

EXAMPLES of POST-SECONDARY OUTCOMES

Please Note: These are examples only. Adapt/add to meet your individual student's needs.

➤ POST-SECONDARY EDUCATION/TRAINING EXAMPLES

- ~~Student expresses no interest or desire~~
- ~~Student is undecided at this time~~
- ~~Student anticipates post-secondary employment~~
 - Two- or four-year college/university – without support
 - Two- or four-year college/university – with support
 - Technical/trade school – without support
 - Technical/trade school – with support
 - Apprenticeship program
 - Nursing program
 - Military training
 - Police Academy
 - Adult education classes
 - Special adult classes
 - Other _____

On-the-job training

➤ EMPLOYMENT EXAMPLES

- Competitive employment – without support
- Competitive employment – with long or short term support
- Apprenticeship program
- Noncompetitive work environment
- Adult training facility
- Adult day care
- Other _____

** consider endurance/
full-time vs.
part-time*

➤ INDEPENDENT LIVING EXAMPLES

- Independent -- will access community resources and programs independently
- Family support -- will access community resources and programs with family support
- Family/Agency support -- will access community resources and programs with family and agency support
- Other _____

EXAMPLES of ACTIVITIES OR SERVICES

❖ **POST-SECONDARY EDUCATION/TRAINING**

- Develop/improve self-advocacy skills
- Develop/improve study/note taking skills
- Develop/improve organizational skills
- Develop/improve time management skills

Complete Interest Inventory

Access Career Guidance software in Guidance Office

Access PHEAA website for comprehensive planning for higher education

www.educationplanner.org (free)

Investigate post-secondary programming in relation to career choice

Investigate a variety of 2 or 4 year schools and the accommodations provided

Obtain ASVAB information regarding registration – including requesting/accessing accommodations

Obtain PSAT/SAT information regarding registration – including requesting/accessing accommodations

Receive information on how to access needed documentation

Investigate how to access accommodations

Receive information on rights and responsibilities under the ADA

Receive information comparing IDEA and ADA

Obtain needed documentation for _____

Request accommodations

Interview with representatives from 3 different schools

Attend College Fairs

Participate in High School sponsored college/community college tour

Participate in High School sponsored VoTech tour

Investigate opportunities for summer exploration programs at various colleges or universities

Obtain/ complete Application

Obtain/ complete Financial Aid forms

Research apprenticeship programs

Obtain information about Hiram G. Andrews Vocational Training Center
(or other post-secondary education or training opportunity)

OVR referral

Interview with ROTC instructor

Locate and schedule appointment with military recruiter

None needed at this time

.....DON'T FORGET TO LIST COURSES OF STUDY!.....

- Indicates a goal may need to be developed

EXAMPLES of ACTIVITIES OR SERVICES

❖ **EMPLOYMENT**

Provided by Barbara Mazurek & Yona Diamond Dansky of the Bucks County IU #22, 1-800-770-4822, with help from Bernie Miller of Delaware County IU, Cindy Bortner of Chester County IU, and Michael Stoehr and Diane Sobolewski of PaTTAN Pittsburgh.
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- Develop/improve self-advocacy skills
- Develop/improve self monitoring/self reflection strategies
- Develop/improve work related social skills
- Develop/improve organizational skills
- Develop/improve time management skills
- Develop/improve interviewing skills
- Develop/update resume and related correspondence
- Develop/update EPortfolio
- Develop/improve mobility/travel training skills
- Complete Interest Inventory
- Investigate career/job options
- Access Career Guidance software in Guidance Office
- Participate in situational/vocational assessment
- Enroll in the "Career" class
- Participate in High School sponsored VoTech tour
- Participate in community service/service learning
- Participate in Job shadowing
- Participate in Job tryouts
- Participate in the Work experience program (paid or non-paid)
- Investigate opportunities at the Vocational-technical school
- Investigate apprenticeship options
- Obtain information about job-coaching resources
- Investigate summer job opportunities
- Obtain information about/contact/referral to Work Experience Coordinator
- Obtain information about/contact/referral to the Bucks IU #22 Transition Services Program
- Obtain information about/contact/referral to OVR to determine eligibility and availability of service
- Obtain information about/contact/referral to Career Link
- Obtain information about/contact/referral to MH/MR
- Receive information about legislation and employee rights under ADA
- None needed at this time

.....DON'T FORGET TO LIST COURSES OF STUDY!.....

- **Indicates a goal may need to be developed**

ACTIVITIES OR SERVICES EXAMPLES

❖ INDEPENDENT LIVING

Be sure to consider residential, access and recreation and leisure issues.

- Develop/improve functional reading skills (reading a recipe, following directions, understanding leases, insurance)
- Develop/improve functional math skills (banking skills, money management, taxes, insurance)
- Develop/improve functional writing skills (writing letters, filling out forms and applications)
- Develop/improve daily living skills (cooking, laundry, medical services, telephone directory, voting, etc.)
- Develop/improve social skills/communication
- Participate in a functional curriculum emphasizing self-help and daily living skills
- Participate in experiences or classes such as _____, involving cooking, laundry, etc.)

Contact/referral to MH/MR for supports coordination, community living arrangements, respite care, and/or companionship/social groups

Family will visit day programs as suggested by supports coordinator

Participate in Community-Based Instruction for travel training, pedestrian/safety, social skills, shopping/money skills, etc.

Participate in person-centered planning

Investigate Section 8 housing

Obtain information about registering to vote

Obtain information about registering for selective service (males)

Obtain information about getting a driver's license

Obtain information about getting a photo ID

Investigate public transportation options

Investigate special transportation options

Investigate natural supports in the community

Investigate local clubs, social activities, service organizations, church groups, sports and recreation activities for opportunities to participate

Participate in adult day care

Participate in apartment program

None needed at this time

.....DON'T FORGET TO LIST COURSES OF STUDY!.....

- Indicates a goal may need to be developed

In the **LOCATION** column, identify where each service or activity will take place.

Examples:

General education classroom
Special education classroom
_____ college campus
Guidance Office
Community site
Community work site

In the **FREQUENCY** column, identify how often each service or activity will take place.

Examples:

Daily
Weekly
Monthly
Fall Semester
Spring Semester
1st Marking Period, 2nd, 3rd 4th or combinations
Once in the fall semester
Once a week during the fall semester
Weekly during the spring semester
Minimum of once a week until completed
Weekly until completed
Four times during the _____ marking period

In the **PROJECTED BEGINNING DATE** column, identify when each service or activity will begin.

Examples:

Implementation date of the IEP
An actual date
Fall Semester 200_

In the **ANTICIPATED DURATION** column, identify when each service or activity will end.

Examples:

Anticipated duration date of the IEP
An actual date
End of the 3rd marking period – March __, 200_
No later than a specific date

In the **AGENCY RESPONSIBLE** column, identify the person's title or agency that will ensure each activity/service is completed.

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Examples:

Guidance Counselor
Student
Transition Coordinator
OVR
MH/MR
Supports Coordinator

Special Education Teacher
General Education Teacher
Parents (with caution!!!)
BVS
LEA

Is a GOAL necessary?

In the **IEP GOAL** column, check whether each activity will be addressed by a measurable annual goal in the next section of the IEP. The IEP Team decides whether a measurable goal is developed for a particular activity/service. If instruction is needed to complete or participate in that activity or service, then **YES** should be checked and a goal should be written. If the activity or service does not require instruction, such as completing a vocational assessment or obtaining information about the SATs, then **NO** should be checked and no goal is necessary.