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 the 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.
<table>
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<tr>
<th>Name: Jeffery</th>
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**Adult Independent/Community Living Outcome**

- **Milestones to be achieved by:**
  - 06/10/2014
  - 06/15/2015
  - 06/13/2016

**Steps to reach Milestone:**

- Continue to maintain hygiene/hygiene skills that are currently accomplished. 
- Jeff will also participate in training specific to his job. 
- Jeff will continue to live at home with his family and eventually move into organized learning activities.

**Adult Employment Outcome**

- **Employment:**
  - Job tryouts
  - Job shadowing in a number of community such as banks, stores, and job related communication
  - Monitor appearance; fade adult provided supports so Jeff can be independent in using mobile technology
  - Stocking shelves in hardware store?

**Support Jeff's to maintain hygiene/grooming**

- Support Jeff's to maintain hygiene/grooming but has the physical and cognitive skills to use some grooming/hygiene skills that are currently accomplished.

**Target Year:**

- 08/15/2019

**Time Span of this plan:**

- From 05/08/1998 to 09/12/2013

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**Employment First@dodd.ohio.gov**

- August 2013

**Around the community**

- Drives to and from work, support increases driving practice/drivers and daily living with ongoing takes and passes drivers test

**Transportation**

- Independent use of public transportation
  - Use of public transportation
  - Use of public transportation in independent use of public

**Drivers Education Instruction - Jeff's skills relative to safe travel**

- Observation and recruit new

**Supervise increasingly**

- Continue travel training

**Gather assessment data about**

- Jeff relies on others for getting activity

**Incident**

- Graduation year: 8/15/2019

**IEP meeting**

- Refer to DD for eligibility for adult

**Application to SSI**

- Refer to DD

**OOS/IOO and intervention services**

- OOS/IOO and intervention services refer to job coach, ongoing financial 

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**Referrals/eligibility determination**

- Meet with possible adult service

**Stocking shelves in hardware store?**

- Jeff's interests and skills in working with hand tools

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**End Date for Services:**

- 08/15/2019

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**Current Assessment:**

- Current assessment needs to be updated