

TRANSITION TIMELINE

SUGGESTED ACTIVITIES BY GRADE

The intent of this document is to provide suggested transition activities for South Dakota students to help prepare them for a successful transition from high school to the adult world. An activity can be done, if needed, in collaboration with other participating agencies, school staff, parents, and the student. Consideration for each of the activities helps ensure that services are coordinated and comprehensive so that the student will have access to the services, supports, and programs they need to be successful, independent adults.

Freshman Year

14-15 years old

Date Initiated	Activity	In Process	Finished	Not Needed
	Develop a youth profile Strengths, qualities, likes, dislikes, hopes, dreams, and visions for the future <ul style="list-style-type: none"> ▪ lifecoursetools.com/lifecourse-library/ ▪ allenshea.com/AllStatesPassport.pdf 			
	Participate in your own IEP meeting Practice talking about your disability with trusted teachers; talk with them about the support you need to be successful in class - imdetermined.org			
	Learn the purpose of your IEP meeting - youtu.be/wF8LHyxm6iw			
	Employment goals Connect with the Vocational Rehabilitation (VR) counselor that works with your school to discuss services - dhs.sd.gov/transitionresources.aspx			
	Career assessments and explore the path to achieving careers of interest			
	Participate in job shadowing/informational interviews for career exploration			
	Home/community goals Discuss independent travel needs and goals			
	Learn about any health conditions, allergies, or medications you use			
	Get involved in the community – volunteer, recreational opportunities			
	Determine Social Security benefit eligibility - ssa.gov/ssi			
	Contact agencies that can provide needed services after the age of 21 to learn about eligibility and the application process - dakotaathome.org			
	School goals Review current classes and explore future classes that will help achieve your employment goals			
	Explore extra-curricular activities, sports, and social groups			
	Understand HS diploma requirements – doe.sd.gov/gradrequirements			
	If going to a vocational college or university is a long-term goal, start planning now to start developing good habits and the best chance of being prepared - southdakota.mappingyourfuture.org/			
	Independent living goals (dressing, hygiene, chores, purchasing, etc.) Learn about potential services through Independent Living Choices - ilchoices.org or Western Resources for Independent Living - wril.org			
	Practice good personal hygiene			
	Participate in healthy physical activities – sosd.org			
	Be independent with setting an alarm clock to get up in the mornings			

Sophomore Year

15-16 years old

Date Initiated	Activity	In Process	Finished	Not Needed
	Update your youth profile Strengths, qualities, likes, dislikes, hopes, dreams, and visions for the future			
	Participate in/lead your own IEP meeting Begin leading your IEP by introducing everyone within the meeting and sharing information from your youth profile - understood.org/hub			
	At age 16, transition services must be addressed on the IEP - tslp.org/writing-ieps			
	Begin discussing post-secondary options – continuation of IEP services, vocational colleges, and/or universities			
	Employment goals Apply for employment support with help from Vocational Rehabilitation (VR) - dhs.sd.gov/transitionresources.aspx			
	Continue career assessments and exploration			
	Participate in employment soft skills development			
	Practice filling out applications and developing a resume			
	Participate in mock interviews			
	Home/community goals Obtain a state identification card and Social Security card			
	Participate in travel training – bus training or driver’s education			
	Continue community involvement – volunteer, recreational opportunities			
	Check your status if you applied with agencies that will provide services after the age of 21			
	School goals Explore available Career and Technical Education classes - doe.sd.gov/cte			
	Continue participation in extra-curricular activities, sports, and social groups			
	Review HS diploma requirements and class schedule - doe.sd.gov/gradrequirements			
	Learn strategies to be more responsible for your time/schedule – smartkidswithld.org/getting-help/raising-independent-kids/time-management-strategies-students-ld/			
	Independent living goals (dressing, hygiene, chores, purchasing, etc.) Learn the difference between credit cards, checking, and savings accounts			
	Learn how to complete household chores – life-skills.middletownautism.com/strategies/work/household-chores/strategies-for-chores/			
	Make healthy food choices – myplate.gov			
	At age 18, you become responsible for making your own financial, medical, and all other decisions so begin the discussion of determining guardianship needs - tslp.org/independent-living			
	Become independent in taking your medications			

Junior Year

16-17 years old

Date Initiated	Activity	In Process	Finished	Not Needed
	Update your youth profile Strengths, qualities, likes, dislikes, hopes, dreams, and visions for the future			
	Participate in/lead your own IEP meeting Understand your barriers to learning and be able to vocalize them			
	Discuss current accommodations and supports as well as if they are helpful or not			
	Provide input into the development of your IEP goals			
	Employment goals - dhs.sd.gov/transitionresources.aspx Maintain communication with your VR counselor to provide input into the development of your employment goal and supports needed to accomplish it			
	Continue career assessments and exploration			
	Continue employment soft skills development, filling out job applications, and participating in mock interviews			
	At age 16, begin paid work experience - dhs.sd.gov/rehabservices/projectskills.aspx			
	Attend the 'Let's Talk Work' event – tslp.org/events			
	If eligible for Social Security benefits, talk to a benefits specialist on paid work and incentives to maintain your benefits - bsnsd.org			
	Home/community goals Participate in independent travel			
	Schedule your own medical appointments and refill any medications you take			
	Continue community involvement – volunteer, recreational opportunities			
	Apply for the Youth Leadership Forum (YLF) – tslp.org/events			
	Check on your application status if you applied with agencies that will provide you services after the age of 21			
	School goals Begin touring post-secondary options whether attending 18-21 transition programs, vocational colleges, or universities			
	If considering vocational college/university: <ul style="list-style-type: none"> ▪ attend 'Catch the Wave' – tslp.org/events ▪ talk to your guidance counselor about the need to take the ACT/SAT/Accuplacer and apply for accommodations - southdakota.mappingyourfuture.org/ 			
	Independent living goals (dressing, hygiene, chores, purchasing, etc.) Consider setting up a checking and/or savings accounts			
	Budget for spending, saving, and sharing - practicalmoneyskills.com			
	Help with shopping and preparing a healthy meal for your household			
	Begin discussing your living situation for after high school and determine what steps are needed to make this a successful transition			
	Continue the guardianship discussion - tslp.org/independent-living			

Senior Year

17-18 years old

Date Initiated	Activity	In Process	Finished	Not Needed
	Update your youth profile Strengths, qualities, likes, dislikes, hopes, dreams, and visions for the future			
	Lead your own IEP meeting Understand your barriers to learning and be able to vocalize them			
	Discuss current accommodations and supports as well as if they are helpful or not			
	Provide input into the development of your IEP goals			
	Before graduation, a Summary of Performance (SOP) will be completed to document your achievements, functional performance, and recommendations on how to continue to assist you in meeting your post-secondary goals.			
	Review the Indicator 14 survey that will be sent to students one-year post-graduation			
	Employment goals - dhs.sd.gov/transitionresources.aspx Maintain communication with VR counselor to provide input into the development of your employment goal and supports needed to accomplish it			
	Discuss what additional training/skills are needed to continue to enhance employment opportunities			
	Understand the potential need for disability disclosure in employment and how to acquire accommodations needed for success – pacer.org/transition/learning-center/employment/self-advocacy.asp			
	Continue paid work experience - dhs.sd.gov/rehabservices/projectskills.aspx			
	Attend the ‘Let’s Talk Work’ event – tslp.org/events			
	Continue working with the benefits specialist on paid work and incentives to maintain your benefits - bsnsd.org			
	Update resume with skills obtained and work experiences			
	Home/community goals Continue community involvement – volunteer, recreational opportunities			
	Apply for the Youth Leadership Forum (YLF) – tslp.org/events			
	At age 18 and if male, you must apply for selective services – sss.gov			
	At age 18, register to vote - drsdlaw.org/resources/electioninfo			
	If you are receiving disability benefits, you will need to reapply for Social Security benefits at age 18 or you can apply for SSI at 18 based on your income, not your family’s if you need long-term services and support – ssa.gov/ssi			
	Check on your application status if you applied with agencies that will provide you services after the age of 21			
	School goals Continue touring and begin applying to post-secondary options whether attending local 18-21 transition programs, vocational colleges, or universities			
	If attending vocational college/university: <ul style="list-style-type: none"> Learn about funding options to pay for vocational college/university - payingforcollegesd.org/video-series/ apply for FASFA - studentaid.gov/h/apply-for-aid/fafsa 			

	<ul style="list-style-type: none"> ▪ apply for scholarships to assist with paying for vocational college/university 			
	<ul style="list-style-type: none"> ▪ attend 'Catch the Wave' - tslp.org/events 			
	<ul style="list-style-type: none"> ▪ schedule an appointment with the post-secondary disability coordinator - tslp.org/post-secondary-education 			
	<ul style="list-style-type: none"> ▪ learn about getting accommodations to success at vocational college/university - thinkcollege.net/resource/preparing-for-college/getting-accommodations-to-succeed-at-college 			
	<ul style="list-style-type: none"> ▪ Talk to your VR counselor about an assessment through Dakotalink to learn about possible assistive technology devices 			
	<ul style="list-style-type: none"> ▪ Learn more about on-campus or off-campus housing options 			
	<p>Independent living goals (dressing, hygiene, chores, purchasing, etc.)</p>			
	Shop and prepare a healthy meal for your household as independently as possible			
	Complete your laundry independently			
	Learn the difference between purchasing needs and wants and how to budget for wants after purchasing your needs			
	Develop and practice a personal safety plan - bit.ly/PersonalSafetyPlan			
	At age 18, you may be required to change doctors so talk with your doctor about this possibility. Request a medical summary if you are required to change doctors and ask if they have any recommendations. - gottransition.org/youth-and-young-adults/			
	At age 18, you become responsible for making your own decisions so finalize the discussion if guardianship is needed - tslp.org/independent-living			

Post-High School

18-21 years old

Date
Initiated

Activity

In Process

Finished

Not Needed

Date Initiated	Activity	In Process	Finished	Not Needed
	Update your youth profile Strengths, qualities, likes, dislikes, hopes, dreams, and visions for the future			
	Lead your own IEP meeting If eligible to continue receiving special education services after meeting graduation requirements, participate in community-based services to develop your adult schedule.			
	Understand your barriers to learning and be able to vocalize them			
	Discuss current accommodations and supports as well as if they are helpful or not			
	Provide input into the development of your IEP goals if still on an IEP			
	Employment goals - dhs.sd.gov/transitionresources.aspx Maintain communication with VR counselor to provide input into the development of your employment goal and supports needed to accomplish it			
	Discuss what additional training/skills are needed to continue to enhance employment opportunities			
	Request accommodations on the job site, as needed – askjan.org			
	Continue paid work experience - dhs.sd.gov/rehabservices/projectskills.aspx			
	Begin narrowing down job selection based on previous work experiences and training			
	Use skills for employment to solve problems and advance your career.			
	Home/community goals Discuss independent travel needs			
	Determine who can access your information for bank accounts and medical records			
	Continue community involvement – volunteer, recreational opportunities			
	Finalize independent living arrangements and community connections			
	Check your status if you applied with agencies that will provide services after age 21			
	School goals Review/reply to the Indicator 14 survey one-year post graduation			
	If attending vocational college/university:			
	▪ apply for FASFA annually – studentaid.gov/h/apply-for-aid/fafsa			
	▪ Maintain communication with the vocational college/university post-secondary disability coordinator – tslp.org/post-secondary-education			
	Independent living goals (dressing, hygiene, chores, purchasing, etc.) Determine who can access your information for bank accounts and medical records			
	Learn/understand the different types of insurance options - ehealthinsurance.com/resources/individual-and-family/health-insurance-101-a-comprehensive-guide-to-health-insurance			
	Manage your money, including any benefits, paychecks, and other income			
	Develop a plan for a balanced life (time management, school, work, leisure)			
	Research housing options			

SOUTH DAKOTA

RESOURCES TO KNOW

 <p>DHS DEPARTMENT OF HUMAN SERVICES DIVISION OF REHABILITATION SERVICES</p> <p>dhs.sd.gov/transitionresources.aspx</p> <p>Assists individuals with disabilities to obtain employment, personal independence & full inclusion into society through services like Project Skills, Project SEARCH, post-secondary and employment training assistance, and more.</p>	 <p>South Dakota Service to the Blind & Visually Impaired SBVI</p>  <p>SOUTH DAKOTA DEPT. OF LABOR & REGULATION</p> <p>dlr.sd.gov</p> <p>Promotes economic opportunity and financial security for individuals and businesses through quality, responsive and expert services; fair and equitable employment solutions; and safe and sound business practices.</p>
 <p>SOUTH DAKOTA BENEFITS SPECIALIST NETWORK</p> <p>bsnsd.org 800.224.5336 ext. 1521</p> <p>Assists SSI/SSDI beneficiaries in understanding how part-time, full-time, or seasonal work affects disability benefits and other benefits. Staff can also answer questions about how employment would affect health care benefits, SSA work incentives, and employment-related work incentives.</p>	 <p>DHS DEPARTMENT OF HUMAN SERVICES DIVISION OF DEVELOPMENTAL DISABILITIES</p> <p>dhs.sd.gov/dd 833.663.9673 ext. 2</p> <p>Work is a fundamental life activity for all adults. It provides a sense of purpose, shaping who we are and how we fit into our community. All individuals, regardless of disability, can work and work optimally with opportunity, training, and support that builds on each person's strengths and interests through one of two waiver programs - Family Support 360 Waiver Program and CHOICES Waiver Program.</p>
 <p>south dakota DEPARTMENT OF EDUCATION Learning. Leadership. Service.</p> <p>doe.sd.gov/sped/</p> <p>Provides leadership and support for educators, parents, and students with disabilities receiving special education and related services throughout South Dakota's public schools and communities.</p>	 <p>TSLP Transition Services Liaison Project</p> <p>tslp.org 605.224.5336</p> <p>Assists students with disabilities, their families, schools, and adult service agencies to make the transition from high school to post-school a meaningful experience.</p>
<p>Disability Rights South Dakota</p> <p>drsdlaw.org/ 800.658.4782</p> <p>Protects and advocates the rights of South Dakotans with disabilities through legal, administrative, and other remedies. Services include Client Assistance Program, Protection & Advocacy Developmental Disabilities Program, Protection & Advocacy for Individuals with Mental Illness, and more.</p>	 <p>SOUTH DAKOTA Parent Connection Resources for families of children with disabilities.</p> <p>sdparent.org 800.640.4553</p> <p>Connects families caring for children (birth to 26) with the full range of disabilities or special health care needs to information, training, & resources in an environment of support, hope, & respect. Resources include the MyFILE, Parent's Guide to Special Education, Parenting Children with Disabilities, Navigator Program, and workshops.</p>
 <p>ILC INDEPENDENT LIVING CHOICES 605-362-3550</p> <p>ilchoices.org</p> <p>Provides services to people with disabilities who make independence their choice on the east side and parts of the west side of South Dakota. Services include Home Modifications, Adaptive Devices Programs, Independent Living Skills Training, Peer Support Programs, Summer Transition Programs, and more.</p>	 <p>Western Resources For Independent Living</p> <p>wril.org/ 888.434.4943</p> <p>Assists people with disabilities of all ages on their path to lifelong independence on the west side of South Dakota. Services include Home Modifications, Adaptive Devices Program, Independent Living Skills Training, Peer Support Programs, and more.</p>
<p>dakotalink.net/</p>  <p>Dakota Link 800.645.0673</p> <p>Assists individuals with functional limitations due to a disability, illness, injury, or the effects of aging; maximizes their potential at home, in the community, at school, at work, or at play through the use of Assistive Technology.</p>	 <p>UNIVERSITY OF SOUTH DAKOTA SANFORD SCHOOL OF MEDICINE</p> <p>Center for Disabilities</p> <p>usd.edu/medicine/center-for-disabilities 800.658.3080</p> <p>Training, technical assistance, and educational resources are provided to help with disabilities, families, professionals, and educators.</p>

