

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.

For the past year, a workgroup of the 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. The workgroup researched what was available nationally, looked at the Common Core State Standards (CCSS), and developed a list of 12 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 **CT CORE Transition Skills**.

The CSDE feels strongly that if these key CORE skills are addressed, if not mastered, all students with disabilities will be significantly better prepared to meet their post-school goals after exiting from high school. These 12 **CORE Transition Skills** are the basic areas that all students with disabilities need to master in order to be successful after high school. Please note that a student's development of self-advocacy and self-determination is embedded into each of these CORE skills. During 2013-14 the TTF will identify specific Common Core State Standards (CCSS) that apply to each **CORE Transition Skill**, develop a task analysis 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**.

In the meantime, please consider using these **CORE Transition Skills** when developing annual transition goals and objectives for students. 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. Assist with the development of his/her Individualized Education Program (IEP)
- B. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting
- C. Demonstrate and accept responsibility for his/her independence and activities of daily living
- D. Demonstrate skills needed to access appropriate transportation (both public and private)
- E. Explain his/her disability relative to individual strengths, needs, preferences and interests
- F. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings
- G. Describe his/her rights and responsibilities under Disability Legislation (e.g., IDEA, 504, ADA)
- H. Demonstrate skills to access appropriate healthcare to meet his/her individual needs
- I. Demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for interdependence)
- J. Demonstrate skills to access appropriate employment to meet his/her individual needs
- K. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs
- L. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships