

Guidelines for using the *CT CORE Transition Skills: Assessments & Resources Chart*

What is the *CT CORE Transition Skills Chart*?

1. The *CT CORE Transitions Skills Chart* is a resource document that is the product of collaboration between the CT State Department of Education's Transition Task Force, the Bureau of Rehabilitation Service's Transition Committee and the State Education Resource Center (SERC). It was developed after reviewing what was available nationally, looking at the Common Core State Standards (CCSS), and developing a list of 12 key areas that were determined to be critical to the post-school success of any student with a disability.
2. The chart includes the basic skills young adults need to address as they transition to life after high school including postsecondary education and employment.
3. The chart is based on the *Guideposts for Success** that has been adopted by CT as a framework for transition planning to organize and develop transition resources.
4. This chart also provides a quick reference for assessments and resources that students, families, education professionals and vocational rehabilitation professionals can use as they work together to develop Individualized Education Plans (IEPs) and Individualized Plans for Employment (IPEs).

Who should use this chart?

1. Anyone who is working with a student to develop an IEP can use the chart as a ready reference to make sure they are addressing all aspects of transition and have potential resources available for planning and collaboration with the student, families and adult service agencies.
2. Anyone who is working with the student to develop an IPE can use the chart as they collaborate with the student, family and school personnel.

How do I use it?

1. Anyone working with a student who is transitioning from school to work can use this chart.
2. When students and their Transition teams begin to address the CORE transition skills, the chart provides a list of potential resources to help students successfully learn these skills. Members of the team can discuss which resources are needed and who could provide those resources for specific students. Assessments can be used to set a baseline and measure student progress.
3. **Example #1:** CORE skill E – “Explain his/her disability relative to individual strengths, needs, preferences and interests.”
 - a. BRS may introduce the *411 on Disability Disclosure*
 - b. The student and transition coordinator review the information and complete the workbook as a transition activity/service
 - c. The student and BRS counselor meet and discuss disclosure during the interview process and how disclosure might impact various career choices

*Guideposts for Success** <http://www.ncwd-youth.info/guideposts>

4. **Example #2:** CORE skill J – “Demonstrate skills to access appropriate employment to meet his/her individual needs.”
- a. BRS works with student to complete a career assessment (e.g. *World of Work Inventory - WOWI*)
 - b. The school and student use the assessment results to develop IEP goals and subsequent transition goals/activities
 - c. BRS and student meet to review progress toward goals and expand or refine IPE goals related to further or more specific Career Exploration