



Community/Social



Choices and Decision-making



Household tasks



Shoot for the north Star -



Occupational/Job



Emotional Stability



Communication



General Functioning/
life skills

WHAT TO DO WHEN SCHOOL DAYS END?

MAKE TRANSITION PLANNING MEET THE STUDENT'S
TRUE-SELF INTERESTS AND GOALS:
USE THESE GUIDING LIFE-GIVING QUESTIONS

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Thank you for Downloading My Resource.

I love creating tools and inviting students to experience:

self-awareness to guide decision-making, to cope and emotionally and socially adapt.

self-advocacy to express choice and voice for needs, enjoyment, and goals to grow and become the person you want to be.

goal setting to pursue a job, career, college, and to know you matter greatly.

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INTRODUCTION

Youth who require a greater need for supports to access the community, enjoy leisure, get employed, socially and emotionally adapt to new environments, rely upon others to make support plans. The transition planning phase is extremely overwhelming for youth and their families. I know this for sure, because I recall gazing at my autistic son, Trent who was just out of high school and sitting at home in front the TV. I could see he had so much more to give, to learn, and to experience in life. Most parents and educators see this group in the same way. The truth is, when youth are supported to identify their interests and to continue develop life skills, it is all about creating environments they can thrive in and finding their place in the world to learn, grow, connect with others.

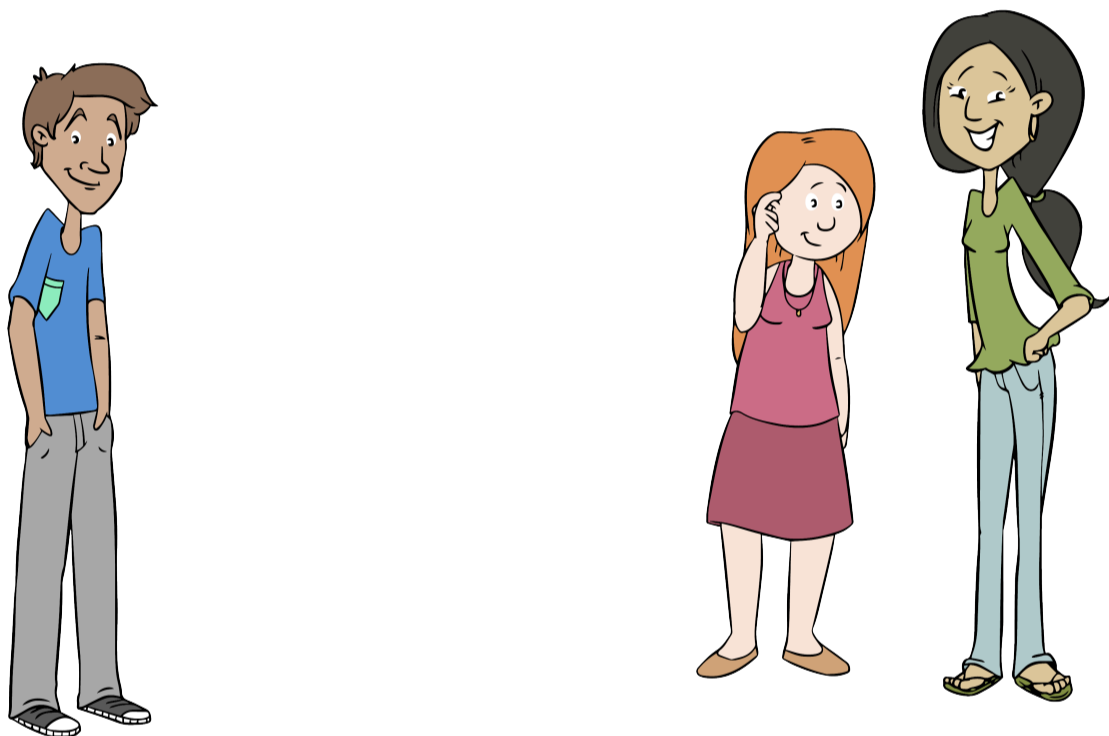
In 2008, from my research, I created *The Capability and Independence Scale* (CAIS), an informal qualitative assessment and book to use to guide and support youth in everyday living, on the job supports, and overall life satisfaction, see [here](#). From the CAIS, I extracted a portion of the book in order to make this new digital resource, *What To Do When School Days End?* It contains what I call life-giving questions to help parents, youth, educators, and counselors. I applied these for years with my students, clients, and most intimately with Trent, my son.

Among all the uncertainty of the current day times, I still want to believe that daily living for the individual can still be filled with enjoyment, fulfillment and new experiences. Yes it isn't always easy. When starting anything new, the young adult will have setbacks, and if they have supports they will likely experience personal growth. How do I know this? I conducted rich qualitative interviews with many families who have also had similar outcomes. The families with their young adult and with their teachers, counselors, and other support staff shared with me their choices, actions to move forward with their young adult, and personal beliefs that drove their efforts. Successful outcomes do not just happen, it requires consistent effort and strong belief in positive energy in planning, making good decisions, and having a commitment toward action. Our youth are deserving and worth it all.

Trent and I endured the challenges of his transition isolation and obsessive behaviors that increased with significant changes within the family and in his own life. Despite the isolation and obsessions, we helped him acquire employment and independent-assisted living (his own house). Trent is now 46 years old. Up until the pandemic hit our world, Trent had 19 years of living in his own house with supports, 13 years held a 20 hour week job at a large retail store working in the Pets Department, and 22 years has been an abstract artist in his art business. All is based upon a model I call The Art of Interdependence, [here](#)

What To Do When School Days End?

Life - Giving Questions to Guide Youth Through Transition Planning and Goal Setting



As you read through the questions, don't get overwhelmed. You are not supposed to work on each one. The questions are intended to guide you like an informal assessment to address the student's area of needs. Do these:

1. Make it easy and fun.
2. Create a new opportunity with simple 'next steps'.
3. After you initiate an activity with a student, use my favorite evaluation of the experience:
 - a. what did the student learn,
 - b. what they love,
 - c. what would you do differently next time to promote success.



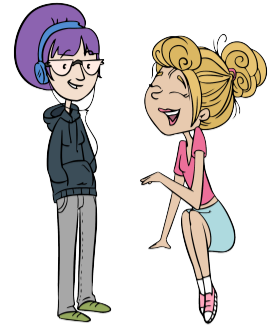
A. General Functions/ Life Skills

A1. Does daily errands, e.g., going to bank, to doctor, or to SSI office (excluding transportation needs).

1. How often does the student participate in the community?
2. Which environments is the student most familiar? Enjoys?
3. Has sensory issues prevented the student from being exposed to any particular settings?
4. Are there typical community settings he or she has never entered?
5. What supports can be offered to increase success in the community and/or buffer the person's anxiety, fear, or sensory issues?

A2. Considers options and makes choices.

6. When does the student make personal choices?
7. What areas has he made choices: food, clothing, activities, spending leisure time with family, friends other associations (i.e. church)?
8. What technical assistance or people supports could enhance the student's options to make a choice?
9. Are you aware of new areas that h/she has not had an opportunity to make choices about?
10. In what ways can making choices connect h/her to social settings or form new associations?



General Functions/ Life Skills

A3. Uses transportation system, e.g., automobile, bicycle, or public **transportation**.

11. Which forms of transportation does the student use?

12. What support does the young adult need to travel using specific modes of transportation?

13. Is there a level of independence that could be achieved if support and a goal were in place? If so, what kind of transportation could be tried?

General Functions/ Life Skills

A4. Participates with family and close friends in a variety of everyday and/or holiday **activities**.

14. What extent does the student participate in daily activities with family? With friends? With associates?

15. Is there an area of void in the student's life? Family? Friends?

16. What activity could be planned to increase the student's participation with others?

17. Is there a neighbor, association at church, or family member (close or distant) who would be helpful with a hobby or outing with the person?

General Functions/ Life Skills

A5. Participates goal/setting e.g., person-centered planning or family meetings.

18. What extent has the person/family planning taken place during post high school years? Does the family know about person-centered planning? Does the family want information about PCP?

19. To what extent does the person earn money? Job? An Odd Job? Allowance?

20. Has the student experienced saving money? If so, when, how much? When does she like to spend her money, what does she like to buy?

B. Cognitive/Intellectual

B1. Understands and uses strategies for routine management, e.g., calendar, daily schedules, checklists, or pictures.

21. What extent does the student keep a schedule? Routine?

22. What new routines have been established recently?



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B. Cognitive/Intellectual

23. What checklists has the student kept, i.e. for assignments, errands to do, shopping list?

24. Has the student used a calendar to keep up on events?

25. Does the student show ease or reduced stress level using a checklist, calendar?

26. Has the student exhibited an obsession or ritual within a routine/event?

27. What actions can be initiated to decrease obsessions?



Cognitive/Intellectual

B2. Consumes information, e.g., reading, listening, computer, or observing.

28. What extent does the student read? What does the young adult like to read: comic books, information on the I-pad/I-phone, etc., weather report, about sports, other?)

29. Does the student listen to radio or music app?

30. What kind of music does h-she like?

31. With whom does h-she listen to music?

32. Does the student use an I-phone, I-pad, computer? If so, how, games, texting?

33. To what extent does the young adult use electronic devices? computer?

Cognitive/Intellectual

B3 Understands jokes, sarcasm, figures of speech, etc.

34. When does the student/young adult laugh? What is it that they laugh about?

35. What funny movies/tv does the young adult enjoy?

36. Does the student see or understand a particular type of comedy? i.e. slap stick? other?

37. Has the student been subjected to ridicule, if so how has he responded?

38. What approaches have been tried to teach student's response to ridicule or protection from?



Cognitive/Intellectual

39. What supports can be added to help the student understand the double meaning of words and phrases?

B4 Passes test(s) for employment, education, or self-improvement, etc.

40. What tests or assignments require adaptations for the student?

41. List certain supports that have worked well for the student.

42. What new classes in school or other environments could be tried with new or similar adaptations (i. e. person support to explore job interest)?

43. What areas of new learning has occurred within classes, tests, or other learning situations especially when standardized measurement or competition was not the focus?

Cognitive/Intellectual

B5 Thinks about and solves problems.

44. What ways has the student been encouraged to solve a problem? Does she rely upon or ask others to help solve her problem?

45. How has the young adult figured out a problem on his own? Can you recall a specific event? Does the student problem solve when using a particular strength or skill?

46. Has the individual solved a problem using a skill that was overlooked because the result became an obsession or the breaking of a rule?

47. What can be learned from her capability that could be transferred to other situations to promote problem solving?



C. Community Life/Social Capability

C1 Accommodates new situations, change, or challenging events.

48. What areas has the student made a positive adaptation to an environment?

49. What supports were in place to make that change successful?

50. Does the student exhibit resistance when asked to adapt to a person or an environment?

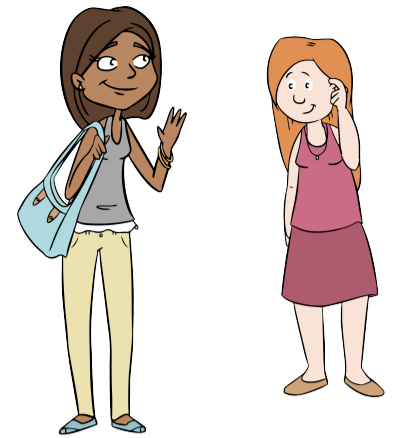


C. Community Life/Social Capability

C1 Accommodates new situations, change, or challenging events.

51. What strengths does the student have that could make that adaptation manageable or successful?

52. What supports would help facilitate that situation?



Community Life/Social Capability

C2 Adjusts or adapts to unfamiliar people.

53. How does the student meet new people?

54. Does the student have any issues that interfere in meeting new people?

55. What people are a support in the student's daily life?

56. Are the young adult's personal strengths noted that could facilitate this challenge to adapt to a new person/people? (for example, kindness)

57. What supports have been initiated to improve the student's willingness to meet new people? i.e. introductions, story, checklist to include order of event or activities to pursue with the new person?

58. Could a meeting with others to give useful personal tips about how to relate with the young adult? The purpose is to promote acceptance and support.

Community Life/Social Capability

C3 Participates in community life, e.g., movies, sports, festivals, church, or civic organizations.

59. What areas of the community does the individual participate most often?

60. What areas of the community does the individual participate the least?

61. Is there a void in any one particular area?

62. What new activity could be tried to fill that void? What supports would make that possible?

63. Do teachers/parents notice the young adult's individual strengths that would match to an environment so facilitation becomes likely? If so, name them.



Community Life/Social Capability

C4 Shops and decides what to buy.

64. How does the person make choices? i.e. clothing? food?

65. Does she make food purchases, choose shoe styles?

66. Does she have a particular favorite store or Mall to shop?

67. Does the individual have sensory issues with crowds? If so, can you choose another time when the store is least crowded?

68. If obsession is an issue, what new shopping areas, stores, or restaurants can be tried to prevent obsessions.

69. What people supports or technical assistance could facilitate community shopping participation?

Community Life/Social Capability

C5 Accepts and respond to feedback about behavior in social situations.

70. How well does the individual manage his or her own self-regulation?

71. Does the student require redirection? If so, what environmental stimuli requires a redirection?

72. What level of support is required to redirect the student?

73. Does the individual require movement out of the community setting due to a melt down?

74. Do pictures, checklists or a schedule of events help manage tolerating social settings?



D. Occupational Capability

D1. Exhibits willingness to learn new skills/tasks on job.

75. How willing is the student to learn a new task?

76. In what previous settings has the student learned a new task (grocery shopping, school, home?)



77. Who is currently providing training and support?

78. Can a new technical device assist the student in his willingness to approach learning? peer?

79. What strengths can be noted that may facilitate a student's willingness to learn a new task?

Occupational Capability

D2 Accepts criticism from co-workers or boss.

80. How well does the student accept criticism from peers/teacher/assistant.

81. How well does the student respond when positive feedback is offered?

82. Are visuals such as checklists, schedules, photos, applied and useful so the student can better understand or self manage the activity/event?

83. Does the student understand the purpose of a task?

84. If not, what supports can be offered to facilitate the student's understanding of the purpose of the task?

Occupational Capability

D3 Gets along with and socializes with co-workers, e.g., breaks, on the job.

85. When does the student experience 'a break' or 'downtime'? How is rest time encouraged or taught?

86. Is there an exchange of communication or shared activity with a peer during a break?

87. If not, what supports or arranged scenarios can be applied to increase socialization or understanding of a time to enjoy a break?

88. What strengths are considered to make socializing or relaxing during 'downtime' successful?

Occupational Capability

D4 Follows instructions and works independently when necessary.

89. When does the student work independently?

90. What tasks can the student do independently?



91. How have instructions to work on a task been provided?

92. Is there a technical assistance or a peer that could facilitate the young adult's understanding?

93. What supports have been offered to facilitate the task? i.e. close supervision, team/coworker, classmate/peer, checklist, routine schedule?



Occupational Capability D5 Evaluates task completion.

94. What tasks can the student complete best?

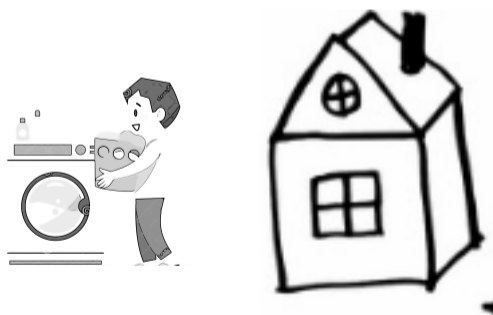
95. What tasks does the student complete least?

96. What new tasks can be identified?

97. What extent does the student complete the new task?

98. How does the student show he understands that the task is completed?

99. What supports and assistance can be offered that promotes the student's ability to complete the task?



E. Domestic/Household Life Capability E1 Maintains personal hygiene through self care.

100. What extent does the individual maintain personal hygiene (independently, reminders, hand over hand?)

101. What areas does she manage well?

102. What areas does he manage least?

103. Have photos, checklists, and schedules been helpful?



Domestic/Household Life Capability

E2 Participates in food selection, preparation, and clean up.

- 104. What extent has the person participated in selecting food items for a meal?
- 105. What extent has the student helped prepare food for a meal?
- 106. What extent has the person helped with clean up after cooking or eating?
- 107. What strengths does the student have that can be applied to selecting food for a meal or the preparation for a meal?
- 108. What supports would assist the person's willingness or independence?



Domestic/Household Life Capability

E3. Takes responsibility for tasks--caring for pets, cleaning, trash, laundry, recycling, etc.

- 109. What household tasks does the person participate in daily?
- 110. What new tasks does the person need to learn that can be identified?
- 111. What supports can be noted that previously worked to promote willingness to do or independence to finish a household task?
- 112. What new technical assistance or supports can be tried?
- 113. Has personal strengths been considered to encourage student willingness to learn?

Domestic/Household Life Capability

E4 Takes responsibility for own health and wellness--nutrition, medications, etc.

- 114. What extent does the person take medications/vitamins?
- 115. Does she take them independently? What supports can be offered to facilitate independence?
- 116. How are healthy food choices offered or promoted?
- 117. What strengths does the student have that can be applied to selecting or the preparation for a meal?
- 118. What supports have been initiated: photos, checklists, schedules, people supports?

119. What extent does the student exercise? What kind of exercise (biking, walking?)

120. What personal strengths are noticeable and applied to a particular exercise?

121. What strengths does the student have that can be applied to selecting or the preparation for a meal?

Domestic/Household Life Capability

E5 Chooses among home entertainment options, e.g., video games, TV programming, social media.

122. What extent does the student/individual choose entertainment in the home?

123. What kinds of entertainment does she favor most?

124. What kind of entertainment does she favor least?

125. What personal strengths can be matched to a home activity?

126. What supports can be identified that would encourage an exploration of an activity or hobby that she might enjoy?



F. Emotional Stability

F1. Interprets other people's feelings and emotions appropriately.

127. Are there situations where the student exhibited compassion for another (i.e. family member, pet, other)?

128. What extent were those emotions exhibited? In what situation?

129. Were there inappropriate emotions exhibited (i.e. laughter) when a close family member became sick or injured?

130. Could photos, drawings, or a story book facilitate an understanding of an emotion of a difficult situation in the student's life?

131. Does the student exhibit any behaviors that could reveal possible hidden sadness or grief?

132. Has painting, music, or similar activities been offered to enhance or release the expression of a withheld emotion?

Emotional Stability

F2. Feels or expresses emotion for personal accomplishment or loss.

133. In what prior events has the student experienced a loss? Has professional advice been tried?

134. Have photos or a video helped facilitate the expression of a student's accomplishments?

135. What areas or situations has the student participated and has been recognized for an accomplishment?

136. Other than academic accomplishments, have other accomplishments been recognized and expressed to the student? (i.e. kindness for another? Helping another? Doing a chore willingly? Giving a gift or present to another?)



Emotional Stability

F3. Manages ridicule, rude behavior, or peer pressure by others.

137. Has the student experienced any situations with being ridiculed or treated unfairly from family or peers?

138. Could peer/another support provide a buffer, thus prevent the other person's ridicule from happening?

139. Could the person doing the ridicule be offered support to understand his own behavior as well as understand characteristics of a person with a disability?

140. What supports or strategies could be applied to help the student walk away or ignore a derogatory comment?

141. Can a video, or a book be identified to help the student manage the rude behavior of others?

142. Has the school adopted a zero tolerance policy regarding peer pressure or ridicule of another student?

Emotional Stability

F4. Uses self talk or relaxation to avoid obsessive/compulsive or aggressive behaviors.

143. Is the student aware of positive self talk phrases or pictures that express (i.e. calm down, relax) thus, positive responses to stress?

144. Does the student recognize an obsessive or compulsive behavior she experiences during high stress?

145. Can something be determined in the environment that triggers the obsession (i.e. another person's anxiety)? Look closely at the routine where the obsession started?

146. Could a new routine or change in a situation, or new action by the student possibly reduce the obsession?

147. Has a self management strategy been considered?



148. Is there a peer support or assistant to provide redirection and positive feedback?

149. Videos or social narratives and stories about other people provide advantages to learning to adapt. Does the student watch videos, read, or listen to stories that facilitate understanding and learning about emotions?

Emotional Stability

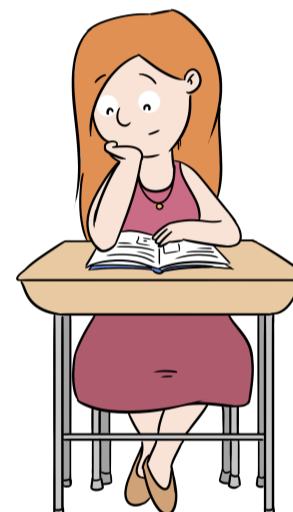
F5. Demonstrates compassion by helping others, e.g., grandparents, family members, or persons with special needs.

150. When and what situation has the student exhibited compassion for another?

151. Are there opportunities to invite the student to help another person or care for a pet to enhance emotions?

152. Can an activity to make a gift for a family member or someone less fortunate be arranged to feel emotions of contribution?

153. Can a video or story be tried to facilitate understanding compassion?



G. Communication

G1. Initiates or responds to greetings or to ongoing conversations.

154. How does the student initiate or respond to greetings?

155. Can a prearranged conversations with support person to initiate a conversation with the young adult?

156. Can a peer student be identified to join the young adult to facilitate participation and acceptance in areas of joint interests?

157. Can an activity/game/hobby enhance conversation with a peer?

Communication

G2. Asks for help when needed; reports illness or emergency.

158. When has the student had experiences to ask for help, i.e. a task in employment (out of materials), lost from a group, injured, or sick?

159. What visual aides would help? Some ideas: photo of materials, written checklist on I-pad or i-phone with pertinent information.



160. What mock situations could be set for the student to ask for help?

If safety is arranged, can a community activity be tried to encourage the young adult to ask for help?
Such as, in a grocery store, where can I find the sugar and flour?

161. Has a checklist, visual, or other been useful in facilitating the understanding of steps to take so the student knows what to do if they get confused?

Communication

G3. Expresses own thoughts and desires clearly.

162. When does the student express her own thoughts?

163. Is the communication verbal, written through using an I-pad or I-phone to write, or using an app for images?

164. What persons are most available to interpret and/or encourage communication?

Communication

G4. Uses phone, mail, or email to communicate with family and friends.

165. Does the student have a cell phone? or has a contact list to call family members, others?

166. How often does the student use the phone, receive or send texts or email?

167. Are you aware of any new situations in which the young adult could send or receive an invitation via mail, text, email?

168. What interests or strengths could facilitate using the I-phone or I-pad?

169. How are a student's strengths and interests considered when enhancing communication?

170. How many different people and environments are available to help support the student in expressing his or her thoughts?

Communication

G5. Responds appropriately to non-verbal communication--social cues, gestures, facial expressions, etc.

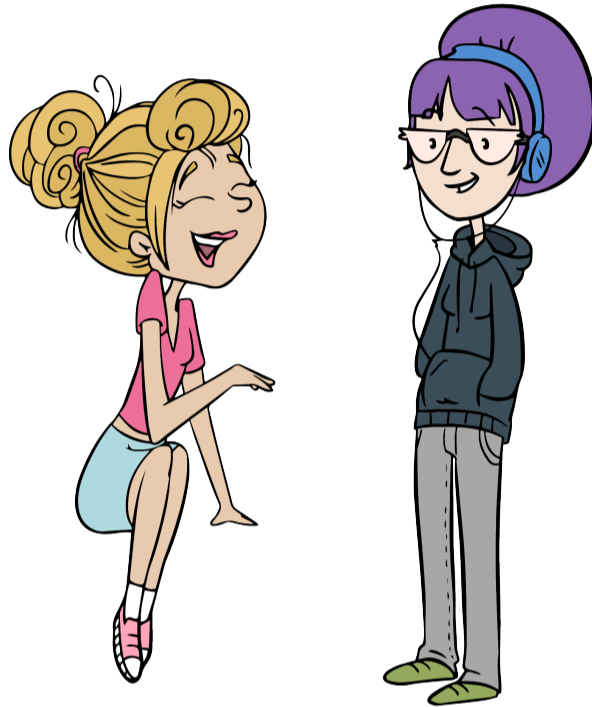
171. How well does the student respond to cues, gestures?

172. Can an overly dramatized action be useful in teaching emotions through facial expressions?

173. Consider setting up practice situations to teaching non-verbal communication?

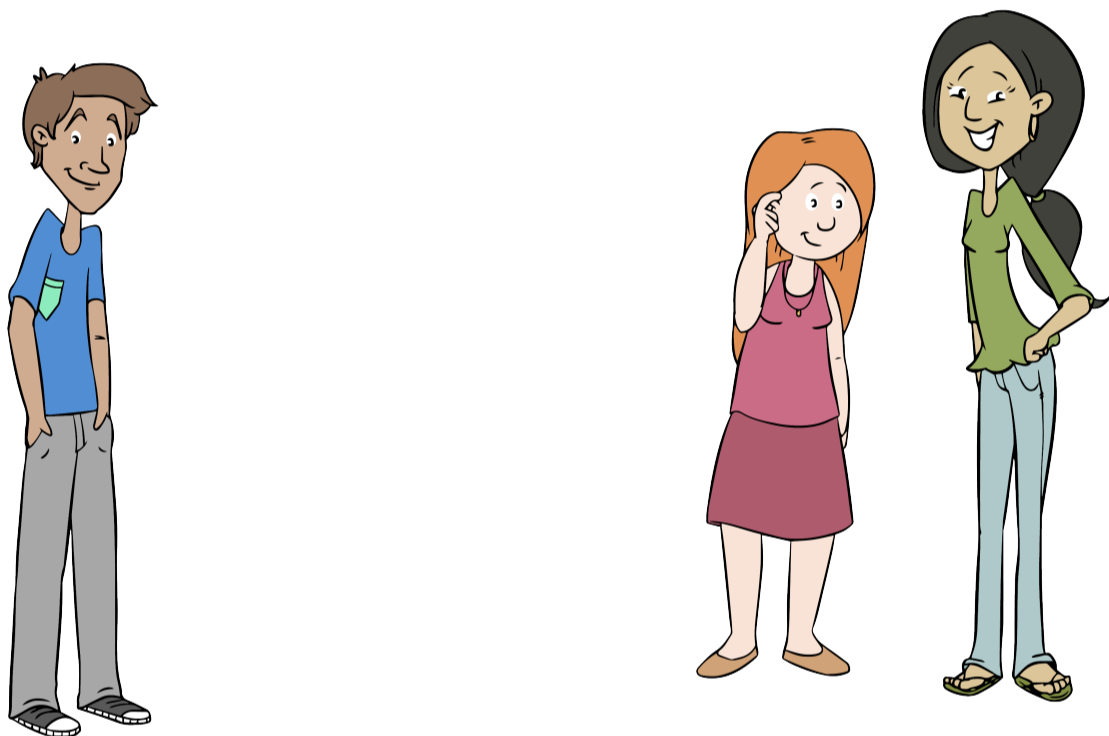
174. Are photos or drawings of expressions available to enhance student's receptive and expressive language?

175. Are there areas/strategies to explore where physical and social cues can be taught and practiced? (i.e., Teach this example with pets (a dog). Clap hands to represent (come here) as a way of calling the dog with a physical cue.)



What To Do When School Days End?

I hope you found this informal assessment guide helpful. I find them to be life - giving questions for Transition Planning and Goal Setting



Be sure to use my favorite simple evaluation of this resource guide experience:

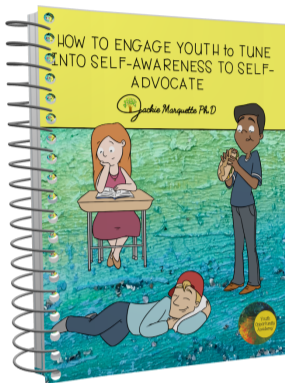
- a. what did the student learn,
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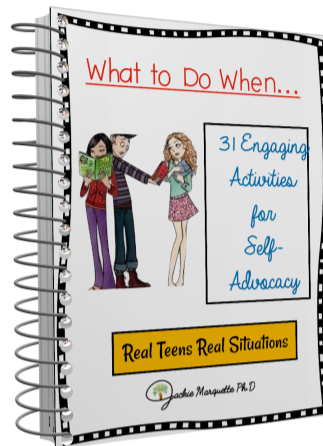
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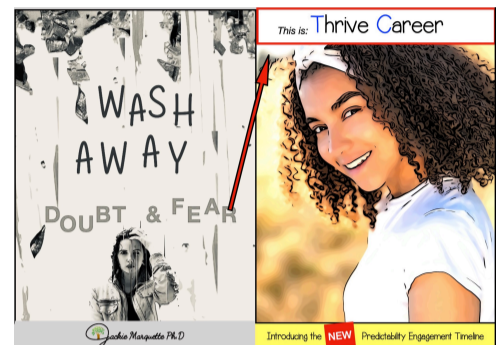


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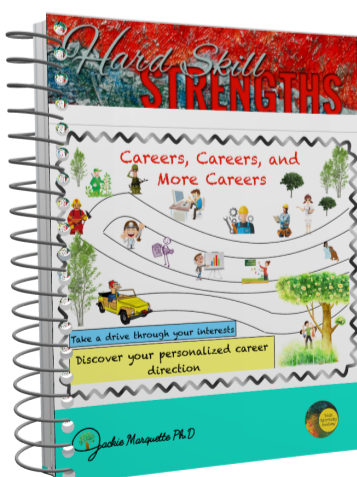
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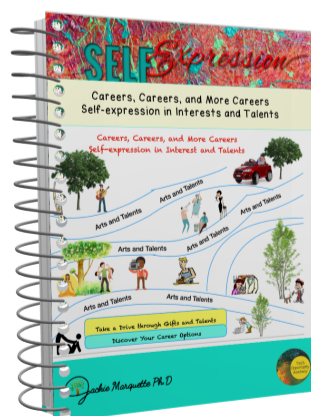
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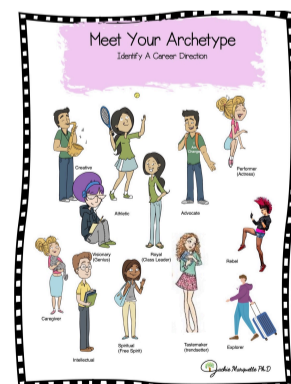
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Careers: Hard Skill Strengths



Careers: Self-
Expression and
Talents



Meet Your Archetype: Identify
a Career Direction





About Dr. Jackie Marquette

My focus is helping 'early career students'. I teach courses, coach, write books and create digital resources to help 'early career students' identify a career right for them. My resources also relates to the student's needs to be ready socially and emotionally because college and the workplace will require much from them.

Over the past three decades, I loved conducting qualitative research. I mostly loved teaching and working with youth who are neurodivergent, autistic, and neurotypical, identifying their best assets/qualities. In the past 3 decades my work involved negotiating job placement with supports, and untangling when I could - the environmental barriers that got in the way of their capability. It wasn't easy. But working in collaboration with others to change attitudes that opened doors into inclusive workplaces was worth it all. I recently created my signature model 'Thrive Career' from decades of my work, experiences, and my 15 year qualitative research.

Most intimately, I gained in-depth insight from over hundred's of thousands (too many to count) life experiences on my journey with my autistic son, Trent, as I created supports to meet his needs and quality of life. Over the past 20 years, I observed his passion experiencing a long career as an expressionistic/abstract artist. It hasn't always been smooth and easy, and at times, it has been a rough, bumpy road. But he continues to show us, he thrives.

All of my books and digital resources are based upon my real life experiences and then research. Let me know if you have any questions. I will be happy to answer them. drjackiemarquette@gmail.com.

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 Jackie Marquette Ph.D.