



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

Providing Transition Services Flow Chart

The Providing Transition Services flow chart is a tool, developed by the CT State Department of Education and State Education Resource Center, to describe all of the steps/areas that need to be addressed when providing secondary transition services. **Transition Services** for a child with a disability must include a “coordinated set of activities” designed within in a “results-oriented process”. 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.

Transition Assessment is an ongoing process through which information is gathered about a student’s strengths, interests, abilities, psychological, social and emotional development, over a period of time. The purpose of Transition Assessments and Career Exploration is to 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 or Training and Career/Employment, and if appropriate, Independent Living Skills.

A minimum of one separate Annual IEP Goal & Related Objectives must be written for each PSOGS and align 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 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), 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 when appropriate, acquisition of daily living skills and functional vocational evaluation), and connecting with Adult/Community Services and Agencies.

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