

Connecticut State Transition Task Force

2019

**CT CORE Transition Skills Resource Chart**

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**Acknowledgements**

 **Sincere Thanks to:**

 **Members of the 2016-2017 Connecticut Transition Task Force**

**Guiding Documents:**

* National Collaborative on Workforce and Disability – [Guideposts for Success](http://www.ncwd-youth.info/guideposts)
* CT Department of Rehabilitation Services (DORS) – [Level Up Pre-Employment Transition Services](http://www.ct.gov/brs/cwp/view.asp?a=3891&Q=456934&PM=1)
* Transition Coalition – [Assessment Reviews](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48)
* [Connecticut English Language Arts College and Career Anchor Standards](http://www.corestandards.org/ELA-Literacy/)
* [*Transition Instruction Guide: Standards-Based Activities*](http://www.proedinc.com/customer/productView.aspx?ID=7579) published by pro-ed An International Publisher, 2015
* CCR Anchor Standards and Transition Resource: <http://www.ccsso.org/Resources/Publications/College_and_Career_Readiness_Standards_and_Research-Identified_Transition_Skills.html>

**Please note, this document is just a starting point, if you have information to add please send it to either Alycia Trakas:** **Alycia.Trakas@ct.gov** **or Missy Wrigley:** **wrigley@ctserc.org****.**

Guidelines for using the ***CT CORE Transition Skills Resource Chart***

**What is the *CT CORE Transition Skills Resource 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 (TTF), the Bureau of Rehabilitation Service’s Transition Committee and the State Education Resource Center (SERC). It was developed to support instruction of the CT CORE Transition Skills: 16 key skill areas that the CT State Department of Education has 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/training, employment as well as independent living skills.
3. The chart is supported by the [*Guideposts for Success*](http://www.ncwd-youth.info/guideposts) 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 and vocational rehabilitation professionals can use as they work together to develop Individualized Education Programs (IEPs) and Individualized Plans for Employment (IPEs).
5. The TTF also addressed the alignment of the transition skills to the [*Connecticut Core Standards*](http://ctcorestandards.org/)*.* Examples of possible goals & objectives aligned with a few of the English Language Arts College & Career Readiness Anchor Standards (CCRA) have been provided. Please note that this is not an exhaustive list. Many more examples of the alignment with the CT Core Standards should be developed. In addition, possible transition activities to support each CT CORE Transition Skill are included.

**Who should use the *CT CORE Transition Skills Resource Chart*?**

1. Anyone who is working with a student to develop an IEP can use this chart as a ready reference to make sure all aspects of secondary transition are addressed. Potential resources are available for planning and collaboration with the student, families and adult service agencies such as DORS, DDS, and DMHAS.
2. Anyone who is working with a student to develop an Individualized Plan for Employment (IPE) can use this chart to collaborate with the student, family and school personnel.
3. Anyone working with a student who is transitioning from school to work or postsecondary education can use this chart.

**How do I use the *CT CORE Transition Skills Resource Chart*?**

1. When a student and their transition teams begin to address the CT CORE Transition Skills, this 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.
2. **Example**: CORE Skill A – “Explain their disability including individual strengths, needs, preferences and interests.”
	1. DORS- Level Up counselor may introduce[*The 411 on Disability Disclosure*](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/411DisabilityDisclosureComplete.pdf)*.*
	2. The student and transition coordinator review the information and complete the workbook as a transition activity/service.
	3. The student and Level Up counselor meet and discuss disclosure during the interview process and how disclosure might impact various career choices.
	4. Discuss with general education staff the link with **CCRA.SL.5** with the following goal being addressed: “Given information and discussion regarding the student’s disability and exploration of interests and preferences, they will create and present a PowerPoint to share with either an employer or teachers explaining their accommodations, needs, interests, etc. – 100% as measured by rubric outlining contents of presentation.”

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| **Connecticut 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. Page 4 B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy. Page 7C. Strengthen their self-esteem and social-emotional awareness by analyzing their strengths and challenges in order to implement personal/vocational goals. Page 10D. Assist with the development of their Individualized Education Program (IEP). Page 12 E. Attend, participate in and/or facilitate their Planning and Placement Team (PPT) meeting. Page 14F. 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. Page 16G. Describe their rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA). Page 18H. Demonstrate and accept responsibility for their independence and activities of daily living. Page 20I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships. Page 23J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet their individual needs. Page 26K. Demonstrate skills to access community resources and participate in the community by establishing support networks. Page 28L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet their individual needs. Page 30M. Demonstrate skills to access appropriate employment to meet their individual needs. Page 33N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings. Page 36O. Demonstrate skills needed to access appropriate transportation (both public and private). Page 39P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement. Page 42 |

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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Student will explain their disability including individual strengths, needs, preferences and interests.**
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| **Guidepost for Success** | **Level Up****(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |
| Guidepost 3 – Youth Development and Leadership  | 1. Job Exploration Counseling
2. Work Based Learning Experiences
3. Instruction in Self-Advocacy/Peer Mentoring
 | * AAMR Supports Intensity Scale
* Casey Life Skills Assessment
* ARC’s Self Determination Scale
* Building a bridge
* Self Esteem Inventory
* Quality of Life Questionnaire
* Transition Planning Inventory
* Myers-Briggs Type Indicator® (MBTI®) Instrument

• Student Styles Questionnaire * Personal Preference Indicators
* Campbell Interest and Skill Survey (CISS)
* [CIPSI: Career Interests, Preferences, and Strengths Inventory](http://transitioncoalition.org/blog/assessment-review/cipsi-career-interests-preferences-and-strengths-inventory/)
 | **State Resources**[411 on Disability Disclosure](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/411DisabilityDisclosureComplete.pdf) [BRS Transition Tool Kit](http://www.ct.gov/brs/cwp/view.asp?a=3891&q=457620) [University Center for Excellence in Developmental Disabilities](http://uconnucedd.org/) (UCEDD) CT Department of Developmental Services – [DDS Waivers](http://ct.gov/dds/cwp/view.asp?a=2042&q=332294) CT Department of Mental Health & Addiction Services – [DMHAS Waiver](http://www.ct.gov/dmhas/cwp/view.asp?a=2902&Q=425724&PM=1)  [Division of Autism Spectrum Disorder Services](http://www.ct.gov/dds/cwp/view.asp?a=2730&q=442840) [Department of Social Services Acquired Brain Injury (ABI) Waiver](http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305236) [Personal Care Assistant (PCA) Waiver](http://www.ct.gov/dss/cwp/view.asp?a=2353&q=305236)**National Resources**[Me! Lessons for Teaching Self-Awareness & Self-Advocacy](http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html) [Planning for the Future](http://www.transitioncoalition.org/wp-content/uploads/2015/01/planning_future1213214588.pdf)**Print Resources**[Building a Bridge](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf) [*Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/steppingforward_self_advocacy_guide_for_middle_and_high_school_students.pdf)* *Asperger Syndrome Employment Workbook.* Roger Meyer. Jessica Kingsley Publishers 2001.
* *Succeeding in College with Asperger Syndrome, a student guide*. John Harpur, Maria Lawlor, Michael Fitzgerald. Jessica Kingsley Publishers 2004.
* *The Parent’s Guide to College for Students on the Autism Spectrum*. Chapters 8 & 9. Jane Thierfeld Brown, Lorraine Wolf, Lisa King, Ruth Kukiela Bork. AAPC Publishing. 2012

**Additional Suggestions**[History of Disability in America-Smithsonian Institute Exhibit](https://everybody.si.edu/) |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Student will explain their disability including individual strengths, needs, preferences and interests.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.1** –Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **CCRA.W.6** – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. **CCRA.SL.5** – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Other Applicable Anchor Standards:*** **CCRA.R.2**
* **CCRA.W.4**
* **CCRA.SL.4**
 | 1. Given access to technology, student will research their own disability and create a fact sheet including medical definition, its history, stereotypes, suggestions for sensitivity, and accommodations that are beneficial – 100% as measured by completion of fact sheet.
2. Utilizing APA format student will write a research paper about where they see themself after high school (e.g., military, college, technical school) and possible career opportunities and options in a field of interest – 95% as measured by writing rubric.
3. Given information and discussion regarding student’s disability and exploration of interests and preferences, student will create and present a PowerPoint to share with either an employer or teachers explaining their accommodations, needs, interests, etc. – 100% as measured by rubric outlining contents of presentation.
 | * Complete a learning style inventory to identify preferences and strength modes.
* Introduce and review the *411 on Disability Disclosure* workbook.
* Identify any supports needed to participate in activities.
* Training in skills such as self-advocacy and conflict resolution.
* Exposure to personal leadership and youth development activities, including community service.
* Develop an understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities.
* During the PPT or 504 planning meeting, student shares his/her strengths, interests, and goals for the future, as well as areas for improvement.
* Student writes a letter (real or simulated) to a teacher explaining why he/she needs more time to prepare for a test or complete a homework assignment.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 3 – Youth Development and Leadership  Guidepost 4 – Connecting Activities | 1. Job Exploration Counseling

3. Counseling for Postsecondary Education/Training5. Instruction in Self-Advocacy/Peer Mentoring | * AIR Self-Determination Scale
* Self Determination/ Self Advocacy Checklist
* Self-Determination Observation Checklist (SDOC)
* The ARC Self-Determination Scale
* Employability Life Skills Checklist (ELSA)
* The Center for Innovative Teaching Experiences (C.I.T.E.) Learning Styles Instrument
* Field & Hoffman Self‐Determination Assessment Battery
* PERC Self Advocacy Checklist
* Personal Reference Indicators
 | **State Resources**[*Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/steppingforward_self_advocacy_guide_for_middle_and_high_school_students.pdf)[*Skills to Pay the Bills*](https://www.dol.gov/odep/topics/youth/softskills/)Connecticut Parent Advocacy Center (CPAC) – [Person-Centered Planning](http://www.cpacinc.org/other-assessment-tools/)  Department of Developmental Services (DDS) – [Self-Determination](http://www.ct.gov/dds/cwp/view.asp?a=2050&q=381858)**National Resources**National Community of Practice – [LifeCourse Tools](http://www.lifecoursetools.com/) PACER’s National Parent Center on Transition and Employment – [Person-Centered Planning](http://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp)[Virginia Department of Education Self-Determination Project](http://www.imdetermined.org/)Zarrow Center for Learning Enrichment – [Self-Determination Education Materials](http://www.ou.edu/education/centers-and-partnerships/zarrow.html?rd=1) [National Gateway to Self-Determination](http://ngsd.org/people-disabilities/resource-guide-people-disabilities) National Technical Assistance Center on Transition (NTACT) – [Effective Practices and Predictors Matrix](http://www.transitionta.org/sites/default/files/EBPP_Matrix_Links_3.16.pdf)**Print Resources***The Self-Advocacy Strategy*; Anthony K. Van Reusen, Candace Bos, JEan Schumaker Donald DeshlerParent Brief: [Promoting Effective Parent Involvement in Secondary Education and Transition](http://www.ncset.org/publications/viewdesc.asp?id=1431) Feb 2004 **Additional Suggestions**[Fostering Self-Determination Among Children and Youth with Disabilities—Ideas from PARENTS for PARENTS](https://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf)Casey Life Skills – [Resources to Inspire Guide](http://www.casey.org/casey-life-skills-resources/)  |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **B. Given a variety of academic areas and community settings the student will utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.2** – Determine central ideas or themes of a text and analyze their development: summarize the key supporting details.
2. **CCRA.W.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. **CCRA.SL.4** – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Other Applicable Anchor Standards:*** **CCRA.R.6**
* **CCRA.R.8**
 | 1. After completion of a career interest inventory student will review the results, choose and prioritize three careers that match their interests, and explain to peers how the assessment results confirmed or expanded their choice of careers – 95% as measured by peer review rubric.
2. Utilizing the Book Share App student will read *Divergent* or *The Hunger Games* and then write his/her own stories about making choices to stand up for what they believe in – 95% as measured by the writing rubric.
3. Upon completion of career research, student will prepare a plan for post-school life including: plans for living, working, attending school or relevant training program, recreation/leisure activities and any supports needed to achieve post-school goals – 100% as measured by rubric outlining contents of presentation.
 | * Learn and practice Self-Advocacy Skills.
* Learn to identify appropriate resources for problem solving.
* Student will use their individual transition plan to drive personal instruction.
* Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing.
* Understand the relationship between benefits planning and career choices.
* Exposure to personal leadership and youth development activities, including community service.
* Develop an understanding of disability history, culture, and disability public policy issues as well as their rights and responsibilities.
* Students write a journal entry about a challenge they possess and how it can be turned into a strength. In another journal entry students discuss a strength they possess and how they can use it to their advantage.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **The student will strengthen their self-esteem and social-emotional awareness by analyzing their strengths and challenges in order to implement personal/vocational goals.**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 3 – Youth Development and Leadership  Guidepost 4 – Connecting Activities Guidepost 5 – Family Involvement and Supports | 3. Counseling for Postsecondary Education/Training4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Brigance Life Skills Inventories
* Personal Preference Indicators and Child Preference Indicators
* Self Esteem Inventory
* Quality of Life Questionnaire
* Transition Planning Inventory
* [Transition Behavior Scale](http://transitioncoalition.org/blog/assessment-review/transition-behavior-scale/)
* Type Focus Personality Type Profile
* Ansir’s 3 Sides of You Self-Perception Profiling System
* Massachusetts Youth Screening Instrument (MAYSI 2)

  | **State Resources**[Stepping forward: A Self-Advocacy Guide for Middle and High School Students](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/steppingforward_self_advocacy_guide_for_middle_and_high_school_students.pdf) **National Resources**[Parent Toolkit – Tips and Guides Social and Emotional Development](http://www.parenttoolkit.com/index.cfm?objectid=8C7EDC50-7CB0-11E4-A6DD0050569A5318)Special Education Service Agency: Serving Alaskan Schools for 30 Years – [Emotional Regulation and self-awareness Curriculum](http://www.sesa.org/content/emotional-disturbance/emotional-regulation-curriculum)[ME! Lessons for Teaching Self-Awareness and Self-Advocacy](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html) **Print Resources**[Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals](http://www.ncwd-youth.info/information-brief/helping-youth-with-learning-disabilities-chart-the-course)**Additional Suggestions**Ohio Center for Autism and Low Incidence (OCALI) – [Age Appropriate Transition Assessments](http://www.ocali.org/project/tg_aata/page/self_determination) |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **The student will strengthen their self-esteem and social-emotional awareness by analyzing their strengths and challenges in order to implement personal/vocational goals.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.8** – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
2. **CCRA.W.2** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
3. **CCRA.SL.1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Other Applicable Anchor Standards:*** **CCRA.R.3**
* **CCRA.SL.3**
 | 1. Student will complete and analyze the results of assessments geared to measure self-esteem and social-emotional awareness – 100% as measured by the completion of the activity.
2. Student will utilize the results of a self-esteem self-assessment and/or social-emotional awareness self-assessment (e.g., the Rosenberg Self-Esteem Scale, Self-Esteem Profile, Social-Emotional Skills Student Form) in order to develop SMART goals to boost their personal self-esteem or self-worth – 100% as measured by the evidence of goal recorded on student’s IEP.
3. After researching a variety of mental health issues (<http://www.ct.gov/dmhas/site/default.asp>) student will create a short video or webinar explaining where people can go in the community for mental health support – 100% as measured by rubric outlining contents of presentation and peer evaluation.
 | * Understand factors which influence job retention, dismissal and promotion/advancement.
* Skill training for self-awareness (e.g., understanding of physical self; identifies abilities, interests, and areas of weakness; understands personal emotions; understanding the implication of disability, understands and identifies personal goals).
* Student will use individual transition plan to drive personal instruction.
* Learn to find, formally request, and secure appropriate supports and accommodations in education, training, and employment settings.
* Provide instruction about post-school supports through structured arrangements in postsecondary institutions and adult service agencies
* Educate parents/families about how individualized planning tools can assist youth in achieving transition goals and objectives.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Assist with the development of their Individualized Education Program (IEP).**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience | 3. Counseling for Postsecondary Education/Training5. Instruction in Self-Advocacy/Peer Mentoring | * WOWI
* Picture Personality Inventory
* Reading Free
* Myers Briggs
* Strong
* Card Sorts
* CAI
* Daniel Memorial Institute Short Test Assessment
* Career Interest Inventory
* Brigance Transition Skills Inventory
* Career Scope
 | **State Resources**[Summary of Performance](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ED635.pdf) [Guidance for Using the IEP as a Resource for BRS Planning](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/BRSIEPResource.pdf)**National Resources**[National Gateway to Self-Determination](http://ngsd.org/people-disabilities/resource-guide-people-disabilities) ZARROW Center for Learning Enrichment – [Self-Determination Curriculum](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum.html) [National Collaborative on Workforce and Disability](http://www.ncwd-youth.info/) (NCWD)[Virginia Department of Education Self-Determination Project](http://www.imdetermined.org/)**Print Resources**[CSDE IEP Manual](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf)[Parent’s Guide to Special Education in CT](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)  |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Student will assist with the development of their Individualized Education Program (IEP).**
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| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.3** – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2. **CCRA.W.4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **CCRA.SL.1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Other Applicable Anchor Standards:*** **CCRA.R.1**
* **CCRA.R.2**
* **CCRA.R.4**
* **CCRA.R.10**
* **CCRA.W.5**
* **CCRA.SL.3**
 | 1. Student will complete and analyze the results of a variety of transition assessments geared to measure areas of interest and preferences – 100% as measured by the completion of the activity.
2. After analyzing the results of specific transition assessments, student will identify SMART goals/objectives as well as accommodations needed to achieve the established goals – 100% as measured by the evidence of goal/objectives and accommodations recorded on student’s IEP.
3. During the PPT meeting, student will participate in conversations and collaborations with the PPT members to finalize the secondary transition components of the IEP – 100% as measured by PPT participation rubric.
 | * Collect information regarding the student's desired postsecondary education involvement, employment and life after high school.
* Attend Transition Fairs or Career Fairs.
* Student will use their individual transition plan to drive personal instruction.
* Provide academic programs that are based on clear state standards.
* Provide career and technical education programs that are based on professional and industry standards.
* Expose student to personal leadership and youth development.
* Student creates a one-page document listing his/her Post-School Outcome Goals, annual IEP goals, accommodations, as well as interests and learning styles. At the beginning of the semester, student shares the snapshot with each of their teachers and discuss strategies for successfully completing the course.
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| **CORE TRANSITION SKILL GOAL:** |
|  1. **Attend, participate in and/or facilitate their Planning and Placement Team (PPT) meeting.**
 |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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|  Guidepost 1 – School-Based Preparatory Experience | 4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Teacher created checklist/rubrics
* Student Success Plans (If Available)
* Student Portfolio (If Available)
 | **State Resources**[*Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/steppingforward_self_advocacy_guide_for_middle_and_high_school_students.pdf)[*411 on Disability Disclosure*](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/411DisabilityDisclosureComplete.pdf)[*Building a Bridge*](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf)**National Resources**[Virginia Department of Education Self-Determination Project](http://www.imdetermined.org/)[Project 10 Self-Advocacy and Self Determination](http://project10.info/DetailPage.php?MainPageID=185&PageCategory=Effective%20Practices%20in%20Transition&PageSubCategory=Student%20Development) **Print Resources**[Guidance for Using the IEP as a Resource for BRS Planning](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/BRSIEPResource.pdf)[Parent’s Guide to Special Education in CT](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)[CSDE IEP Manual](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf)*The Self-Advocacy Strategy*; Anthony K. Van Reusen, Candace Bos, Jean Schumaker, Donald Deshler*Self-Directed IEP* - James E Martin, Laura Huber Marshall, Laurie Maxson, Patty Jerman  |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Student will attend, participate in and/or facilitate their Planning and Placement Team (PPT) meeting.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.7** – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. **CCRA.W.5** –Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. **CCRA.SL.5** –Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Other Applicable Anchor Standards:*** **CCRA.R.10**
* **CCRA.SL. 1**
* **CCRA.SL.3**
 | 1. Given a PPT agenda, student will review process and material presented within each area to determine their plan for participation and/or facilitation – 100% as measured by PPT participation rubric.
2. During the PPT meeting, student will participate in conversations and collaborations with the PPT members to finalize the secondary transition components of the IEP – 100% as measured by final completion of the IEP document.
3. Utilizing digital media and/or visual displays, student will share a plan for post-school life including: plans for living, working, attending school or relevant training program, recreation/leisure activities and any supports needed to achieve post-school goals during the PPT meeting – 100% as measured by rubric outlining contents of presentation as well as PPT participation rubric.
 | * Demonstrate qualities of good citizenship (i.e. obey rules and laws, show consideration for others in a respectful environment.
* Skill training to develop a neat appearance (hair, proper use of make-up clothing).
* Student creates a word scramble using vocabulary they will need to know about their disability.
* In a mock PPT meeting, student practices sharing specific components of the process.
* Each student researches their own disability and creates a fact sheet including medical definition, its history, stereotypes, suggestions for sensitivity, and accommodations that are beneficial. Student should identify any unique impacts or differences in their disability characteristics from the medical or psychological descriptions given.
* Student writes a journal entry about a challenge they possess and how it can be utilized as a strength. In their next journal entry, student discusses a strength they possess and how it can use it as an advantage.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **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.**
 |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 3 – Youth Development and Leadership  Guidepost 4 – Connecting Activities Guidepost 5 – Family Involvement and Supports | 3. Counseling for Postsecondary Education/Training4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * [School and Community Social Skills Rating Checklist](http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/transition_matrix/resources/School_and_Community_Social_Skills_Rating_Checklist.pdf)
* [Let's Look at Interpersonal Relationships](http://sped.sbcsc.k12.in.us/PDF%20Files/tassessments/Other%20Assessments/Let%27s%20Look%20at%20Interpersonal%20Relationships.pdf)
* Test of Pragmatic Language (TOPL)
 | **State Resources**[CT Youth Leadership Forum](http://www.ctylp.org/) [CT Commission on Women, Children and Seniors](https://ctcwcs.com/children/) **National Resources**[Youth Development and Leadership: Opportunities to Develop Connecting Competencies](http://www.ncwd-youth.info/innovative-strategies/practice-briefs/youth-development-and-leadership)[A Guide for Promoting Leadership skills of Youth with Disabilities](https://www.waisman.wisc.edu/naturalsupports/pdfs/YouthLeadershipTipSheet.pdf)[Childhood meets adulthood at Youthhood.org](http://www.youthhood.org/index.asp) [Pennsylvania Secondary Transition Guide on Self-Determination](http://www.secondarytransition.org/topic/determination)National Collaborative on Workforce and Disability – [Youth Development & Leadership](http://www.ncwd-youth.info/topic/youth-development)**Print Resources** [Pennsylvania Youth Leadership Network – PYLN Secondary Transition Toolkit 2012](http://transition-guide-admin.s3.amazonaws.com/files/2012/07/17/PYLN%20Secondary%20Transition%20Toolkit.pdf) |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Student will 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.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.9** –Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
2. **CCRA.W.7** –Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Other Applicable Anchor Standards:*** **CCRA.W.1**
* **CCRA.W.9**
* **CCRA.SL.1**
 | 1. Student will research specific knowledge and skills related to leadership as well as explore his/her personal leadership style (<http://www.ncwd-youth.info/sites/default/files/ilp-how-to-guide/Take_the_Initiative_A_Quality_of_Leadership.pdf> ) in order to compare various leadership approaches – 95% as measured by research rubric and completion of leadership style assessment.
2. Student will demonstrate awareness, understanding, and knowledge of the variety of cultures within the community, outlining a personal plan of leadership and development with goals, action steps, and deadlines – 100% as measured by completion of action plan detailing participation within the community.
3. Student will participate in a student-run leadership group that explores both educational and social issues (e.g., IDEA, bullying, peer pressure). Student will then research the topic and present information that is relevant to the group while facilitating a discussion on that issue during the meeting – 100% as measured by group participation rubric.
 | * Join a community team or organization.
* Develop emergency procedures for use in the home.
* Research the history, values, and beliefs of the community.
* Participate in service projects.
* Identify and access resources in the community.
* Demonstrate the ability to set goals and develop a plan.
* Participate in varied activities that encourage the development of self-determination and self-advocacy skills.
* Participate in a range of teamwork and networking experiences.
* Provide student with significant positive relationships with mentors, positive role models and other nurturing adults.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Describe their rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA)**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 3 – Youth Development and Leadership  Guidepost 4 – Connecting Activities | 3. Counseling for Postsecondary Education/Training5. Instruction in Self-Advocacy/Peer Mentoring | University of Washington- Disabilities, Opportunities, Internetworking, and Technology [(DO-IT) Programs](http://www.washington.edu/doit/programs) |  **State Resources**[Stepping Forward: A Self-Advocacy Guide for Middle and High School Students](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/steppingforward_self_advocacy_guide_for_middle_and_high_school_students.pdf)[Center for Children’s Advocacy](http://www.kidscounsel.org/) [Connecticut Parent Advocacy Center](http://www.cpacinc.org/) (CPAC)**National Resources**[ADA National Network](http://adata.org/ada-document-portal)[Job Accommodation Network](https://askjan.org/) (JAN) U.S. Department of Education – [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](http://www2.ed.gov/about/offices/list/ocr/transition.html) **Print Resources**[University of Alaska – Comparison Highlights of IDEA, Section 504 and ADA](https://www.uaa.alaska.edu/students/disability-support-services/student/_documents/ada_504_idea_chart.pdf) flowchart [Building a Bridge – A Resource Manual for High School Students](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf)*The Parent’s Guide to College for Students on the Autism Spectrum*. Chapter 8. Jane Thierfeld Brown, Lorraine Wolf, Lisa King, Ruth Kukiela Bork. AAPC Publishing. 2012 **Additional Suggestions**Check out local Youth development/leadership groups – [CT Youth Leadership Forum](http://www.ctylp.org/)  |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **The student will describe their rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA, Transition Bill of Rights )**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.2** – Determine central ideas or themes of a text and analyze their development: summarize the key supporting details.
2. **CCRA.W.8** –Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Other Applicable Anchor Standards:*** **CCRA.W.9**
 | 1. After reviewing disability legislation, student will make a collage poster of individuals demonstrating the rights and responsibilities outlined (e.g., in school, in the community, within home/work environment) – 100% as measured by completion of activity.
2. Student will research and write a report concerning the past treatment of persons with disabilities and include perspectives of individuals with disabilities, employers, and family members of individuals with disabilities and describe how this treatment led to laws such as IDEA and ADA – 95% accuracy as recorded on the essay writing rubric.
3. Student will select a basic legal right and will write or present orally a discussion of the importance of that particular legal right and the responsibilities that accompany that legal right – 100% as measured by rubric outlining contents of presentation & peer evaluation.
 | * Learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
* Register to vote and learn about the election process.
* Complete activities within *Stepping Forward: A Self-Advocacy Guide for Middle and High School Students.*
* Student will listen to a panel of attorneys, advocates, adult service agencies, and/or social workers discuss basic legal rights of adults. Prior to the panel, student will brainstorm questions, which they will ask of the panel participants. Student will take notes regarding the information learned and will share this information with class and/or teacher.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Demonstrate and accept responsibility for their independence and activities of daily living.**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 3 – Youth Development and Leadership   | 4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Brigance Transition Skills Inventory
* Transition Planning Inventory
* Informal Assessments for
* Transition: Independent Living and Community Participation (pro-ed)
* Casey Life skills assessment
* Checklist of Adaptive Living Skills (CALS)
* Transition Behavior Scale, Third Edition (TBS-3)
* Independent Living Checklist
 | **State Resources**[Connect-Ability Distance Learning Initiative](https://elearning.connect-ability.com/) – Independent Living Overview, Service Animals, Emergency Preparedness [*Skills to Pay the Bills*](https://www.dol.gov/odep/topics/youth/softskills/)**National Resources**[Providers Guide to Casey Life Skills](http://caseylifeskills.force.com/clsa_learn_provider)[Planning for the Future](http://www.transitioncoalition.org/wp-content/uploads/2015/01/planning_future1213214588.pdf)[TeensHealth from Nemours](http://kidshealth.org/en/teens/)Real Life Tips for kids with autism – [Personal Hygiene](https://www.childrens-specialized.org/Content/Uploads/Childrens%20Specialized/KohlsAutism/Autism/Tip%20Sheets/Real-Life-Tips-for-Kids-with-Autism-Personal-Hygiene.pdf)**Print Resources**Autism Resource Guide: “Adults with ASD Survival Skills check list p. 124-128Autism Resource Guide: “A word to parents about enabling” p. 84-85[Teaching Children “Survival” Skills for Adulthood: A wake-up Call for Parents](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/AWakeUpCallForParentsSurvivalSkillsChecklist.pdf) by Stacy Hultgren Personal Hygiene? What’s that got to do with me?: Pat Crissey. Jessica Kingsley Publishers. 2005.Hygiene and Related Behaviors for children with Autism Spectrum and Related disorders: A fun Curriculum with a focus on Social Understanding Kelly Mahlers, MS OTR/L**Additional Suggestions**Collaborate with Mental Health Providers: * DMHAS – [Department of Mental Health & Addiction Services](http://www.ct.gov/dmhas/site/default.asp)
* LMHA – [Local Mental Health Authorities](http://www.ct.gov/DMHAS/cwp/view.asp?a=2902&q=335194)
* YAS – [Young Adult Services](http://www.ct.gov/dmhas/cwp/view.asp?q=334784) Division of DMHAS
* NAMI – [National Alliance on Mental Illness](http://www.nami.org/)
* DDS – [Department of Developmental Services](http://www.ct.gov/dds/site/default.asp)
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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Demonstrate and accept responsibility for his/her independence and activities of daily living.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.10** –Read and comprehend complex literary and informational texts independently and proficiently.
2. **CCRA.W.6** –Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. **CCRA.SL.5** –Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Other Applicable Anchor Standards:*** **CCRA.R.10**
* **CCRA.W.4**
* **CCRA.SL.3**
* **CCRA.SL.4**
 | 1. While reading a user’s manual for an item that will be used during post-school life (e.g., kitchen appliance, vacuum, camera, etc.), student will use various reading comprehension strategies to determine the definition of unknown words (e.g., context clues, analysis of work meanings, and consultation of reference materials) – 100% as measured by completion of activity and student journal entry on strategies utilized.
2. Using a website that lists local apartments, student determines the monthly cost associated with different apartments. Student then writes a blog about which apartment he/she thinks would be the best fit – 100% as measured by completion of activity.
3. After watching a guest speaker demonstrate various home maintenance tasks and repairs, student works in a small group to create commercials to “sell” one of the new skills learned – 100% as measured by rubric outlining specifics for presentation as well as peer review.
 | * Develop a realistic plan for addressing postsecondary housing needs.
* Demonstrate the ability to secure housing.
* Learn how to make and keep own appointments.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.**
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| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |
| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 3 – Youth Development and Leadership  Guidepost 4 – Connecting Activities | 4. Workplace Readiness Training/Independent Living5. Instruction in Self- Advocacy/Peer Mentoring | * Transition Planning Inventory
* Transition Behavior Scale 2nd Edition
* School and Community Social Skills Rating Checklist
* [SSBS-2: School Social Behavior Scales](http://products.brookespublishing.com/School-Social-Behavior-Scales-Users-Guide-Second-Edition-P404.aspx), Brooks Publishing
* Social Skills Rating System
* [Assessment for Social Skills Training](http://www.ct.gov/dds/lib/dds/autism/jed_baker_handouts.pdf)
 | **State Resources**Department of Rehabilitation Services – [School to Work Toolkit](http://www.ct.gov/brs/cwp/view.asp?a=3891&q=457620) Connect-Ability – [Distance Learning Initiative](https://elearning.connect-ability.com/) DDS Advocate’s Corner – [Leisure Resources](http://www.dds.ct.gov/advocatescorner/cwp/view.asp?a=3914&Q=462766&advocatescornerNav=|)DDS – [Healthy Relationship Series](http://www.ct.gov/dds/cwp/view.asp?a=2645&Q=532110) DDS – [Healthy Friendships and Relationships](http://www.ct.gov/advocatescorner/cwp/view.asp?a=3912&q=469950)  Oak Hill Empowering People with Disabilities – [Relationship and Sexuality Education](https://oakhillct.org/Programs/Relationship-Sexuality/About-CRSE) **National Resources**Partners for Youth with Disabilities – [Programs which use mentoring and relationships to foster growth and development](http://www.pyd.org/programs.php)Minnesota University Center for Excellence in Developmental Disabilities – [Friends: Connecting people with disabilities and community members](https://ici.umn.edu/index.php?products/view_part/579/) Inclusion Outreach – [Sample Communication IEP Objectives/Skills and Strategies](http://www.inclusionoutreach.ca/content/cs/Communication/IEP/Sample%20Com%20IEP%20ObjectivesSkills.pdf)[Effective Communication – Improving your Social Skills](https://www.anxietybc.com/self-help/effective-communication-improving-your-social-skills)  **Print Resources***Autism for Dummies.* Stephen Shore & Linda Rastelli. Wiley Publishing. 2006*Asperger Syndrome, An Owner’s Manual 2 for older adolescents and Adults*. Ellen Korin. 2007. AAPC Publishing.**Additional Suggestions** Mentoring programs, Best Buddies, Big Brother/Big Sister |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.1** – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **CCRA.W.4** –Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **CCRA.SL.1** – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

**Other Applicable Anchor Standards:*** **CCRA.SL.1**
* **CCRA.SL.3**
 | * + As student reads *You Can’t Take It with You* by George S. Kaufman and Moss Hart or *Brighton Beach Memoirs* by Neil Simon, he/she creates a graphic organizer to track the character relationships and the effects. Student will utilize this information to discuss how relationships between family members impact the lives of each of the characters – 100% as measured by the completion of the graphic organizer and participation in class discussion.
	+ Student will write an elevator speech (300 words or less) introducing him/herself to a person who moved next door or to a new fellow employee – 100% as measured by the teacher created writing rubric and observation of role-play activity.
	+ Student will improve social and communication skills with co-workers – 100% as measured by work skills inventory and rubric.
 | * Student writes name at the top of a piece of paper or a word document. Then student either passes the paper or goes from one computer to the next and writes something good about each of the individuals in the class. Discuss the importance of letting co-workers and classmates know that others see their good qualities.
* Skills training for self-awareness.
* Skills training to develop an acceptable understanding of concepts related to sexual awareness.
* Participation in mentor programs.
* Peer-led social group activities.
* Research school and community events of interest and make plans to ask a friend to attend one event together.
* Role-playing activities making requests from teachers, managers and disability service professionals.
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| **CORE TRANSITION SKILL GOAL:** |
| 1. **Demonstrate skills to access appropriate physical and mental healthcare resources to meet their individual needs.**
 |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 3 – Youth Development and Leadership Guidepost 4 – Connecting Activities  | 4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Brigance Transition Skills Inventory
* Vineland Adaptive Behavior Scales
* Transition Health Care Checklist
* [Supports Intensity Scale (SIS)](https://aaidd.org/sis#.WVZr8lGQzIU)
* Building a Bridge
* Informal Assessments for Transition: Independent Living and Community Participation
* Transition Planning Inventory
* Adaptive Behavior: [Street Survival Skills Questionnaire](http://www.mccarrondial.com/SSSQinfo.pdf)
 | **State Resources**CT Department of Public Health – [Moving into Adult Health Care Guides](http://www.ct.gov/dph/cwp/view.asp?a=3138&q=432684) [CT Office of Protection and Advocacy for Persons with Disabilities](http://www.ct.gov/opapd/site/default.asp)[CT Office of the Healthcare Advocate](http://www.ct.gov/oha/site/default.asp)**National Resources**[United Way](http://www.211.org/) Got Transition – [Health Care Resources](http://www.gottransition.org/resources/index.cfm) [TeensHealth from Nemours](http://kidshealth.org/en/teens/) **Print Resources**CT Department of Public Health – [Directions: Resources for Your Child’s Care](http://www.ct.gov/dph/lib/dph/family_health/children_and_youth/pdf/binderenglishsept09.pdf)  |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| 1. **Demonstrate skills to access appropriate physical and mental healthcare resources to meet their individual needs.**
 |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.1** – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **CCRA.W.1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Other Applicable Anchor Standards*** **CCRA.W.6**
 | * 1. After reading *Of Mice and Men* (utilizing a text to speech program), student will create a transition plan for Lenny. This transition plan will identify current social services that could support Lenny and detail how Lenny will access the services – 100% as measured by completion of the activity.
	2. Student will compare and contrast two types of health insurance offered through a potential job and identify the pros and cons of both. Student will then choose the one that offers the best package and create a commercial that summarizes the information for the chosen plan – 100% as measured by the rubric outlining the contents of the commercial.
	3. Student will research support options for academic, emotional, or physical health at a college or career technical school of their interest. Student will give a short presentation about their findings – 100% as measured by rubric outlining contents of presentation.
 | * Skill training to learn how and when to seek medical assistance.
* Develop a network and contact list that provide support options for after high school.
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| **CORE TRANSITION SKILL GOAL:** |
| **K. Demonstrate skills to access community resources and participate in the community by establishing support networks.** |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 4 – Connecting Activities  | 4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Enderle-Severson Transition Rating Scales
* Leisure Recreation Battery
* Informal Assessments for Transition: Independent Living and Community Participation
* Functional Skills Screening Inventory
* [AAMR Adaptive Behavior Scale School](http://www.abledata.com/product/aamr-adaptive-behavior-scale-school-second-edition-abs-s2) – 2nd Edition
* Brigance Life Skills Inventory
* Life Centered Education (LCE): [Transition Curriculum & Assessment Portal](https://www.cec.sped.org/Publications/LCE-Transition-Curriculum/Assessment-Instruments)
 | **State Resources**New England Assistive Technology: [NEAT: An Oak Hill Center](https://oakhillct.org/NEAT-Center) CT Department of Rehabilitation Services (DORS) – [Employment and Your Disability Benefits](http://www.ct.gov/brs/cwp/view.asp?a=3890&q=456890&brsNav=|) [Connect-Ability Distance Learning Initiative](https://elearning.connect-ability.com/) Department of Rehabilitation Services (DORS) – [Guidepost 5 – Family Involvement and Supports](http://www.ct.gov/brs/cwp/view.asp?a=3891&q=460068)CT State Department of Education – [Helpful Connecticut RESOURCES for FAMILIES](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf) **National Resources**Pacer Center – [Transition Resources](http://www.pacer.org/publications/transition.asp)**Print Resources**University Center for Excellence in Developmental Disabilities (UCEDD) – [The Inclusion Notebook](http://uconnucedd.org/completedprojects/inclusion-notebook/) **Additional Suggestions**Family Resource Centers/Community Centers/LibrariesSkills Training through CTWORKS (American Job Centers)Collaborate with Independent Living Centers/Other resources for IL SkillsTransportation Resources- Refer to CORE Skill “O” – page 37Family Long Term Planning – Guardianship  |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **K. Demonstrate skills to access community resources and participate in the community by establishing support networks.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| * 1. **CCRA.W.6** –Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	2. **CCRA.W.2** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
	3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 | * 1. By XX, or XXXX, student will independently use his/her cell phone to maintain their schedule and phone contact list, successfully calling friends and family to arrange at least 3 recreational outings – 100% as measured by completion of activity and journal entry describing outings.
	2. After investigating local community resources, student will participate in a scavenger hunt in order to write an adventure tale about someone trying to find a particular item – 100% as measured by participation in activity and completion of writing assignment as measured by rubric.
	3. After choosing a social service agency that may meet their needs, student will visit the agency to obtain resources and discuss services with the provider and then present information to the class – 100% as measured by the completion of the activity and rubric outlining contents of presentation.
 | * Identify specific community facilities to join for recreation/leisure services and places in the community to shop for clothing, food etc.
* Develop linkages to adult agencies or providers.
* Student is given the names of three community sites well known to their age group and is then asked to give oral directions from their home or the school to each site, either with or without the aid of a map. Speaking skills using manual/tactile/ visual/auditory communication and/or assistive technology are rated by teachers and peers.
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| **CORE TRANSITION SKILL GOAL:** |
|  **L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet their individual needs.** |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 4 – Connecting Activities  | 2. Work-Based Learning Experiences3. Counseling for Postsecondary Education/Training4. Workplace Readiness Training/Independent Living5. Instruction in Self-Advocacy/Peer Mentoring | * Brigance Transition Skills Inventory
* Transition Planning Inventory
* Informal Assessments for Transition: Postsecondary Education and Training
* Kolb Learning Style Inventory (LSI), Version 4
* C.I.T.E. Learning Styles Inventory
* Learning/Working Styles Inventory
* Transition Behavior Scale, Third Edition (TBS-3)
* College Supports Questionnaire
 | **State Resources**CT Department Of Rehabilitation Services (DORS) – [Guidepost 1 – School-Based Preparatory Experience](http://www.ct.gov/brs/cwp/view.asp?a=3891&q=457624)CT Department of Rehabilitation Services (DORS) – [Employment and Your Disability Benefits](http://www.ct.gov/brs/cwp/view.asp?a=3890&q=456890&brsNav=|) [Connect-Ability Distance Learning Initiative](https://elearning.connect-ability.com/) – Financial Literacy[Learning Disability and Disability Services Contact Persons for Students on Connecticut College and University Campuses](http://cped.uconn.edu/learning-disability-ld-and-disability-services-ds-contact-persons-for-students-on-connecticut-college-and-university-campuses/)**National Resources**[THINK COLLEGE](http://www.thinkcollege.net/?view=featured) – How to support students with intellectual disabilities before, during and after a successful transition to college.Realizing the Dream – All students deserve to realize their full potential – [Curriculum Guide](https://www.ecmc.org/students/realizing-the-college-dream.html)Believing the College Dream – It’s never too early to inspire kids with the promise of college – [Curriculum Guide](https://www.ecmc.org/students/believing-the-college-dream.html)PACER’s National Parent Center on Transition and Employment Resources – [Postsecondary Education](http://www.pacer.org/transition/learning-center/postsecondary/) **Print Resources**Innovations and Perspectives – [Transitioning to college with assistive technology involves devices, self-advocacy and support from others](http://www.ttacnews.vcu.edu/2012/08/transitioning-to-college-with-assistive-technology-involves-devices-self-advocacy-and-support-from-o/)Association on Higher Education and Disability (CT AHEAD) – [Disability Documentation Guidelines](https://www.ahead.org/affiliates/connecticut/documentation)  [*Succeeding in College with Asperger Syndrome: A Student Guide*](https://www.amazon.com/Succeeding-College-Asperger-Syndrome-student/dp/1843102013). John Harpur, Maria Lawlor, Michael Fitzgerald. Jessica Kingsley Publishers Ltd. 2004.[*The Parent’s Guide to College for Students on the Autism Spectrum*](http://collegeautismspectrum.com/ParentsGuideToCollege.html). Chapter 8 & 9. Jane Thierfeld Brown, Lorraine Wolf, Lisa King, Ruth Kukiela Bork. AAPC Publishing. 2012[*The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment*](https://www.amazon.com/Hidden-Curriculum-Getting-Keeping-Social-Cognitive/dp/1937473023). Brenda Smith Myles, Judy Endow and Malcolm Mayfield. AAPC Publishing. Paperback – 2012.[*Social Behavior and Self-Management: 5-Point Scales for Adolescents and Adults*](https://www.amazon.com/Social-Behavior-Self-Management-5-Point-Adolescents/dp/1934575917). Kari Buron, Jane Brown, Mitzi Curtis, Lisa King. AAPC Publishing. 2012.**Additional Suggestions**Job fairs/ Career Fairs/ College Fairs/ Transition Expos/ Family Nights[Plan to Achieve Self-Support](https://www.ssa.gov/disabilityresearch/wi/pass.htm) (PASS)Financial Aid Resources |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet their individual needs.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.W.6** – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
2. **CCRA.W.4** –Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 | * + Student will choose two postsecondary education institutions or training programs, summarize information from their websites, and identify one that would be an appropriate choice for postsecondary education/training and one that would not. Provide evidence that supports the choice – 100% as outlined by teacher-created rubric.
	+ During a brief teacher lecture, student will take notes. Listening skills using manual, tactile, visual, auditory communication and/or assistive technology are scored for accuracy in the notes – 95% as recorded by teachers and peers.
	+ After downloading a list of prerequisites for selected college, career/technical school, and/or future training experience, student will discuss the requirements with a school counselor and identify courses or experiences that they may need prior to graduating from high school – 100% as measured by completion of activity and teacher observation.
 | * Tour post-school occupational training programs or colleges.
* Learn about the process to apply for postsecondary education.
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| **CORE TRANSITION SKILL GOAL:** |
| **M. Demonstrate skills to access appropriate employment to meet their individual needs.** |
| **Guidepost for Success**  | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 2 – Career Preparation and Work-Based Learning Experiences | 1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling for Postsecondary Education/Training
4. Workplace Readiness Training/Independent Living
5. Instruction in Self-Advocacy/Peer Mentoring
 | * Brigance Transition Skills Inventory
* Transition Planning Inventory
* Informal Assessments for Transition: Employment and Career Planning
* Wide Range Interest and Occupation Test (WRIOT2)
* ONET assessment tools
* The Environmental Job Assessment Measure: E-JAM
* Career Priorities Profile (CPP)
* Transition to Work Inventory
* Becker Work Adjustment Profile (BWAP)
* Transition Behavior Scale, Third Edition (TBS-3)
* Enderle-Severson Transition Rating Scales
 | **State Resources**[Connect-Ability](http://www.ct.gov/connect-ability/site/default.asp) – Department of Rehabilitation Services [CT Department of Rehabilitation Services (DORS)](http://www.ct.gov/brs/site/default.asp)  CT Department of Labor – [CT Career Paths](https://www1.ctdol.state.ct.us/lmi/pubs/2016ConnecticutCareerPaths.pdf)CT Department of Developmental Services (DDS) – [Employment and Day Services](http://www.ct.gov/dds/cwp/view.asp?a=4189&q=492514) [Connect-Ability Distance Learning Initiative](https://elearning.connect-ability.com/) – Soft Skills, Employment Readiness**National Resources**[O\*NET OnLine](https://www.onetonline.org/) – Tool for career exploration and job analysis [How to Keep a Job: The Young Adult’s Guide](http://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1090&context=pib)[A Guide to Developing Collaborative School-Community-Business Partnerships](http://www.transitionta.org/sites/default/files/postsecondary/SCB%20Partnerships%20Guide.FINAL%201.pdf)[*Skills to Pay the Bills*](https://www.dol.gov/odep/topics/youth/softskills/)– Mastering Soft Skills for Workplace Success[Paving the Way to Work: A Guide to Career-Focused Mentoring for Youth with Disabilities](http://www.ncwd-youth.info/paving-the-way-to-work) [Military Careers from the Occupational Outlook Handbook](https://www.bls.gov/ooh/military/military-careers.htm) [Career One Stop](https://www.careeronestop.org/) – Your source for career exploration, training & jobs **Print Resources***How to Find Work that Works for People with Asperger Syndrome.* Gail Hawkins. Jessica Kingsley Publisher. 2004.*Asperger Syndrome Employment Workbook: An Employment Workbook for Adults with Asperger Syndrome*. Roger N Meyer. Jessica Kingsley Publisher. 2000.**Additional Suggestions**Career inventoriesInformational interviews[Virtual Job Shadow](http://www.virtualjobshadow.com/)  VolunteeringSummer Youth EmploymentCareer Center within high school[Dress for Success](https://www.careerwise.mnscu.edu/jobs/dress-for-success.html)Work EvaluationsVisit and tour America’s Job CentersGoodwill – [Western & Northern Connecticut](http://www.gwct.org/) [Capital Workforce Partners](http://capitalworkforce.org/career-center/) – American Job Center |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **M. Demonstrate skills to access appropriate employment to meet their individual needs.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.7** – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. **CCRA.W.6** – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
3. **CCRA.SL.1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own ideas clearly and persuasively.
 | * + Using teacher-provided local and regional newspaper advertisements and/or electronic job listings, student will complete a job interest graphic organizer that begins with an occupational area of interest and specifies three different related job titles – 100% as measured by activity rubric outlining specific details needed related to each job title (work setting, pay, benefits, etc.).
	+ After completing an on-site or virtual job shadow experience, student will blog about things they expected to find and things they were surprised to learn about the career – 100% as measured by the completion of the activity.
	+ Student will prepare for and attend employer information fair to listen and take notes on job requirements and duties, and ask questions of employers – 100% as measured by completion of activity and teacher observation.
 | * Learn about employability skills and schedule work experiences.
* Complete online application.
* As a class, students develop a community employment portfolio by interviewing family members, neighbors, and business owners. Students specify the job demands, requirements, and other details for each employment option.
* After a guidance counselor shares some employment demand trajectory information, student will create a photo essay of occupations of interest that have a positive trajectory.
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| **CORE TRANSITION SKILL GOAL:** |
|  **N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.** |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 3 – Youth Development and Leadership  | 1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling for Postsecondary Education/Training
 | * Assistive Technology Checklist
* Adolescent Autonomy Checklist
* Personal Preference Indicators
* Building a bridge
* JOBS:OSD Job observation and behavior scale : Opportunity for Self-determination
* Transition Planning Inventory
 | **State Resources**CT Department of Rehabilitation Services (DORS) – [School to Work](http://www.ct.gov/brs/cwp/view.asp?a=3891&q=457620)[CT Assistive Technology Guidelines](http://www.sde.ct.gov/sde/lib/sde/pdf/publications/atguide/atguide.pdf)[CT Tech Act Project](http://cttechact.com/conference/#sthash.IyjjHIRp.dpbs) – Achievement Through Technology[Connecticut Transition Services in College, University and Community-Based Settings 2010](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/community_based_transition_services.pdf) CT AHEAD – [Supporting Accommodation Requests: Guidance on Documentation Practices](https://www.ahead.org/learn/resources/documentation-guidance)[Assistive Technology Corner](http://www.ctserc.org/index.php/library) at the State Education Resource Center (SERC) Library **National Resources**[Assistive Technology Transition Portfolio](http://dpi.wi.gov/sites/default/files/imce/sped/pdf/at-wati-student-portfolio.pdf), Wisconsin [JAN](https://askjan.org/) – Job Accommodations Network [United States Access Board](https://www.access-board.gov/) – Advancing Full Access and Inclusion for All [Service Dog (Assistance Dog) Laws](http://servicedogcentral.org/content/node/59) The 411 on Disability Disclosure: [A Workbook for Youth with Disabilities](http://www.ncwd-youth.info/411-on-disability-disclosure) National Collaborative on Workforce and Disability (NCWD) – [Videos on Disclosure](http://www.ncwd-youth.info/videos) [Disabilities, Opportunities, Internetworking, and Technology](http://www.washington.edu/doit/) (DO-IT), University of Washington National Technical Assistance Center on Transition (NTACT) – [Effective Practices and Predictors Matrix](http://www.transitionta.org/sites/default/files/EBPP_Matrix_Links_3.16.pdf)**Print Resources**University Center for Excellence in Developmental Disabilities (UCEDD) – [The Inclusion Notebook](http://uconnucedd.org/completedprojects/inclusion-notebook/)   |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.W.7** –Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject.
2. **CCRA.SL.1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 | * 1. After researching their personal disability, student will create a fact sheet including the medical definition, its history, and accommodations that are often beneficial – 100% as measured by completion of the activity.
	2. While participating in a mock interview/discussion, student will practice telling an employer/professor about his/her disability and requesting needed accommodations – 100% as measured by completion of activity and rubric score of required elements of discussion/interview format.
	3. After creating a one-page document listing their postsecondary goals, annual IEP goals, and accommodations, as well as interests and learning styles, student will share this snapshot with each of their teachers to discuss strategies for successfully completing the course.
 | * Demonstrate the skills necessary to perform successfully in a job interview.
* Learn about and practice communication skills.
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| **CORE TRANSITION SKILL GOAL:** |
|  **O. Demonstrate skills needed to access appropriate transportation (both public and private).** |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 3 – Youth Development and Leadership Guidepost 4 – Connecting Activities Guidepost 5 – Family Involvement and Supports | 1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling for Postsecondary Education/Training
4. Workplace Readiness Training/Independent Living
5. Instruction in Self-Advocacy/Peer Mentoring
 | * Transportation Skills Assessment
* Transportation Risk Assessment
* Independent Living Skills assessment
* Life Skills Inventory
* Transportation Scope & Sequence [www.cttranstion.org](http://www.cttranstion.org)
 | **State Resources**[Transit Network for CT](http://www.transitnet.info/) [CT Transit](https://www.cttransit.com/) Connect-Ability – [Transportation](http://www.ct.gov/connect-ability/cwp/view.asp?a=4477&q=524770)The Kennedy Center – [Mobility Services](http://www.thekennedycenterinc.org/what-we-do/programs-services/mobility-services/travel-training.html) CT Bureau of Education and Services for the Blind – [Orientation and Mobility Services](http://www.ct.gov/besb/cwp/view.asp?a=2848&q=331462) **National Resources**[National Aging and Disability Transportation Center (nadtc)](http://www.nadtc.org/about/)[A Curriculum to Build the Knowledge of Educators, Families, and Human Services and Transit Professionals Regarding Transportation Education and Travel](http://www.nadtc.org/resources-publications/transportation-education-curriculum/) One Place for Special Needs – [Great big guide to disability driving resources](http://www.oneplaceforspecialneeds.com/main/library_disability_driving_resources.html)Easterseals Project Action Consulting – [Global Travel Training Community](http://espa-ncst.communityzero.com/GTTC) **Print Resources**[Connecticut Driver’s Manual](http://www.ct.gov/dmv/cwp/view.asp?a=2594&q=245446)[Development of a Transportation Skills Assessment Tool (TSAT) for Individuals with Autism Spectrum Disorder](http://cait.rutgers.edu/cait/research/development-transportation-skills-assessment-tool-tsat-individuals-autistic-spectrum-d) |

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| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **O. Demonstrate skills needed to access appropriate transportation (both public and private).** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.R.1** – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **CCRA.W.3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3. **CCRA.SL.5 –** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Other Applicable Anchor Standards:*** **CCRA.R.7**
* **CCRA.W.6**
* **CCRA.SL.1**
* **CCRA.SL.6**
 | * 1. After researching local train, subway, or bus schedules, student will identify the type of transportation and route they will take to get to a specified location – 100% as measured by completion of activity.
	2. After reading *Greyhound* by Steffan Piper, student will write a blog post about the challenges of a child navigating public transportation – 100% as measured by completion of activity.
	3. After reviewing the driver’s manual, student will create a podcast to show basic skills needed to get a driver’s license – 100% as measured by rubric outlining specifics for presentation.
 | * Learn to get around the community using maps, schedules and asking for directions.
* Develop the ability to respond to emergency situations in the community (missing a bus, being lost, contact from a stranger).
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| **CORE TRANSITION SKILL GOAL:** |
| **P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.** |
| **Guidepost for Success** | **Level Up** **(Pre-Employment Transition Services)** | [**Assessments**](http://transitioncoalition.org/tc-assessment-reviews/?cat_ID=48) | **Resources** |

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| Guidepost 1 – School-Based Preparatory Experience Guidepost 2 – Career Preparation and Work-Based Learning ExperiencesGuidepost 4 – Connecting Activities | 1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling for Postsecondary Education/Training
4. Workplace Readiness Training/Independent Living
5. Instruction in Self-Advocacy/Peer Mentoring
 | * Routines-Based Interview
* Assistive Technology Checklist
* Assistive Technology Protocol for Transition Planning
* AT Goal Setting Worksheet
 | **State Resources**[Connecticut's Resource Guide](http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=335732) Of Assistive Technology (AT), Supports and Accommodations [CT Tech Act Project](http://cttechact.com/conference/#sthash.IyjjHIRp.dpbs) – Achievement Through TechnologyDepartment of Rehabilitation Services (DORS) – [Connect-Ability](http://www.ct.gov/connect-ability/site/default.asp) New England Assistive Technology – [NEAT](https://oakhillct.org/NEAT-Center) – An Oak Hill Center **National Resources**Assistive Technology in the IEP: [A Guide for IEP Teams](http://transition-guide-admin.s3.amazonaws.com/files/2014/03/04/AssistTech%20In%20IEP%2011-13-wb.pdf)[National Center on Accessible Instructional Materials (AIM)](https://www.educateiowa.gov/pk-12/learner-supports/true-aim/national-center-accessible-instructional-materials-aim)**Print Resources** The University of Vermont – [Assistive Technology Consideration Checklist](http://www.uvm.edu/~cdci/tripscy/localpdf/AimConsiderationForm1.10.pdf)  [Transitioning with Technology-Using Handheld Technology when moving from School to Work and Community](http://www.ct.gov/dds/lib/dds/family/transitioning_with_tech.pdf) **Additional Suggestions**Special Needs Apps: <http://www.friendshipcircle.org/apps/>Tools for Life App Finder: <http://www.gatfl.org/favorite-search.php> |
| **CORE TRANSITION SKILL GOAL/Annual Transition Goal:** |
| **P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.** |
| **English Language Arts College & Career Readiness Anchor Standards** | **Examples of Goal Objectives** | **Examples of Transition Services & Activities that will support this CORE Transition Skill** |
| 1. **CCRA.W.2** – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
2. **CCRA.W.6** – Use technology, including internet, to produce and publish writing and to interact and collaborate with others.
3. **CCRA.SL.4** –Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 | 1. After discussion of various types of technology used to enhance employment, learning, and community involvement, student will identify one type of technology and create a brochure – 100% as measured by rubric outlining elements of a brochure.
2. Given specific environment, student will advocate on their own behalf determining when they need to use a specific specialized format and what technology works best in the different environments – 100% as measured by teacher observation. (This goal could also be addressed under CORE Transition Skill “B” – self-determination)
3. As outlined by presentation format, student will participate in a technology fair to teach senior citizens how to use their computers, TVs, cell phones, and/or other devices commonly used – 100% as measured by completion of activity and feedback from the participating senior citizens.
 | * Complete an assistive technology evaluation.
* Explore possible technology and adaptive assistance.
 |