



The Art of  
Interdependence,  
Inclusion Work  
Model

Jackie Marquette Ph.D.

FOR NEURODIVERGENT and  
AUTISTIC STUDENTS

[drjackiemarquette.com](http://drjackiemarquette.com)

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But every  
Can Shine  
Interdepend

Interdependent  
Models Build  
Psychological  
Safe  
Environments for  
All Employees

productivity of team  
evidence in the  
environment is  
greater than the sum of each  
employee's work prod



**The Art Of Interdependence:  
Inclusion Work Model©  
Jackie Marquette Ph.D.**

**Is Created Upon:  
The Social Model of Disability  
Self-determination Theory  
and 30+ years of experience.**

# What Does Interdependence Look Like For Neurodivergent Students?

“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, students who are Neurodivergent and Autistic can do remarkable things.”

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

“To Reach Work Satisfaction, Starts with Knowing One’s Strengths.”

~Jonathon Haidt, Author of The Happiness Hypothesis with overwhelming positive psychology literature on ‘work satisfaction.’

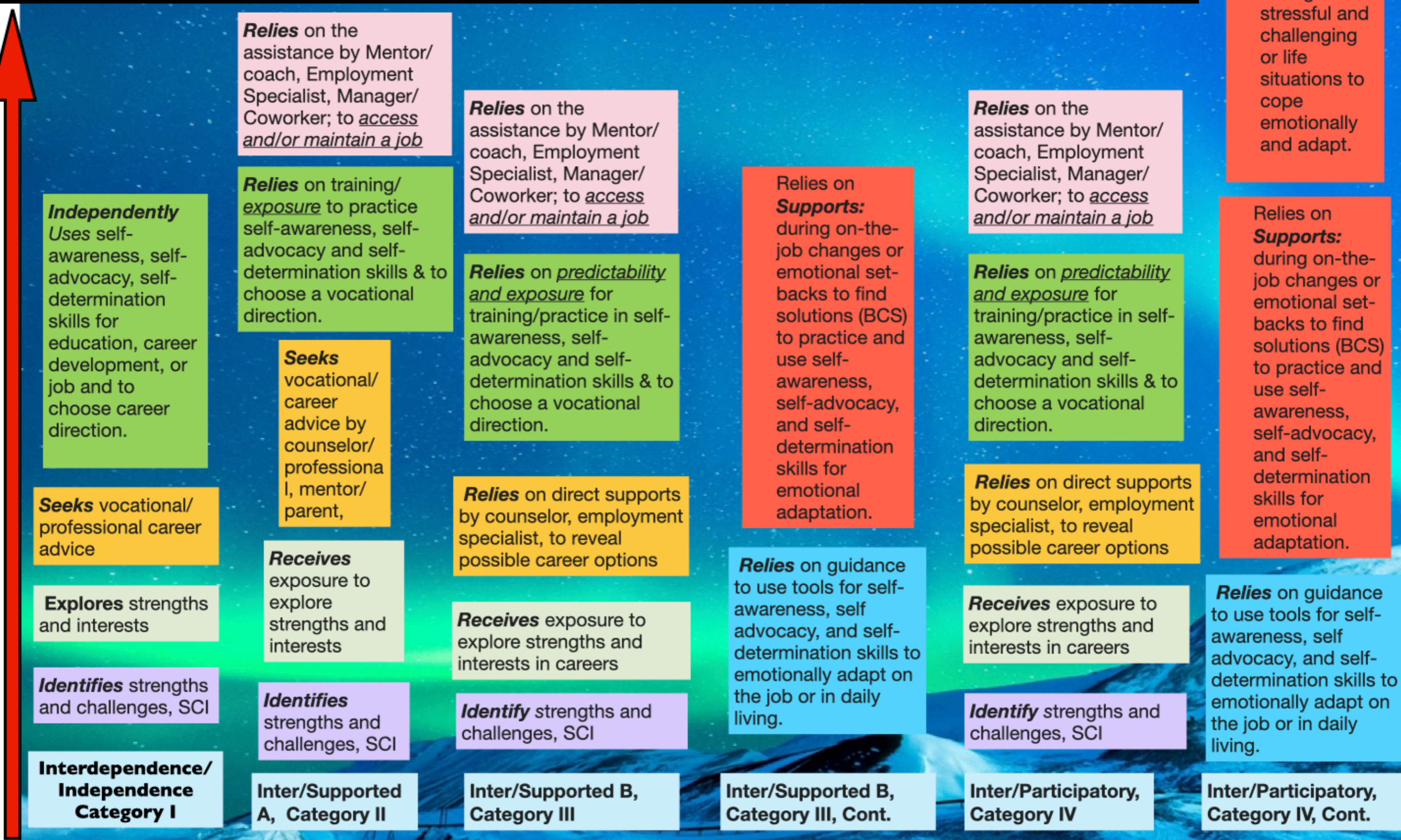
“Inclusive Workplaces Create Psychological Safe Environments for All Employees.”

“Human Potential is Unleashed When We Feel Like We Belong.”

~Jennifer Brown, Author: How to Be An Inclusive Leader

# THE ART OF INTERDEPENDENCE: INCLUSION WORK MODEL

## Supporting Emotional Adaptation: NEURODIVERGENT and AUTISTIC STUDENTS



Relies on **Direct Supports** during stressful and challenging or life situations to cope emotionally and adapt.

Relies on **Supports:** during on-the-job changes or emotional setbacks to find solutions (BCS) to practice and use self-awareness, self-advocacy, and self-determination skills for emotional adaptation.

**Relies** on guidance to use tools for self-awareness, self-advocacy, and self-determination skills to emotionally adapt on the job or in daily living.

**WORK**

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

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# 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

## 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.



## Notes:

This model was built upon Self-determination Theory and Social Model of Disability.

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>

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

Marquette, J. (2021). *The Art of Interdependence, Inclusion Work Model: For Students Who Are Neurodivergent or Autistic*. Manuscript in preparation.

### **My Blog Posts About Connecting Neurodivergent and Autism Spectrum Youth to Their Strengths, Possibilities, and Careers they Want.**

[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' IDr. 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

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>

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Thank you for  
Reading My  
Presentation.

Let me know How I  
may  
assist you.