

# Steps to Backwards Planning

## **Illustrated**


**Step 1:**

List Youth's Name and Birthdate

**Step 2:**

Discuss and decide the duration of this plan. The time span of the plan can be revised and extended as needed

**Step 3:**

The Graduation Year (or year the youth will exit high school services) may, in many cases, be the same as the Milestone year (plan end). However, graduation may occur at some other point in this plan. Discuss and decide at what point graduation will occur.

Once the plan is developed, it will be important to also determine how services might change and how they will continue to be funded and provided after graduation.

**Step 4**

List the team coordinator's name and contact information


**Step 5:**

Identify the youth's intended adult outcomes for employment, continued education/training and independent living. Adult outcomes are the actual goals the youth intends to achieve as an adult. These may change as more is learned about the youth's preferences, interests, needs and skills.


**Step 6:**

Identify milestones or accomplishments that are necessary to complete in order for the youth to achieve one or more of the identified adult outcomes. For example, a milestone might be mastery of an important skill, completing an adult focused experience, or making a successful agency linkage. It may be helpful to discuss a question such as "What will the youth need to learn or experience in order to be employed (continue to learn, live independently) in the type of job described by the adult outcome?"

Also project the date when it is expected the youth will achieve the milestones. In most cases this will also be the same as the date the plan ends.

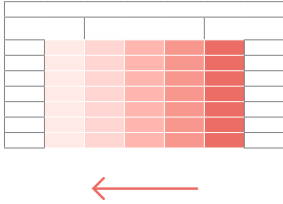

**Step 7:**

What is the baseline for the milestone? Identify current assessment data and information that describes the starting point for accomplishment of the milestone listed in the right hand column. For example, what is the current level of a targeted skill? Or what is the current status on linking with an important agency? Or what is the progress to date on arrangements for participation in a desired adult experience?

Take time to consider the GAP between the MILESTONE and the BASELINE.

"Closing the Gap" is the focus of the next steps.

# How to Use the Backwards Planning Template: Start Where You Want to “End”

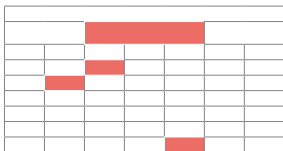


### Step 8:

Imagine the youth’s plan one year before the Milestone year. In relation to EACH milestone, what step should be accomplished by the end of this year to assure the youth is ready to accomplish the final step and achieve the milestone?

For example, what skill, experience, and /or agency linkage will the youth need to accomplish during this year in order to achieve the identified milestone? Be sure to consider Evidence Based Practices. Identify the date (in the year previous to the plan end date) when the youth is expected to achieve the set of Steps in this column.

The time span for this column may be one calendar year, one school year, or a longer or shorter period of time. Continue to plan backwards, moving one column to the left to the current year.

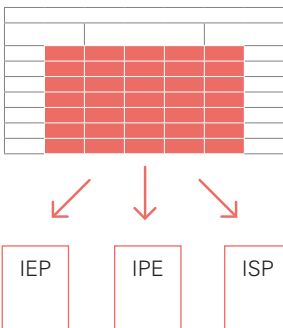


### Step 9:

Implement, revise and update this plan as new assessment data and information is gathered, activities are completed and/or as Adult Outcomes change or become more focused.

Ongoing collection of progress data on each ‘Step’ will inform the rate and level of progress during the course of the time span. The team can make adjustments and revisions at any time as necessary, as indicated by the data and any new information.

For example, the team updated/revised Jeff’s plan (red font) based on results from vocational evaluation and interest/preferences inventories



### Step 10:

Use information from the Backwards Planning Template as the basis for documentation required in various agency documents. For example, the Adult Employment Outcome could be reworded for the Postsecondary Goal for Employment in the IEP or as a Vocational Goal for the IPE; the ‘Steps’ may be restated using agency terminology as services in the providing agency’s document.

Name Jeffery Birthdate 05/08/1998 Time Span of this plan: From 09/12/2013 To 8/15/2019 Graduation Year 2019 Team Coordinator Ms. Perez

<p><b>Adult Employment Outcome</b> As an adult, I plan to: Jeff intends to work in the community at a job that allows him to use his interests and skills in working with hand tools</p>	<p><b>Adult Education/Training Outcome</b> As an adult, I plan to: Jeff will continue to learn about living safely on his own by participating in organized learning activities. <b>Jeff will also participate in training specific to obtaining and maintaining employment and to learn skills and routines for his job.</b></p>	<p><b>Adult Independent/Community Living Outcome</b> As an adult, I plan to: Jeff will continue to live at home with his family and eventually move into a community living setting where he can have access to supports to live on his own</p>
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<p>Good eye-hand coordination. Uses hand tools to take things apart, doesn't put them back together. No career preferences or interest inventories on file</p>	<p><b>Steps to reach Milestone</b> Target Year: 06/10/2014</p>	<p><b>Steps to reach Milestone</b> Target Year: 06/15/2015</p>	<p><b>Steps to reach Milestone</b> Target Year: 06/13/2016</p>	<p><b>Steps to reach Milestone</b> Target Year: 06/12/2017</p>	<p><b>Steps to reach Milestone</b> Target Year: 7/12/2018</p>	<p>Milestones to be achieved by: 08/15/2019</p>
<p>Refer to IEP meeting and BP meetings to discuss options, process, benefits and behavior strategies. Refer to OOD (RSCI)</p>	<p>Refer for formal vocational evaluation; use informal interest and preferences inventories</p>	<p>Supervised in school work experience jobs with ability to move around the school building and interact with teachers (deliver messages to and from office?)</p>	<p>Job shadowing in a number of jobs and employment settings that are a match for Jeff's interests and preferences. <b>Stocking shelves in hardware store?</b></p>	<p>Job tryouts <b>Auto parts store, distribution center, materials handling?</b></p>	<p>Arrange Internships in community jobs that are a match for Jeff's profile as an employee</p>	<p>Referrals/eligibility determination for OOD (RSCI, DODD &amp; other agencies is completed; on waiting list for group home</p>
<p>Jeff will need assistance to find a job &amp; supports, such as a job coach, ongoing financial assistance for income, living expenses, and medical benefits.</p>	<p>Refer to DD; Invite DD SSA to IEP meeting and BP meetings to discuss options, process, benefits and behavior strategies. Refer to OOD (RSCI)</p>	<p>Refer to OOD (RSCI) Refer to DD for eligibility for adult services and to discuss options and benefits</p>	<p>Application to SSI</p>	<p>Continue to meet with OODA (RSCI) and DD; invite to IEP meetings, communicate on a regular basis; consider benefits analysis</p>	<p>Meet with possible adult service providers for employment, continued education and services for living in the community</p>	<p>Consistently and independently manage hygiene and grooming with ongoing support using technology app</p>
<p>Does not monitor appearance or grooming but has the physical and cognitive ability to do so</p>	<p>Collect data about specific grooming/hygiene skills that are lacking; design checklists/visual supports for intervention</p>	<p>Provide specific instruction in skills as needed; Continue to monitor effectiveness of checklists/visual supports</p>	<p>Monitor appearance; fade supports that rely on other people; maintain visual supports so Jeff can monitor appearance independently</p>	<p>Provide daily positive feedback for meeting hygiene and grooming expectations <b>Teach use of self monitoring app</b></p>	<p>Support Jeff to maintain hygiene/grooming habits with positive feedback for meeting expectations <b>Use app to self prompt and check hygiene grooming</b></p>	<p>Communicate effectively with co-workers and peers with support of mobile/assist technology</p>
<p>Speech is difficult to understand although he enjoys initiating conversation with people he does or doesn't know</p>	<p>Speech and AT evaluation to determine instruction, therapy, devices, supports; mobile technology; implement recommendations</p>	<p>Monitor effectiveness of strategies implemented in academic and social settings; provide opportunities to practice</p>	<p>Extend opportunities to practice to new, novel settings in the community such as banks, stores, on public transportation</p>	<p>Fade adult provided supports so Jeff can be independent in using tech supports in a variety of adult settings</p>	<p>Observe Jeff for effective social and job related communication and conversation in a variety of settings</p>	<p>Transition from one activity to another without incident with ongoing support</p>
<p>Acts out in moving from one activity to another, especially when asked to stop a favorite activity to go to a less favored activity</p>	<p>Gather assessment data by observation/FBA of transitions in a variety of settings/activities; design/implement interventions</p>	<p>Monitor effectiveness of selected interventions in academic and home setting</p>	<p>Observe transitions in community settings; monitor effectiveness of current interventions in new settings</p>	<p>Fade adult provided supports so Jeff can be independent in using support for transition without incident</p>	<p>Continue to monitor effectiveness of selected interventions</p>	<p>Transition from one activity to another without incident with ongoing support</p>
<p>Jeff relies on others for getting around the community</p>	<p>Gather assessment data about Jeff's skills relative to safe travel using public transportation</p>	<p>Continue travel training <b>Drivers Education Instruction - Tutoring</b></p>	<p>Coordinate travel training with other services that are part of this plan job shadow, communication, transitioning</p>	<p>Supervise-increasingly-independent-use-of-public-transportation <b>Increase driving practice/ drivers ed/ Tutoring for test</b></p>	<p>Monitor-increasingly-independent-use-of-public-transportation- <b>takes and passes drivers test</b></p>	<p>Independently use public-transportation-for-work-leisure-and-daily-living-with-ongoing-support-dives to and from work <b>around the community</b></p>

