

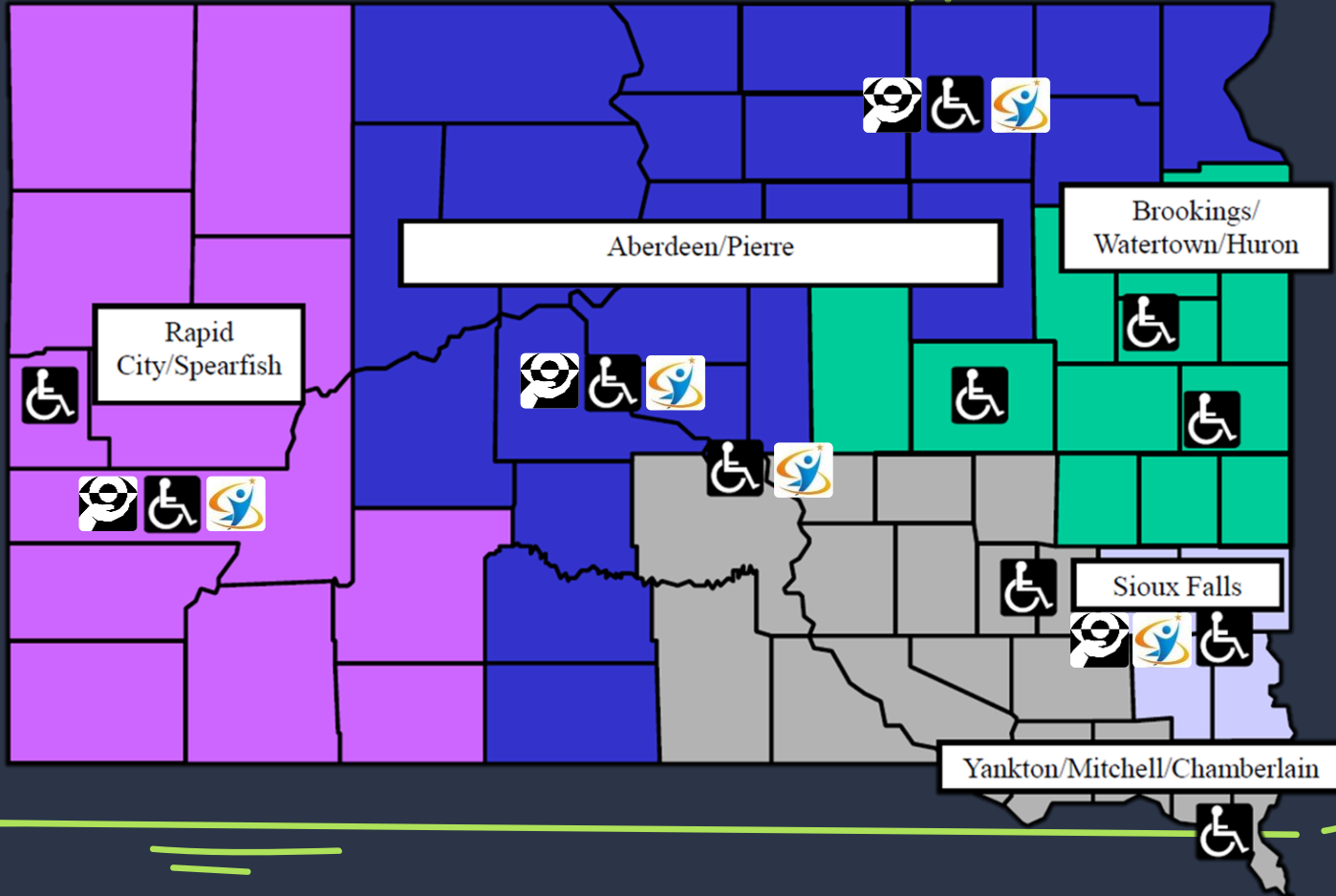


PRE-EMPLOYMENT TRANSITION
SERVICES: HOW TEAMWORK LEADS TO
DREAMWORK

01

WHY VOCATIONAL REHABILITATION?

- x To help coach students and their families to think about LONG-RANGE goals
- x To help design the high school experience to ensure the students stay in school and be prepared for post-school goals
- x To help IDENTIFY and LINK students to any needed post-school services, supports, or programs while they're still in school



02

WHO IS ELIGIBLE FOR VR?

- X Must have a diagnosed disability that makes it difficult to work
- X Must benefit from VR services to get into the workforce or retain a current job

POTENTIALLY ELIGIBLE STUDENTS WITH DISABILITIES

Not a current VR client

The individual is **not** a current applicant or client of VR services **AND** has **not** been determined ineligible for VR services.

Meets the definition of student

Is at least 14 years old but less than age 22; **AND** Enrolled in a recognized educational program.

Has a documented disability

IEP; 504 Plan; **OR** Students not identified with the school as having a disability but can provide documentation



03

HOW CAN VR HELP
STUDENTS WITH
DISABILITIES?

PRE-EMPLOYMENT TRANSITION SERVICES



**Job
Exploration**



**Work Based
Learning
Experiences**



**Workplace
Readiness
Training**



**Counseling
on Post-
Secondary**



**Self
Advocacy**



TRANSITION SERVICES

- X Project Skills/Employment Skills Program
- X Project SEARCH
- X 18-21 Programs
- X Youth Leadership Forum

- X Catch the Wave
- X Let's Talk About Work
- X eTrac
- X Pathful Explore
- X Transition Week at SDRC

[DHS.SD.GOV/TRANSITIONRESOURCES.ASPX](https://dhs.sd.gov/transitionresources.aspx)

WORKING PARTNERSHIPS

Disability
Rights SD

Social Security
Benefits
Specialists

Community
Support
Providers

Dept of Labor
& Regulation

Independent
Living Centers

Division of
Developmental
Disabilities

Post-Secondary
Education

Businesses/
Employers

High Schools

FROM IEP TO IPE...

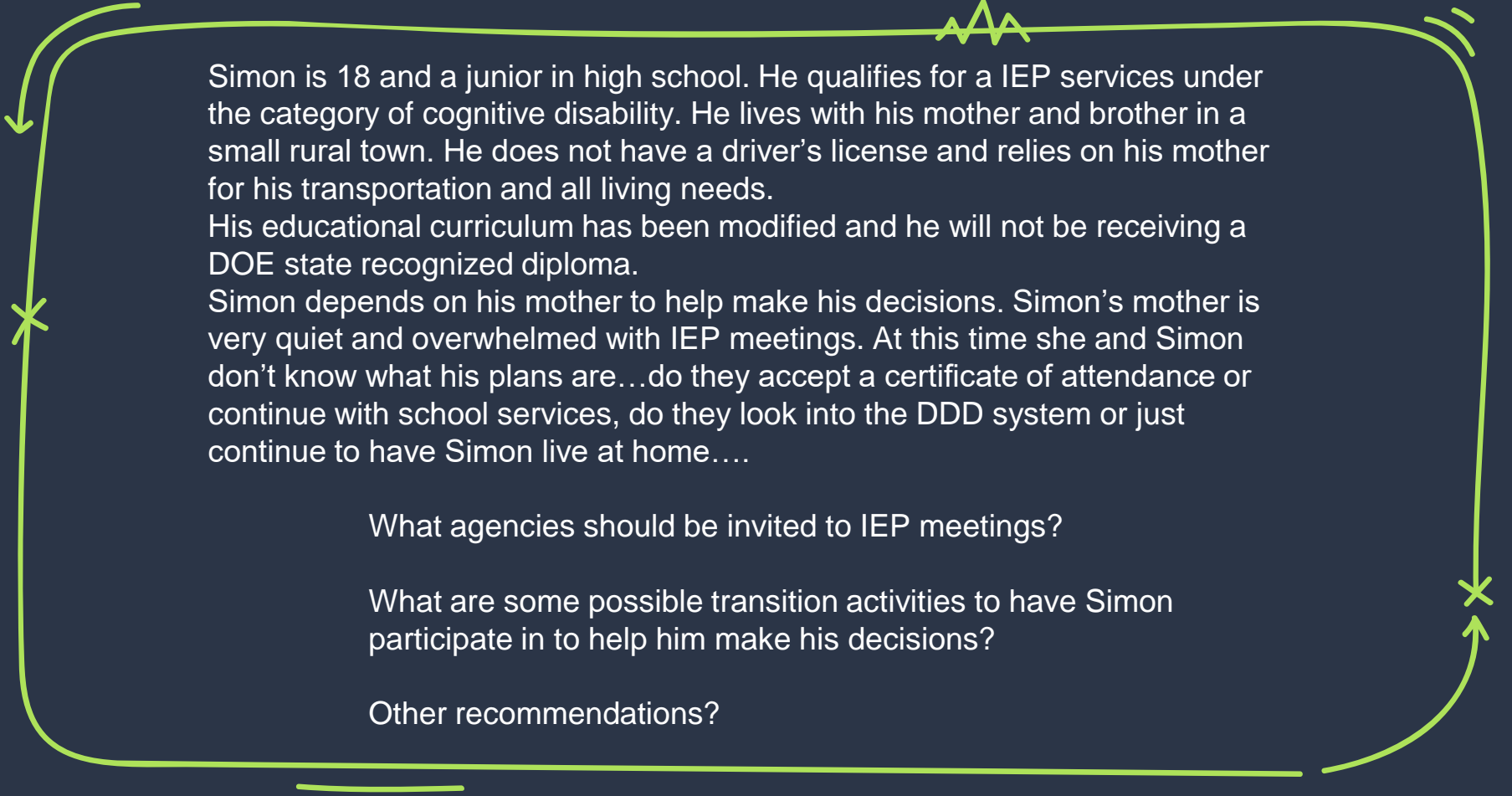
- X Attend CTE Course in Health Services
- X Increase Competencies in Writing and Reading
- X Goal to Lead IEP
- X Attend Vocational College for LPN
- X Paid Work Experience & Career Exploration Activities
- X Assistance in Resume and Cover Letter Development
- X Support attendance at YLF
- X Explore Training & Financial Aid Options





REAL LIFE SCENARIOS





Simon is 18 and a junior in high school. He qualifies for a IEP services under the category of cognitive disability. He lives with his mother and brother in a small rural town. He does not have a driver's license and relies on his mother for his transportation and all living needs.

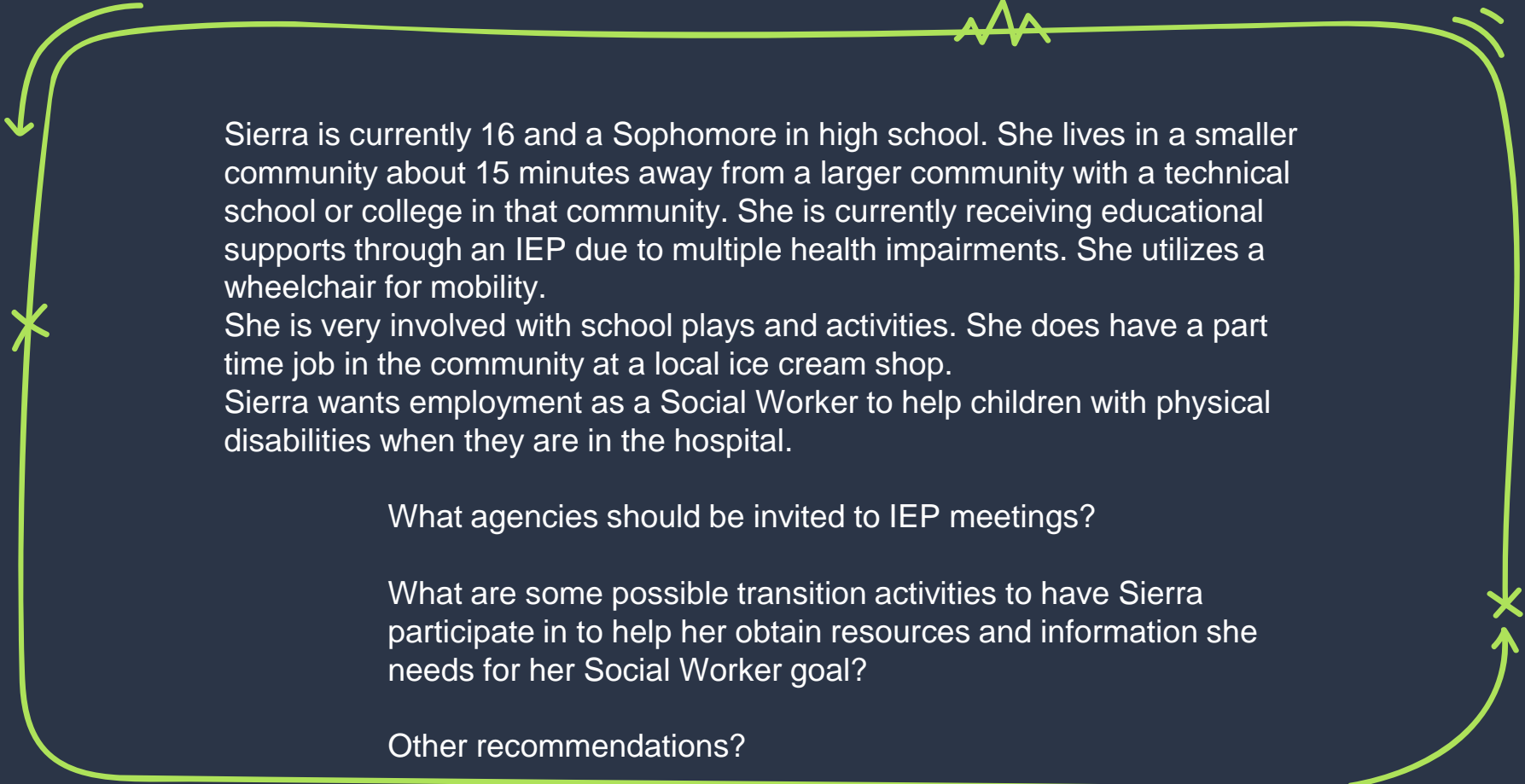
His educational curriculum has been modified and he will not be receiving a DOE state recognized diploma.

Simon depends on his mother to help make his decisions. Simon's mother is very quiet and overwhelmed with IEP meetings. At this time she and Simon don't know what his plans are...do they accept a certificate of attendance or continue with school services, do they look into the DDD system or just continue to have Simon live at home....

What agencies should be invited to IEP meetings?

What are some possible transition activities to have Simon participate in to help him make his decisions?

Other recommendations?



Sierra is currently 16 and a Sophomore in high school. She lives in a smaller community about 15 minutes away from a larger community with a technical school or college in that community. She is currently receiving educational supports through an IEP due to multiple health impairments. She utilizes a wheelchair for mobility.

She is very involved with school plays and activities. She does have a part time job in the community at a local ice cream shop.

Sierra wants employment as a Social Worker to help children with physical disabilities when they are in the hospital.

What agencies should be invited to IEP meetings?

What are some possible transition activities to have Sierra participate in to help her obtain resources and information she needs for her Social Worker goal?

Other recommendations?

Bailey is 18 and a junior in High School. She qualifies for an IEP under the emotional disturbance category. Bailey has had multiple hospitalizations due to mental health diagnoses and has had difficulty with emotional regulation and completion of assignments in school. Bailey has a goal to receive her High School diploma, but due to attendance concerns and incomplete assignments this is going to be a difficult goal to achieve. Bailey does not have a good support system at home. At this time it is really unknown what Bailey's post-secondary plans are.

What agencies should be invited to IEP meetings?

What are some possible transition activities to have Bailey participate in to help her make her decisions?

Other recommendations?



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dhs.sd.gov/transitionresources.aspx

dhs.sd.gov/service-to-the-blind