

Transition Highlights



Upcoming Events

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

**Virtual Let's Talk Work
& CTW Events
Available on TSLP.org**

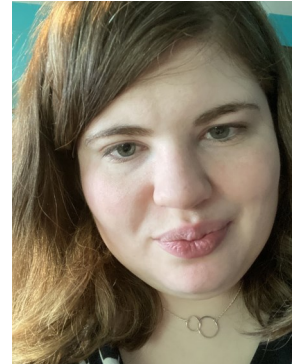
**Transition Summer
Institute July 12-13
Pierre, SD**

Visit TSLP.org

Highlight of the Month

Leah Bernard is an amazing young lady. She is strong, passionate, driven, goal-oriented and, wise beyond her 25 years. She exudes a quiet confidence and determination—a drive to accomplish whatever she sets out to do. Her desire to help others seems to be a driving force for Leah. Problem-solving is second nature for her because this skill has been necessary throughout her whole life.

Leah has been forging her way for several years. She was a member of the first graduating class at New Tech High School, a project-based learning high school in Sioux Falls. She maintained at the top of her class throughout high school and scored 28 on her ACT. She was a member of the National Honor Society and managed to volunteer many hours for multiple programs. Leah attended YLF for the first time in 2012. She believed in the premise of the YLF program, which is to increase self-confidence, self-advocacy skills, and leadership skills in young adults



who have disabilities. She practiced her skills in those areas by returning to YLF in leadership roles in 2013, 2014, 2016, and 2017.

She went on to college at Southwest Minnesota State University in Marshall, MN and graduated Summa Cum Laude in the Honors Program with a double major in Psychology and Sociology. She dived right into graduate work and recently completed her Master of Social Work through USD. Next on her list is moving to Chicago and beginning work on her Doctorate in Disability Studies at the University of Illinois at Chicago (UIC) this fall. Pretty amazing, right?! Well, there is one additional fact about Leah that you should know. She was diagnosed with cerebral palsy as an infant after being born ten weeks prematurely and experiencing bleeding in her brain while in the neonatal intensive care unit. The cerebral palsy affects her muscle tone, coordination, and balance, impacting gross motor and fine motor skills. These factors make writing and typing more difficult and time consuming for her. Leah uses a wheelchair for mobility. Assistive technology programs like Dragon Naturally Speaking, Notability, and Apple product's word prediction, and Grammarly have proven invaluable as she pursues her advanced degrees.

However, none of those obstacles have slowed her down one bit in achieving her goals. Leah recognizes that her disability is a part of her, but it certainly does not tell the whole story about her or her level of confidence. Her personal determination and tremendous work ethic have truly made a difference. All her schooling, volunteer experiences, internships, and field experiences have laid a solid foundation for her goal of working in the field of disabilities. Leah feels things are heading in a right direction for her. I think we would all agree!

Senior/Final Year Transition Requirements and Considerations

Help your graduating or exiting students maintain an upward trajectory! Remember these items that need to be considered/completed before the student graduates or ages out.

Summary of Performance (SOP): A SOP is required for a student whose eligibility ends due to graduation or aging out. The school district needs to provide a copy of the SOP to the student and keep one on file. It is a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student to meet his/her goals. Best practice is to meet with the student and fill it out together to obtain the student's input. You also need to list the adult agencies the student is connected to and their contact information. This document must be provided during the exit year. See TSLP TA Guide for examples of a SOP.

Consider Holding a Spring IEP Meeting: An exit meeting is not required for compliance, however, by holding one students and families have the opportunity to discuss and understand what will happen after graduation or age-out. It is also a great opportunity to invite the adult agencies the student is working with and to strengthen those relationships. It is also a great opportunity to celebrate the student and their accomplishments!

Indicator 14 Follow-Up: Students on IEPs who exit high school are contacted by Black Hills State one year after exiting. They gather data on post-secondary education, employment status and other outcomes. Have an updated address on file and let your families know they will be contacted by mail or phone. This data helps the state and school districts evaluate their programs.

Examples of Final Transition Services/Activities:

- Apply for summer/permanent jobs
- Practice interviewing for jobs
- Complete application for college and apply for financial aid
- Visit with a conflict free case manager or a community support provider to establish DD services



SOUTH DAKOTA
ParentConnection

South Dakota Parent Connection (SDPC) is the state of South Dakota's Parent Training and Information Center (PTI) and Family to Family Center. SDPC provides information, resources, and consultation to families of individuals with disabilities and/or long term health needs including information and training for families and youth as they transition from high school to post high school life. This includes SHIFT courses that focus on learning more about resources to meet individual needs, and Person Centered Thinking Assessments (PCTA), an individual assessment that focus on strengths, needs, and goals for the future. For more information about resources and training offered through SDPC please visit their website at www.sdparent.org

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