

Topic Brief

Sample Post-School Outcome Goal Statements

Non-Examples:

- After high school, Jodi will explore taking classes at the local community college.
- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
- Upon graduation from high school, Kendra hopes to improve her vocational skills through work experiences.
- Marianne will complete all academic coursework in preparation for going to a four-year college.
- Alejandro wants to work as a welder.
- Upon graduation, John will continue to learn about life skills and reading.
- Vanessa will work with the vocational rehabilitation services to ensure competitive employment.
- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options using picture symbols on an augmentative communication device.
- Stephanie wants to get a job in food services and will develop skills to access the city's public transportation system.

Sample Post-School Outcome Goal Statements

***Bold statements may be used for students new to transition planning or who do not know what they want to be/do when they grow up YET.**

Postsecondary Education/Training

- ♦ **After graduation, Jason will enroll in a 4-year college degree program of his choice.***
- ♦ Upon completion of high school, Ted will enroll in the general Associates Degree program at the local community college in September of 2008.
- ♦ The fall after high school, Juanita will enroll in courses (non-degree) at the local community college.
- ♦ Upon receiving a diploma, Jamel will successfully complete welding courses at a technical institute to attain an entry level welding certificate.
- ♦ After high school, Amanda will take a business math class at a technical school.
- ♦ After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult day program.
- ♦ After high school, Kathy will improve her job-seeking skills by attending classes at the local One Stop Center through the CT Department of Labor.

Employment

- ♦ **Upon completion of high school, Mason will obtain competitive employment in a field of his choice.***
- ♦ After exiting high school, John will work in an on-campus part-time job while in college.
- ♦ After college, Allison will have a career in the field of early childhood education.
- ♦ The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
- ♦ After graduation, Edwardo will be employed part-time in the community with supports.
- ♦ Lee will be self-employed as a landscaper after graduating from high school.
- ♦ After finishing high school, Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
- ♦ After graduation, Charles will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
- ♦ Upon exiting from high school, Carlos will obtain supported employment in the area of animal care.
- ♦ Immediately after graduation, Sarah will receive job development services from vocational rehabilitation or a community rehabilitation provider and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

Employment (continued)

- ♦ Within three months of graduation, Lamar will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
- ♦ After high school, Mick will obtain competitive employment in a music related field.
- ♦ Upon exiting high school, Sally will obtain competitive employment in an occupation that helps people.

Independent Living Skills

- ♦ **After graduation, Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g., feeding, dressing, bathing, activating small appliances/devices, choice making) and environment using technology.***
- ♦ **After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.***
- ♦ **After graduation, Carrie will live in a supported living environment and participate as independently as possible in accessing community services.***
- ♦ Upon completion of high school, Abby will attend a recreational/leisure skills program at a day services program on a daily basis.
- ♦ Upon completion of high school, Lisa will learn to utilize public transportation, including the public bus and uptown trolley.
- ♦ Upon completion of high school, Shaun will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
- ♦ Upon completion of high school, Erin will play soccer in a recreational soccer league at the YMCA.
- ♦ After graduation, Denise will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- ♦ When Kayla goes off to college, she will refill her prescriptions at the pharmacy in a timely fashion.
- ♦ After graduation, Mark will live in a supportive residence with maximum structure where he will attain an increasing level of independence.
- ♦ Upon leaving high school, Gorge will independently use public transportation.
- ♦ Amy will continue to live with her parents and will participate in a therapeutic day program to participate in adult daily living skills to the maximum extent possible.

Combination Statements

Postsecondary Education/Training and Employment

- ♦ **After graduation, Shelia will participate in training that is required for her to obtain competitive employment in the field of her choice.***
- ♦ **Chris will attend a postsecondary education program after high school in preparation for obtaining competitive employment.***
- ♦ **After high school, Sandra will participate in training in a job of her choice.***
- ♦ After graduating from high school, Ricardo will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.
- ♦ Matthew will enroll in a non-credit study skills course at the local community college after graduation to prepare for his transfer to the engineering program at a four-year university where he will work on a degree in architecture.
- ♦ Upon exiting from high school, Charles will enroll in an electrician apprenticeship to obtain an electrician's license.
- ♦ After receiving a diploma, Cindi will enroll in a supported vocational training program to prepare her for working in a hospital or residential healthcare setting.
- ♦ After high school, Richard will utilize adult services for continued job training in order to participate in a structured and supported adult day program that incorporates community integration and volunteer opportunities.
- ♦ After high school, George will apprentice with a local music group to learn the fundamentals of sound system set up in preparation for future competitive employment.
- ♦ Greg will enroll in a community college or technical school to study graphic design upon exiting from high school.
- ♦ After high school, Sam will meet the requirements for obtaining his LLC in order to manage his own landscaping business.
- ♦ After graduation, Vinnie will improve his vocational skills to be used in either a supported work program or volunteer sites as supervised by an adult day services program.
- ♦ After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.

Employment and Independent Living Skills

- ♦ After high school, Stephanie will become a more active participant in her family by increasing her participation in housekeeping tasks (vacuuming/dusting).
- ♦ After graduation, Dylan will use his switch access skills to complete specific tasks (playing music, food preparation) at a community experience adult day program and in his group home.
- ♦ After high school, Nicole will participate in at least three activities per day to increase her social skills while attending an adult day program in her community.

Combination Statements (continued)

Employment and Independent Living Skills (continued)

- ♦ After graduation, Kathi will participate as independently as possible in a recreation/leisure program supported by community resources to increase her ability to indicate her preferences.
- ♦ After exiting from high school, Peter will participate to the maximum extent possible in his daily routines at home (activating devices for communication, personal needs and choice making) using technology.

Postsecondary Education/Training, Employment, and Independent Living Skills

- ♦ **After high school, John will independently travel to a job of his choice where he will receive training.***
- ♦ **After graduation, Alex will independently access public transportation to work where he will participate in training.***
- ♦ Carol will independently attend culinary training at the XYZ Center after exiting from high school, so that she can obtain entry level employment within the food services industry.
- ♦ The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
- ♦ After high school, Tim will participate in counseling in order to learn and improve interpersonal skills to be able to be employed in the field of his choice.
- ♦ After exiting high school, Erin will independently enroll in a medical technology training program in preparation for working as a technician in a medical clinic.
- ♦ Upon transitioning from high school, Michael will participate in a vocationally focused adult day program to learn how to work in an area of interest such as outdoor maintenance/ landscaping or stock/warehouse employment.
- ♦ Upon receiving a diploma, Wayne will independently enroll in a certificate program to become qualified for competitive employment in culinary arts.
- ♦ After graduation, Paula will attend an adult day program to acquire and use new independent living skills such as cleaning, cooking and shopping.
- ♦ Upon exiting from high school, Daniel will learn and independently perform chores in either a group home or family residence.

***NOTE:** Post-School Outcome Goal Statements that are in **BOLD** are more generic and might be most appropriate to be used for a student who does not know “what he/she wants to be or do when he/she exits high school,” or for a student who is just beginning the transition planning process. These types of generic PSOGS statements should NOT be used for more than a year or two without further refinement.