

Connecticut CORE Transition Skills

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Connecticut Transition Task Force

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CT CORE Transition Skills

The skills associated with a successful transition from secondary education to adult life for students with disabilities are critical components to be addressed through an Individualized Education Program (IEP) as early in a student's educational career as possible.

To address Connecticut's current needs in secondary transition, a workgroup of the CT State Transition Task Force (TTF) was charged with developing a list of transition "standards." The Connecticut State Department of Education (CSDE) proposes that these "transition standards" should be addressed for all students with an IEP, at least for students ages 15 – 21 and preferably for younger students as well. Legislation passed in 2015 mandates the dissemination of transition information (e.g., Transition Bill of Rights, Transition State Agency fact sheets, CSDE transition publications) to parents of students on an IEP in grades 6-12, so reaching out to middle school staff and families is now critical. The workgroup researched what was available nationally, looked at the CT Core Standards (CCS), and identified a list of 16 key areas that were determined to be critical to the post-school success of any student with a disability. These "standards" are referred to as the **CT CORE Transition Skills**.

The CSDE feels strongly that if these key CORE skills are addressed, all students with disabilities will be significantly better prepared to meet their post-school goals after exiting from high school. These **16 CORE Transition Skills** are the basic areas that all students with disabilities need to address in order to be successful after high school. During the next few years, the TTF will identify specific CT Core Standards (CCS) that apply to each **CORE Transition Skill**, develop a scope and sequence for each **CORE Transition Skill** that will provide a continuum of activities across the range of students with disabilities (mild/moderate through severe/significant and all disability types), and will develop examples of how to write SMART Annual Goals and Objectives using these **CORE Transition Skills**. Instructional and assessment resources for each **CORE Transition Skill** will also be identified.

Please use these **CORE Transition Skills** when developing annual transition IEP goals and objectives for students. Because of the broad spectrum of the **CORE Transition Skills**, educators might also select one or more of these areas to address as part of their Student Learning Objectives (SLOs). If these skills are in place or these areas are addressed, other postsecondary education/training, employment/career, and independent living skills that a student will need to learn to have a successful transition to adult life will be easier for the student to integrate into his/her overall transition planning.

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To the maximum extent possible, **Each Student** with a disability will be able to:

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of his/her Individualized Education Program (IEP).
- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.
- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
- O. Demonstrate skills needed to access appropriate transportation (both public and private).
- P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.