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It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Drive Trumbull, CT 06611; 203-365-8831.

About C.E.S.

Cooperative Educational Services is a public educational authority pursuant to Connecticut General Statute 10-66 and is one of six Regional Educational Service Centers in the state.

The agency is governed by a Representative Council made up of Board of Education members from the 16 Fairfield County school districts served by C.E.S.: Bridgeport, Darien, Easton/Redding/Region 9, Fairfield, Greenwich, Monroe, New Canaan, Norwalk, Ridgefield, Shelton, Stamford, Stratford, Trumbull, Weston, Westport, and Wilton.

The C.E.S. main office is located at 40 Lindeman Drive in Trumbull.

Cooperative Educational Services
40 Lindeman Drive
Trumbull, CT 06611
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www.ces.k12.ct.us/specialeducation



Transition Learning Center

Cooperative Educational Services



An alternative approach to helping meet students' transition needs



Program components

- Self-Advocacy/Self-Determination
- Vocational Training Experiences
- Communication/Language Skills
- Personal Management Skills
- Social Skills Development
- Interpersonal Relationships
- Functional Academic Skills
- Travel Skills
- Transition Planning Activities
- Recreation and Leisure Activities
- Community Service Learning Projects
- Technology/Computer Skills
- Speech Language Therapy
- Occupational and Physical Therapy
- Nursing
- Individual and Group Counseling
- BCBA/Behavioral Support Services

Program overview

The Transition Learning Center is a regional special education program for students aged 18-21 with developmental disabilities, including Autism Spectrum Disorders and Intellectual Disabilities. Students in this program benefit from an individualized transition program designed to prepare them for life after high school. Students are grouped homogeneously by social emotional stages.

The program offers positive support within structured community and school-based environments that incorporate functional academics in those settings. The program also emphasizes opportunities for community-based vocational training and volunteering to enable students to build confidence and independence, while developing appropriate work skills.

Social and personal management skills are enhanced through a variety of transition activities. Social/recreational experiences utilize community resources in order to generalize learned skills to real-life settings.

Program highlights

Vocational and Post Secondary Training

Students participate in work-training experiences in the community to build upon their skills and explore their interests. Work skills are evaluated and analyzed to determine employment goals.

Independent Living

Students acquire skills to independently participate in daily-living activities. Hands-on experiences enhance real life instruction and self-sufficiency. Instructional emphasis is on self-determination, decision making, personal care and domestic living skills.

Community Participation

Functional curriculum skills are transferred to community environments through money management and budgeting skills. Students' social skills are enriched through integrated community recreation. Students receive travel training in the community to assist in accessing the community.

Communication and Socialization

Practical application of communication and language skills enhances social development throughout the students' day and across environments. Social skills development is approached through the analysis of the communicative intent and strategies of student behavior, and teaching alternative coping techniques.

