

Connecticut State Department of Education
State Education Resource Center

CT CORE Transition Skills

Revised October 19, 2020



Connecticut State Department of Education (CSDE), State Education Resource Center (SERC), and Connecticut Transition Task Force (TTF). All Rights Reserved. Authorization to reproduce it in whole or in part is granted. While permission to use it is not necessary, the source must be cited as the CSDE, SERC, and TTF - **CT CORE Transition Skills** (Revised October 19, 2020).

The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

CT CORE Transition Skills Overview

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. Transition Services are required beginning not later than the first IEP to be in effect when the student turns 16 [age 14 for students with the diagnosis of autism, as mandated by [CT Public Act \(PA\) No. 19-49](#), which amended [Connecticut General Statute \(CGS\) Section 10-76d\(a\)\(9\)](#)], or younger if deemed appropriate by the planning and placement team (PPT), and updated annually thereafter.

To address Connecticut’s current needs in secondary transition, a workgroup of the CT 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 in which transition planning and services are required. Due to legislation passed in 2015, through [PA No. 15-209](#), which amended [CGS Section 10-76d](#) and created [CGS Section 10-76ll](#), and through [PA No. 15-5](#), which created [CGS Section 10-74m](#) and [CGS Section 10-74n](#), which mandates the dissemination of transition information, resources, services, and programs (e.g., Transition Bill of Rights, State Agency Fact Sheet (i.e., Easing Into Secondary Transition), Building a Bridge, and other CSDE secondary transition publications) to parents of students on an IEP in grades 6-12, inclusive, reaching out to middle school staff and families is critical. The TTF 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* (Revised October 19, 2020): [https://portal.ct.gov/-/media/SDE/Special-Education/Secondary-Transition/CT-CORE-Transition-Skills-\(2016\).pdf](https://portal.ct.gov/-/media/SDE/Special-Education/Secondary-Transition/CT-CORE-Transition-Skills-(2016).pdf). The CSDE feels strongly that if these key CORE skills are addressed, all students with disabilities will be significantly better prepared to meet the student’s post-school goals after exiting from high school.

The **CT CORE Transition Skills** should be utilized when developing annual IEP transition goals and related objectives for students. Because of the broad spectrum of the **CT 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 their overall transition planning.

A TTF Workgroup also developed the *CT CORE Transition Skills Resource Chart*, a quick reference tool, which aligns each of the CT CORE Transition Skills to the [Connecticut Core Standards](#), and provides instructional and assessment resources, as well as examples of

CT CORE Transition Skills Overview

possible transition activities to support each of the CT CORE Transition Skills, for students, families, educators, and vocational rehabilitation professionals to use as they work together to develop IEPs and individualized plans for employment (IPEs).

The challenge of secondary transition planning is that it is not possible to develop a one-size fits all curriculum, as transition services need to be tailored to the unique needs, strengths, preferences, and interests of the student. The ***CT CORE Transition Skills Scope & Sequence*** were developed by another TTF Workgroup to assist educators in determining which components of the *CT CORE Transition Skills* need to be assessed for a student, to determine potential skills areas in which educators may need to gather additional information, to develop annual IEP transition goals and related objectives. Each of the sixteen CT CORE Transition Skill has been broken down into domains and areas. The domains provide broad components of the CT CORE Transition Skill, while the areas identify potential skill sets within each domain.

Additional information and resources can be found on the CSDE webpage **Secondary Transition – Planning From School to Adult life** (<https://portal.ct.gov/SDE/Special-Education/Secondary-Transition>).

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

- A. Explain the student's 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 the student's self-esteem and social-emotional awareness by analyzing the student's strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of the student's individualized education program (IEP).
- E. Attend, participate in, and/or facilitate the student's 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 the student's rights and responsibilities under disability legislation [e.g., Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), Americans with Disabilities Act (ADA)].
- H. Demonstrate and accept responsibility for the student's 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 the student's 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 the student's individual needs.
- M. Demonstrate skills to access appropriate employment to meet the student's 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.