

BREAKING BARRIERS FOR A SUCCESSFUL TRANSITION TO ADULTHOOD

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UNM Indigenous Peoples' Land and Territory Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples.

We gratefully recognize our history.

Developed by the Special Assistant for American Indian Affairs to the UNM President
in consultation with the Native American Faculty Council.

Approved and adopted by President Garnett S. Stokes February 2020
Photo by Dr. Tim Schroeder

Learning Objectives

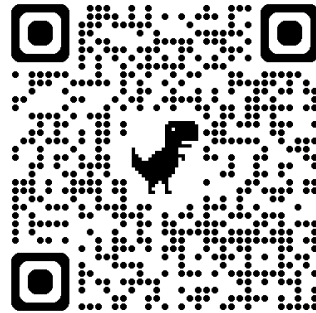
- **Identify common barriers to transition planning**
- **Identify strategies to overcome barriers**
- **Utilize the checklist to understand how to access community supports for transition students to prepare for adulthood.**



ACRE Competency 13

Domain 2: Individualized Assessment and Employment / Career Planning

Understand the personal career profile development process



Create Your Personalized Name Tag



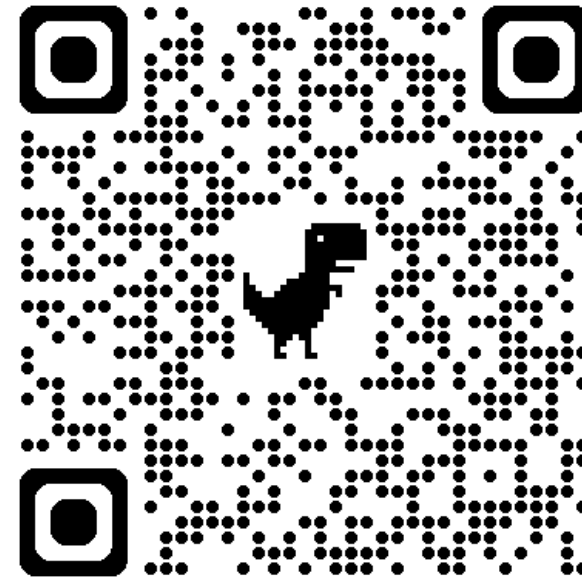
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Common Barriers to Transition

Lack of Early Preparation

Family Involvement

Limited knowledge of
resources/staff



Transition Planning Checklist Elementary/Middle School



Social and Recreational Activities



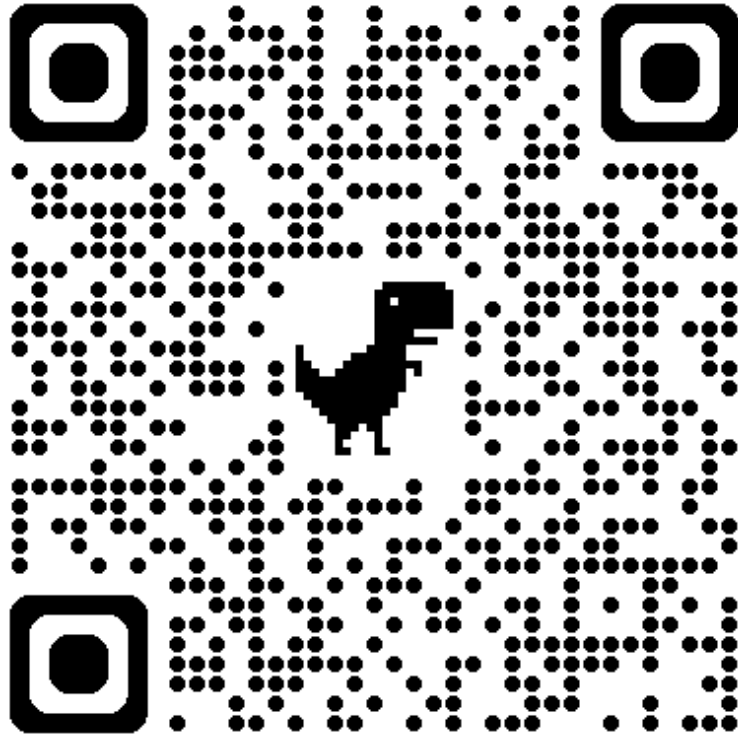
Self-Advocacy/Disability Awareness



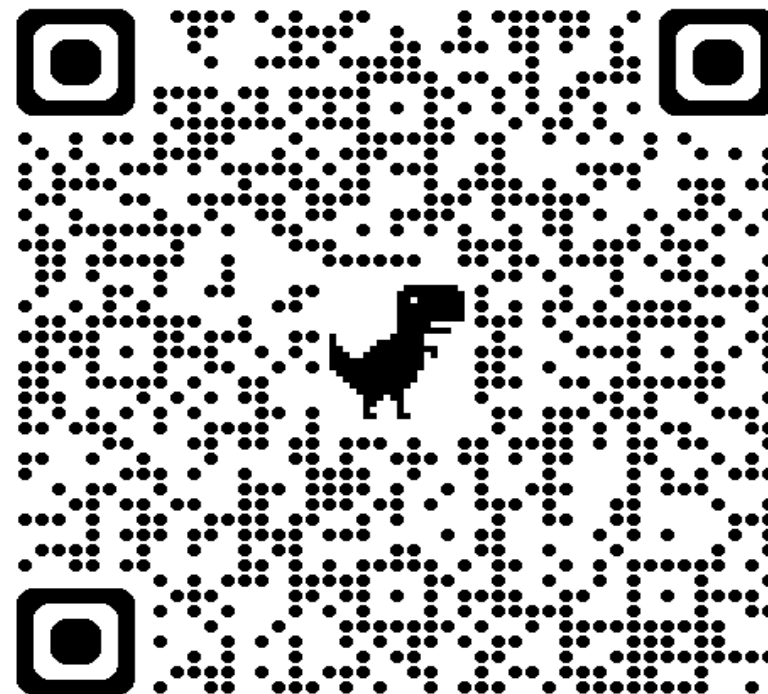
In-Home Support Services



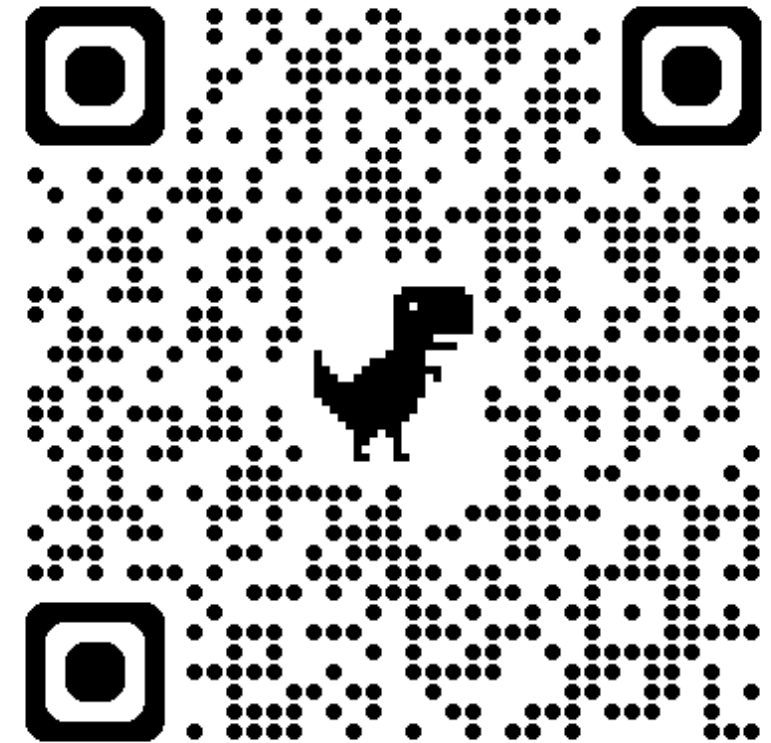
Parent and Educator Training



Health & Safety Awareness



Career Exploration and Development



A Little About Me...

Name:
Age:
Grade:
School:

My skills are:

I would like to work at a:

- ☐ School
- ☐ Business
- ☐ Office
- ☐ Park
- ☐ Construction site
- ☐ Hospital
- ☐ Store
- ☐ Different place everyday
- ☐ Theme park
- ☐ Farm
- ☐ Lake
- ☐ Beach
- ☐ Doctor's office
- ☐ Daycare
- ☐ Dentist office
- ☐ Pet store
- ☐ Sports center



I would like to work with:

- ☐ People
- ☐ Children
- ☐ The Elderly
- ☐ Animals
- ☐ Teenagers
- ☐ Adults
- ☐ Plants
- ☐ Numbers
- ☐ Computers
- ☐ Musical Instruments
- ☐ Sports Equipment
- ☐ Art Stuff
- ☐ Birds
- ☐ Clothes
- ☐ Paint
- ☐ Tools
- ☐ Books



I am good at:

- ☐ Sports
- ☐ Math
- ☐ Science
- ☐ Reading
- ☐ English
- ☐ Spelling
- ☐ P.E.
- ☐ Playing Music
- ☐ Singing
- ☐ Dancing
- ☐ Joking
- ☐ Getting along with others
- ☐ Doing my work
- ☐ Being on time
- ☐ Drawing
- ☐ Writing



Some careers I am interested in are:


I like these careers because:

My dream job is to be a(n):

I would be good at this job because:

STANDARDS ADDRESSED IN THIS ACTIVITY: Career Development; MC2; Personal/Social Development; MP7
www.vaview.net Virginia Career VIEW Virginia Tech vacareerview@gmail.com



| | |
|---|---|
| <p>My favorite activities to do at home are:</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>My favorite school subjects are:</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>If I could go anywhere I would go to _____ because:</p> |  <p>My three greatest strengths are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> |
| <p>Three things I love to do are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>Three goals I have for this year are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> |
| <p>Three dream jobs I have are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> | <p>Three things I want to improve about myself are:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> |
| <p>Two role models I have are _____ and _____ because _____</p> <p>_____</p> <p>_____</p> | |

SOLs ADDRESSED IN THIS ACTIVITY: 3rd Grade: English 3.10; 4th Grade: English 4.7; 5th Grade: English 5.8; Career Development K-3: ECS; Personal/Social Development K-3: EP7; Career Development 4-5: EC10; Academic Development 4-5: EA10; Career Development 6-8: MC2; Personal/Social Development 6-8: MP7

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Academic Skills



Transition Planning Checklist

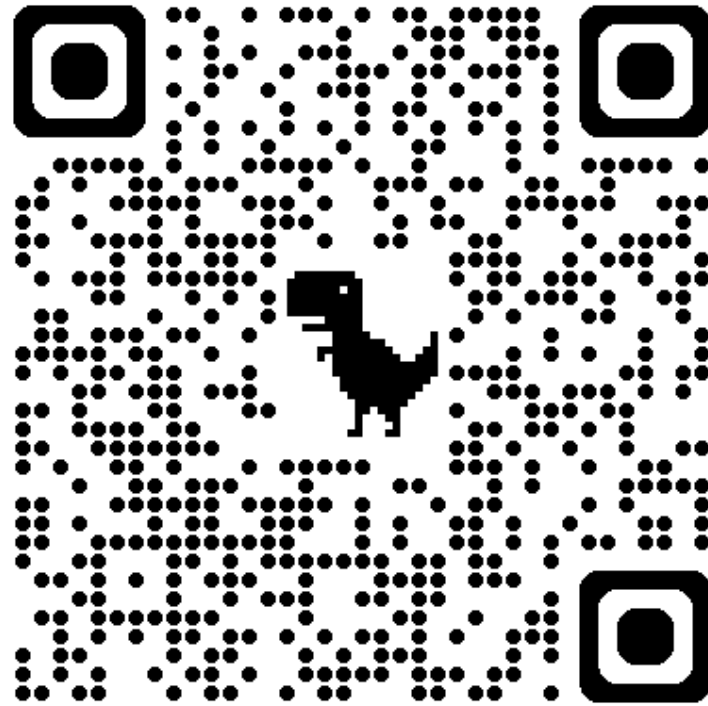
High School/Early Adulthood



Career Exploration and Development



Job Interest Tool: O-Net Short Form



Picture Interest Inventory Structured


Pictorial Interest Inventory

Structured around eight different career fields

Student name: _____ Today's Date: _____

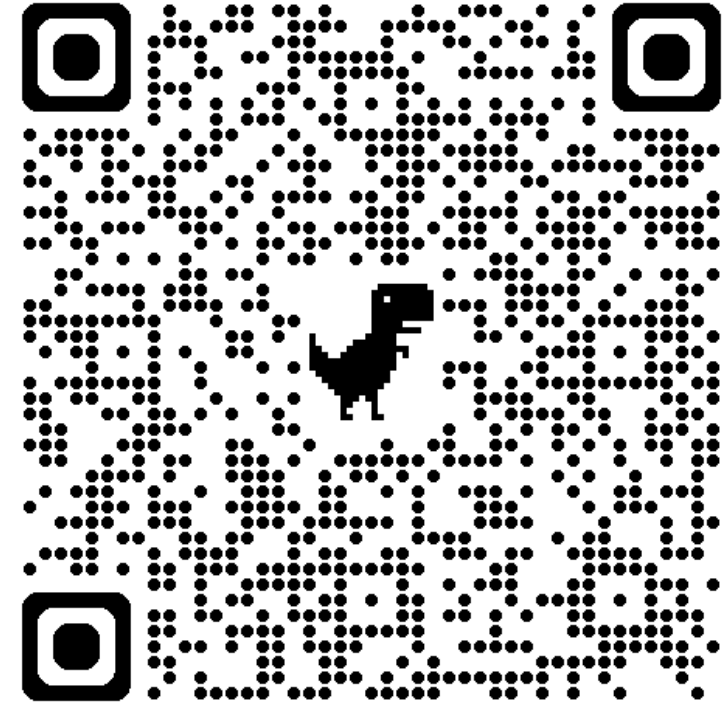
Birth Date: _____ Age: _____

How to Use This Inventory



Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.









Picture Interest Inventory

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.







Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer

| | | | | | |
|---|---|---|---|---|--|
|  |  |  |  |  |  |
| <input type="checkbox"/> Play Sports | <input type="checkbox"/> Care for pets | <input type="checkbox"/> Build Things | <input type="checkbox"/> Lawn /garden | <input type="checkbox"/> Work outdoors | <input type="checkbox"/> Read plans |







Total Checked _____

Investigative: The Thinker


| | | | | | |
|---|---|---|---|---|--|
|  |  |  |  |  |  |
| <input type="checkbox"/> Use computers | <input type="checkbox"/> Read | <input type="checkbox"/> Do math | <input type="checkbox"/> Work alone | <input type="checkbox"/> Research | <input type="checkbox"/> Ask questions |

Total Checked _____

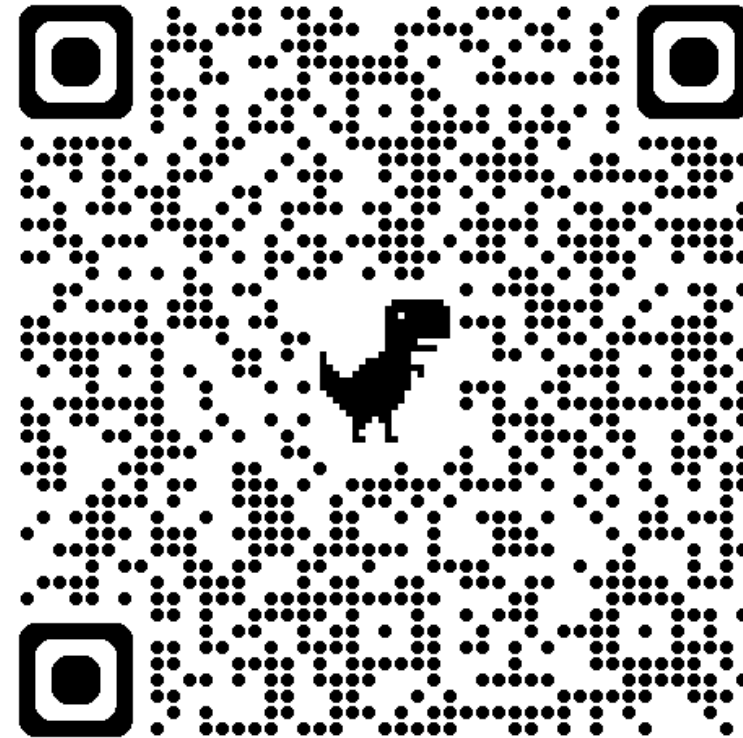
Artistic: The Creator

| | | | | | |
|---|---|---|---|---|--|
|  |  |  |  |  |  |
| <input type="checkbox"/> Paint, draw | <input type="checkbox"/> Take pictures | <input type="checkbox"/> Sing, Play music | <input type="checkbox"/> Arrange flowers | <input type="checkbox"/> Make things | <input type="checkbox"/> Decorate |

Total Checked _____

 **By Shasta Twenty-first Century Career Connections**

Page 1 of 2



Employment





MY FIRST RESUME

A *resume* is a brief record of someone's job experience and personal history submitted with a job application. Fill in the blanks below to start creating your first resume.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number: (____) _____ Email address: _____

Career or Job Goal

Abilities and Talents: (List your skills, such as time management, computer skills, leadership skills, etc. Also list your academic, athletic, musical, and artistic talents.)

Achievements and Awards: (What have you accomplished? Some examples may be scouting badges, honors for grades, winning a spelling bee, writing contest, or science fair. Also list any certifications you have such as lifeguard, CPR, & First Aid.)

Work Experience: (any type of job counts)

Dates of employment: _____

Name of Employer: _____

Job Title: _____

Address: _____

Phone Number: _____ Email: _____

Work Experience: (any type of job counts)

Dates of employment: _____

Name of Employer: _____

Job Title: _____

Address: _____

Phone Number: _____ Email: _____

Education: Grade: _____ School Name: _____

City: _____ State: _____

Source: Careers for Me: (2001). www.careerkids.com

STANDARDS ADDRESSED IN THIS ACTIVITY: **Career Development:** MC2, MC6; **Personal/Social Development:** MP7

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CENTER FOR
DEVELOPMENT
& DISABILITY



Post-Secondary Planning

College Planning...
BEFORE



Independent Living



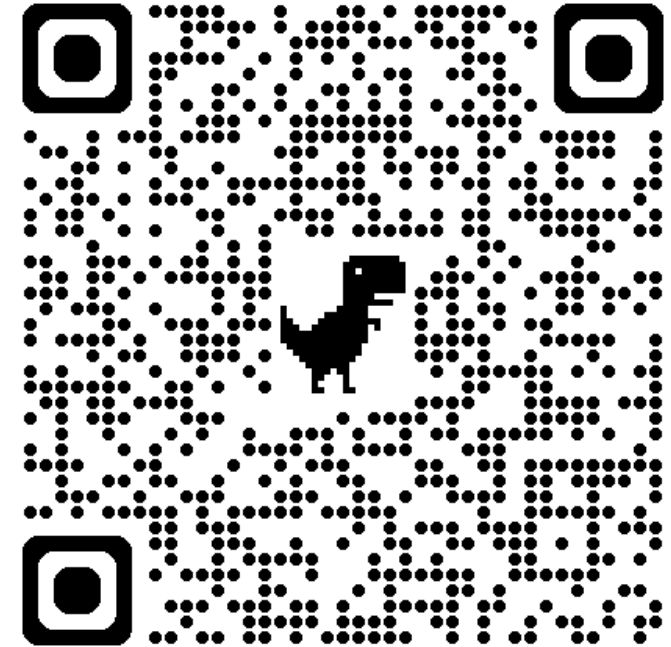
Financial and Legal



Life Skills



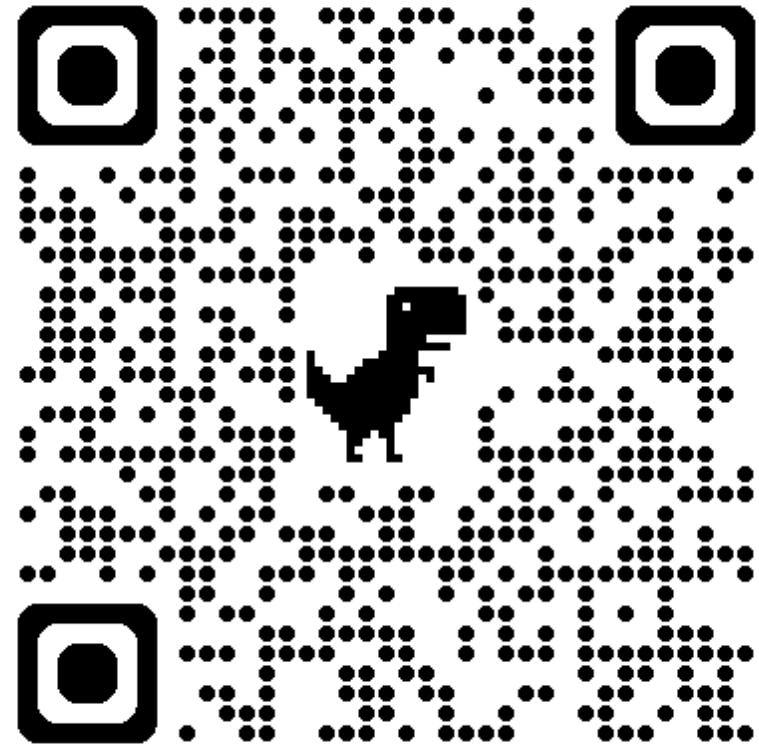
Transition Resources



Interagency Collaboration



Policy Change!





Takeaways and Questions

Thank you!



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