A Process for Facilitating
Multi-Agency Transition Planning

Person-Centered Thinking and Backwards Planning

EMPLOYMENT FIRST

Realizing Employment First for Youth

What is Multi-Agency Transition Planning?

The process for Multi-Agency Transition Planning is a fluid process that can be used by multiple agencies as it is **AGENCY NEUTRAL**. It does not belong to any one agency and does not rely on agency specific knowledge or language. Yet the results of the process are valuable to schools and all agency partners

The process is a true planning process as it begins with the identification of the desired outcomes. It 'begins with the end in mind'. This means that although the steps to arrive at the end point are important, they must also support the desired outcome or one may end up somewhere they did not wish to be! It is an **OUTCOME FOCUSED** process.

Finally, the process can be used by, and for, anyone. It is always a **PERSON-CENTERED** process. That means, there are no requirements or criteria for use. No one is considered "too disabled", "too typical" or "too complex" for the tool to be effective.

The magic, however, is not the tool.

The magic happens when the right people come together and commit to using the tool processes and practices. When this occurs, the practices and processes that evolve represent the Ohio Employment First Transition Framework in action. This does not just happen, nor is it a coincidence. This is the result of intentional actions by a group of committed professionals, families and youth.

This tool is not a standard form or a required document. It represents a way to think, organize and plan together. Teams may choose to use these tools to organize information, capture actions steps and share progress. Or may simply use these pages to guide work that is documented and shared in different ways. As long as the work is **Agency Neutral, Outcome Focused and Person Centered** the outcomes will be the same.

Who is Your Team?

Name	Agency	Role/Position	Email	Phone

What to Expect

Now that team members have been identified, the team is ready to come together to plan. But often the team members are unsure of what the process will include. The following pages should be used to guide and facilitate a team to answer Five Questions for Transition Planning. Reviewing these five guiding questions (listed to the right) can prime and prepare the group to the work ahead.

Five Questions for Transition Planning

1. What do we know about the youth's desired adult outcomes?

2. What do we know about the youth?

3. What else do we need to know to be able to plan…what questions do we have?

4. How are we going to find the answers to those questions we surfaced?

5. What steps do we need to take to move the youth from where he/she is now to where he/she wants to be (the desired adult outcomes)?

Question 1
What do we know about the youth's desired adult outcomes?

The process 'begins with the end in mind'. This means that although the steps to arrive at the end point are important, they must also support the desired outcome or one may end up somewhere they did not wish to be!

It is not unusual for the youth and family to start this process with a general idea of the adult outcomes. At age 14 most people have not figured exactly where they will live or work as adults. But a general idea is important in order to point one in a direction that will result in a meaningful adult life.

'Competitive integrated employment (CIE)' is one adult life goal that all youth should have the opportunity to pursue. To that end, it is important to understand what competitive integrated employment means.

- 'Competitive' refers to wage. Similar wages as others doing am similar job and at least minimum wage.

- 'Integrated' refers to the location. The job is not one that is only with people with disabilities. Instead there are coworkers with and without disabilities.

- There is no requirement to work fulltime or even any specific number of hours. Some may begin working only a few hours a week and increase over time. Some may always work a few hours a week. And some people may enjoy working overtime occasionally.

- CIE does not assume or require that a person will be independent or without support on the job It is also important to identify the types of supports needed for success. Everyone needs support or assistance at times. Some more than others. Often technology is required and helpful.

Other adult life goals to consider are to identify how a person will continue to learn as an adult. Sometimes it is a formal program, such as college or vocational education. Other times it is through on-the-job training or community experience.

A final goal area is in relation to increasing access and independence to adult living. What goals or skills will assist the person to take more control of their home environment? What transportation goals will help the person access the community? Where will the person want to engage in their community? Any of these could be a focus of an adult living goal.

So, begin with the end in mind by recording what you know about 'where the youth is going'…even if it is only a vague idea at this time. And if there are clear indications of what the youth does NOT want in his or her adult life, make note of those too!

Question 1
What do we know about the youth's desired adult outcomes?

Youth Name	Case Manager	Current Grade	Current School Year	Targeted Graduation Year
Jay Gregory	Angela Peters	10th	2018	2021

Parent/Family Names	Contact Information for Parents
John and Renee Gregory (Parents)	Johnandreneegregory@gmail.com, 614-401-0309 (home)
Samantha Gregory (Sister)	samreneegregory@gmail.com, 614-714-4455 (cell)

Adult Education/Training Goal - Ongoing Adult Learning	Postsecondary Competitive Integrated Employment Goal	Adult Living - Community Membership Goal
"Where and What I Want or Need to Learn as an Adult" Learn on the job from people that I know	"Where and What I Want to do for Employment as an Adult" Work in a mail order company filling orders and/or packing and preparing for shipping	"Where I Want to Live and What I Wish to do in My Community as an Adult" Live with mom and dad for a while and then move into an apartment. Maybe with a roommate. I like to be able to go to the stores, movies and fishing
"I am NOT Interested in these things" Do not want to go to sit in classes and do homework.	"I am NOT Interested in these things" Cleaning and Vacuuming Fast Food Restaurant	"I am NOT Interested in these things" I do not like bowling. I do not like playing baseball.

Question 2
What do we know about the youth?

Gathering information to use for a person-centered profile does not need to be complicated!

Gathering information for multi-agency planning begins with multi-agency transition assessment. This means that each agency, the family and youth are all expected to actively engage in gathering and interpreting data and information that leads to and helps refine a person's PINS. This assessment process is ongoing as information is gathered and updated through a continuous cycle that involves all team members.

Begin with PINS. A team will always begin with the person and what he/she has been able to communicate to others about his/her "PINS" - Preferences, Interests, Needs, and Skills/Strengths. Also gather insights from what you and others know about the person in relation to his/her PINS. Some previous assessment can be useful if it is authentic and reliable.

Expect Questions. You will likely find that you have questions, need clarification or simply do not have enough information. These questions will guide your plans for gathering more information so the team has a well-rounded profile from which to work.

Holistic Approach. Look for a balance of information. If there are gaping holes or not enough information about one area, consider gathering more information before using the profile for person centered planning.

Person-Centered Thinking. Use the following template as a way to *guide* a discussion or *organize your thinking*. It is not always necessary to complete a form every time a team meets or there is an interaction with the individual. Professionals that frame their thinking in 'PINS' can capture important information on whatever form, survey or assessment tool that is used. They will recognize when there is a need for additional or different information and can translate the information from other team members into the 'PINS' thinking.

A User-Friendly (and Meaningful) Approach. Families and individuals also appreciate the simplicity and person-centered nature of this framework. Everyone's information can be considered and generally is easy to include as part of the resulting profile. The template offers a few guiding questions and prompts for each of the PINS sections. This is not an exhaustive list, but is a good place to start.

Question 2
What do we know? Person-Centered Thinking

Preferences

- Who I choose to spend time with.

- What I choose to do during my free time.

- How I prefer to receive information

- How I prefer to communicate

- Preference for working. Alone? With 1 person? Groups?

- Environmental preference. Open? Private? Active? Quiet? Bright? Dark?

Skills/Strengths

- Talents, gifts, abilities

- What I am good at doing.

- When I am most independent.

- What helps me to be successful.

- My skill set for learning.

- Prefer small groups or 1-on-1

- Like to be active-move around-sitting for long is hard

- Like my family, but not my sister's friends…they are too loud and scream a lot

- Show him how things are done, use videos. Just telling him and giving verbal directions will not help him remember.

- Prefers less more calm and organized environments

- Prefers less talking

- Follows schedules and routines well

- Learns well when others show Jay how it is done and model it.

- Alone Time. Can spend time alone and occupies himself watching TV, playing with the dog, listening to music, making pictures with symbols and numbers. *(Note: 'alone time' is with others in the house. Parents will not leave him alone in the house or community)*

- Is able to do the laundry independently.

- Free time: Likes to watch videos, feed the birds, hammer and saw.. sometimes just on scrap wood, and will ask for some alone time.

- Interested in grocery shop with family and organizing the groceries on the shelves,

- Enjoys helping mom prepare and organize mailings for several organizations

- Interested in getting a 'real job'.

- Note: Most of this was answered by parents. Jay did not offer many ideas

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NAME: JAY Gregory

- Jay says he needs someone to help him in school.

- Jay says he needs help to do his school work

- Needs to learn and work in a predictable environment

- Needs to have friends

- Needs 'space'

Interests

- What fascinates me.

- What gains my attention

- What is meaningful to me

- What is motivating/ reinforcing to me.

- Hobbies or collections

- Favorite things, people, places, etc.

- What I like to do around the house.

Needs

- What challenges me.

- What requires help.

- What is difficult for me.

- When I request assistance.

- What helps me feel most comfortable or safe.

- 'Needs' that currently require another person to be present.

Question 3: What else do we need to know?
And Question 4: How will we find the answers?

The person-centered conversations that evolve when discussing the youth's PINS will inevitably surface questions. Questions mean there is more to learn! Questions mean new information and data that leads to new options or opportunities. Questions should be answered by carefully gathering data in a way that it is authentic and meaningful. **Question 3** allows the team to identify the important questions about how the youth's PINS relate to skills needed to achieve desired outcomes. **Question 4** directs the team to define the effective methods that will be used to gather that data.

Teams often have questions about:

- **Preferences and interests.** Does the person have more interests? What type of exposure have they had to learn about potential interests or preferences? Does the interest need to be the person's vocation? Or could it be part of their life in a different way?

- **Independence.** How much help does the person really need? What supports assist the person to be more independent?

- **Academic skills.** Does the youth know more than they demonstrate? Are there accommodations that would help the youth show us what he/she knows? How does the student learn? What makes him/her successful?

- **Communication skills.** How well does the person communicate his/her thoughts, emotions and ideas? Is there sufficient support and opportunity to communicate? What communication skills will the youth need as an adult? How close is the youth to understanding and using those types of skills?

- **Employability Skills.** How well developed are the youth's skills that most employers will require? Can the current skills demonstrated in school be generalized to other locations? Ideal length of work day?

- **Social - Emotional skills.** Skills such as coping skills are often necessary in adulthood for employment and community success. Can the youth cope in face of frustration or stress? How? What types of coping skills would be helpful for the youth to learn? How could he/she best learn them?

- **Technology.** Could high or low technology assist the student to be successful in multiple aspects of his/her lifer?

There are many other types of questions that the team may discuss. Use the chart on the next page to capture the questions.

In addition, be creative when identifying ways to gather the answers. Formal assessments are often **NOT** the best way to gather authentic data. Yes… the data must be accurate and valid, but a standard score or rating may not give the team the information needed to plan the steps, services, support, etc. that will result in progress and skill development. A central purpose of transition assessment is to capture what the youth is able to do and how he/she can apply those skills in a variety of environments and circumstances. Work as a team to identify a variety of ways to capture the information needed. **AND** do not forget….this process and information is valuable Transition Assessment data.

Question 3. What else do we need to know	Question 4. How will we find the answers?
Jay's interest seem narrow for a young man his age. Does he have other interests? How could we find more information? Does he really want to do mail order? Or is that what he knows from helping mom?	1) Spend time with him in school. Observe. Interview Teachers 2) OMJ- Interest inventories using videos. What sparks his desire to know more? 3) View/listen to online videos of working warehouses and determine 4) Take him out for a few hours in the community with a friend or two and see how he reacts to places he encounters and what his friends notice.
Can Jay build something instead of just hammering into scrap wood? Could this become a community engagement avenue?	5) Attend Home Depot classes on weekend to build things and observe his skills. 6) Provide opportunity to observe in industrial arts classes and gauge interest. Enroll in class and monitor skill development. Possible option to have individual time with industrial arts instructor?
Jay spends most of his time with the family. He does not seem to want to be around others. Why? What makes him less comfortable with others?	7) Observe with classmates. Is he more comfortable in large or small groups or neither? Does the activity matter? Does the environment matter? 8) Use JobTips Social Skills Assessment
Does Jay use technology? Could he use technology to help him stay on task, finish a task or communicate better?	9) Consult with AT Consultant from SST for resources for AT assessment 10) Use OCALI's SIFT online assessment as a beginning point 11) Review records to identify technology used in past and interview teachers from previous years.
How quickly does Jay learn a task when he is given a visual schedule? Can he become independent using the schedule?	12) Identify a task Jay is familiar with and has completed with limited assistance. Give visual schedule and assess effectiveness, correctness of outcome and independence. 13) Identify a task Jay has seen before, but has not mastered. Give visual schedule and assess effectiveness, correctness of outcome and independence. 14) Repeat with novel task.
Why are Jay's parents not willing to leave him alone, even for short periods of time? Has this impacted Jay's confidence in himself?	15) Discuss with SSA. Has there been any issues in past that might have caused this concern? 16) Determine if there is a team members that family has a comfort level with that could have a private conversation with parents
How difficult are academics for Jay? Does he need as much help as he thinks and that he is given? Are there additional accommodations or instruction that would allow him to learn and use these skills in a functional way?	17) Observe how Para is currently assisting 18) Record review to identify strategies used in the past years. 19) Consultation with ESC Specialist 20) Have Jay direct how he prefers to be instructed.

Keep in Mind: The Processes identified in Question 4 are part of the Transition Assessment process and provide Transition Assessment Data

Question 5

What steps do we need to take to move the youth from where he/she is now to where he/she wants to be (the desired adult outcomes)?

"Where is the Youth Going?"

Desired Adult Outcome (select an outcome or goal to focus on from Question 1 and update if necessary)

☐ Postsecondary Competitive Integrated Employment Goal

☐ Adult Education/Training Goal - Ongoing Adult Learning

☐ Adult Living - Community Membership Goal

Backwards Planning allows a team to identify steps that will move the youth along the path to a meaningful adult life. **Backwards Planning** organizes the work of the previous four steps. Consider:

→ Begin by knowing the target…the desired outcome **(Question 1)**. This helps keep the youth's steps on the path towards the target.

→ Use person-centered thinking conversations and information to assure planning steps are sensitive and authentic to the person **(Question 2)**.

→ As the team backwards plans, be sure to use the identified youth's PINS **(Question 2)** to individualize the path to the youth's adult outcomes as well as the needed services, supports, etc.

→ The questions surfaced **(Question 3)** and the plans to answer those questions **(Question 4)** will be the early steps in the Backwards Plan. Gathering more data by answering those questions will help refine the next steps of the plan and bring the youth closer to the adult goal.

Question 5

What 'steps' do we need to take to move the youth from where he/she is now to where he/she wants to be (the desired adult outcomes)? 'Steps' means that the team must decide what types of assessments, services, activities, experiences, etc. need to be part of the plan in order that progress and growth continues to occur over time.

Step 1. GOAL. Define the adult goal that will be the target of the planning process. (Refer to previous page)

Step 2. FUTURE SKILLS and KNOWLEDGE. Focus on Column 6. In light of the goal selected, what skills, knowledge or milestone will be needed for the person to be ready to accomplish the goal? Describe these in Column 6. The descriptions may be loosely defined if the goals is still not clear. This is where the youth is going.

Step 3. BASELINE. Focus on Column 1. Consider the current situation or the youth's current set of skills and knowledge. Describe where the youth is at this point in time in relation to each one of the items described in Column 6. This is where the youth is right now.

Step 4. THE GAP. Reflect on "The Gap". The difference between Column 1 and Column 6 define "The Gap'. Closing this gap is the core of the work during transition. Backwards Planning is about identifying steps that need to occur over time that will help close that gap and bring the youth closer to achieving the desired adult goals.

Step 5. INITIAL STEPS. Review the Questions 3 and 4. Those questions that impact the areas represented by the rows of the Backwards Planning form should be early steps in the process. Once you have more information, it makes it easier to plan additional steps.

Additional tips.

- In some cases, the team may wish to add milestones that show growth. For example, in the row titled "Independence", the team may wish to set yearly goals of increased time working independently with the identified supports in place.

- Some blocks will identify a service that needs to be provided for progress to continue. This might be a Pre-ETS service or a particular class. Some services are formal. Some 'services' may be experiences provided by family, such as visiting colleges or chores in the home

Backwards Planning

Step 1: Adult Goal

Desired Outcome/Adult Goal: _____

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Current Date: _____ Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone Target Date to Accomplish _____	Steps to Reach Milestone Target Date to Accomplish _____	Steps to Reach Milestone Target Date to Accomplish _____	Steps to Reach Milestone Target Date to Accomplish _____	Target Dates: _____ Future skill or milestones required in order to achieve desired goals/outcomes
Interests, Skills, Preference, Needs, etc.:					Interests, Skills, Preference, Needs, etc.:
Communication					Communication
Independence					Independence
Social/Social – Emotional					Social/Social – Emotional
Work/Employment/ Leisure Skills or Knowledge:					Work/Employment/ Leisure Skills or Knowledge:
Academics					Academics

Step 4. THE GAP. Reflect on "The Gap". The difference between Column 1 and Column 6 define "The Gap'. Closing this gap is the core of the work during transition. Backwards Planning is about identifying steps that need to occur over time that will help close that gap and bring the youth closer to achieving the desired adult goals.

Step 5. INITIAL STEPS. Review the Questions 3 and 4. Those questions that impact the areas represented by the rows of the Backwards Planning form should be early steps in the process. Once you have more information, it makes it easier to plan additional steps.

Name: Jay Gregory

Backwards Planning

Desired Outcome/Adult Goal: Work in a mail order company filling orders and/or packing and preparing for shipping

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Current Date: _August 2018_ Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone Target Date to Accomplish __By Spring 2019__	Steps to Reach Milestone Target Date to Accomplish _By Summer 2019_	Steps to Reach Milestone Target Date to Accomplish _By Summer 2020_	Steps to Reach Milestone Target Date to Accomplish _By Spring 2021_	Target Dates: _Summer 2021_ Future skill or milestones required in order to achieve desired goals/outcomes
Interests, Skills, Preference, Needs, etc.: Unsure what type of environment is comfortable. Has sensory sensitivities to sound, personal space and touch.	1. Interview Jay, parents, previous year teacher regarding sensory needs and strategies used 2. View/listen to online videos of working warehouses and determine Jay's preference. 3. Identify potential strategies/ supports 4. Site visit to warehouse using strategies	1. SYW in a selected warehouse location 2. Video modeling to prepare 3. Simulated experiences prior to prepare for environment and use strategies	1. Research and locate additional locations where similar work may be available within a sensory sensitive environment 2. Work experience in a different environment than previous location	1. Select preferred job locations and make application	Interests, Skills, Preference, Needs, etc.: Working in a location that is comfortable for his sensory needs
Independence: Able to work on a familiar task for 5 minutes before para steps in to redirect, remind, locate materials, etc.	1. Identify various environmental and high/low tech supports that may be useful to promote independence 2. AT Assessment 3. Identify skills needed in work environment 4. Task analyze skills and determine steps where Jay requires assistance 5. Teach to use identified supports and provide supports when completing tasks	1. Works on familiar task for 20 minutes with the identified environmental and technology supports 2. Revise supports as necessary	1. Works on familiar task for 40 minutes with the identified environmental and technology supports 2. Begin process to assure supports will be available post HS. Waiver?	1. Works on familiar task for one hour with the identified environmental and technology supports 2. Waiver in place if needed	Independence: Working in a job where he has available the necessary supports to work for one hour before he requires assistance