

# Transition Highlights



## Upcoming Events

**Teacher Roundups  
Last Wednesday of  
the Month 3-4pm CST.**

**Virtual Let's "Talk  
Work" Event Is Now  
Available on TSLP.org**

**Virtual Catch The Wave  
March 3rd-31st**

**SPED Conference  
March 16th & 17th  
[Click Here to  
Register](#)**

**[Visit TSLP.org](#)**

## Highlight of the Month

Life became so much better for Mallory Bingham during her high school years! Mallory always knew learning would be more difficult for her, as she experienced constant headaches due to her hydrocephaly at birth. During her high school years, Mallory finally grasped an understanding of what a learning disability was! It was then that she felt she started 'living'!

Mallory attended all years of her education through the Aberdeen School District. She remembers being pulled out of her classroom for many services – reading, math, speech, and OT/PT.

Because she did not understand her disability, Mallory did not see the need for all this help. She didn't mind missing 'gym' as she said she didn't care for that class, but did not enjoy missing art, music, and even social studies. She said with this type of schedule it was hard to feel a 'part of the class'.



**Mallory working with a student  
at the SD School for the Blind  
& Visually Impaired**

Mallory took advantage of numerous programs that her school district offered while in high school. She was able to gain valuable work experience and social growth by engaging in Project Skills, Transition Learning Campus (TLC) and Project SEARCH. Experiences in working in retail, the medical field, and working with elementary school aged and preschoolers through the Project Skills and Project SEARCH programs helped Mallory master work-related skills. Through her participation in the 18-21 year old TLC program, Mallory was a cheerleader for the PC Saints. This sport gave her experience that helped build her confidence in different social situations. Special Olympics programs continue to play a big role in her life. Currently as an athlete, she participates in cheerleading and track, but one can observe her from the sidelines 'mentoring and coaching' all the other athletes. All of the experiences and learning during her life have landed Mallory a full-time, South Dakota state employee career. She has worked the last 4 years as a paraprofessional with students of all ages at the SD School for the Blind & Visually Impaired (SDSBVI). Mallory continues to engage in experiences to make for a better life. She is currently taking Braille and participating in Deaf/Blind modules. One of the proudest moments of her life is when she was named "Educator of the Year" for SDSBVI.

Mallory gives full credit to her mom for her strong work ethic, determination, and motivation. Her mom always worked hard with Mallory so she would become independent. Her message to Mallory was "even though you are having a hard time, don't let it bog you down– keep going!" Mallory claims her "Mom is the Bomb!" However, all who know Mallory thinks SHE is the bomb too!

## Indicator 13 Tip Services/Activities

IDEA requires the IEP team to develop a “coordinated set of activities” for transition aged students. The services/activities in the IEP for a student should be determined based on the student’s Measurable Post-Secondary Goals (MPSG). For each MPSG written, at least one transition service “which will reasonably enable the student to meet the MPSG” must be listed. Therefore, all IEPs MUST include at least one service/activity for EMPLOYMENT and one for EDUCATION/TRAINING. If you write a MPSG for Independent Living, then you must also include a related transition service/activity. One service/activity for each MPSG is the minimum. However, multiple activities for each goal are typically required to facilitate meaningful movement towards the post-secondary goals. Services/activities should be based on needs identified through the transition assessment process.

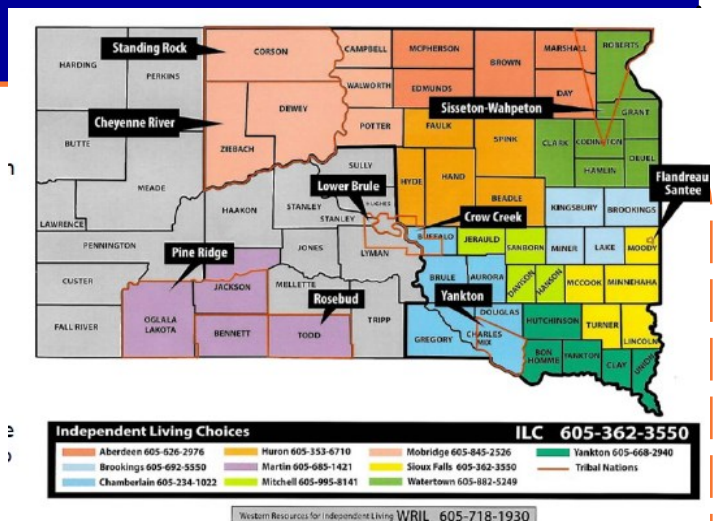
The services/activities can be documented in the IEP by listing what is needed for the student from the current time that the IEP is developed until the student exits school, or the IEP team may choose to list the services/activities needed to be completed within the year that the IEP is developed. For each service/activity listed, the persons responsible must be noted, as well as the date it will be initiated. Each service/activity needs to be documented when they are completed. For examples of transition services and activities view our TSLP TA Guide pages 22-25.

### Independent Living Centers

People with disabilities have the right to live as independently as they choose within their homes and communities. Independent living centers help individuals of all ages with all types of disabilities to obtain services they need to preserve that opportunity. Western Resources for Independent Living and Independent Living Choices serve the State of South Dakota. Services they provide include:

- Advocacy Training
- Independent Living Skills Training
- Peer Support Groups
- Summer Youth Transition Programs
- Technology Adaptive Services
- Home Modifications
- Transportation Services
- Employment Services

To learn more about the Independent Living Centers and for an office in your area visit their websites at: [Wril.org](http://Wril.org) and [ILCchoices.org](http://ILCchoices.org)



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