

Connecticut State Department of Education
State Education Resource Center

Connecticut CORE Transition Skills

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Connecticut Transition Task Force
Revised January 2016



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.

CT CORE Transition Skills

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.



Transition Bill of Rights

For Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both federal and state laws. This *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades 6-12 as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Students with an IEP have a right to:

1. Receive secondary transition services through their IEP starting at least at age 16, or younger if desired and recommended by the student's PPT.
2. Receive appropriate individualized education services through the end of the school year in which they turn 21 OR until graduation with a regular high school diploma. The school year is defined as July 1 through June 30. This decision is typically recommended by a student's PPT.
3. Attend all PPT meetings, including those related to transition planning, to represent their education/training, employment, and independent living interests, preferences, and strengths.
4. Assist in the development of their IEP with accommodations and modifications designed to meet their unique needs.
5. Develop realistic and specific post-school outcome goal statements (PSOGS) that are measurable, based on their individualized needs and interests, and reviewed annually as part of their IEP.
6. Receive secondary transition services and related supports to help them prepare to meet their post-school goals in postsecondary education/training AND employment, and independent living skills if appropriate.
7. Assist in developing annual goals and objectives to include but not be limited to those areas in the *Connecticut CORE Transition Skills*, such as health care, transportation, self-determination, and social skills.
8. Identify, explore, and connect with outside agencies as appropriate, including but not limited to the following adult service agencies: Department of Developmental Services (DDS), Department of Mental Health and Addiction Services (DMHAS), Department of Public Health (DPH), and the Department of Rehabilitation Services (DORS), which includes the Bureau of Education and Services for the Blind (BESB) and Bureau of Rehabilitation Services (BRS) (see *Easing into Secondary Transition*).
9. Be informed on or before their 17th birthday that all parental rights will transition to the student when he or she reaches the age of 18. Under Connecticut law, students may notify the school district (in writing) that their parents, guardian, or surrogate parent shall continue to have the right to make educational decisions with the students when they turn 18.

Continued on next page

10. Request consideration for receiving transition-only services between the ages of 18 and 21 if all transition goals and objectives have not been met during their previous years in high school. The following conditions are required:

- a. Students have met all academic requirements for graduation.
- b. PPT makes the recommendation for transition-only services that must be reviewed at least annually.
- c. Transition-only services must be a coordinated set of individualized activities but do not need to be a specialized "program."
- d. Transition-only services must provide students with the opportunity to spend at least 80 percent of their time with nondisabled peers.
- e. Students are entitled to participate in graduation activities upon completion of academic requirements or at the conclusion of transition-only services - this is a decision to be made by the student, parents, and/or guardians or surrogate and the PPT.
- f. If students participate in transition-only services, the date on their diploma or certificate will be the date that they exit high school (either aging out at 21 or with a diploma or certificate).

In addition, the following should also be considered:

- g. Transition-only services are typically discussed during the senior year of high school.
- h. Transition-only services are not needed for graduation but may include academic, vocational, and independent living

activities that will help students meet their post-school goals.

- i. Transition-only services should be based in the local community to the greatest extent possible in order to prepare students for life after high school.

11. Actively participate in the development and revision of their Student Success Plans, which are required for all students in grades 6–12 to address career, academic, and social/emotional/behavioral skills to prepare for life after high school.

12. Receive, along with their parents, guardians, and surrogate parent transition resources and other information regarding IEPs developed by the Connecticut State Department of Education (CSDE) and their school such as:

- *Assistive Technology and Postsecondary Transition*
- *Building A Bridge: A Transition Manual for Students*
- *Connecticut CORE Transition Skills*
- *Connecticut IEP Transition Planning Checklist*
- *Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in CT*
- *Transition Assessment Resource Manual*
- *Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*
- *Student Success Plan Crosswalk*
- *Technology & Transition: Resource Guide to Creating and Sustaining an AT [Assistive Technology] Team at the High School Level*

If students have questions or have a problem asserting any of these rights, they should first speak to their teacher, school case manager, school counselor, and parent/guardian or surrogate parent. If additional help is needed, students (or their parents, guardians, or surrogate parent) have the right to file a complaint, ask for mediation and, if needed, ask for an impartial due process hearing by contacting the CSDE Due Process Unit at 860-713-6928. For more information, download a copy of the publication *Parent's Guide to Special Education* or obtain a copy from the school.

For additional help with transition or special education, call the CSDE at 860-713-6910 or visit <http://www.sde.ct.gov/sde/specialeducation>. For assistance in understanding the provisions of the IDEA, call Connecticut's federally designated Parent Training and Information Center, the Connecticut Parent Advocacy Center (CPAC) at 800-445-2722, e-mail cpac@cpacinc.org, or visit <http://www.cpacinc.org/>.

Secondary Transition Planning IEP Checklist*

Connecticut State Department of Education

Student: _____ SASID #: _____ Date of Birth: _____

Case Manager: _____ Annual Review Date: _____

***NOTE:** Refer to IEP Manual (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>) for specific instructions.

- 1. **Student/Parents informed about secondary transition/IEP transition planning** [PA 15-209, §10-76d (a) (8)(D)(iii)] (e.g., *Building a Bridge, IEP Manual, Transition Bill of Rights*).
- 2. **Student Success Plan:** Obtain a copy of the student's Student Success Plan to ensure that related information (i.e., career planning, academic goals) is coordinated between the two documents.
- 3. **Reason for Meeting:** "Transition Planning" (IEP, Pg. 1, PPT Cover Page)
- 4. **Student/Parent input and concerns** (Pg. 4/Present Levels of Academic Achievement and Functional Performance)
- 5. **Present Levels of Performance (PLOP):** (Pgs. 4 & 5) – All areas should be viewed through a "transition lens" – What are the implications for each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student's transition planning?
- 6. **Present Levels of Performance (PLOP):** (Pgs. 4 & 5) – **MUST** be Annual Goal for **any** area with information under "Needs & Concerns" – Conversely, since there **MUST** be at least 2 transition Annual Goals, there **MUST** be information under "Needs & Concerns" for the Vocation/Transition row.
- 7. **PLOP: Vocation/Transition row** **MUST** include transition assessment results and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of "Needs and Concerns" **Must** also be filled in.
- 8. **Age-Appropriate box:** (PLOP- Pgs. 4 & 5) – If this box is checked, please elaborate in the IEP regarding what is meant by "age-appropriate" for that category – What is "age-appropriate" to one person may not be "age-appropriate" to another person working with the same student. Please clarify.
- 9. **Student is 16 or older and transition planning is required** (Pg. 6, #1) – Second box **MUST** be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.
- 10. **Student invited to PPT** (Pg. 6, #2)–Response **MUST BE** "YES" and invitation documenting that student was invited must be included in student file. Prefer student to have OWN invitation vs. being on Parent's invitation.
- 11. **Name and date(s) of transition assessment(s)** completed prior to PPT, since last annual review: (Pg. 6, #3)

_____ RESOURCE: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition Assessment Manual.pdf>

- 12. **Agency Participation** (Pg. 6, #4a): Outside/participating agency involvement **MUST BE** considered. If no agency is invited to PPT: select "No, not appropriate" or "No, written consent not provided." **DO NOT** select "No, no outside agency was invited."
- 13. **Attach signed consent forms** to IEP: (1) invite outside agency/exchange information & (2) release records.
- 14. **Agency Participation** (Pg. 6, #4a): Adult service agency representative (such as Bureau of Rehabilitation Services/BRS, Department of Developmental Services/DDS, Bureau of Education Services for the Blind/BESB) invited to transition PPT (if appropriate). In addition to any other outside/participating agencies or professional.
- 15. **Agency Participation** (Pg. 6, #4c): Identify services/linkages (e.g., websites, information) provided by outside agency.
- 16. **Post-School Outcome Goal Statements (PSOGs)** (Pg. 6, #5a-c): Written in terms of what student will be doing **after** graduation. Postsecondary Education/Training **and** Employment PSOGs are required.

Independent Living Skills PSOGS optional but **HIGHLY recommended for MOST students**.

RESOURCES: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TB_PSOGS_WritingGuidelines.pdf and http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TB_PSOGS_SampleStatements.pdf

- 17. Post-School Outcome Goal Statements (PSOGS)** (Pg. 6, #5a - c): Postsecondary Education/Training PSOGS **must** address education, training or life-long learning. Employment PSOGS **must** address employment or career path. If appropriate, Independent Living Skills PSOGS must address independent living skills. Combination PSOGS Statements that address multiple areas are also appropriate but must be written for each PSOGS area.
- 18. Course of Study** (Pg. 6, #6): Identify courses/activities related to PSOGSs in which student is participating.
- 19. Transfer of rights** (Pg. 6, #7): Options discussed at annual review PPT for students age 17+ (i.e., signed written consent from student for parent to participate, Power of Attorney, Guardianship, Conservatorship). At age 18, transfer of rights documentation **MUST BE** included in student's IEP file.
- 20. Summary of Performance (SOP)** (Pg. 6, #8): Specify date anticipated to provide SOP to student.
- 21. Annual Goals/Objectives** (Pg. 7): Transition goals and objectives aligned with PSOGSs. One page 7 **MUST** address Postsecondary Education/Training and one page 7 **MUST** address Employment/Career. And if there is a PSOGS in Independent Living Skills, one page 7 **MUST** address that area as well.
- 22. Annual Goals/Objectives** (Pg. 7): Check appropriate box at top of page 7. More than one box may be checked at the top of page 7, but only ONE transition box may be checked per page (i.e., Postsecondary Education/Training or Employment or Independent Living Skills). Employment and Communication may be checked, for example, but not Employment and Postsecondary Education/Training.
- 23. Program Accommodations and Modifications:** (Pg. 8): Ensure that transition goals and objectives are considered when identifying accommodations and Assistive Technology (AT). NOTE: Modifications are not provided in college, employment or most real-life settings!
- 24. Post-School Outcome (PSO) Survey:** (Sent to all special education students one year after exiting) – At final annual review PPT or final PPT prior to student exiting from HS, have student complete page 6 of the Summary of Performance (ED635). Keep a copy of that page on file within the district for at least 18 months to assist in following up on the PSO Survey.
- 25. Post-School Outcome Survey:** At final annual review PPT or final PPT prior to student exiting from HS, review a copy of Post-School Outcome Survey with student and parents (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SPP/Post_School_Outcomes_Survey_2009_10_exiters.pdf) and provide a copy of PSO Survey along with the PSO Survey Explanation for Students (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/SPP/TTF_PSOOutcomesSurvey_Students.pdf).

Case Manager Signature

date

Submit a copy of this Checklist to _____ within one week of Annual Review PPT meetings for all students ages 15-21 or any younger student for whom transition planning is appropriate.