

When Do I Teach Transition?: Curriculum, Transition, & Self- Advocacy Tips for Teachers

Ashley Halvorson
Beresford High School
July 8, 2025

<https://bit.ly/SDtransition>



About Me

- Teaching for 18 years—all as the high school resource room teacher in Beresford
- Mom of three--ages 15, 12, and 9
- Assistant cross country coach
- Prom fundraiser
- 6-12 special education coordinator
- USD for undergrad and masters in special education



Objective

The purpose of today is to share with you some things that I do in my classroom:

- Self-Advocacy Class & Student-Led IEPs
- Transition Class
- Strategic Reading Class
- Social Skills Class
- Transition Skills of the Week
- Transition Assessment Samples

Caseload

- 30-35 students
- 1.5 paraprofessionals
- Learning Disabilities, Other Health Impairments, Emotional Disabilities, Vision Loss, Autism

Question Time!

How do you currently
teach students to
advocate for themselves?

Self-Advocacy Class

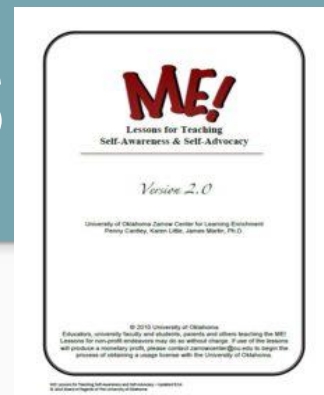
- Consists of 8-10 sophomores and juniors
- All different groups of disabilities, including students on 504 plans
- Elective class
- Incorporates South Dakota Content Standards in listening, spoken language, writing, and reading for information

Self-Advocacy Class

Main Curriculum

- ME! Lessons for Teaching Self-Awareness & Self-Advocacy
 - FREE!
 - University of Oklahoma Zarrow Center for Learning Enrichment
 - 10 units with a brief quiz and critical thinking scenarios
 - Learning about Special Education, Understanding My IEP, Understanding My Rights & Responsibilities, Improving My Communication Skills, Advocating for My Needs, etc.

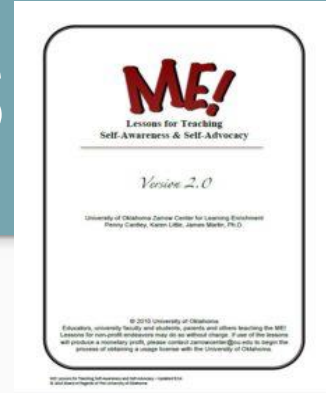
Self-Advocacy Class



Main Curriculum

- ME! Lessons for Teaching Self-Awareness & Self-Advocacy
 - Detailed lesson plans with objectives, materials, opening, procedures, closing, and evaluation
 - <http://www.ou.edu/education/zarrow/resources/curriculum.html>

Self-Advocacy Class



Main Curriculum

- Self-Awareness Project
- Advocating with a high school teacher
- Calling post-secondary disability services offices

Self-Advocacy Class

Using the contact information above and the script below, contact the school.

Hello, my name is _____. I am a student at Beresford High School, and I have some questions about accessibility services as part of my self-advocacy class. Do you have time to answer a few questions for me?

What do I need to do to receive accommodations at your school? _____

How long does this process usually take for new students? _____

*ME! Lessons for Teaching Self-Awareness and Self-Advocacy – Updated 9/14
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Worksheet 8-2

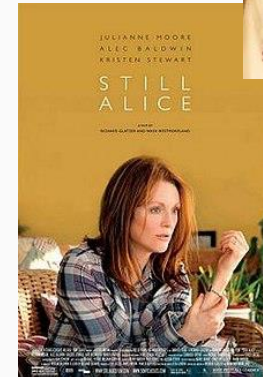
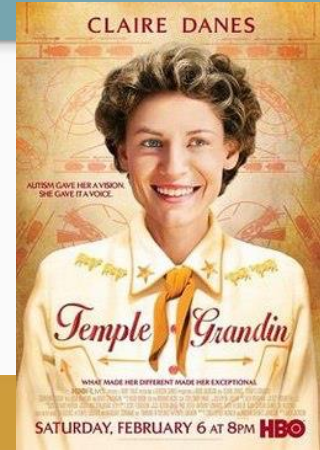
Do you have any additional advice for a new student wanting to request accommodations at your school? _____

Who is the person I should speak to if I have questions? _____

Self-Advocacy Class

Supplemental Instruction

- Guest Speakers
 - Disability Services Representatives, Southeast Technical Institute Admissions Department, Department of Labor
- Movies
 - Temple Grandin, Still Alice, Wonder



Self-Advocacy Class

Extended Curriculum

- South Dakota My Life/Xello
 - Postsecondary School Exploration, Career Exploration
- Soft Skills to Pay the Bills (Free, Department of Labor)
 - Communication, Enthusiasm & Attitude, Teamwork, Networking, Problem Solving & Critical Thinking, Professionalism <https://pueblo.gpo.gov/CAARNG/ODEP/PDF/ODEP013.pdf>

Self-Advocacy Class

Extended Curriculum

- Student-Led IEP Project (Sample Project)
 - Students create a slide presentation to aid in leading their own IEP meetings.
- The Insignificant Events in the Life of a Cactus by Dusti Bowling
 - Novel read aloud during the last few minutes of class each day

Student-Led IEP Project

https://drive.google.com/file/d/1qqq9_vD4d5lOAXDhdQOLEioHI5Jls0EX/view?usp=share_link

Self-Advocacy Class

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Self-Advocacy Class

| Mon | Nov 13 | Tue | Nov 14 | Wed | Nov 15 | Thu | Nov 16 |
|--|--------|--|--------|--|--------|--|--------|
| Self Advocacy 1:13pm-1:55pm | | Self Advocacy 1:13pm-1:55pm | | Self Advocacy 1:13pm-1:55pm | | Self Advocacy 1:13pm-1:55pm | |
| Soft Skills to Pay the Bills-- Communication: Lesson 1 | | Soft Skills to Pay the Bills-- Communication: Lesson 2 | | Soft Skills to Pay the Bills-- Communication: Lesson 3 | | Soft Skills to Pay the Bills-- Communication: Lesson 4 | |
| 1. Skits #1 and #2 2. Class Discussion 3. Journal Activity 4. Life of a Cactus | | 1. Flipping the Switch Worksheet 2. Discussion 3. Barriers to Communication Extension Activity | | 1. Opening Discussion 2. Body Language/Facial Expression Activity 3. Closing Discussion 4. Dos and Don'ts Extension Activity https://create.kahoot.it/details/c75c4402-2619-43ee-a488-71840397e6f1 | | 1. Snowflake Activity and Discussion 2. TV Show Conflict (Extension Activity) Big Bang Theory: https://www.youtube.com/watch?v=a5nd7566nBc&list=PL0awe7R0w35S13R Despicable Me: https://www.youtube.com/watch?v=EPQjUJFVFC4&list=PLWx61WqhgbrsJp_wPUjpoL_kETmTCF&index=4 Friends: https://www.youtube.com/watch?v=f_9eH8Ox-eU 3. Journal | |
| Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.10.c Read widely to understand multiple perspectives and diverse | | Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with proficiency at grade level. 9-10.RI.10.c Read widely to understand multiple perspectives and diverse | | Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. 9-10.RI.10.a Read and comprehend with | | Standards 9-10.RI.10 By the end of the year, read and comprehend literary nonfiction and | |

Transition Skills Class

- Launch Skills Life Readiness Curriculum (www.launchskills.net)
 - Academic Success
 - How to prepare for tests, how to ask for help, how to recognize procrastination
 - Career Exploration
 - How to find a job, how to nail the interview, how to build your resume
 - Financial Literacy
 - How to compute interest, how to recognize fraud, how to fill in a W2
 - Holistic Wellness
 - How to recognize relationship red flags, how to grocery shop, how to handle failure

Transition Skills Class

- The Transitions Curriculum (Supplemental)
 - Three Volumes
 - Personal Management
 - Career Management
 - Life Management
- Guest Speakers
- Bring Your 'A' Game Anywhere (Department of Labor)
- 140 Life Skills for Teens
- Field Trips
 - College, technical school, and local manufacturer visits



140 Life Skills *for teens*

- Clean a bathroom
- Vacuum
- Dust
- Make beds
- Wash clothes
- Clean appliances
- Wash & dry dishes
- Fold/hang clothes
- Wash towels/sheets
- Fold towels/sheets
- Clean windows
- Iron
- Stain removal
- Decluttering
- Sweep & mop floor
- Load and start dishwasher
- Wipe counters/cabinets
- Rake leaves
- Mow the lawn
- Bicycle maintenance
- How to change a diaper
- Fix a leaky faucet
- Turn off water and power
- Use a caulking gun
- How to use the library
- Use public transportation
- Book an airline flight
- Book and check in to a hotel
- Pump gas
- Change a tire
- Check oil
- Check tire pressure
- Replace wiper blades
- Wash a car
- Jumpstart a car
- Unclog a toilet
- Unclog a drain
- Change a lightbulb
- Use a hammer
- Use a drill
- Change batteries
- Test smoke alarm
- Paint a room
- Use a grill/BBQ
- Pull weeds
- Plant seeds
- Set up a tent
- How to read a map
- Basic first aid
- Start a fire/put out a fire
- How to purify water
- How to tie knots
- Situational awareness
- How to signal for help
- Self-defense
- How to preserve food
- Pack a suitcase
- Save money
- How to type
- Pay bills
- Write a check
- Ship a package
- Create a budget
- Compare prices
- Send an invitation
- Introduce yourself
- Make small talk
- Small group etiquette
- Dinner party etiquette
- Host a party
- Personal hygiene
- Apply for a job
- How to vote
- Call 911
- Check credit report
- Apply for a passport
- How to file taxes
- Change ink in printer
- Refill paper in printer
- Habit formation skills
- Productive goal setting
- Prepare a resume
- Write a cover letter
- Give a presentation
- Make a meal plan
- Navigate the grocery store
- Safe food storage
- Make coffee/tea
- Follow a recipe
- Cook a few breakfast items
- Cook 2-3 complete dinner meals
- Bake cookies
- Make a cake
- Peel vegetables
- Cut fruit
- Operate the oven
- Use the stovetop
- Use a food processor
- Use a blender
- Check food expiration dates
- Read ingredient/nutrition labels
- Measure and weigh ingredients
- Set up a filing system
- Write a thank you note
- Write a professional email
- How to tip service providers
- Understand non-verbal cues
- How to sincerely apologize
- Study & learning skills
- Schedule an appointment
- Accept and respond to criticism
- Orient to north, east, south, west



- Register a vehicle/renew registration
- Fix a ripped seam/sew a button on
- Find service or repair persons
- Read and follow a prescription
- Use over-the-counter medication
- Research using trustworthy sources
- Troubleshoot technology issues
- Use standard software (word processing, spreadsheets, presentations)
- Collect and empty garbage/recycling
- Understand general nutrition and fitness
- Set the table/use variety of utensils
- Appropriate social media usage
- Open and use a bank account
- Understand how credit cards work
- Address and send postal mail
- Use a calendar for scheduling
- Basic understanding of insurance
- Create and manage passwords
- Identity protection measures
- Call a business and ask for information
- Memorize social security number
- How often to do household cleaning tasks
- Spring cleaning: clean fan blades, window tracks, clean out freezers & fridges, clean blinds, change filters
- How to react when encountering wildlife
- Identify the source of strong emotion (anger, sadness, irritability)
- Time management (creating routines, scheduling)
- Contact customer service with a problem
- Report non-emergency situation to police

Taxes
Insurance
Ironing
Mailing a package
Changing a diaper
Booking an airline flight
Baking a cake
Check a credit report
Replace wiper blades
Check into a hotel

Transition Skills Class

| | | | | |
|---|---|--|---|---|
| <p>Transition Skills 10:30am-11:12am</p> <p>How to Take Notes & Be Resilient</p> <ol style="list-style-type: none"> 1. Discuss the meaning of resilience 2. Give examples of adversity students may face in school and ask for other examples 3. Pair students up to use the Cornell notetaking strategy over a section of one of their textbooks. (Have an article on hand for those that need something) 4. Resiliency worksheet (individually) once students are done with notetaking <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate effectively in a variety of collaborative</p> | <p>Transition Skills 10:30am-11:12am</p> <p>How to Write an Email</p> <ol style="list-style-type: none"> 1. Discuss the appropriateness and time for professional emails 2. Email discussion 3. Email etiquette handout (read as a class) 4. Blooket: https://dashboard.blooket.com/set/637 5. Kahoot: https://create.kahoot.it/details/97335d5b823-4fc4-8647-e10559bae0d5 4. Email activity worksheet 5. Send Mrs. Halvorson an email about what you learned <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate</p> | <p>Transition Skills 10:30am-11:12am</p> <p>How to Be a Responsible Employee</p> <ol style="list-style-type: none"> 1. Define "responsible" as a class 2. Responsible employee bingo 3. Reflection questions Given the job of..... What are some consequences that could happen if the employee acts irresponsibly? How might you encourage a co-worker to act more responsibly in their work? Share examples of irresponsible behavior you have seen in your workplaces. 4. Video: https://www.youtube.com/watch?v=t3dxPnljarE 5. Blooket: https://dashboard.blooket.com/set/603 6. Read aloud <p>Standards</p> | <p>Transition Skills 10:30am-11:12am</p> <p>How to Be a Self-Motivated Employee</p> <ol style="list-style-type: none"> 1. Introduce the topic of self-motivation and how it relates to the workplace 2. What does motivation currently look like in your personal, academic, and work lives? 3. Read through self-motivation handout 4. Video: https://www.youtube.com/watch?v=KIXeEJYtAG8 5. Kahoot: https://create.kahoot.it/details/bc0253ce8b4-4590-acb8-a5c6587d7aa6 6. Have students complete self-motivation worksheet 7. Read aloud <p>Standards</p> | <p>Transition Skills 10:30am-11:12am</p> <p>How to Build a Resume</p> <ol style="list-style-type: none"> 1. Introduce resumes https://www.youtube.com/watch?v=yF3hCgAyclo 2. Share different resume types (chronological, functional, combination) 3. Video: https://www.youtube.com/watch?v=u75hUSShvinc 3. Group resume reviews 4. Start own resumes <p>Standards</p> <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> <p>9-10.SL.1 Initiate and participate effectively in a variety of collaborative</p> |
|---|---|--|---|---|

Transition Skills Class

| Mon Apr 22 | Tue Apr 23 | Wed Apr 24 | Thu Apr 25 | Fri Apr 26 |
|---|--|---|---|---|
|  Earth Day  Passover (first day) | Transition Skills 10:30am-11:12am How to Compare Rental Units <ol style="list-style-type: none"> 1. Introduce renting apartments and comparing apartments 2. Ask students what they feel is a need when renting an apartment 3. Hand out comparison worksheet and have students complete it 4. Reflection questions Standards <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used</p> | Transition Skills 10:30am-11:12am How to Compute Simple and Compound Interest <ol style="list-style-type: none"> 1. Introduce the topic of interest 2. Ask for 5 volunteers and have them hold up the simple interest signs. Talk about how the money grew. 3. Do the same with the compound interest poster 4. Reflection questions <p>5.Play investing game as a group (takes about 20 minutes).</p> <p>https://www.ngpf.org/arcade/</p> Standards | Transition Skills 10:30am-11:12am How to Evaluate Employee Benefits <ol style="list-style-type: none"> 1. Discuss what employee benefits students already know 2. Split into groups to research the different types of benefits 3. Have them share their learning 4. Reflection questions Standards <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including</p> | Transition Skills 10:30am-11:12am How to Figure out Types of Fraud <ol style="list-style-type: none"> 1. Introduce fraud and YouTube example https://www.youtube.com/watch?v=Shp3Kd_HGEU 2. Read fraud signs 3. Give everyone 10 minutes to compose a list of 10-15 tips they think would help people avoid becoming a victim of fraud 4. Reflection questions Standards <p>9-10.RI.10.a Read and comprehend with proficiency at grade level.</p> |
| Transition Skills 10:30am-11:12am How to Buy a Car <ol style="list-style-type: none"> 1. Ask students if they have purchased a car and to share experiences 2. Complete car buying worksheet 3. Reflection questions | | | | |

Transition Skill of the Week

- First or last 10 minutes of all study hall periods on Fridays
- Topics are chosen based on student need, request, or chosen based on various transition timelines

Transition Skill of the Week

Topics

- Greeting strategy
- How to apologize
- Say it or think it
- Paycheck deductions
- Using iCalendar
- Prioritizing tasks
- Developing habits and routines

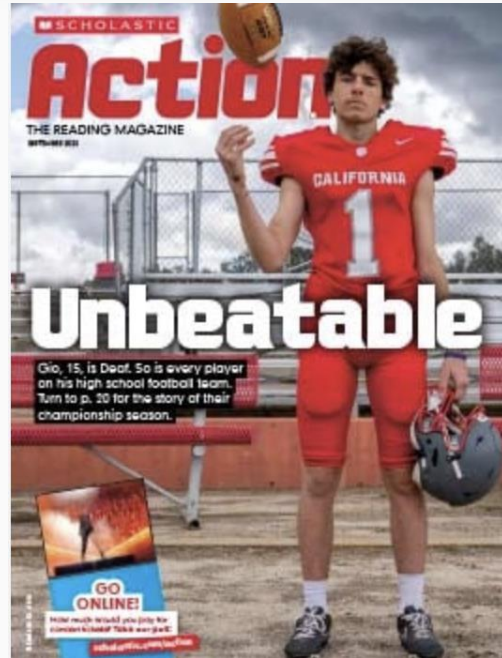
How could you add transition skill instruction into your classroom or how are you currently teaching transition skills?

Strategic Reading Class

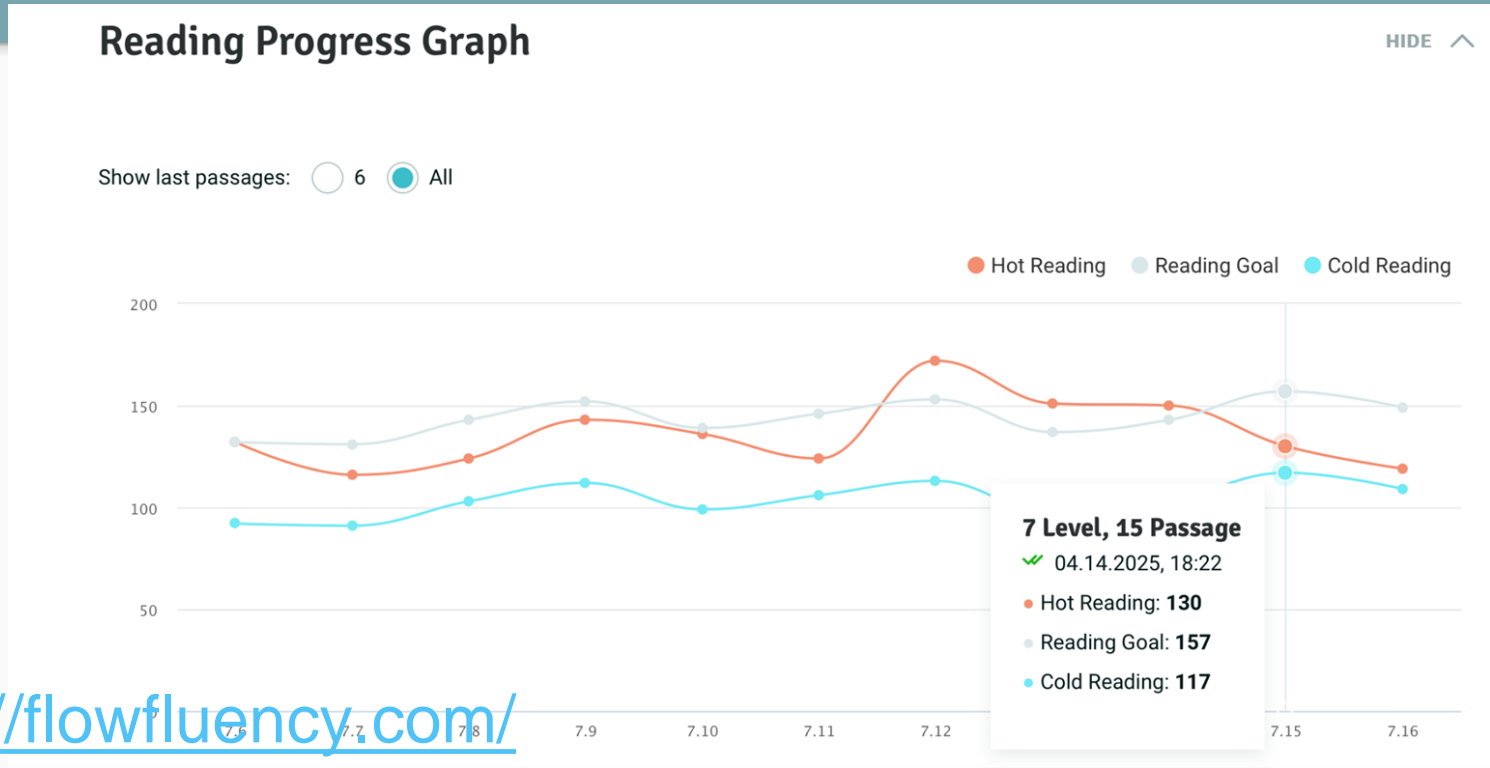
- Year-long course that incorporates reading, writing, and vocabulary usage to help achieve grade level skills.
- Goal: Help students progress in the areas of reading fluency, reading comprehension, and written and oral expression

Strategic Reading Class

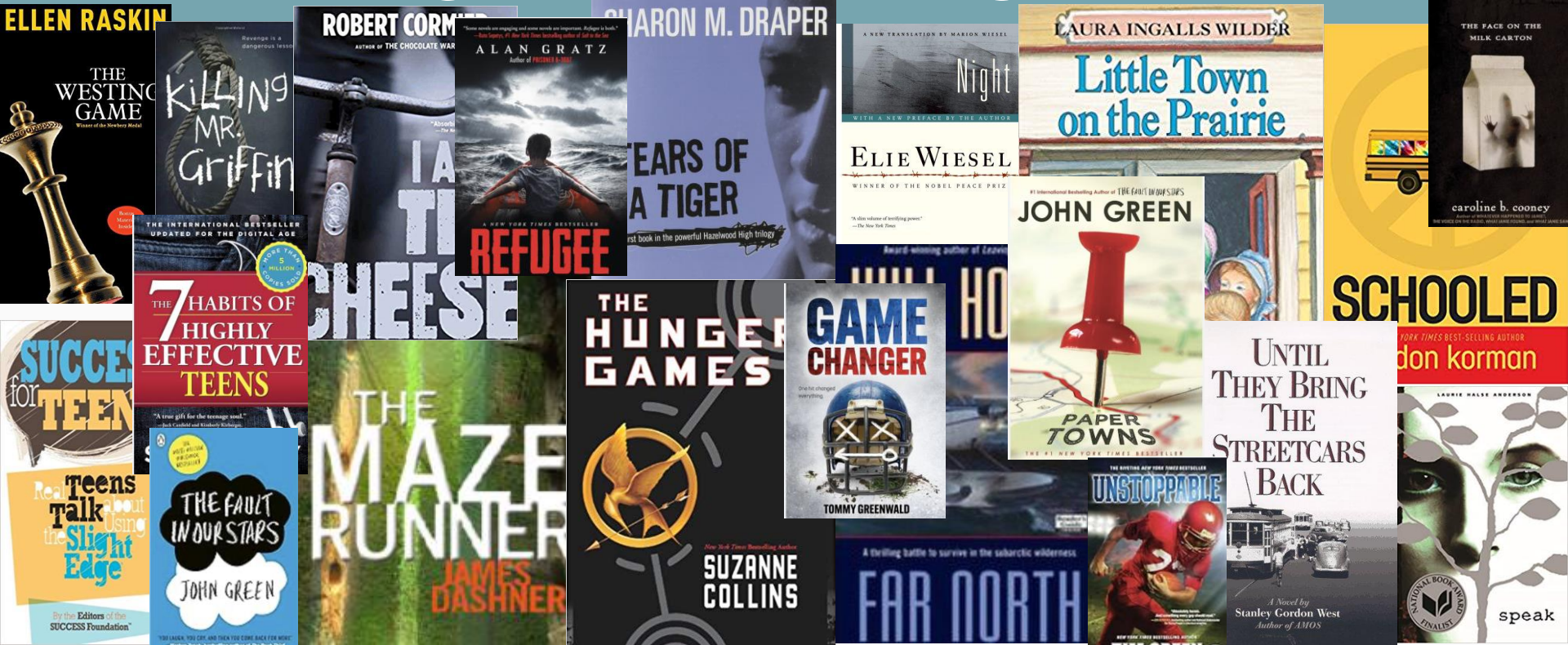
- Literature Circles
- Vocabulary
- 9th-10th Grade Students
- Student Choice of Novels
- Action Magazine
- Supplementary Comprehension Activities
- Flow Reading Fluency



Strategic Reading Class



<https://flowfluency.com/>

[illegible]

Strategic Reading Class

Tue

Feb 20



Wed

Feb 21



Thu

Feb 22



Fri

Feb 23



Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Review
2. Read chapter 17
3. Study guide

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

9-10.RL.10.a Read and comprehend with proficiency at grade level

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Read chapter 18-19
2. Study guide

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

9-10.RL.10.a Read and comprehend with proficiency at grade level.

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Finish reading chapter 20
2. Study guide
3. Kahoots:

<https://create.kahoot.it/details/c0a683ce3b8-4d41-9fe4-2a0f1c48aed0>

4. Quiz

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed

Strategic Reading
1:13pm-1:55pm

Paper Towns

1. Review part 2:
<https://create.kahoot.it/details/28260e9108e-4e51-925d-46c59b845f5b>
2. Start reading part 3
3. Vocabulary assignment

Standards

9-10.RL.10 By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently.

Schedule

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | SRB |
|------------|--------------|---------------|-------------|-----------|-----------|------------|-----------|----------|-----------|
| | PF | Int Math | Econ | Forensics | Ess Write | SH | Team | Govt | Bergland |
| | PF | Govt | LC | SH | Ess Write | Algebra 2 | Self Adv | Journal | Short |
| | Zoo | Govt | English | PF | Pre Calc | Physics | Team | SH | Dressen |
| | Eng IV | Int Math | Econ | PF | LC | Govt | Self Adv | Journal | Carda |
| | Zoo | Govt | Econ | Psych | Ess Write | Physics | Team | LC | Sieperda |
| | PF | US Hist | Alg. 2 | CPAT | Ess Write | LC | Self Adv | Govt | Sieperda |
| | PF | Choir | Math | Psych | Ess Write | LC | Self Adv | Govt | Sieperda |
| | Zoo | SH | Alg IB | US Hist | Env. Sci. | Hum Dev | Am Lit | Choir | Halvorson |
| | Alg. 2 | US Hist | Band | LC | Env. Sci. | Theater | Am Lit | Choir | Twedt |
| | Alg. 2 | US Hist | Ag Met | An Sci | Env. Sci. | LC | Am Lit | Jewelry | Halvorson |
| | Ag | US Hist | Alg IB | SR | Env. Sci. | Art | Am Lit | LC | Halvorson |
| | History | Env. Sci. | LC | Am Lit | W. Hist | Geometry | Self Adv | Jewelry | Halvorson |
| | History | Team | Alg IB | Am Lit | Env. Sci. | Hum Dev | LC | Spanish | Halvorson |
| | Ag Met | Am Lit | Econ | US Hist | Env. Sci. | Geometry | Self Adv | LC | Halvorson |
| | History | Ag Met | Econ | Am Lit | Env. Sci. | Geometry | Broad | LC | Halvorson |
| | Geom | US Hist | LC | Am Lit | Env. Sci. | Theater | Self Adv | Jewelry | Wessel |
| | Alg 2 | US Hist | Band | Am Lit | Env. Sci. | Spanish 2 | Art | LC | Thier |
| | Span 3 | US Hist | LC | Am Lit | Env. Sci. | Geometry | Art | Jewelry | Dressen |
| | Speech | Choir | Alg. IB | SR | W. Hist | LC | Geog | Biology | Dressen |
| | Speech | Choir | Alg IB | Biology | W. Hist | Spanish II | Geog | LC | Halvorson |
| | Speech | Choir | LC | SR | Spanish I | Geometry | Geog | Phys Sci | Halvorson |
| | Speech | Biology | Alg IB | SR | W. Hist | Ag Metal | Int Ag | LC | Halvorson |
| | Speech | Ag Met | Alg. IB | SR | W. Hist | Art | LC | Phys Sci | Wessel |
| | Speech | Biology | Alg. IB | Tech | W. Hist | Art | Comp I | LC | Halvorson |
| | Geom | LC | Speech | Psych | W. Hist. | Spanish 2 | Painting | Phys Sci | Paulson |
| | Phy Sci | LC | Speech | Psych | W. Hist. | Geometry | Broad | Choir | Halvorson |
| | Speech | LC | Alg IB | An Sci | W. Hist. | Hum Dev | Geog | Phys Sci | Short |
| | Phy Sci | Ag Met | Speech | Alg. I | W. Hist. | Geometry | Int Ag | LC | Dressen |
| | Tech | Choir | Band | Alg. I | Comp I | Health/PE | LC | Biology | Halvorson |
| | Health | Env. Sci. | LC | Tech | Comp I | Program | Spanish I | Alg. IA | Halvorson |
| | Tech | Env. Sci. | Health | SR | Comp I | LC | Int. Ag | Alg. IA | Halvorson |
| | Tech | Nut Sci | Health | Alg. I | Comp I | Theater | LC | Biology | Halvorson |
| | Health | Biology | Band | An Sci | Alg. I | Art | LC | Comp I | Wessel |
| | | | | | | | | | |
| Diefendorf | Alg 2/ LC | LC/US Hist | Alg IB | Am Lit | Env. Sci. | Geometry | LC | PS | SRB |
| Halvorson | Speech | US Hist/LC | LC/ Math | SR/LC | LC | Prep | Self Adv | LC | SRB |
| Voegeli | | | | | Comp I | LC | Am Lit | Alg. IA | SRB |

Transition Assessment

What transition assessments do you currently use or how do you assess transition skills?

Transition Assessment

Transition Behavior Scale (TBS-3)

- Publisher: Hawthorne
- Used as a skills-based transition assessment
- Student and school forms
- Includes 61 items designed to measure behavioral characteristics most likely to predict success in employment and societal transition.



Transition Assessment

Casey Life Skills Toolkit (Free Online)

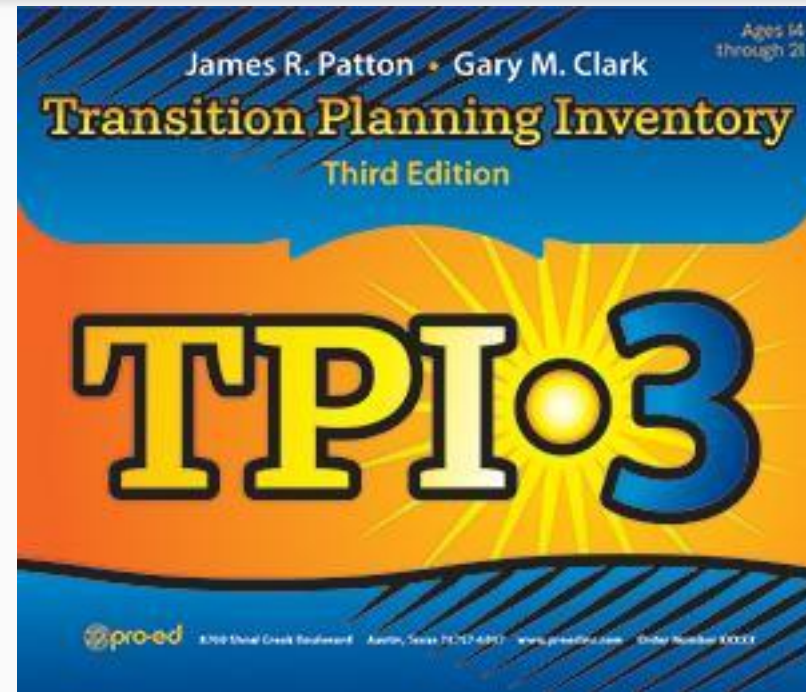
Casey Life Skills (CLS) is a set of free tools that assess the independent skills youth need to achieve their long-term goals. It aims to guide youth toward developing healthy, productive lives. <https://www.casey.org/casey-life-skills/>

- Daily living and self-care activities
- Maintaining healthy relationships
- Work and study habits
- Using community resources
- Money management
- Computer literacy and online safety
- Civic engagement
- Navigating the child welfare system

Transition Assessment

Transition Planning Inventory 3 (TPI-3)

- Available through Pro-Ed (\$380)
- Student, home, and school rating forms
- Also includes a student preference and interest form



Transition Assessment

Transition Rating Scale (TRS 1.0)

- Formerly known as the ESTR
- Student and parent forms
- Different versions available for varying needs
- Questions related to: Employment, Recreation & Leisure, Home Living, Community Participation, Post-Secondary Education
- www.estr.net

This scale is a replacement for the discontinued ESTR-J Revised.

Transition Rating Scale 1.0
Transition assessment for learners with mild disabilities.

TR**S**

Learner Information

Name _____ Parent/Guardian _____

School/Agency _____ Primary Disability _____

Secondary Disability (dual diagnosis) _____

Grade _____ Birth Date _____ Age _____ Gender _____

Evaluators

Name _____ Title _____

Name _____ Title _____

Date of Evaluation _____ Anticipated Date of Graduation _____

Learner Profile

| | Number of Yes Items | Percent of Items* |
|------------------------------|---------------------|--------------------------|
| (13) EMPLOYMENT | _____ | _____ + 13 X 100 = _____ |
| (5) RECREATION AND LEISURE | _____ | _____ + 5 X 100 = _____ |
| (14) HOME LIVING | _____ | _____ + 14 X 100 = _____ |
| (6) COMMUNITY PARTICIPATION | _____ | _____ + 6 X 100 = _____ |
| (9) POST SECONDARY EDUCATION | _____ | _____ + 9 X 100 = _____ |
| (47) TOTAL PERFORMANCE SCORE | _____ | _____ + 47 X 100 = _____ |

*Percent of items refers to number of yes items divided by total number of items x 100 (total items for each domain is noted in parentheses).

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Transition Assessment

Independent Living: A Curriculum with Adaptations for Students with Visual Impairments

- Assists with assessing, teaching, and evaluating students from school age through adulthood who will live independently
- Areas addressed include: Self-Care and Maintenance of Personal Environment, Social Competence, and Play and Leisure
- Available through Texas School for the Blind and Visually Impaired



Transition Assessment

GAP Transition Checklist

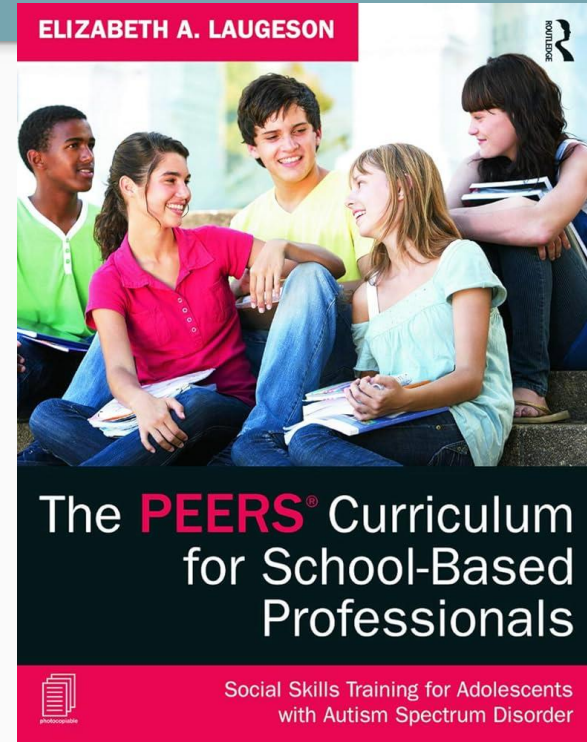
- Student-centered checklist specifically for students with hearing loss
- Free online
- Assesses the following areas: hearing loss and technology skills, communication needs and accommodations, social skills, functional skills, money management, survivor skills, work related skills, communication skills, school/work related grooming skills, health skills and safety, recreational skills, education/training after high school

Transition Timeline

- This is a timeline of transition activities by grade made specifically for South Dakota students
- Available at www.tslp.org
- Free!
- Some of my Transition Skill of the Week topics come from this document

Social Skills Class

- PEERS Curriculum
- Role Playing
- Weekly homework assignments (get-togethers or phone calls)



Mrs. Halvorson's Classroom

Youth Leadership Forum

What's In This Month's Issue?

- Youth Leadership Forum
- Parent-Teacher Conferences
- Catch the Wave
- Guardianship
- October in Mrs. Halvorsen's room
- Upcoming Events

Calling all Juniors!
Catch the Wave

Catch the College Wave is a one-day conference designed for high school students who have a disability and are considering post-secondary education at a university or technical college. A wealth of information is shared during the event, including expectations at the post-secondary level, learning about the difference between accommodations and modifications, why self-advocacy skills are critical to a student's success and more.

All junior students on my caseload have been registered and will attend this event. It will be held in Brookings on the SDSU Campus on Wednesday, October 23. We will leave school at 7:30 am and return by 3:30.

Parent-teacher conferences
will be held on Monday,
October 28 from 1:30-8:00
pm and Wednesday, October
30 from 4:00-6:00 pm.
Please plan to attend!

Parent-Teacher Conferences

Guardianship

There are many transitions in children's lives, and turning eighteen is one of them. But what does that transition mean for a child with a disability? When a child turns eighteen, they will be considered an adult with all the rights and responsibilities as any adult. If you are looking for information about the transfer of rights, guardianship, or alternatives to guardianships, check out the links to the right.

Transfer or Rights Guide

Alternatives to Guardianship Tool

Understanding Guardianship & Alternatives

**GUARDIANSHIP
RESOURCES**

Upcoming Events!

Monday, October 14
No School-Native American Day

Monday, October 21
End of 1st Quarter

Monday, October 1
End of 1st Quarter

Monday, October 28
1:00 Dismissal
Parent

Wednesday, October 30
Parent-Teacher Conferences 1:30 pm-5:00 pm

Conferences 4:00 pm-8:00 pm

SD Parental Rights & What Parents Should Know

What's going on in Mrs. Halverson's classes?

Social Skills class will explore starting, joining, and exiting conversations, good sportsmanship, and get-togethers this month.

Self-Advocacy will explore leading our own IEP meetings along with advocating at the high school, college, and work levels.

Strategic Reading class will finish "Night of the Twisters" and conduct first-quarter progress checks.

Parental Rights

https://drive.google.com/drive/folders/1vE09YzxyxvZiSoRyS2bsrghn8EISS_gQ?usp=share_link

Share 1-2 transition related activities that your students take part in or that you do as part of your transition program.

Thank you!

Questions?

Ashley Halvorson
Special Education Teacher
Beresford High School
Ashley.Halvorson@k12.sd.us