



# CT CORE Transition Skills

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Revised November 2024



## Overview

The skills associated with a successful transition from secondary school 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. Pursuant to state statute, effective July 1, 2021, transition services are required for each child, requiring special education beginning not later than the first IEP, to be in effect when such child turns 14 years of age, or younger if determined appropriate by the planning and placement team (PPT), and updated annually thereafter.<sup>1</sup>

To address Connecticut's current needs in secondary transition, the Connecticut State Department of Education (CSDE), in partnership with the CT Alliance of Regional Educational Service Centers (RESC Alliance and the State Education Resource Center (SERC), charged a workgroup of the CT Transition Task Force (TTF) with developing a list of transition "standards." The CSDE proposes that these "transition standards" be considered while planning and placement teams (PPTs) address students' individualized transition planning and service needs for all students with an IEP. The TTF workgroup researched what was available nationally, reviewed the [Connecticut Core Standards](#), 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*. As these key CORE skills are addressed, all students with disabilities will be significantly better prepared to meet their postsecondary goals after exiting from high school.

The *CT CORE Transition Skills* should be utilized when developing annual transition goals and related short-term 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. When these skills are in place or these areas are addressed, other postsecondary education/training, employment, and independent living skills needed for a successful transition to adult life will be easier to integrate into the student's overall individualized transition plan and service needs.

Additional information and resources, including the *CT CORE Transition Skills Resource Chart* and the *CT CORE Transition Skills Scope & Sequence*, can be found on the CSDE [Secondary Transition – Planning From School to Adult Life](#) webpage.

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<sup>1</sup> Connecticut General Statute § 10-76d(a)(9)

## CT CORE Transition Skills

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

- A. Explain their 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 their self-esteem and social-emotional awareness by analyzing their strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of their individualized education program (IEP).
- E. Attend, participate in, and/or facilitate their 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 their 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 their 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 their 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 their individual needs.
- M. Demonstrate skills to access appropriate employment to meet their 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.