Leader



Human Potential  
is Unleashed  
When We Feel  
Like We Belong  
-Jennifer Brown-

# The Art of Positive Interdependence

Inclusion Work Model ©  
Jackie M. Marquette Ph.D.

is rooted in:

\*Empowering Model of Disability

\*Social Model of Disability &

\*Decades of my teaching, coaching, and creating exclusive social emotional adaptive tools  
for early career students



Human Potential  
is Unleashed  
When We Feel  
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-Jennifer Brown-

Having The Opportunity to  
Work in Safe Inclusive  
Settings Is for All

Jennifer Brown, Author  
of *How to Be Inclusive*  
@jenbrown



# The Positive Interdependent Model (an Equitable Approach) Youth Employment

Begin here

Youth who rely upon a greater need for supports to prepare and access work/benefit from having an ally.

NOT A TITLE

**COLLABORATIVE ADVOCACY**

IS A VERB  
SOMETHING YOU DO

is the process of someone or a group initiating positive action to make positive impact upon a person's work opportunities and life thriving.

Allies show empathy, compassion, and are resourceful.

How do you cultivate it?

**Allies w/Self-Advocates:**  
a. Use tools to promote SEL and youth inner security. b. Replace environment barriers by creating Interdependent Cooperative Environments.

PI2. Build connections in community and workplaces promoting shared **identity**.

PI1. Create coordinated physical environments to promote **belonging**.

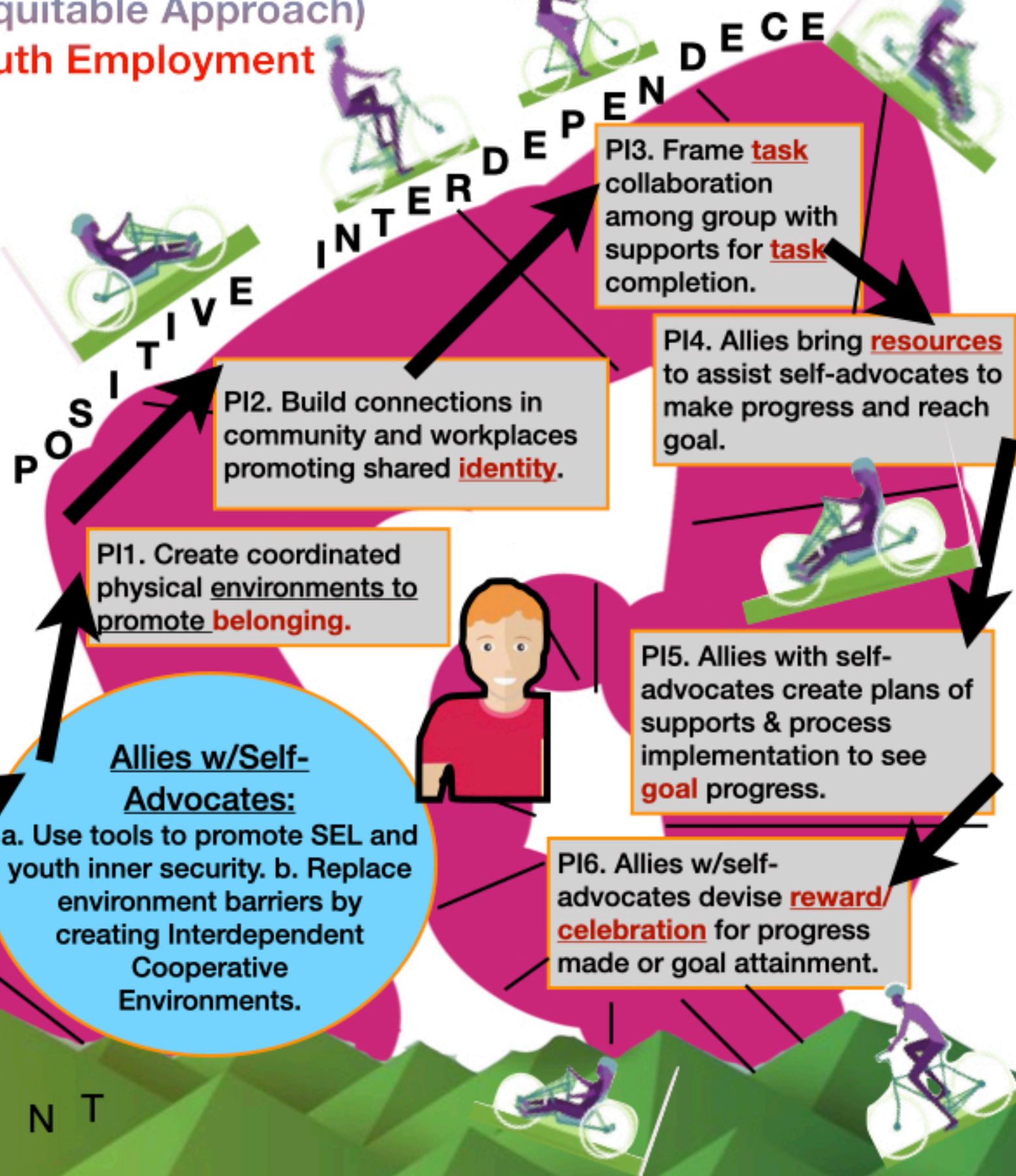
PI3. Frame **task** collaboration among group with supports for **task** completion.

PI4. Allies bring **resources** to assist self-advocates to make progress and reach goal.

PI5. Allies with self-advocates create plans of supports & process implementation to see **goal** progress.

PI6. Allies w/self-advocates devise **reward/celebration** for progress made or goal attainment.

ENVIRONMENT  
BARRIERS





# THE INCLUSION WORK MODEL: THE ART OF INTERDEPENDENCE,

Supporting Emotional Adaptation: NEURODIVERGENT and AUTISTIC STUDENTS



**WORK** is for All Early Career Students! A continuum support model to guide youth to reach employment goals. [drjackiemarquette.com](http://drjackiemarquette.com)



# Inclusive Leader

Strengthen Inclusive Leadership  
Actions with These  
24 Options



# The Inclusive Leader Who Gives Work: 24 Options

# A Tech Inclusive Bingo Card: A helpful fun graphic:

Ask the person to name 3 strengths they have. Most cannot. Then invite them to discover all their strengths. (see slide 10)	Advocate that your school or agency offers youth in all 4 interdependent categories the opportunity to take part in work tryouts. Everyone deserves work experiences.	Create and sustain community work partnerships to give youth work.	Prioritize the teaching/training of students to develop self-awareness for social/emotional adaptation.	Make it a goal that when students are engaged in work experiences, then exit the program, they will be able to name their career direction.
Promote students skills so they see the value of their own strengths with matching careers. The purpose: give meaningful work.	Teach or train student/clients to practice integrated self-advocacy skills for daily adaptation in: self-care, & social/emotional skills in home, community, and workplace.	Refer students/clients to the Office of Vocational Rehabilitation who seek services and work opportunities.	Give opportunities for students/clients to seek and explore careers as they relate to their interests and possibilities.	Guide students to seek a mentor to listen to their concerns. Youth need someone they trust to lean on and give advice.
See that students have exposure to explore different work options in different settings.	Help students access an employment coach, counselor, or workplace ally who will create environmental supports.	As Inclusive Leader, promote the value, hiring, and workplace supports of Neurodiverse and autistic persons.	Introduce students to tools that may increase their predictability, diminish anxiety, and uncertainty in diverse settings.	For students who rely upon a greater need for supports, assist their access to workplaces managed by Inclusive Leaders or those willing to become an Inclusive Leader.
Introduce tools for students to use to cope, focus, communicate, and respond safely in daily living and the workplace.	Teach and train students to recognize workplace obstacles and options to move through them safely.	Inclusive Leader to build peer and team on-the-job support in projects and work tasks. Everyone has strengths that are valuable but may not be able to go alone.	Inclusive Leaders keep in mind 'when the environment is right, youth can perform remarkably.'	Inclusive Leaders recognize 'exposure' and 'opportunity' mean everything to aspiring youth who want to work.
Inclusive Leaders see the value of tools that enhance youth coping skills, focus, communication, productivity & safety.	Inclusive leaders in the workplace seek to see obstacles from the employee's view point and are willing to create options to help youth move through safely.	Youth learn from peers who struggled and made progress. Offer youth Social Emotional Awareness narratives as told by peers.	Form Inclusive Leader Alliances to create psychologically safe work environments, which are essential for youth to emotionally adapt.	Teach youth to understand emotional adaptation. Inform youth when taking a step with predictability, they show courage.

-  Tools to help students emotionally and socially adapt.
-  Interagency/ State and Community Partnerships
-  Inclusive Leaders (employers, counselors, job coaches, & teachers)
-  Youth exposure, experiences, opportunities
-  Resources to highlight youth abilities and capabilities



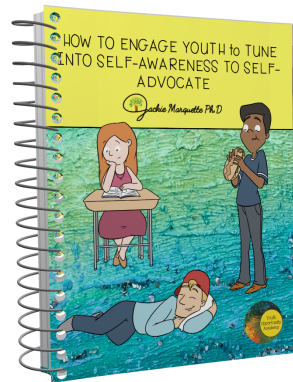


Promote the Art of Positive Interdependence  
See a Few of Jackie's Resources and Tools

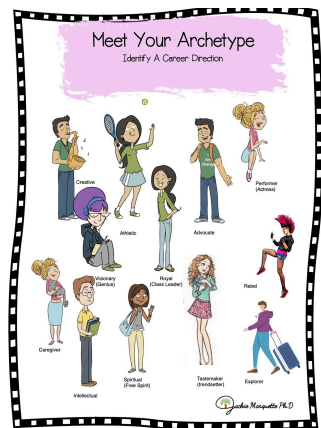
Visit Jackie's Store

<https://www.drjackiemarquette.com/shop/>

**NEW Coming Soon!**



How to Engage Youth to Self-advocate



Meet Your Archetype: Identify a Career Direction

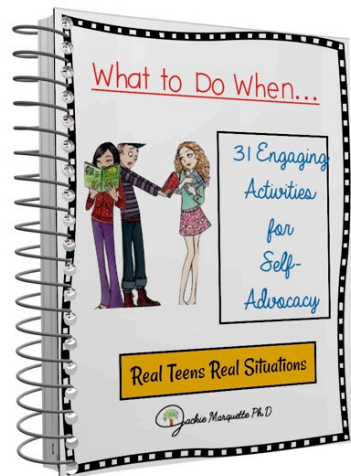


Make Good Things Happen for Your in 2023



Thrive Career

Student Self- Strength Assessments



What to Do When...



Take Online Strength Assessment  
<https://marquettestrengthsindex.com/>





## What Others Say

An important offering to the Neurodiversity, career and self-empowerment literature. I believe Dr. Jackie Marquette's tools... should be introduced as part of school transition planning starting in early adolescence.  
Review of book, Power Practices.

~ Dr. Sheila Mansell, PhD. R. Psych

"Jackie Maquette 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, regardless of their challenges, we ultimately become more in touch with our own humanity."

—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),

~Review of book, Becoming Remarkably Able.



## References:

Haiti J. (2006 ). *The Happiness Hypothesis: Finding modern truth in ancient wisdom*. <https://www.amazon.com/Happiness-Hypothesis-Finding-Modern-Ancient/dp/0465028020>

Brown, J. (2019). *How to be an inclusive leader: Your role in creating cultures of belonging, where everyone can thrive*. <https://www.barnesandnoble.com/w/how-to-be-an-inclusive-leader-jennifer-brown/1130698212>

Marquette, J. (2021). *The Art of Interdependence, Inclusion Work Model: For Neurodiverse and Persons on the Autism Spectrum*. Manuscript in preparation.

## **My Blog Posts About Connecting Neurodivergent and Autistic Youth to Their Strengths, Possibilities, and Careers and Life They Seek**

[\[Youth Mentoring\] Use E M B R A C E to Help Student Clarity: Choosing Work/Careers](#)

[School Staff Have a Tough Task Ahead This Fall: Autism Spectrum in Career Transition](#)

[Six Ways to Improve School Transition: Students with Autism Spectrum](#)

[Focus On Greater Need For Supports \(GNS\): Autism Spectrum \(AS\)](#)

[Youth Rescue \[Coronavirus\]: Creating Emotional and Physical Well-being](#)

[5 Things All Youth Leaving School Should Be Able to Say About their Work Readiness](#)

[Youth Rescue \[Coronavirus\]: Creating Emotional and Physical Well-being](#)

[What Youth Need In Job Readiness For Job Effectiveness: Autism and Social and Emotional Challenges](#)

[Making Career Development a 'Work of Art' | For All Youth Including Autism and 'At Risk' | Dr. Jackie M. Marquette](#)

[Next June, What Will Your Students Say About Their Career Transition Preparation? | Autism Spectrum and Special Needs |](#)

[How to Listen to Persons with Autism: Jobs | Careers](#)

