

Backwards Planning Template

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

As an adult, I plan to:

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Adult Employment Outcome

Jeff intends to work in the community at a job that allows him to use his interests and skills in working with hand tools

Adult Continued Education/Training Outcome

Jeff will continue to learn about living safely on his own by participating in organized learning activities. *Jeff will also participate in training specific to obtaining and maintaining employment and to learn skills and routines for his job.*

Adult Independent/Community Living Outcome

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

Current Assessment related to Milestones	Step To Achieve Milestone by 06/10/2014	Step To Achieve Milestone by 06/15/2015	Step to Achieve Milestone by 06/13/2016	Step to Achieve Milestone by 06/12/2017	Step to Achieve Milestone by 07/12/2018	Milestones to be achieved by 08/15/2019
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	Refer for formal vocational evaluation; use informal interest and preferences inventories	Supervised in school work experience jobs with ability to move around the school building and interact with teachers (deliver messages to and from office?)	Job shadowing in a number of jobs and employment settings that are a match for Jeff's interests and preferences. Stocking shelves in hardware store?	Job tryouts Auto parts store, distribution center, materials handling?	Arrange Internships in community jobs that are a match for Jeff's profile as an employee	Jeff is actively seeking the type of employment that meets his identified interests and skills
Jeff will need assistance to find a job & supports, such as a job coach, ongoing financial assistance for income, living expenses, and medical benefits.	Refer to DD ; Invite DD SSA to IEP meeting and BP meetings to discuss options, process, benefits and behavior strategies. Refer to OOD (RSC)	Refer to OOD (RSC) Refer to DD for eligibility for adult services and to discuss options and benefits	Application to SSI	Continue to meet with OOD (RSC) and DD; invite to IEP meetings, communicate on a regular basis; consider benefits analysis	Meet with possible adult service providers for employment, continued education and services for living in the community	Referrals/eligibility determination for OOD (RSC), DODD & other agencies is completed; on waiting list for group home
Does not monitor appearance or grooming but has the physical and cognitive ability to do so	Collect data about specific grooming/hygiene skills that are lacking; design checklists/visual supports for intervention	Provide specific instruction in skills as needed; Continue to monitor effectiveness of checklists/visual supports	Monitor appearance; fade supports that rely on other people; maintain visual supports so Jeff can monitor appearance independently	Provide daily positive feedback for meeting hygiene and grooming expectations Teach use of self monitoring app	Support Jeff to maintain hygiene/grooming habits with positive feedback for meeting expectations Use app to self prompt and check hygiene/grooming	Consistently and independently manage hygiene and grooming with ongoing support using technology app
Speech is difficult to understand although he enjoys initiating conversation with people he does or doesn't know	Speech and AT evaluation to determine instruction, therapy, devices, supports, mobile technology; implement recommendations	Monitor effectiveness of strategies implemented in academic and social settings; provide opportunities to practice	Extend opportunities to practice to new, novel settings in the community such as banks, stores, on public transportation	Fade adult provided supports so Jeff can be independent in using tech supports in a variety of adult settings	Observe Jeff for effective social and job related communication and conversation in a variety of settings	Communicate effectively with co-workers and peers with support of mobile/assistive technology
Acts out in moving from one activity to another, especially when asked to stop a favorite activity to go to a less favored activity	Gather assessment data by observation/FBA of transitions in a variety of settings/activities; design/implement interventions	Monitor effectiveness of selected interventions in academic and home setting	Observe transitions in community settings; monitor effectiveness of current interventions in new settings	Fade adult provided supports so Jeff can be independent in using support for transition without incident	Continue to monitor effectiveness of selected interventions	Transition from one activity to another without incident with ongoing support
Jeff relies on others for getting	Gather assessment data about Jeff's skills relative to safe travel using public transportation	Continue travel training Drivers Education Instruction - Tutoring	Coordinate travel training with other services that are part of this plan job shadow, communication, transitioning	Supervise increasingly independent use of public transportation Increase driving practice/ drivers ed./Tutoring for test	Monitor increasingly independent use of public transportation takes and passes drivers test	Independently use public transportation for work, leisure and daily living with ongoing support drives to and from work, around the community

