Technical Assistance Guide
For Transition in the IEP

Developed by

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Examples of Transition Services/Coordinated Set of Activities

Instruction:
- Tour postsecondary occupational training programs
- Contact local college for disability documentation policy
- Complete and submit application to postsecondary institution
- Tour Career Planning Center and inquire into training programs available through them
- Visit college campuses and meet with disability coordinators
- Explore admission requirements for vocational/technical school
- Explore admission requirements for state colleges
- Write an info interview letter to the disabilities coordinator at a post-secondary school of interest
- Research college scholarship opportunities
- Obtain, complete and submit applications to colleges of interest
- Obtain, complete and submit applications for financial aid
- Complete learning styles inventory to identify preferences and strengths
- Complete an assistive technology evaluation
- Meet with military recruiters to discuss educational benefits
- Meet regularly with HS guidance counselor about necessary paperwork for college admissions
- Complete a study skills training class
- Attend Catch the Wave workshop (annually in April)
- Enroll in vocational education classes-multi-district classes
- Check with college/tech school about “auditing” classes
- Sign up for/take ACT-SAT test
- Request accommodations for ACT-SAT test if necessary
- Apply for financial aid for college (seniors)
- Verify that current course of study matches requirements at chosen college or technical school
- Review and update transition assessments (ESTR, TPI, Brigance Inventory, etc)
- Have assistive technology assessment done to determine possible need/benefit from assistive technology device

Related Services:
- Identify and visit community mental health agencies
- Visit potential post-school providers of physical therapy
- Learn to use a guide dog effectively
- Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources
- Receive orientation and mobility training in place of employment
- Explore city/county transportation options
- Learn about potential post-school providers of speech therapy
- Identify possible sources of support for coping with difficult life situations
- Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- Apply for a mentor through a local, non-profit agency for substance abuse counseling

Community Experiences:
- Take classes through the local 4-H organization
- Enroll in community ed or recreational programs of interest
- Learn about Americans with Disabilities Act
Learn about students’ rights under IDEIA
Enroll in self-advocacy/self-awareness study
Participate in church youth groups
Visit potential places in the community to shop for food, clothes, etc
Tour the city library
Join a community recreation center or YMCA
Obtain a state id card or driver’s license
Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
Register to vote
Register with the selective service
Observe a courtroom or jury duty process
Take Drivers Ed class/get Drivers Ed training/one-one if needed
Sign up to help with summer recreation programs, Park & Rec, etc.
Join local service clubs (Lions, Sertoma, Kiwanis, etc)

**Employment:**
- Interview a job coach for possible help following high school
- Participate in a career awareness program or class
- Interview an adult worker in career field of interest
- Job shadow an adult worker in career field of interest
- Participate in Project Skills, if VR eligible
- Obtain a paid part-time job
- Take the ASVAB
- Tour SD Career Center (formerly Job Services)
- Practice completing job applications and interviewing skills
- Volunteer in career of interest
- Memorize your Social Security number
- Draft resume, cover letters and thank you notes for after interviews
- Meet with Job Corps counselor
- Perform duties/school staff (secretary, janitor, cook, teacher, etc)
- Research 3 different careers/write paper
- Take career interest inventories/surveys to help pinpoint interest area
- Attend Career Days with high school class

**Acquisition of Daily Living Skills:**
- Explore city/county transportation options
- Enroll in self-advocacy/self-awareness study or class
- Enroll in any ‘consumer science’ class at HS (foods, parenting, single survival, money/time management, etc) to learn about...
- Learn about time management
- Take a CPR/First Aid course
- Develop monthly living budget
- Apply for Supplemental Security Income (SSI)
- Open a bank account
- Memorize phone number and complete mailing address
- Access postal services
- Explore insurance issues/needs
- Explore guardianship issues
- Perform minor home repairs
- Register with the Division of Developmental Disabilities
Schedule and keep appointments
Obtain addresses & phone numbers in the telephone directory
Use telephone independently
Learn to operate a washer, dryer, dishwasher, microwave
Learn to tell time
Manage daily time schedule
Take medications independently (or learn how to)
Develop a network of informal supports (friends, neighbors, etc.)
Inquire into rates of utilities (gas, water, electric, phone, cable, etc)
Develop a personal fitness routine
Obtain a bank ATM card
Attend to daily grooming/hygiene skills independently
Meet with potential landlord to learn about expectations of a renter
Purchase food and prepare meals
Purchase clothing and learn how to care for clothes
Apply for Youth Leadership Forum (annually in June)
Apply for Job Corps training program
Visit local Independent Living Center to inquire about services
Have independent living assessment done
Develop emergency procedures for use at home
Select a primary care physician and dentist.
Keep and use a calendar, address book, telephone numbers
Plan recreational outings (alone and/or with friends) weekly
Inquire into/decide what religious denomination to join

Other Post-School Adult Living Objectives:
Visit community mental health agencies
Identify potential postsecondary providers of related services and their funding sources
Check availability of mentor program in community
Learn about community agencies that provide services and support to people with disabilities
Tour area adjustment training center
Complete application for ATC
Contact Independent Living Center for possible services
Inquire into housing assistance program (HUD)
Contact Services to the Blind & Visually Impaired
Inquire into programs available through Department of Social Services (food stamps, medical insurance, etc)
Inquire about Division of Rehabilitation eligibility
Maintain regular contact with VR counselor
Apply for Vocational Rehabilitation Services
Learn how wages may affect benefits such as Medicaid

Functional Vocational Evaluation:
Participate in a situational vocational assessment
Provide opportunities for job sampling in the community
Collect info re. the student’s vocational interests and abilities
Conduct formal aptitude tests such as VALPAR and WRIOT
Review previously administered career interest assessment
Meet with HS guidance counselor to affirm vocational interests & align graduation plan to need
Complete CHOICES or Bridges computer program to determine vocational interests