

transition guide for

# Students Who are Deaf-Blind



SANFORD SCHOOL OF MEDICINE

The University of South Dakota  
CENTER FOR DISABILITIES

The development of the *Transition Guide for Students who are Deaf-Blind* was supported in part by IDEA Part B Grant #H027A080091A from the U.S. Department of Education, Office of Special Education Programs through the South Dakota Department of Education, Special Education Programs. The views expressed herein do not necessarily reflect the views of the U.S. Department of Education or any other Federal agency and should not be regarded as such. Special Education Programs receives funding from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education. This information is copyright free. Readers are encouraged to copy and share it, but please credit Special Education Programs, South Dakota Department of Education and the Center for Disabilities at The University of South Dakota, Sanford School of Medicine.

Various sections of the *Transition Guide for Students who are Deaf-Blind* were informed or inspired by the sources listed below.

- Post-Secondary Transition Manual developed by the Ohio Center for Deafblind Education
- Interagency Parent Packet (November 1, 2007) developed by the Interagency Transition Council
- "Person-Centered Planning: A Tool for Transition" from the NCSET website at <<http://www.ncset.org/publications/viewdesc.asp?id=1431>>
- "Improving Transition Outcomes for Young Adults with Complex Disabilities including Deafblindness" presented by Jerry G. Petroff, Ph.D. at the 2008 Transition/Parent-Educator Conference

Center for Disabilities  
Department of Pediatrics  
Sanford School of Medicine of The University of South Dakota  
Health Science Center  
1400 West 22nd Street  
Sioux Falls, South Dakota 57105

1-800-658-3080 (Voice/TTY) or 605-357-1439

On the web at [www.usd.edu/cd](http://www.usd.edu/cd)

Via e-mail at [cd@usd.edu](mailto:cd@usd.edu)



# Table of Contents

Introduction.....	1
What is Deaf-Blindness? .....	1
What are the Unique Needs of People who are Deaf-Blind? .....	1
What is Transition? .....	2
Transition Needs of Students who are Deaf-Blind .....	3
Self-Determination .....	3
Person Centered Planning .....	4
Communication.....	4
Orientation and Mobility (O&M) .....	5
Assistive Technology .....	5
Vision/Hearing .....	5
Employment.....	5
Social Life and Relationships .....	6
Deaf-Blind Services in South Dakota .....	7
This section describes, in-depth, the programs which are available in South Dakota to assist people who are deaf-blind with the transition process.	
Records to Keep.....	9
Transition Checklist for Students who are Deaf-Blind .....	10
This checklist lists transition activities that should occur when the student who is deaf-blind is age fourteen, four to five years prior to the student leaving school, and two to three years prior to the student leaving school.	
Additional Things to Consider.....	12
This section lists additional documents or steps to consider in the transition process for students who are deaf-blind.	
Transition Checklist .....	25
This checklist provides a list of opportunities that people who are deaf-blind can access in order to develop work and independent living skills.	
Post-Secondary Education Supports .....	26
This article provides a definition of modifications, accommodations, services, auxiliary aids and assistive technology and which of these supports are available to students at the post-secondary level.	
Transition Student Referral.....	28
This form is useful when referring people who are deaf-blind to agencies or service providers.	

Transition Student Portfolio .....	29
This page begins the Student Portfolio which will contain information regarding the individual who is deaf-blind.	
My Vision .....	31
This form helps to record details of the vision, modifications and needs of the person who is deaf blind.	
My Hearing .....	32
This form records the hearing and accommodations of the person who is deaf-blind and includes an audiogram on which to plot hearing loss.	
My Medical Information .....	33
This form records information on medical conditions, physicians, and medications as they relate to the person who is deaf-blind.	
My Communication Methods .....	34
This form records the way in which the person who is deaf-blind communicates whether it is with spoken words, sign language, objects, gestures, photos or other methods.	
My Adaptive Equipment.....	37
This form records the adaptive equipment used by the person who is deaf-blind.	
My Likes vs. My Dislikes.....	39
This form records the likes and dislikes of the person who is deaf-blind.	
My Dream Future.....	40
This form allows the person who is deaf-blind to record their vision of their dream life including social life, work, housing, and hobbies/interests.	
Developing a Vision.....	42
This form allows the person who is deaf-blind to explore their ideal future in more detail in the areas of employment, post-secondary education, housing and community activities.	
Developing a Needs List.....	46
This form records the activities the person who is deaf-blind has participated in which will lead them to employment.	
Resources .....	52
This sections lists South Dakota and national resources along with their contact information.	



# Introduction

Information and resources are available on both national and state levels for effective transition services and planning for people with disabilities. When working with a person who is deaf-blind however, you may find some unique aspects of their disabilities that may require additional specialized services and resources. This guide is designed to be a resource for families, schools and other agencies involved in the life of transition-aged South Dakotans who are deaf-blind. It is intended to be utilized by the time the student is 14 years old, to assist parents and service providers in the recommended *early* planning for their student. It will also serve as a useful tool to help families and service providers become familiar with the transition process through their local school districts and the services available to deaf-blind students. Many of the forms contained within this document are similar to the initial information gathering tools used by the South Dakota Department of Education, therefore the information is easily transferable.



## What is Deaf-Blindness?

*Because I cannot see or hear,  
the thoughtless suppose life must be a blank for me.*  
Helen Keller

When most people hear the term “deaf-blind” they think of someone who has no vision or hearing - like Helen Keller. In reality, the term is used to describe a diverse group of people who have some combination of a vision and hearing loss. Even a mild or moderate loss of one of these senses can create significant challenges when combined with a loss in the other sense. Although people who are deaf-blind may wear glasses and/or hearing aids, these typically do not restore the person’s hearing and vision to normal. People who are deaf-blind can often times learn to use their residual vision and/or hearing (along with their remaining senses) through appropriate accommodations and individualized interventions.



## What are the Unique Needs of People who are Deaf-Blind?

People who are considered deaf-blind are a diverse group whose needs vary from person to person. Which challenges are most prevalent can depend on several factors such as:

- when the vision and hearing loss began,
- which began first or if the losses occurred simultaneously,

- when the losses were diagnosed,
- the severity of the losses, and
- the presence of other physical and/or cognitive disabilities.

All these factors influence how a person with deaf-blindness views and understands themselves and the world around them.

The primary needs of people who are deaf-blind are the ability to access information from their environment and to communicate with others. This can impact all areas of the person's life, including learning, relationships, recreation, and vocation. Although there are several strategies/accommodations that can be used with people who are hearing impaired and with people who are visually impaired, these strategies/accommodations generally involve use of the other sense and may not be effective for people who are deaf-blind. The Center for Disabilities Deaf-Blind Program is able to assist with developing effective strategies, accommodations, and modifications to assist the person in learning and developing to their greatest potential.

Recognition of difficulties combined with the discouraging statistics on the employment rates of people with disabilities, led the federal government in 1980 to mandate transition planning as part of the Individual Education Plan (IEP). There are currently three federal laws (Individuals with Disabilities Act (IDEA), Rehabilitation Act-Section 504 (Section 504), and Americans with Disabilities Act (ADA) Title II) which address people with disabilities transitioning from high school to post-secondary environments of work and/or education. In addition, there are state statutes which have an impact on this group. Over the past several years, and as part of the No Child Left Behind Act (NCLB), IDEA has placed great emphasis on student learning and transition.



# What is Transition?

*Education should train the child to use his brains, to make for himself a place in the world, and maintain his rights even when it seems that society should shove him into the scrap heap.*

Helen Keller

According to the South Dakota Department of Education's Transition Services Liaison Project (TSLP), transition is a process and a partnership to prepare the student for adult life, while still in school. Areas which must be addressed in the student's Individual Education Plan (IEP) include training, education, employment, and, where appropriate, independent living skills. Without adequate preparation for adult roles and access to appropriate adult service providers, students with disabilities may face serious difficulties in achieving success and independence.

The South Dakota Department of Education's website (<http://doe.sd.gov>) contains a host of information regarding transition laws, guidelines, procedures and resources.



## Transition Needs of Students who are Deaf-Blind

We all experience transition in our lives as we move from one environment or period in our lives to the next. For young people, one of the most exciting periods of change comes when they finish school and look to the future as young adults, often moving out of the safety of home to new adventures in employment and/or post-secondary education. Transition services and planning are as vital to young people who are deaf-blind as they are to other youths. People with other disabilities as well as those who are deaf-blind need opportunities to:

- practice self-determination,
- develop and clarify their interests and abilities,
- develop independent living skills to the greatest extent possible,
- learn methods to increase the depth and breadth of social relationships, and
- experience a wide variety of employment settings and activities.

In addition to the global transition needs stated above, some areas of need are unique to those people who have a combination of vision and hearing loss. These needs vary from individual to individual and can vary between environments. For example, a teenager who is deaf-blind may move easily around the home she has lived in all her life but may struggle and become fearful in new environments. People who have had hearing and vision problems since birth or early childhood often have gaps in their knowledge or experience base which have nothing to do with intelligence or skill level. This applies to the young man going off to vocational school, living in his own apartment for the first time, who thought the refrigerator was broken since there was no food in it.

### **Self-Determination**

Self-determination is an underlying concept for successful transition. It is the inherent right of people to assume control of and make choices that have an impact on their lives. It refers to personal attitudes that facilitate a person's identification and pursuit of goals. The expression of self-determination is reflected in personal attitudes of empowerment, active participation in decision-making, and self-directed action to the achievement of personal goals. People learn how to take control of their lives when provided opportunities to be involved in choice-making, decision-making, problem-solving, setting and attaining of goals, and development of self-awareness.

The factors that can influence a person's growth in self-determination include:

- Balancing risk with challenge.



- Building competencies and strengths.
- Increasing opportunities for personal mastery and independence.
- Providing positive and high expectations.
- Assuming meaningful roles within their home, school and community.
- supporting and encouraging friendship building.

## **Person-Centered Planning**

The Individuals with Disabilities Education Act (IDEA) requires that a student's Individualized Education Program (IEP) include transition planning by age 16 or earlier, if appropriate. This plan should reflect a student's interests and preferences, current accomplishments and skills, what they still need to learn, as well as what they want to do in life. This can include a range of goals - everything from the type of career the student would like to pursue to the kind of living situation he or she hopes to have. Person-centered planning is a way to identify a student's individual goals and to help students, families and professionals craft plans that will support students as they strive to achieve their dreams.

At its best, the person-centered planning process can strengthen the transition to post-school activities by:

- Enhancing the quality of assessment and planning activities for both high school transition services and adult service agencies serving youth with disabilities;
- Fostering positive working relationships between families and professionals;
- Providing a way for educators and case managers from other agencies to better coordinate their services;
- Connecting families to adult service agencies before a student leaves high school;
- Helping to ensure that services support the student's goals and leads to successful outcomes; and
- Helping identify and cultivate natural supports in the community.

## **Communication**

Communication skills for people who are deaf-blind can range from spoken, written and/or signed formal language all the way to using behavior cues as the only means of expressing wants and needs. It is imperative that all forms of communication by a person who is deaf-blind be respected and that they are in an environment which encourages both their expressive and receptive communication attempts. This standard should also be used when planning for the future. What settings will provide the richest communication environment? What supports need to be in place to facilitate communication such as interpreters, interveners, adaptive equipment, etc.? How will others in the environment learn the communication methods used by this person?

## **Orientation and Mobility (O&M)**

When planning for the future of a person who is deaf-blind, safe and independent travel must be addressed. For some people, this may mean ensuring that the environments in which they live and work are safe and that provisions are made to teach the person the layout of the area and how to navigate within it, whether by walking or using assistive mobility equipment. For other people, travel planning may involve finding employment and/or housing along bus routes and providing extensive instruction to the person on the use of public transportation.

## **Assistive Technology**

Many people who are deaf-blind use a variety of devices and specialized computer technology to assist them in independent living and employment. Some of these items may be familiar to the student who is deaf-blind because they have used them for years, other may only be needed once the person has left home. It is important to provide opportunities prior to adulthood to experience and experiment with a variety of assistive technology to determine which devices will be most appropriate and useful for the person. Devices used since childhood should also be re-assessed to determine if they are still the most appropriate or if more up-to-date technology or more age-appropriate items are available.

## **Vision/Hearing**

As a person who is deaf-blind leaves the education system, there may be a tendency to assume that any vision and/or hearing they have will remain stable and that any assistive technology they already use will continue to be appropriate. This can be a dangerous assumption. There are syndromes and disorders (such as Usher's Syndrome, diabetes, etc.) where one or both of the sensory losses are slowly progressive, leading to significant further loss of vision or hearing into adulthood. Also moving into a different environment after many years in the same home or school may uncover previously unrecognized vision or hearing disorders (such as beginning to work in a workshop with machinery for someone who cannot tolerate background noise).

## **Employment**

Employment opportunities are often limited for people who are deaf-blind for a number of reasons. One of the reasons may be that people who are deaf-blind often have limited life experiences that have not allowed them to see and interact with a wide range of jobs. Sighted, hearing children see a myriad of people working throughout their childhood, many very incidentally. Think for a moment about a trip with mom and dad to the grocery store. During the trip, the child may see bus and cab drivers, police officers, firefighters, store clerks, stockers, managers, delivery people, etc. In addition, they see many more employment opportunities portrayed in movies and on television. As they get older, they have opportunities to "practice" for future employment by doing chores around the house and providing services for others

outside their own home such as babysitting, lawn mowing, etc. These early experiences may evolve into part-time paid employment before the person graduates from school. Many of these incidental and practice experiences are not available for people who are deaf-blind. Starting as early as possible, it is important for a child who is deaf-blind to build a knowledge and experience base regarding employment. This can begin with exposing the child to a variety of community experiences so they have interaction opportunities. As he/she moves into adolescence, providing opportunities for paid employment is a vital component of building that knowledge base. This can be a daunting task, especially in rural areas where jobs for people in general may be hard to find. In South Dakota, a program called Project Skills has been developed to assist young people with disabilities in finding those vital work experiences. Information on accessing Project Skills is included in the “Resources” section of this guide.

Another challenge for a person with deaf-blindness in finding employment is a lack of understanding of their own interests and abilities and no sense of their own powers of self-determination. These self-limiting perspectives can be extremely detrimental to transition success and addressing them should begin in childhood.

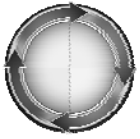
## **Social Life and Relationships**

Research has shown that people with disabilities often times have reduced opportunities for social networking and participation in community activities. Barriers may include limited communications skills, physical limitations, and/or cognitive impairments. When completing person-centered planning, special attention should be devoted to this area as for many of us it is our relationships that are the most meaningful thing in our lives. People who are deaf-blind should be provided this same opportunity.

One way to assist a person who is deaf-blind in making social connections with others is through the use of a third party trained to provide communication assistance. When working with children and adolescents, this person is typically referred as an intervener. Adults often utilize Support Service Providers (SSPs) for the same purposes. These can be paid or volunteer positions that can provide a communication bridge using an person who is deaf-blind’s method of communication. They can also serve to provide the person with necessary visual information about the environment and other people. They can share some of the important social cues the person who is deaf-blind may be missing, such as facial expression, body language and vocal inflection. An intervener or SSP is different from an interpreter, who is a trained and certified professional with a strict code of ethics which does not allow for the kinds of services that the intervener/SSP needs to provide.

*We are not afflicted just because we cannot see or hear. If we can love, work, play and help others to be happy . . . we are capable of attaining all precious things.*

Helen Keller



# Deaf-Blind Services in South Dakota

*True teaching cannot be learned from textbooks  
any more than a surgeon can acquire his skill by reading about surgery.*  
Helen Keller

Two specialized service systems in South Dakota are available in the area of deaf-blindness across the lifespan for children and adults. These service spheres overlap during the transition years providing the benefits of both systems. Both service systems along with valuable collaborative entities are designed to be flexible and to work together to meet the needs of people who are deaf-blind.

## **Center for Disabilities Deaf-Blind Program**

The Center for Disabilities Deaf-Blind Program is a federally-funded program available state-wide to provide technical assistances to those living and working with people from birth through age 21 years who are deaf-blind. The program is available to provide:

- Technical assistance/consultation services for service providers with locating educational resources, addressing specific needs of the person, provision of training opportunities, and developing the Individualized Family Service Plan (IFSP)/Individualized Education Plan (IEP).
- The family specialist can assist family members in understanding the needs of their child and how to address them, locating resources and networking with other families with similar needs. Training opportunities are also available to families.
- Assistance with development of receptive and expressive communication skills ranging from understanding a child's cues to development of sign language skills.
- Assistance with gathering information and determining the extent of a child's hearing and vision loss, developing necessary accommodations, making a referral to the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired as well as facilitation of the completion of evaluations/assessments, coordination of visits and sharing of information.
- Assistance with determining assistive technology needs for the person who is deaf-blind, including low and high technology needs.
- Assistance with transition from home-based services, to schools, post-secondary and/or the adult delivery system as well as with sharing of information and coordination of services.
- Information dissemination through the Center for Disabilities' website, program newsletter, e-mail, mailings and various listservs. Information is also

available through the Wegner Health Science Information Center.

- Provision of training opportunities by speakers who are able to address the unique needs of people with combined hearing and vision loss, as well as other disabilities.

## **Service to the Blind and Visually Impaired (SBVI)**

Service to the Blind and Visually Impaired (SBVI) is the adult service agency responsible for providing vocational rehabilitation services to people in the state of South Dakota who are blind, visually impaired or deaf-blind. As early as age 14 years, a student can be assigned an SBVI counselor to assist in transition planning.

In addition to providing vocational rehabilitation services, SBVI also operates the Rehabilitation Center for the Blind in Sioux Falls, South Dakota. This center provides assessment and training in the skills of blindness including computer use, orientation & mobility, communication, home management and manual arts. They also provide services in diabetic education and low vision. All services of the Rehabilitation Center for the Blind are also available to people who are deaf-blind.

These two systems - the Center for Disabilities Deaf-Blind Program and Service to the Blind and Visually Impaired - work together to ensure that issues facing transition-aged people who are deaf-blind are addressed. The two systems have also co-sponsored training events to benefit service personnel and families from across the lifespan.

## **Collaborative Partners**

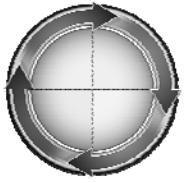
The following project works with the Center for Disabilities Deaf-Blind Program and Service to the Blind and Visually Impaired in providing transition services to people who are deaf-blind

## **Transition Service Liaison Project (TSLP)**

The South Dakota Department of Education's Transition Service Liaison Project (TSLP) provides statewide technical assistance and training to students with disabilities and their families, local education agencies and adult service agencies.

TSLP programs include:

1. Catch the Wave - a day of university orientation for high school students who are considering post-secondary education.
2. Project Skills - a paid work experience for high school students with disabilities.
3. Youth Leadership Forum - a unique career and leadership training program to help high school juniors and seniors to learn more about self-advocacy skills, disability awareness and more.



# Records to Keep

In addition to the forms contained in the *Transition Guide for Students who are Deaf-Blind* and those listed in the “Additional Things to Consider” section of this guide, there are certain records which may be useful to have before, during and after the transition process. These records may be kept with your copy of the *Transition Guide for Students who are Deaf-Blind* or in your own storage system. A convenient record keeping system called FILE (Folder of Information and Life Experience) is available through South Dakota Parent Connection - contact them online at <<http://www.sdparent.org>> or by phone at 605-361-3171 or toll-free 800-640-4553.

## **Records to Keep**

- Individual Education Plan (IEP) and other official school service plans
- Medical records related to the person’s disability or their ability to learn
- Report cards and progress reports
- Standardized test scores
- School transcript
- Notes on behavior, progress and/or disciplinary action
- Notices of meetings
- Attendance records
- Student handbook/policies
- Social Security documentation/correspondence
- Employment history
- Resume and letters of recommendation
- List of school and community activities and/or student awards



# Transition Checklist for Youth Who are Deaf-Blind

The activities listed are designed to give a general guideline to students, families and professionals. The items included on the checklist are largely those specific to deaf-blindness. As stressed earlier, many excellent resources are available in the area of transition for youth with disabilities which can also be accessed for deaf-blind adolescents and are not included on this checklist.

Each student is unique and not every item will apply to everyone. The timelines listed are also intended to be flexible. Remember - activities designed to develop career awareness, independent living skills and self-determination should begin early in childhood and continue throughout life!

## Age Fourteen

- ➔ At age fourteen, determine primary agency likely to serve the individual who is deaf-blind and make appropriate referrals. (Service to the Blind and Visually Impaired, Division of Developmental Disabilities, etc.)
- ➔ Referral of student to the Transition Specialist from the South Dakota School for the Blind and Visually Impaired.
- ➔ A statement of transition service needs to be included in the student's Individualized Education Program (IEP).

## Four to Five Years Prior to Leaving School

- ➔ Consider updating or initiating a Personal Futures Planning or similar activity to gauge interests, abilities, supports, and needs of the student.
- ➔ Assess receptive and expressive communication skills with consideration toward adult communication needs. If needed, consider expanding the forms or depths of student's communication array.
- ➔ Ensure a vocational assessment is completed to further clarify the student's interests and abilities. This assessment should be conducted with the input and assistance of family and professionals knowledgeable about the unique needs of the student with a vision and hearing loss.

## Two to Three Years Prior to Leaving School

- ➔ Update current status of vision, hearing and other pertinent medical conditions.
- ➔ Re-assess current and future receptive and expressive communication skills and needs, including the use and appropriateness of objects, touch cues, symbol systems, signs, large print and Braille. The Center for Disabilities

Deaf-Blind Program can assist in this assessment.

- ➔ Conduct assistive technology assessment with consideration toward the student's possible post-secondary setting. This assessment should be completed with the input and assistance of family members and professionals knowledgeable about the unique needs of the student with a vision and hearing loss. Assistive technology assessments should include, when appropriate, use of computer technology such as screen readers, scanners, screen enlargement software, and/or Braille output software and devices. Service to the Blind & Visually Impaired, the South Dakota School for the Blind and Visually Impaired, and DakotaLink are available to assist in the assessment and use of these specialized technologies.
- ➔ Assess need for and provide training on any assistive devices for vision and/or hearing, such as hearing aids, FM systems, phone amplifiers, magnifiers, CCTVs, etc. Service to the Blind & Visually Impaired and the Center for Disabilities Deaf-Blind Program can assist in this assessment.
- ➔ Assess orientation & mobility needs in current and possible future environments. The School for the Blind and Visually Impaired and the Center for Disabilities Deaf-blind Program can assist in this assessment.
- ➔ Refer the student to the Transition Specialists from the School for the Blind and Visually Impaired and/or the responsible person within their local school district for assistance in providing employment experiences such as Project Skills.
- ➔ Refer the student to the Helen Keller National Center's regional office in Denver, Colorado. This referral can be done by the Center for Disabilities Deaf-Blind Program.
- ➔ Refer student to Division of Developmental Disabilities if student meets the criteria and is seeking residential/vocational placement.
- ➔ Update Personal Futures Plan. Through this process, identify potential future living, working and/or educational environments appropriate and accessible to the student. Ensure visits occur to those potential sites with the student to gauge appropriateness and accessibility with or without modifications.
- ➔ Develop a list of support services needed and agencies available to provide the student with successful transition to a post-secondary environment. These would include Service to the Blind & Visually Impaired and could also involve Communication Services for the Deaf, the South Dakota Division of Developmental Disabilities, the Social Security Administration along with advocacy organizations such as the American Association of the Deaf-Blind, the National Federation of the Blind, the American Council of the Blind, the National Association of the Deaf and their state and/or local chapters.

References:

Educational and Transitional "Best Practice" Guidelines for Youth who are Deaf-Blind,  
Houghton and Everson, 1994  
The Cornerstone of Effective Transition Planning...Self-Awareness and Involvement,





# Additional Things to Consider

**What:** Social Security Administration Benefits

**Why:** Provides financial support, medical benefits and expedites eligibility for some programs/services.

**Details:** Must meet eligibility requirements to receive these benefits. The Social Security Administration provides many types of benefits including Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI). Records will be requested showing income and resources of everyone in the household.

**How:** File an application through your local Social Security office. To locate the office nearest you, call 1-800-772-1213 or 1-800-325-0778 (TTY), go online to <http://www.ssa.gov>, or look in your local phone book under "Federal Government."

**When:** Anytime. Adult benefits can be applied for when the person reaches age 18 years. When applying for adult benefits begin gathering the required documentation 3 months before the person's 18th birthday. If applying for benefits in person, contact your local Social Security office to make an appointment.

**Who:** If applying for benefits before the person is 18 years of age, parents or legally appointed representatives may apply for benefits. If the person is over 18 years of age, the person with a disability, their parent, or their legally appointed representative may apply for benefits.

**Cost:** There is no cost to apply for Social Security Benefits.

**Date Completed:**

**Comments:**

## **What: Guardianship**

**Why:** Establishment of a guardianship insured that decisions made with regard to the affairs of a person with a disability are made with informed consent. A guardian can make decisions for the person with a disability who is not able to make decisions for him/herself.

**How:** An attorney must petition the court system for a guardianship order.

**When:** Guardianship can be applied for three months prior to the person with a disability's 18th birthday or at anytime after.

**Who:** The person wishing to be appointed guardian should contact an attorney who can help them file the petition.

**Cost:** The cost of filing for guardianship is dependent on the rates charted by the attorney usually \$500 and up.

**Who Can Help:** In South Dakota, the Department of Human Services provides two programs which help to establish guardians/conservators for individuals with disabilities. For more information on Guardianship and Conservatorship Services and the Establishment Program, contact the Department of Human Services by phone at 605-773-5990 or 800-265-9684 or online at <<http://dhs.sd.gov/gdn/>>.

**Date Completed:**

**Comments:**

## **What:** State Identification Card

**Why:** A state identification card allows a person to show proof of identity and age when conducting personal business, establishing employment eligibility, voting, banking, etc.

**How:** State identification cards can be obtained at your local driver's license office. In order to obtain a state identification card, a person must show their certified birth certificate and Social Security card. If the person applying for a state identification card is under 18 years of age, their parent or legal representative must accompany them.

**When:** There is no age restriction for obtaining a state identification card. The card will need to be renewed prior to the expiration date.

**Who:** The person applying for a state identification card can apply for him/herself. If the person applying for a state identification card is under the age of 18 years, their parent or legally appointed representative can apply for the card.

**Cost:** \$8

**Who Can Help:** In South Dakota, contact the South Dakota Driver Licensing Program by phone at 605-773-6883 or 800-952-3696 or online at <<http://www.state.sd.us/dps/dl/index.asp>>. To locate the Driver's License office nearest you, contact the South Dakota Driver Licensing Program at the information listed above or look in your local phone book under "State of South Dakota."

**Date Completed:**

**Comments:**

## **What:** Social Security Card

**Why:** A Social Security card allows a person to show proof of identity and citizenship when conducting personal business such as employment, taxes and banking.

**How:** Apply for a card at your local Social Security office. To locate the office nearest you, call 1-800-772-1213 or 1-800-325-0778 (TTY), go online to <<http://www.ssa.gov>>, or look in your local phone book under “Federal Government.”

**When:** Social Security cards are available upon birth. Cards can be reissued if they are lost or if your name has changed.

**Who:** The person applying for a Social Security card can apply for him/herself. If the person applying for a Social Security card is under the age of 18 years, their parent or legally appointed representative can apply for the card.

**Cost:** There is no cost for obtaining a Social Security card.

**Date Completed:**

**Comments:**

**What:** Certified Copy of Birth Certificate

**Why:** A certified copy of a birth certificate can provide proof of identity and age and is required to receive some programs/services.

**How:** A certified copy of a birth certificate is available from the Register of Deeds at the county court house of the county in which the birth occurred.

**When:** Available upon birth. Copies may be requested at any time.

**Who:** The person applying for a certified copy of a birth certificate can apply for him/herself. If the person applying for a certified copy of a birth certificate is under the age of 18 years, their parent or legally appointed representative can apply for the certified copy of a birth certificate.

**Cost:** Approximately \$10 but costs may vary by county.

**Who Can Help:** To find the Register of Deeds in your county, look in your local phone book under the name of your county.

**Date Completed:**

**Comments:**

**What:** Housing Assistance

**Why:** To receive assistance with housing costs.

**How:** There are several agencies which can provide housing assistance. Each agency will have their own application process and eligibility requirements.

**When:** People must be over the age of 18 years to apply. Some agencies may have waiting lists from 6 months up to 3 years. Contact the agency for more information.

**Who:** The person applying for housing assistance can apply for him/herself or have their legal representative apply. If the person applying for housing assistance is under the age of 18 years, their parent or legally appointed representative can apply.

**Cost:** There is no cost to apply for housing assistance.

**Who Can Help:** The United States Department of Housing and Urban Development (HUD) offers subsidized apartments. For information, contact the Department of Housing and Urban Development by phone at 202-708-1112 or 202-708-1455 (TTY) or on-line at <<http://www.hud.gov>>. HUD also provides public housing and housing choice vouchers. To apply for public housing or housing choice vouchers, contact the Public Housing Agency (PHA) in your county. For a listing of Public Housing Agencies in South Dakota, go online to <<http://www.hud.gov/offices/pih/pha/contacts/states/sd.cfm>>.

The South Dakota Housing Development Authority (SDHDA) provides a variety of programs for both homebuyers and renters. For more information, contact the SDHDA by phone at 605-773-3781 or online at <<http://www.sdhda.org>>.

**Date Completed:**

**Comments:**

## **What:** Adult Psychological Evaluation

**Why:** An adult psychological evaluation is part of the required documentation for eligibility for most adult programs and services.

**How:** If the person who needs the evaluation is still in school, the request for an adult psychological evaluation may be made to the school district. If the person who needs the evaluation is not still in school, request an adult psychological evaluation from the licensed psychologist of your choice.

**When:** Preferably, an adult psychological evaluation should be completed by the age of 19 years.

**Who:** An adult psychological evaluation may be requested by the person who needs their evaluation, their parent or legal representative, or a school psychologist.

**Cost:** Adult psychological evaluations conducted through the school district are done at no cost to the person receiving the evaluation or their family. Adult psychological evaluations performed by licensed psychologists vary in cost depending on the rates charged but may cost \$200 or more per hour.

**Date Completed:**

**Comments:**

**What:** Vocational Rehabilitation

**Why:** Vocational Rehabilitation can provide assistance in obtaining employment.

**How:** To apply, contact your local Division of Rehabilitation Services office. To locate the office nearest you, call the Division of Rehabilitation Services at 605-773-3195, go online to <<http://dhs.sd.gov/drs/>>, or look in your local phone book under State of South Dakota.

**When:** People may apply for vocational rehabilitation at age 16 years or older.

**Who:** The person applying for vocational rehabilitation can apply for him/herself. If the person applying for vocational rehabilitation is under the age of 18 years, their parent or legally appointed representative can complete the application process for them.

**Cost:** There is no cost to apply for vocational rehabilitation.

**Date Completed:**

**Comments:**



## **What:** Specialized Transportation

**Why:** People with disabilities may be unable to use the fixed route public transit system due to functional limitations. These people require accessible vehicles which may include a vehicle equipped with a lift.

**How:** Some public transit systems have accessible vehicles which can be requested to provide transportation. There are also private providers who have accessible vehicles.

**When:** Public transit systems requires an application to access their accessible vehicles. Apply as soon as possible. Private providers do not use an application system but are subject to availability.

**Who:** The person applying for accessible public transit can apply for him/herself. If the person applying for accessible public transportation is under the age of 18 years, their parent or legally appointed representative can complete the application process for them.

**Cost:** Costs vary from provider to provider. Public transit systems prices are often in the \$2 per one-way ride range but may be higher in some areas. Private provider costs will vary from provider to provider. Contact the private providers for information on rates.

**Date Completed:**

**Comments:**

## **What:** Service Planning Pre-Application

**Why:** To initiate the process of seeking adult services and related funding. The Service Planning Pre-Application can be submitted to all providers a student is considering accessing services from in the future. The pre-application assures inclusion on the South Dakota statewide planning list for adult services. Completion of the pre-application is not a guarantee of services nor is it a commitment on anyone's part to accept offered services and it does not guarantee funding will be available to all who apply.

**How:** Complete the application and submit to the selected provider(s) along with any required documentation.

**When:** Should be completed when the person seeking services or funding is between the ages of 16 and 20 years. It is strongly encouraged that the pre-application be completed before the person is 18 years of age.

**Who:** The person applying for services or funding can apply for him/herself. If the person applying for services or funding is under the age of 18 years, their parent or legally appointed representative can complete the application process for them.

**Cost:** There is no cost to complete the pre-application.

**Date Completed:**

**Comments:**

**What:** Adult Service Provider Full Application

**Why:** To initiate the admissions procedures and pursue related funding.

**How:** Complete the full application and submit to the selected provider(s) along with any required documentation. The full application must be completed even if a Service Planning Pre-Application has been completed and submitted.

**When:** Within 12 months of requested start date.

**Who:** The person applying services or funding can apply for him/herself. If the person applying for services or funding is under the age of 18 years, their parent or legally appointed representative can complete the application process for them.

**Cost:** There is no cost to complete the pre-application.

**Date Completed:**

**Comments:**

## **What:** Selective Service Registration

**Why:** All males, even those with disabilities, must register with Selective Service. Failure to register is punishable by law. Men must register prior to receiving student financial aid or for federal training and employment.

**How:** Register online at <[www.sss.gov](http://www.sss.gov)>, at your local post office, at your high school, or by returning a card you might receive in the mail.

**Who:** All males ages 18-26 years. Anyone can assist someone with their registration.

**Cost:** There is no cost to register.

**Date Completed:**

**Comments:**

## **What:** Summary of Performance Document

**Why:** This summary of academic achievement and functional performance contains valuable information. It may also include recommendations for an adult service provider.

**How:** The Summary of Performance is a document that school personnel are required to complete. It is meant to be given to the adult service provider who will assist the student with a disability in meeting their post-school goals.

**When:** This document should be completed one month prior to exit from school.

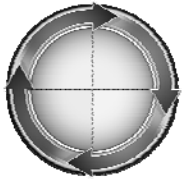
**Who:** School personnel complete the document and give a copy to the student and their parents or legal representatives.

**Cost:** There is no cost for this document.

**Date Completed:**

**Comments:**

Transition Training Opportunities						
Age	Agency	Activity	Location	Dates	Notes	Contact
All Ages	Camps	Camping	Various Locations	Various Dates	South Dakota Parent Connection has a list of camps in different parts of the state.	www.sdparent.org
High School Students	SDSBVI and SD Rehab. Center for the Blind	Transition Week	Aberdeen or Sioux Falls	Summer	Career Opportunities and the World of Work	Manager 1-800-658-5441
Ages 14-21	Prairie Freedom Center	Summer Transition Class	Sioux Falls	Summer	Budgeting, Cooking, Cleaning, Checks, Shopping, Tours, Etc.	Program Coordinator (605) 362-3550
High School Students	Vocational Rehabilitation and School District	Project Skills	Various Locations	Various Dates	Paid work experience set up through Vocational Rehabilitation (VR).	Transition Services Liaison Project 1-800-224-5336
High School Juniors and Seniors	Transition Services Liaison Project	Youth Leadership Forum	Various Locations	Summer	Enables young adults who have a disability to learn from each other and from successful adults with disabilities.	Transition Services Liaison Project 1-800-224-5336
High School Students	Transition Services Liaison Project	Catch the Wave	Various Locations	One Day Conference	Designed to prepare students who have a disability for post-secondary education.	Transition Services Liaison Project 1-800-224-5336
Ages 16-21	Helen Keller National Center	Summer Seminar for Transition Age Youth	New York	2 weeks during the summer	Explore vocational options and college life, learn about independent living, meet a deaf-blind mentor, and learn about accessing services.	Helen Keller National Center (516) 944-8900



# Post-Secondary Education Supports

The following definitions relate to the educational supports provided in the post-secondary setting.

- ☐ Modifications - A change in what content is learned or tested.
- ☐ Accommodation - A change in how content is learned or tested.
- ☐ Service - Provided to enhance academic achievement.
- ☐ Auxiliary Aid - Necessary to ensure effective participation.
- ☐ Assistive Technology - Computer software and/or adapted equipment.

The chart on the following page lists supports, the type of support and whether or not those supports are available in the post-secondary setting. Please note - This is not an inclusive list. The determination and responsibility for provision of reasonable accommodations and aids is considered on an individual basis through collaboration between the student, the post-secondary institution's Disability Services provider, service agency(s), faculty and administration when necessary.

The information in the follow chart was taken from information on the South Dakota Department of Education website at <<http://doe.sd.gov>>.

Support	Yes	No	Type of Support
Shortened or Content Altered Assignments		X	Modification
Shortened or Content Altered Tests		X	Modification
Open Book Tests		X	Modification
Open Note Tests		X	Modification
Large Format or Wider Spacing	X		Accommodation
Braille	X		Accommodation
Alternate Setting for Testing	X		Accommodation - Distraction Free Setting
Extended Time for Testing	X		Accommodation - Time and a Half
Preferential Seating	X		Accommodation - Medical/Physical Allowance
Modified Furniture or Equipment	X		Accommodation - Medical/Physical Allowance
Attendance Adjustment	X		Accommodation - Medical/Physical Allowance
Tutor	X		Service
Proofreader	X		Service
Taped Texts/E-Books	X		Auxiliary Aid
Notetaker	X		Auxiliary Aid - Classmate/Instructor Notes
Interpreter	X		Auxiliary Aid
Reader or Scribe	X		Auxiliary Aid and/or Assistive Technology
Calculator	X		Auxiliary Aid
Tutorial Software	X		Assistive Technology
Software (For Example - Speech to Text, Text to Speech, or Word Prediction)	X		Assistive Technology
Screen Magnifier	X		Assistive Technology
Adapted Equipment (For Example - Keyboard or Mouse)	X		Assistive Technology





# Transition Student Referral

Date: \_\_\_\_\_

Referral To: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Local School District: \_\_\_\_\_

Attendance Center: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Parents' Names: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Telephone Numbers: \_\_\_\_\_

Referral Source: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Enclosures:

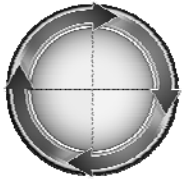
- ☐ Transition Portfolio
- ☐ Most Recent Audiological Assessment
- ☐ Most Recent Vision Evaluation

- ☐ Functional Vision/Hearing/  
Communication Assessment  
(if available)

☐ Other: \_\_\_\_\_

Center for Disabilities Deaf-Blind Program  
1400 West 22nd Street  
Sioux Falls, SD 57105

(605) 357-1439  
1-800-658-3080 (V/TTY)  
[www.usd.edu/cd/deafblind](http://www.usd.edu/cd/deafblind)



# Transition Student Portfolio

This portfolio can be completed by the student, their family, and/or educational personnel. It is designed to provide important student information to adult service providers in a concise, easy-to-read summary. It is not meant to replace required medical, educational, and vocational documents. Not all parts of the student portfolio will be necessary or appropriate for all students.

In addition to the written information provided, it may be helpful to include photographs of the student at school, work and home, photographs of the student using particular assistive devices, photographs of any unique communication systems the student uses, or videotapes of these same activities and devices.

This portfolio contains:

- My Vision
- My Hearing
- My Medical Information
- My Communication Methods
- My Adaptive Equipment
- My Likes vs. My Dislikes
- My Dream Future
- Developing a Vision
- Developing a Needs List

**The information contained in the portfolio is CONFIDENTIAL and should be appropriately protected.**

This portfolio was adapted for South Dakota from:  
“Could You Please Tell My New Teacher?” A Parent/Teacher Guide to Successful Transitions. Demchak and Elquist. Nevada Dual Sensory Impairment Project. University of Nevada, Reno. 2001

HomeTalk: A Family Assessment of Children who are Deaf-Blind. Mar, Roland, Schweigert, et al. Oregon Institute on Disability & Development. Oregon Health and Science University. 2002

[illegible]



# My Vision

☐ I wear glasses.

☐ I do not wear glasses.

Glare is a concern.    Yes    No

This is the name of my visual impairment: \_\_\_\_\_

This is how it affects me: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how well I see WITHOUT glasses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is how well I see WITH glasses: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

These are the modifications that I use in my classroom: \_\_\_\_\_

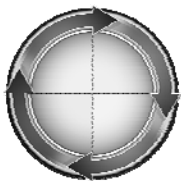
\_\_\_\_\_

\_\_\_\_\_

My lighting needs are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# My Hearing

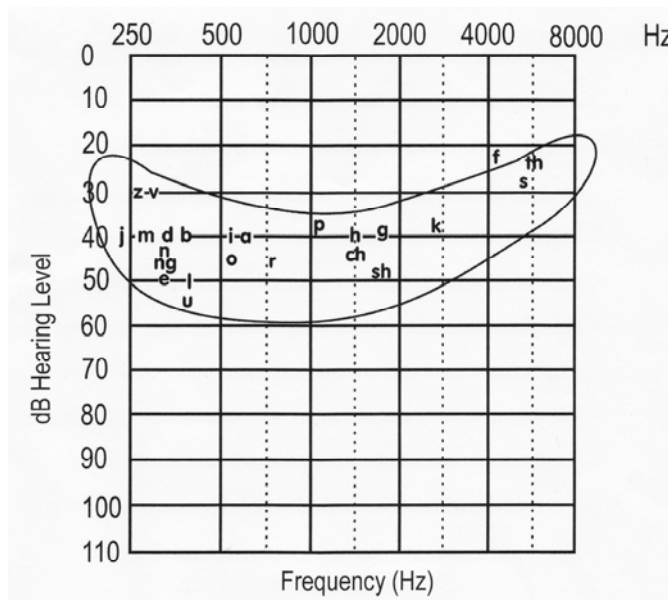
- ☐ I wear hearing aids.
- ☐ Right Ear
  - ☐ Left Ear
- ☐ I do not wear hearing aids.
- ☐ I have a cochlear implant. (Date of implantation: \_\_\_\_\_)
- ☐ I use an assistive listening device.
- ☐ FM System
  - ☐ Infrared System

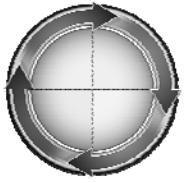
This is my level of hearing loss (in decibels):

	500 Hz	1000 Hz	2000 Hz	4000 Hz
Right Ear				
Left Ear				

Accommodations needed: \_\_\_\_\_

How my hearing aids help me: \_\_\_\_\_





# My Medical Information

In addition to my vision and hearing losses, I have the following medical conditions:

**1. Name of condition:** \_\_\_\_\_

How it affects me: \_\_\_\_\_  
\_\_\_\_\_

Name of my physician: \_\_\_\_\_

**2. Name of condition:** \_\_\_\_\_

How it affects me: \_\_\_\_\_  
\_\_\_\_\_

Name of my physician: \_\_\_\_\_

**3. Name of condition:** \_\_\_\_\_

How it affects me: \_\_\_\_\_  
\_\_\_\_\_

Name of my physician: \_\_\_\_\_

Medications I take on a regular basis:		
Name of Medicine	Dosage	Reason for Taking Medicine



# My Communication Methods

- ☐ I use spoken words to communicate.
- ☐ I do **not** use spoken words to communicate.
- ☐ My words might be hard to understand, please listen to me closely.
- ☐ I can put \_\_\_\_\_ (number) of words together when I talk with you.
- ☐ I can use some complete sentences to talk with you.
- ☐ I need \_\_\_\_\_ (number of seconds) before I respond to you.

Here are some ideas to increase my understanding of what you say to me.

---

---

---

---

- ☐ I use sign language to communicate.
- ☐ I do **not** use sign language to communicate.
- ☐ My signs might be hard to understand, please watch my signs closely.
- ☐ I can put \_\_\_\_\_ (number) of signs together to communicate with you.
- ☐ I can use some complete sentences to sign to you.
- ☐ I need \_\_\_\_\_ (number of seconds) before I sign back to you.

Here are some ideas to increase my understanding of what you sign to me.

---

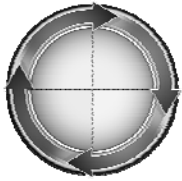
---

---

---

- ☐ Sometimes I use objects to tell others what I want. These are the objects I use and their communicative meaning:

Object	Communicative Meaning



# My Communication Methods Continued

- ☐ When others give me objects, it helps me understand what is going to happen to me or around me. These are the objects I use and their communicative meanings:

Object	Communicative Meaning

- ☐ Sometimes I use gestures to communicate.
- ☐ I nod my head yes.
  - ☐ I shake my head no.
  - ☐ I point to things I want.
  - ☐ I use other gestures:
- ☐ I use photos/line drawings to communicate.
- ☐ I have a dictionary of photos/line drawings I keep with me.

Gesture	Communicative Meaning

Here are some examples: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

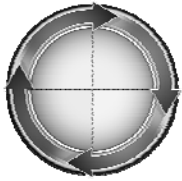
- ☐ I use a voice output device to help me communicate.
- ☐ I do **not** use a voice output device to help me communicate.

Type of Output Device: \_\_\_\_\_

Here are some ideas to help me use my voice output device:

\_\_\_\_\_  
\_\_\_\_\_





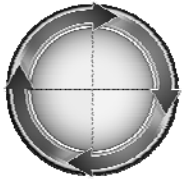
# My Communication Methods Continued

Sometimes I use ways of communicating that are not always seen as communication but are my only way to tell others what I want or how I feel. Some of these are:

Method of Communication	What It Means
<input type="checkbox"/> Crying	
<input type="checkbox"/> Aggression	
<input type="checkbox"/> Tantrums/Self-Injury	
<input type="checkbox"/> Eye Gaze	
<input type="checkbox"/> Proximity	
<input type="checkbox"/> Pulling Other's Hands	
<input type="checkbox"/> Touching/Moving Other's Face	
<input type="checkbox"/> Grabbing/Reaching	
<input type="checkbox"/> Walking Away	
<input type="checkbox"/> Vocalization/Noise	
<input type="checkbox"/> Facial Expressions	
<input type="checkbox"/> Other (Specify) _____	
<input type="checkbox"/> Other (Specify) _____	

Sometimes I use behaviors to indicate my emotion/feelings.

Emotion/Feeling	Behavior
<input type="checkbox"/> Angry	
<input type="checkbox"/> Happy	
<input type="checkbox"/> Sad	
<input type="checkbox"/> Upset	
<input type="checkbox"/> Lonely	
<input type="checkbox"/> Bored	
<input type="checkbox"/> Sick	
<input type="checkbox"/> Hungry	
<input type="checkbox"/> Excited	
<input type="checkbox"/> Tired	



# My Adaptive Equipment

For mobility, I use:

- ☐ Wheelchair
- ☐ Walker
- ☐ White Cane
- ☐ Braces or Orthotics
- ☐ Other (Specify): \_\_\_\_\_
- ☐ Other (Specify): \_\_\_\_\_

- ☐ I have received Orientation & Mobility (O&M) training.
- ☐ I have **not** received Orientation & Mobility (O&M) training.

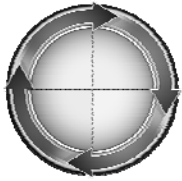
Name and Agency of O&M Specialist: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ☐ I can cross streets.
- ☐ I can **not** cross streets.
  
- ☐ I can ride the bus.
- ☐ I can **not** ride the bus.

For independent living, I use:

- ☐ Telephone Amplification Equipment
- ☐ TTY
- ☐ Braille
- ☐ Adaptive Writing Instruments (Specify): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ☐ Adaptive Kitchen Gadgets (Specify): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ☐ Adaptive Personal Care Items (Specify): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I use the following assistive technology for the computer: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# My Adaptive Equipment Continued

I use the following adaptive equipment for recreation or other activities:

Recreational or Other Activity	Adaptive Equipment

Name and Agency of Physical Therapist (PT): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name and Agency of Occupational Therapist (OT): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# My Likes vs. My Dislikes

My Strengths and Talents

---

---

---



My Favorite Things to Do

---

---

---



My Dreams for the Future

---

---

---



Important People in My Life

---

---

---

Things that are Difficult for Me to Do

---

---

---



Activities that I Do Not Like to Do

---

---

---



Things that Upset Me

---

---

---

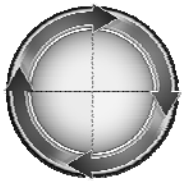


Things that Make Me Anxious/Scared

---

---

---



# My Dream

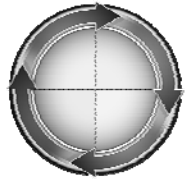
## My Dream Life

Who will I connect with? (Family, Friends, Pets, Co-Workers, Agency Personnel)


What job will I have?  
(Where, Pay, Doing What)


Where will I live?  
(Apartment, House, Close to Work, Close to Transportation, Alone, With Others)


# Future



What things do I want to own?  
(Television, Stereo, Clothes)

What interests or hobbies will  
I take part in?

What will my social life look like?  
(Activities, Church, Friends)



# Developing a Vision

Of all the jobs you have had, which ones have you really enjoyed?

---

---

---

---

---

---

What jobs would you like to learn to do?

---

---

---

---

---

---

Employment

What type of environment would you like to work in?

---

---

---

---

---

---

What places of employment might fit your choices?

---

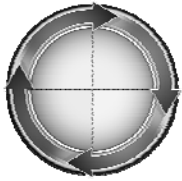
---

---

---

---

---



# Developing a Vision Continued

What careers interest you?

---

---

---

---

---

---

---

---

Post-Secondary Education

What kind of education would you like to pursue after high school graduation? (Public University, Private University, Technical School)

---

---

---

---

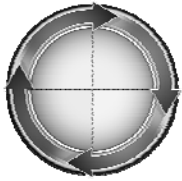
---

---

---

---





# Developing a Vision Continued

Where would you like to live after you leave school?

---

---

---

---

---

---

What do you think you need to learn in order to live more independently?

---

---

---

---

---

Housing

What kind of community would you like to live in?

---

---

---

---

---

---

Who would you like to live with?

---

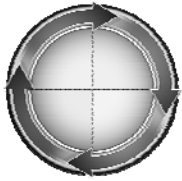
---

---

---

---

---



# Developing a Vision Continued

What do you like to do for fun?

---

---

---

---

---

---

What places do you like to visit?

---

---

---

---

---

---

**Community Activities**

What types of community activities  
would you like to be available to you?

---

---

---

---

---

---

What things would you like to learn how  
to do?

---

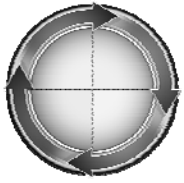
---

---

---

---

---



# Developing a Needs List

## Career Exploration

Clarifying the student's interests and abilities through testing, job tryouts, career exploration class, individual and/or group counseling and career services.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Classroom Work Training

Training done in the classroom that is designed to teach a particular work skill.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

## Professional Shadowing

A student follows and observes a person working in a particular job.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

## Supported Work Experience

Work experience the student obtains in the community with ongoing and close supervision.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Next Steps	Who Can Help

Date Completed: \_\_\_\_\_

Community Work Experience

Work experience the student obtains in the community during the day or after school.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

# Competitive Work Program

Work experience a student obtains by being placed in a job in the community during the day or after school for which the student is paid a regular wage.

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Next Steps	Who Can Help

Activity: \_\_\_\_\_

Date Completed: \_\_\_\_\_

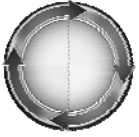
Next Steps	Who Can Help

Activity: \_\_\_\_\_

Next Steps	Who Can Help

Date Completed: \_\_\_\_\_





# Resources

## South Dakota Resources

### **Center for Disabilities Deaf-Blind Program**

The Center for Disabilities Deaf-Blind Program is part of a federal initiative to ensure that the unique needs of people who are deaf-blind are met with high-quality, appropriate services.

Deaf-Blind Program Director  
Center for Disabilities  
Department of Pediatrics  
Sanford School of Medicine, The University of South Dakota  
1400 West 22nd Street  
Sioux Falls, South Dakota 57105

Phone: 605-357-1439 or toll-free 800-658-3080 (Voice/TTY)

Website: <http://www.usd.edu/cd>

E-mail: [cd@usd.edu](mailto:cd@usd.edu)

### **Communication Service for the Deaf**

Communication Service for the Deaf (CSD) is a private, non-profit organization dedicated to the provision of broad-based services, ensuring public accessibility, and increasing public awareness of issues affecting the deaf and hard of hearing.

Communication Service for the Deaf (CSD)  
102 North Krohn Place  
Sioux Falls, South Dakota 57103

Phone: 605-367-5761 (TTY) or 605-367-5760 (Voice)  
Toll-Free - 866-273-3323 (TTY) or 800-642-6410 (Voice)

Website: <http://www.c-s-d.org>

## **DakotaLink**

DakotaLink can provide free assistance to individuals of all ages to help locate, acquire and use the latest available assistive devices that best meet an individual's needs to improve or maintain their independence at home, work, in the classroom or in leisure activities. DakotaLink seeks to identify and design strategies that eliminate or overcome barriers to individuals with disabilities accessing assistive technology in a timely manner. DakotaLink also has offices in Brookings, Aberdeen and Sioux Falls, South Dakota.

DakotaLink  
1161 Deadwood Avenue  
Suite 5  
Rapid City, South Dakota 57702

Phone: 605-394-6742 (Voice/TTY) or toll-free 800-645-0673 (Voice/TTY)

Websites: Tech Act Grant Site - <http://dakotalink.tie.net>  
Equipment Sales and Service Site - <http://dakotalink.net>

## **National Federation of the Blind (NFB) - South Dakota**

Founded in 1940, the National Federation of the Blind (NFB) is the nation's largest membership organization of blind persons.

National Federation of the Blind - South Dakota  
903 Fulton Street  
Rapid City, South Dakota 57701

Phone: 605-791-3939

Website: <http://www.nfb.org>

## **Service to the Blind and Visually Impaired (SBVI)**

Service to the Blind and Visually Impaired (SBVI) is an agency of the South Dakota Department of Human Services. SBVI employs professionally trained rehabilitation specialists who work with eligible individuals via jointly developed individualized service programs. SBVI also has offices in Aberdeen, Rapid City and Sioux Falls.

Service to the Blind and Visually Impaired  
3800 East Highway 34  
c/o 500 East Capitol  
Pierre, South Dakota 57501

Phone: 605-773-4644 (Voice/TTY) or toll-free 800-265-9684

Website: <http://dhs.sd.gov/sbvi>

## **South Dakota Association of the Blind (SDAB)**

South Dakota Association of the Blind (SDAB) provides opportunities for all individuals who are blind or visually impaired, throughout the state, in areas such as understanding the skills of blindness, leadership and self-advocacy training, support for parents of children who are blind or visually impaired, and information on the Americans with Disabilities Act.

South Dakota Association of the Blind  
P.O. Box 1622  
Sioux Falls, South Dakota 57101

Phone: 605-224-4183

Website: <http://sdab.club.officelive.com>

## **South Dakota Association for the Deaf (SDAD)**

The South Dakota Association for the Deaf (SDAD), an affiliated chapter of the National Association of the Deaf (NAD), is the oldest and largest consumer organization of, for and by deaf and hard of hearing people in South Dakota. SDAD is committed to empowering and enriching the deaf and hard of hearing community by increasing opportunities conducive to a self-sufficient, positive and productive life.

South Dakota Association for the Deaf  
3520 Gateway Lane  
Sioux Falls, South Dakota 57106

Phone: 605-367-5760 (Voice) or 605-367-5761 (TTY)

Website: <http://www.sdad.org>

## **South Dakota Division of Developmental Disabilities**

The mission of the South Division of Developmental Disabilities is to ensure that people with developmental disabilities have equal opportunities and receive the services and supports they need to live and work in South Dakota Communities. The Division of Developmental Disabilities has Resource Coordinators located throughout South Dakota to assist people with developmental disabilities and their families.

South Dakota Division of Developmental Disabilities  
3800 East Highway 34  
c/o 500 East Capitol  
Pierre, SD 57501

Phone: 605-773-3438, 605-773-6412 (TTY) or toll-free 800-265-9684

Website: <http://dhs.sd.gov/dd>

## **South Dakota Parent Connection (SDPC)**

South Dakota Parent Connection, Inc. (SDPC) is a Parent Training and Information Center. They are a non-profit organization formed by parents, educators and service personnel to provide information and training to parents of children with disabilities or special needs throughout the state of South Dakota. South Dakota Parent Connection also has an office in Rapid City.

South Dakota Parent Connection  
3701 West 49th Street  
Suite 102  
Sioux Falls, South Dakota 57106

Phone: 605-361-3171 or toll-free 800-640-4553

Website: <http://www.sdparent.org>

## **South Dakota School for the Blind and Visually Impaired (SDSBVI)**

The Outreach Transition Program is a joint effort between the South Dakota School for the Blind and Visually (SDSBVI) Impaired and Service to the Blind and Visually Impaired (SBVI). A specialist is able to assist students (14 years of age or older), their families and school district personnel in the development and implementation of an appropriate transition program. Project skills can be access through SDSBVI.

South Dakota School for the Blind and Visually Impaired  
423 17th Avenue SE  
Aberdeen, South Dakota 57401

Phone: 605-626-2580 (Voice/TTY) or toll-free 888-275-3814

Website: <http://sdsbvi.northern.edu>

## **South Dakota School for the Deaf (SDSD)**

The South Dakota School for the Deaf (SDSD) was established in 1880 and is the only statewide resource for the education and accommodation of children who are deaf or hard of hearing in the state of South Dakota.

South Dakota School for the Deaf  
2001 East 8th Street  
Sioux Falls, South Dakota 57103

Phone: 605-367-5200 (Voice/TTY)

Website: <http://sdsd.sdbor.edu>

## **Transition Services Liaison Project (TSLP)**

The state of South Dakota has 5 regionally based staff to provide support and technical assistance to students with disabilities and their families, local education agencies, and agencies seeking information on transition planning.

Central Region  
221 South Central Avenue  
Pierre, South Dakota 57501

Phone: 605-224-5336 (Voice/TTY) or toll-free 800-224-5336 (Voice/TTY)

Website: <http://www.tslp.org>

## **National Resources**

### **American Association of the Deaf-Blind (AADB)**

The American Association of the Deaf-Blind (AADB) is a national consumer advocacy organization for people who have combined hearing and vision impairments.

American Association of the Deaf Blind  
8630 Fenton Street  
Suite 121  
Silver Spring, Maryland 20910

Phone: 301-495-4403 (Voice) or 301-495-4402 (TTY)

Website: <http://www.aadb.org>

## **Helen Keller National Center for Deaf-Blind Youth and Adults (HKNC)**

The Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) is the only national program which provides diagnostic evaluation, short-term comprehensive rehabilitation and personal adjustment training, job preparation and placement for individuals who are deaf-blind.

Helen Keller National Center  
141 Middle Neck Road  
Sands Point, New York 11050

Phone: 516-944-8900 (Voice) or 516-944-8637 (TTY)

Website: <http://www.hknc.org>

Helen Keller Regional Representative  
1880 South Pierce Street  
Suite 5  
Lakewood, Colorado 80232

Phone: 303-934-9037 (Voice/TTY)

## **National Association of the Deaf (NAD)**

The National Association of the Deaf (NAD), established in 1880 is the oldest and largest constituency organization safeguarding the accessibility and civil rights of 28 million deaf and hard of hearing Americans in education, employment, health care and telecommunications.

National Association of the Deaf  
8630 Fenton Street  
Suite 820  
Silver Spring, Maryland 20910

Phone: 301-587-1788 (Voice) or 301-587-1789 (TTY)

Website: <http://www.nad.org>

## **National Family Association for Deaf-Blind (NFADB)**

The National Family Association for Deaf-Blind (NFADB) is the largest national network of families focusing on issues surrounding deaf-blindness.

National Family Association for Deaf-Blind  
141 Middle Neck Road  
Sands Point, New York 11050

Phone: Toll-free 800-255-0411

Website: <http://www.nfadb.org>

## **National Consortium on Deaf Blindness (NCDB)**

The National Technical Assistance Consortium for Children and Youth Adults Who Are Deaf-Blind (NCDB) works collaboratively with families, federal, state and local agencies to provide technical assistance, information and personnel training. NCDB brings together the resources of three agencies with long histories of expertise in the field of deaf-blindness.

National Consortium on Deaf-Blindness  
The Teaching Resource Institute  
345 North Monmouth Avenue  
Monmouth, Oregon 97361

Phone: Toll-free 800-438-9376 (voice) or 800-854-7013 (TTY)

Website: <http://www.nationaldb.org>

### **DB-LINK**

DB-Link is a federally funded information and referral service that identifies, coordinates and disseminates (at no cost) information related to children and youth who are deaf-blind (ages birth to 21 years).

DB-LINK  
The Teaching Research Institute  
345 North Monmouth Avenue  
Monmouth, Oregon 97361

Phone: Toll-free 800-438-9376 (voice) or 800-854-7013 (TTY)

Website: <http://www.tr.wou.edu/dblink>