

# What to Do When...



31 Engaging  
Activities  
for Self-Advocacy

**Real Teens-  
Real Situations**



What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

## Here are some Highlights



What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

### A Note to the Teacher, Therapist, and Other Professionals

The *What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens and Real Situations* is a workbook that helps students gain self-awareness and self-advocacy practice for successful inclusion and meaningful living. This self-advocacy workbook is intended for all students in one area and is particularly beneficial to youth with social and emotional challenges to include ASD, anxiety, and students on the Autism Spectrum. All of the student self-advocacy practice activities are based upon the "person and their" model of disability. They have been young people who are 13-18 years old who were my students and young adults who were my case studies in my research and practice. Lastly, I included descriptions from my personal life of an adult who has autism and has worked to live his own life, in a successful supportive environment, and an AI accomplished and award-winning content artist.

There are our nation's greatest resource. Not the group as a whole are in a national state of emergency, but there are many complex situations that brought youth to this point, and believe me have never proceeding there to the benefit of what they need to learn in this world, among the key practices for students to succeed at employment, college, and life, youth need guidance to develop self-advocacy and discover how to self-advocate or seek assistance by teacher to get appropriate.

It is important to youth to be able to identify to "know themselves", their skills, strengths, and weaknesses. This is often done through assessments, but I believe these forms assessments into emotional, social, and future possibilities, to challenge what they need and to know how to get what they need. Much benefit with preparation to learn how to manage in their self-advocacy and self-advocacy for the purposes of ensuring problems and solving frequency in life.

With each self-advocacy practice student receive their own self-advocacy, reflect upon their choices about how to manage a challenge they can relate to, each student receives a certificate as an award to completing their self-advocacy practice for self-advocacy.

**What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens and Real Situations** meets or exceeds standards in English Language Arts Standards at <http://www.illustrativemathematics.org/ELA-Learning/GOVWA/>

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

NAME OF CHAPTER	PAGES
Why Practice Self-Advocacy.....	3
1. Interactions and Emotions.....	4
2. Quiet Your Mind.....	11
3. Relax Your Current and Future Goals.....	13
4. Self-Advocacy and Anger.....	17
5. Help Someone who Needs Assistance.....	19
6. Do Your Part.....	19
7. Take Care of Yourself.....	20
8. Your Strengths and Needs, Follow Your Heart.....	21
9. Protect Yourself from Negative Influences.....	22
10. Know the Good to Avoid.....	23
11. Let go of Unreasonable Things.....	24
12. Help Yourself and a Bully.....	25
13. Say No to Non-Activities.....	26
14. Be Your Own Best Self-Advocate.....	30
15. Self-Advocacy on.....	32
16. Be Aware of Your Own Feelings.....	34
17. Be What You Are.....	35
18. Find Support in School.....	36
19. The Rule Book.....	37

20. Performed Self.....	38
21. The Good Goals.....	40
22. What to Do About A Negative Emotional Memory.....	41
23. Relax Your Current and Future Goals.....	43
24. Managing Difficult Settings.....	45
25. Making Appropriate Coping Choices.....	46
26. Managing Job Tasks with Self-Advocacy Checks.....	47
27. Manage Stress and Bullying.....	48
28. Reducing Stress, Increasing Love.....	49
29. Read to Learn How John Used What Your Own Self-Advocacy Skills.....	50
30. Practice Recognizing Emotions.....	52
31. Help for a Bully.....	54
Congratulations, Certificate.....	54
A Message to You, You are Unique.....	57
Glossary.....	60
Personal Preference Tools to Help Student Adapt.....	65
References related to the activities in this student workbook "What to do when".....	62

### Why Practice Self-awareness



Practicing self-awareness can promote feelings of control, confidence, and empowerment in your work life and your life in general. Your self-awareness ability is tied to the understanding of your emotions. Understanding your emotions is important to responding and managing difficult situations in life. When you are aware of your emotional strengths, you have the power to choose to use your strengths and make better choices. Having self-awareness can help you from feeling like a help situation or an enemy to turn toward a situation that becomes favorable to you.

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020



Strengths occur emotions. We understand your emotions is not easy to develop. These skills often require focus and practice. But the good news is that it is all worth it, to feel in control, empowered, and satisfied in reaching your goals.

**Self-Emotional Awareness (SEA) Activities**  
Here are some ways you can practice self-awareness on your own or with a small group of students. Choose one and practice. This may take someone who knows you well to offer you feedback or guide you through the activities. Practicing is the only way to develop your self-awareness. Don't be critical of yourself. Instead, be kind and give yourself time to learn.

Below are brief summaries of some of young adults and how they used their self-awareness to manage negative emotions.

#### 1. Interactions and Emotions

Jim loved to talk about photography to everyone. He actually talked a lot about web tools and new exciting responsive cameras. But his long-winded talking irritated everyone: his parents, his friends, neighbors, and friends of his family when they walked away. Jim felt angry. Mr. Jim was deeply lonely and desired a friend, even a girlfriend.

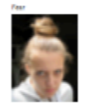


One day Jim followed his therapist's suggestion and started listening to other people. He stopped talking because he wasn't interested in their interests. Then Jim joined a photography club and started talking to other photographers. His interactions weren't perfect, but Jim did see appreciation and learned new techniques from these other photographers. Today he takes photos of animals in a national park and is well-recognized for his photography. Jim began to move from anger and anxiety to contentment when he put himself around people with similar interests.

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

**Try this Activity**  
It is very difficult to identify specific emotions you have in response to others, what importantly, it is hard to label your emotions right in the middle of feeling them, especially when you feel angry, as well. I think this activity can help.

Look at the pictures of a person's emotions or pictures that may bring out certain emotions.



Emotion Inventory

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020



Think about an interaction with someone you recently had. Think about how you responded in the situation. It can be positive or negative. What were your feelings? There are many emotions. So are provided here. Choose one by placing a check mark by the emotion that best identifies your situation. Or fill your own. Next, write about the situation you experienced.

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020



1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_



17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

26. \_\_\_\_\_

27. \_\_\_\_\_

28. \_\_\_\_\_

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

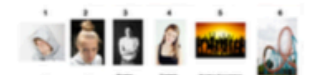
24. \_\_\_\_\_

25. \_\_\_\_\_

26. \_\_\_\_\_

27. \_\_\_\_\_

28. \_\_\_\_\_



Emotion Inventory

29. \_\_\_\_\_

30. \_\_\_\_\_

31. \_\_\_\_\_

32. \_\_\_\_\_

33. \_\_\_\_\_

34. \_\_\_\_\_

35. \_\_\_\_\_

36. \_\_\_\_\_

37. \_\_\_\_\_

38. \_\_\_\_\_

39. \_\_\_\_\_

40. \_\_\_\_\_

41. \_\_\_\_\_

42. \_\_\_\_\_

43. \_\_\_\_\_

44. \_\_\_\_\_

45. \_\_\_\_\_

46. \_\_\_\_\_

47. \_\_\_\_\_

48. \_\_\_\_\_

49. \_\_\_\_\_

50. \_\_\_\_\_

51. \_\_\_\_\_

52. \_\_\_\_\_

53. \_\_\_\_\_

54. \_\_\_\_\_

55. \_\_\_\_\_

56. \_\_\_\_\_

57. \_\_\_\_\_

58. \_\_\_\_\_

59. \_\_\_\_\_

60. \_\_\_\_\_

61. \_\_\_\_\_

62. \_\_\_\_\_

63. \_\_\_\_\_

64. \_\_\_\_\_

65. \_\_\_\_\_

66. \_\_\_\_\_

67. \_\_\_\_\_

68. \_\_\_\_\_

69. \_\_\_\_\_

70. \_\_\_\_\_

71. \_\_\_\_\_

72. \_\_\_\_\_

73. \_\_\_\_\_

74. \_\_\_\_\_

75. \_\_\_\_\_

76. \_\_\_\_\_

77. \_\_\_\_\_

78. \_\_\_\_\_

79. \_\_\_\_\_

80. \_\_\_\_\_

81. \_\_\_\_\_

82. \_\_\_\_\_

83. \_\_\_\_\_

84. \_\_\_\_\_

85. \_\_\_\_\_

86. \_\_\_\_\_

87. \_\_\_\_\_

88. \_\_\_\_\_

89. \_\_\_\_\_

90. \_\_\_\_\_

91. \_\_\_\_\_

92. \_\_\_\_\_

93. \_\_\_\_\_

94. \_\_\_\_\_

95. \_\_\_\_\_

96. \_\_\_\_\_

97. \_\_\_\_\_

98. \_\_\_\_\_

99. \_\_\_\_\_

100. \_\_\_\_\_

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

Repeat this same activity over a short period of time. You may see other choices you can make when interacting with someone.

Count up the check marks to numbers 1 - 7. (1=anger, anxiety, hostility and the checkmarks in numbers 4=contentment, positive expectations, and optimal employment.)

\*Anger, anxiety, and hostility are emotions that cause more stress. If most of your checks have been placed in these areas, you might want to consider the Personal Preference that can help you better interact with someone at a job or in your family.

\*Contentment, positive expectations, and appreciation are positive emotions. Note the situations that led to these emotions. Realize that no one person can have all positive emotions. This activity can help you interact with different emotions and monitor your assessment of when you have these emotions. Be able to identify what you can do about them. That you have power and control over how you feel and how you can respond to people and situations.

Whatever you practice most is what you will become. If you are in the habit of interacting when you are angry, frustrated or angry, then your life will be a reflection of this type of practice. On the other hand, when you practice noticing situations in which you listen to someone else and show consideration toward another person, these actions are going to be repeated in interactions at school, home, or on a job. It may not be easy, but look at your emotions more often.

#### In this self-awareness activity you practiced



Identifying your self-awareness  
Identifying your self-awareness  
Identifying your self-awareness  
Identifying your self-awareness  
Identifying your self-awareness  
Identifying your self-awareness

Taking these steps, show your emotional strength by responding on your own behalf. Listen to your feelings. They can be your best guide in facing problems and finding solutions in your work, school, or career. It may be these steps help the greatest, talk with your employer, advisors, or your coach.

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

#### 3. Quiet Your Mind



Bring the stress down immediately in your body by practicing how to breathe in and out.

**Try Breath Counting.**  
When you are anxious, this activity can help reduce your mind and body. The goal is to keep a tally of your breaths without getting caught up in thoughts.

Sit in a comfortable chair.  
Simply inhale and count 1 slowly, and exhale and count 1,2 slowly.  
Repeat and count from 1 - 10 and back again. Simply inhale and count 1, and exhale and count 1,2.

This is the full practice.  
Do this for 5 minutes or more. This practice helps you calm your mind. Notice how you feel after you do this activity. You are likely to feel more at ease. Use this when you are stressed. Notice to look which more practicing activities are shown.

You can learn more about breathing exercises at this web site <https://www.zdogg.com/health-wellness/body-mind-spirit/meditation-breath-counting-exercises>

Need a tally sheet on how many full practices you can do.

Date	Practiced Count - number of releases per 5 minutes

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020

Date	Practiced Count - number of releases per 5 minutes

Date	Practiced Count - number of releases per 5 minutes

#### In this self-awareness activity you practiced



Enhancing your mood and building increased self-awareness  
Enhancing your mood and building increased self-awareness  
Enhancing your mood and building increased self-awareness  
Enhancing your mood and building increased self-awareness

What to Do When... 31 Engaging Activities for Self-Advocacy Real Teens-Real Situations Jackie M. Marquette Ph.D. 2020





Find a mentor or someone who is on your side. Doing what it takes to get on track is much better than a judge in the judicial system making decisions about where you will be sent to live, jail or prison. No body here checks which you can use to spare others or put people people away in jail.

Be your own best advocate and choose to inspire yourself and others.

**In this self-awareness activity you practiced**



**Self-awareness**—Notice of one's own thoughts, feelings, and actions. To become **self-aware** of his potential and opportunities for college, **Samuel took action** to be proactive in a new program to change his mindset, drop bullying behavior, and instead focus on progressing toward his dreams.

**Congratulations!**

**A Message to You—You Are Unique**

The sentences below are true about you. Read these to remind yourself how unique and valuable you are.



1. I am not clones. I am a unique individual and my life is important.
2. I choose not to give up on myself.
3. I will not change who I am just to fit in a group.
4. I am a good and pleasing person.
5. I choose to trust myself and learn ways to keep myself safe.
6. I choose to ask for help when I need it.
7. I am worthy of being appreciated for my personal characteristics.
8. I choose to find a hobby, job, or career that matches my strengths and Personal Preferences.
9. I choose to practice calmness.
10. I choose to wait and help someone to understand me.
11. When I am feeling low, I choose to seek one positive action to help myself.
12. I choose to accept myself for all of who I am, my capabilities, my challenges, my unique characteristics.
13. I choose to rely upon people who have my best interests. I seek to discover joy and pleasure in my career life.
14. I seek to discover joy and pleasure in my career life.

- **Completed**
- **Personal goals**
- **Friends or family**
- **Setting**
- **Friends or siblings**

**Examples of Ways to Support a Student/Young Adult in Job, College, Community**  
The first goal for the individual is to participate and find purpose with work.

- Examples of Supporting Strategies:**
- Help determine ways to enter an activity or setting when one is resistant to change
  - Help identify cause of stress in the individual
  - Help identify ways to build productivity in reading, work, sleep, etc.
  - Offer comprehension practice during an activity or setting
  - Collaborate with the pleasure the person is experiencing, guide him or her to progress by taking steps slowly
  - Model appropriate responses to stress
  - Guide the individual to relax
  - Teach deep breathing techniques
  - Teach meditation techniques (i.e. watching calm nature videos)
  - Validate the person's fears, but encourage that relief is in reach
  - Provide her a small step to feeling better
  - Offer consistent self-empowered awareness practice within a safe environment

**Personal Preference Options**

**Personal Preference** refers to a student's personal learning style, options to do a task, and tools to enable capability and adaptation. The tools support a student's capacity to absorb and to move through the challenges from sensory stimuli that enter the mind during the process. It is to bring more ease to the person in order that a new more capability. Tools can increase a student's productivity in environments, to the job task, or to one-on-one activities. These tools can benefit to help one's anxiety and to bring more clarity for positive experiences and emotional adaptation.

Provided is a brief list of Personal Preferences. Check off your favorite ones and apply them to your job/career and daily living.

- Personal Preference and Strategies such as Preferences, Tools, etc.**  
Visual supports are an excellent resource when teaching new routines as they enhance understanding.  
Examples include:
- Pictures, drawings, photographs
  - Color coding in 4- colored tape highlights to assist in communication, enhance learning
  - Pictures or pictures for reading the steps in a routine (e.g., use a story map to steps in checking out a library book, brushing teeth)
  - Calendar of monthly events and appointments
  - Visual schedules of daily routines and monthly events
  - Videos on YouTube or self-made videos using short phases of the individual doing an activity to ensure capability and confidence
  - Simple general representation of a series of activities or tasks
  - Pictures of items of objects/events
  - Pictures or icons to assist in understanding of sensitive language
  - Checklists of activities or chores
  - Learning techniques (drawing, deeply, safe place to repeat behavior, Walkman with calm music to draw out noise and confusion)
  - Light sensitive sunglasses or options
  - Photos or video of person participating in an activity or managing something new
  - Signs to handle difficult situations as well as to seek accommodations

- People Supports – Are Best Resources**  
People supports are helpful and sometimes crucial to entering particular environments and participating actively.
- Student/care helper
  - Immediate and extended family members (although this is often difficult)
  - Support coordinator
  - Job coach
  - Case manager/physician
  - Therapists
  - Counselor or other adult male
  - Peer coach who supports the youth's interest and becomes a friend such as a bonding partner, volunteer buddy or the YEC, volunteer assistant with a service organization
  - Community coach/mentor
  - Counselor support on the job
  - Houseparent
  - Live-in support
  - Extended family members
  - Support in classroom (in school)
  - Volunteer peer assistant (in school)



Dr. Jackie Marquette is the founder of the Transition Center Academy teaching online courses and live on-line workshops. Her trainings are approved for CCE's by CRCC. She has been endorsed by highly respected colleagues in the disability field for skills in Autism Spectrum Disorders, Training, and Research. Her extensive experiences span teaching students with neurodevelopmental disabilities and at risk, spearheading autism community outreach projects, implementing school district transition programs, consulting and using her own tools, one-on-one with youth seeking employment through the Office of Vocational Rehabilitation. She researched and interviewed over 800 youth with autism and their advocates, professionals, family members. As the CEO of S.A.F.E.T.Y. (Special) COA Marquette Intex, LLC, her

program is engineered to be a catalyst for leaders, employers, and youth with their advocates to enhance their performance to make a meaningful difference in schools, companies, and the lives of persons with Autism Spectrum/Disabilities. Her mission is to provide students, teachers, and parents with collaborative and engaging learning experiences and help to prepare students to be resilient, ready for careers, and adapt to life. To learn more about Jackie's online schooling, courses, blogs, and videos, go to [www.transitioncenteracademy.com](http://www.transitioncenteracademy.com)

**Glossary**

- Adaptability**—Having good choices to take action for your benefit because of uncomfortable changes or adversity to confront.
- Collaboration**—Working with others toward shared interests/goals.
- Communication**—Exchanging openly and sending connecting messages. Responding in understanding, verbal expressions, body language, writing, art, or music.
- Emotions**—Feelings you have. They range from Love, Excitement, and Happiness (high emotions) to Shame, Anger and Fear (low emotions). Everyone has emotions, all of them at one time or another. The skills in this workbook can help you notice your emotions and guide you to higher emotions.
- Empathy**—Awareness of others' feelings, needs, and concerns.
- Empathy Expressions**—Sensing others' needs and taking action.
- Happiness**—Feeling contentment, safety, well-being, meaning and purpose in your life.
- Healthy relationships**—In friendship, coworkers, or family members, a healthy relationship is about having respect for each other. Each one's feelings matter and each one has value to the relationship.
- Influence**—Sending persuasive expressive messages (verbal, written, or action).
- Initiative**—Reactions to act on one's behalf, a task, or on a good opportunity.
- Job effectiveness**—Capable of performing with ease a task or several tasks with independence, with assistance, or in collaboration with other coworkers.
- Mentor**—A person who is a guide to your well-being, training and providing suggestions or options you might consider in order to make a decision.
- Motivation**—Emotional feelings that support making progress.
- Positive experience**—A positive experience is an experience that is pleasant and helpful to you in some way. The skills in this workbook can help you have more positive experiences. Notice how they fit into your life and how you can start building these skills, manage your tasks at work, communicate a need, work collaboratively with other coworkers, or to take further care of yourself.
- Often times it takes practice to think and see the good things from a set back or failure. Having someone you trust can help you see what you can learn from your experiences.
- Predictability**—Feelings of contentment with people and settings that are familiar to you. Predictability can be for created within the discomfort of change by applying Personal Preference tools that bring ease and anxiety. See in Appendix.
- Safety**—Feelings of wellness and security; being unharmed, un hurt.
- Self-advocacy**—Participating in your own well-being. Speaking up for yourself or asking someone speak up on your behalf.

**References related to the activities in this student workbook**

**"What to do when?" (8 pages) (8/1)**

Alford, T. (2022). *The Complete Guide to Asperger's Syndrome*. London: Jessica Kingsley Publishers.

Asperger, H., J., & Gerner, J. B. (1997). *Keys to the Mind: Skills and Supports for People with Disabilities* (Ed.). Baltimore, PA: H. Brookes Publishing Co.

Center for Disease Control. *Autism Spectrum Disorder (ASD)*. Data & Statistics. Retrieved from <https://www.cdc.gov/autism/data-and-statistics/>

Council of Chief State School Officers (CCSS). *Opportunities and Options: Making Career Preparation Work for Students*. Retrieved from <http://www.ccsso.org/~/media/Files/2012/04/Opportunities-and-Options-Making-Career-Preparation-Work-for-Students.pdf>

Dal, E.L., & Ryan, K.K. (1982). *Internal motivation and self-determination in human behavior*. New York: Plenum.

Diwan, A. (2021). *Asperger's: Autism Spectrum Disorder Advantages*. Research Gate. <https://www.researchgate.net/publication/352111111-Asperger's-Advantages>

Colangelo, D. (1988). *Working with Emotional Intelligence*. New York: Bantam Books.

Colangelo, D. (2008). *Emotional Intelligence: Why it can matter more than intelligence*. New York: Simon & Schuster.

David, T. & Duffy, G. (2020). *Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism*. Kansas: Autism Asperger Publishing Company.

HAML, J. (2020). *The Happiness Goodbooks: Finding Truth in a Darker World*. New York: Basic Books.

Holt, L., & Holt, J. (2020). *ARK and It's Given*. New York: The House, INC.

Margarette, J.M. (2017). *Increasing Transition Effectiveness for Students with Autism and Developmental Disabilities through Strength Identification, Mentorship in Organizations*.

Margarette, J.M., (2016). *Increasing Adaptability for Individuals who Struggle Emotionally and Socially*. CP Argentina, November Issue, 20-26.

Margarette, J.M., (2016). *Increasing Adaptability for Individuals who Struggle Emotionally and Socially*. CP Argentina, November Issue, 20-26.

Margarette, J.M. (2021). *Autism and Post-High School Transition or Community Assisted Living: Personal Perspectives*. Published Dissertation, Proquest, UMI 1248571.

Phares, L. E., Wilson, R., McKeown, J., Phillips, A., Siro, C., Schumacher, S., et al. (1996). *Facilitating adolescents' self-determination*. In L. J. Smith & A. W. Whetton (Eds.), *Self-determination across the lifespan: Independence and choice for people with disabilities* (pp. 217-284). Baltimore: Paul H. Brookes Publishing Co.

Pisanti, B. (2017). *Thought Talk about Autism: The Use and Abuse of Evidence-Based Practice Implications for Person with ASD*. *Autism Spectrum Quarterly*, 1(2) 45-48.

- Self-awareness**—Being able to assess your physical needs, emotions, participation and comprehension on tasks, interactions with others, and others.
- Self-care**—Caring for your body and tuning into your physical needs, taking action to meet your needs.
- Self-confidence**—Having a sense of self-worth and your capabilities.
- Self-control**—Having low or disruptive emotions in check. Personally managing how you best respond within a situation.
- Self-empowerment**—Having a voice about how to live your life, making positive choices and setting goals. Daily self-empowerment begins with understanding your strengths and challenges with a belief in yourself.
- Self-expression**—Having a voice about how to live your life, making positive choices and setting goals. Daily self-empowerment begins with understanding your strengths and challenges with a belief in yourself.
- Self-fulfillment**—Experiencing contentment and pleasure in learning, participating in work tasks, or creating art. Finding the experience rewarding.

Pisanti, B.M. (2017). *Uniquely Human: A Different Way of Seeing Autism*. New York: Simon & Schuster.

Seligman, M. (2009). *Authentic Happiness: Using the new psychology to realize your potential for lasting fulfillment*. New York: Free Press.

Stone, S. M., & Barrick, L.G. (2004). *Understanding Autism for Dummies*. Hoboken, NJ

Stevenson, B.J. & Fowler, C. M. (2016). *Collaborative Assessment for Employment Planning, Transition Assessment and the Disability Process*. Career Development and Transition for Exceptional Individuals, 28, 57-62.

The National Disability Institute. *The LEAD Center*. (2015). *New Job Workforce Innovation and Opportunity Act (WIOA) & Labor American Job Center (AJC)*

U.S. Department of Labor. (2014). *WIOA: Workforce Innovation and Opportunity Act (WIOA)*. Washington, D.C.

Wiley, L.H. (1999). *Preventing to Be Normal: Living with Asperger's Syndrome*. London: Jessica Kingsley Publishers.

Workforce Innovation and Opportunity Act (WIOA). PL 113128.