

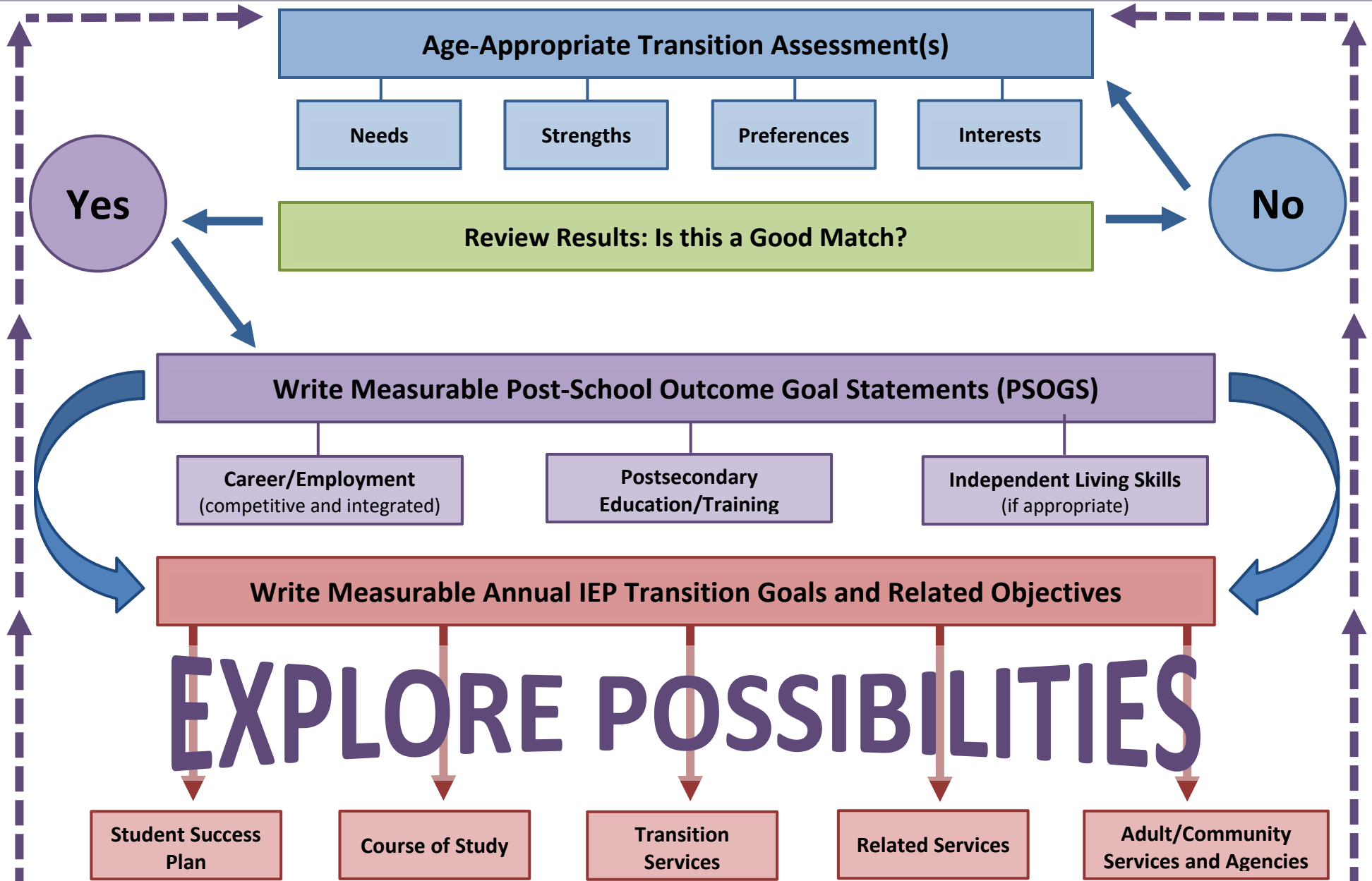
Transition Assessment



Providing Transition Services



Career Exploration



This is an ONGOING PROCESS that may require further assessment, exploration, and experiences resulting in the adjustment of goals written.

The Connecticut State Department of Education is an affirmative action/equal opportunity employer.

CSDE/SERC Transition Workgroup (Revised 2020)

## Providing Transition Services Flow Chart

The Providing Transition Services Flow Chart is a tool, developed by the CT State Department of Education (CSDE) and State Education Resource Center (SERC), to describe all of the steps/areas that need to be addressed when providing secondary transition services. Transition Services means a “coordinated set of activities” for a student with a disability that is designed to be within a “results-oriented process” and is based on a student’s Needs, Strengths, Preferences, and Interests. No individual or agency can provide this type of comprehensive secondary transition planning or services for a student, rather, it requires the collective effort and commitment of all key stakeholders in a student’s life (i.e., the Student, the Family and other significant people in the student’s life, Educators (General and Special Education), Related Services Staff, Outside/Participating Agencies, Employers, and Natural Supports). Effective partnerships are critical for better post-school outcomes for students and will lead to a successful transition from high school to adult life.

The purpose of Transition Assessment is to identify a student’s Needs, Strengths, Preferences, and Interests, and it is an ongoing process, as a student’s preferences and interests may change over time. Transition Assessment and Career Exploration should open doors of opportunity rather than eliminate options as the student moves toward postsecondary education/training and/or employment.

All of the Age-Appropriate Transition Assessments and Career Exploration activities, as well as discussions with the student, lead to the development of Post-School Outcome Goal Statements (PSOGS) in the following areas: Postsecondary Education/Training and Career/Employment, and, if appropriate, Independent Living Skills.

A minimum of one separate Annual IEP Transition Goal and Related Objectives must be written for each PSOGS and aligned with the present levels of academic achievement and functional performance, as well as the general education curriculum standards and CT CORE Transition Skills. All items in the individualized education program (IEP) must contribute to helping a student move toward meeting their PSOGS.

Now it’s time for students to identify and explore possibilities, including active participation in the development and revision of their Student Success Plan (SSP), the Transition Services needed to achieve their PSOGS (including instruction/Course of Study, community experiences, Related Services, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation), and connecting with Adult/Community Services and Agencies.

Transition Services is an ongoing process that may require further assessment, exploration, and experiences resulting in the adjustment of goals written.