

Using Backwards Planning in the Transition Planning Process



Take 5

[Using Backwards Planning in the Transition Planning Process](#)



Subject(s)

English 9



Activity Type & Length

Small group / Individual work. 40-45 minutes



Objective

1. Youth will identify their preferred future post-secondary goal to explore. A goal can be around work or employment, continued education or training, or independent living.



Content Standard

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Preparation and Materials Needed

- Know the youth's knowledge of awareness regarding communication skills (this helps with knowing how much time you will need to spend on an activity)
- Prepare needed assistive technologies and/ or accommodations (ex: Communication supports (visuals, objects, pictures, voice output devices, etc.), physical supports/ Space access needs, vision supports, hearing supports, sensory needs/supports).
- Computer to access videos. Print materials in advance if necessary.
- Headphones - to access the video playback
- Website loaded with [Take 5](#)
- Journal/notebook or paper - if preferred
- [Person Centered Thinking and Backwards Planning Template | Employment First Multi Agency Transition Planning](#) - [Note to Instructors: you will be using pages 4,7, and 8.]
- [A vision board](#), the Extended Activity may use a poster board, magazines, scissors, tape, and glue.
- The [OhioMeansJobs](#) website loaded to complete the extended online activity.



Terms to Know

1. **Backward Planning** - A way to plan for goals by first identifying adult life goals and the skills to achieve the goals. Next is thinking about current skills, knowledge, and interests related to those goals. Then, plan out the gap in the middle to bridge current skills with future goals.
2. **The Gap** - By first defining where youth is going and what is needed and then describing where youth is now, we have identified the gap in skills or knowledge or connections, which can become the target for transition planning.



Introduction

Think with the end in mind! Youth will create future goals for their preferred postsecondary goal to explore after viewing Using Backward Planning in the Transition Planning Process [Take 5](#).



Lesson Steps

1. Youth will watch the 9-minute [Take 5](#).
2. Youth will complete pages, with their preferred support needs or independently, from the [Person Centered Thinking and Backwards Planning Template | Employment First Multi Agency Transition Planning](#). Youth can complete these pages by writing, typing, drawing or inserting pictures. *[Note to Instructors: if youth have already used this document in other lessons, have youth add other comments or update current statements on pages 4,7, and 8 of the tool. Youth can rewatch any part of the Take 5 as they are working through the visual organizer. This template is flexible to add, edit, or remove domains in column one. Make it youth-focused!]*
 - Youth will complete Question 2: What Do We Know? Person-Centered Thinking on page 4. Instructors may read some of the prompts to the class and encourage them to enter some information into every square of the PINS graphic organizer.
 - Youth will write their goal in the Desired Outcome / Adult Goal at the top of pages 7 and 8. Youth should consider a goal about work or employment, continued education or training, or independent living (e.g., preferred living environment, household management, orientation and mobility, community access, etc).
 - Next, summarize the set of skills, knowledge, or connections needed to achieve that goal for each row in Column 6.
 - After that, identify the youth's current abilities in relation to the needed skill set in Column 1.
 - Youth will fill out Columns 2-5 to identify ways to 'Close the Gap' between their current skills (Column 1) and future needed skills (Column 6). Review the completed Backwards Planning [Guide on pages 7 and 8](#) for ideas, such as scheduling a campus tour or interviewing someone in a career field of interest.
3. Once youth have completed pages 4,7, and 8 of the tool. Youth will then write three paragraphs in their journal outlining their Backwards Plan.
 - The first paragraph will review where the youth is now. This should include information from page four, Question two, and column one of the Backwards Planning Template on pages 7 and 8.
 - Paragraph two will include the youth's future goal and why it is important to the youth found in column 6 on page 7 and 8.
 - Finally, the third paragraph will include the questions and activities they will do to achieve their future goal, build skills and knowledge, and 'Close the Gap' found in columns 2-5 on pages 7 and 8. *[Note to Instructors: If necessary, a rubric is available in the Assessment & Conclusion section. Evaluate the assignment by taking into account the youth's skill level and their demonstration of understanding.]*



Extension / Differentiation

Extension:

An important skill to develop is financial planning and financial literacy. Youth will identify one tool on [OhioMeansJobs](#) to support their financial planning goal of living independently. Be sure to have them include their budget in their planning tool.

Differentiation:

- While youth are watching the 9-minute [Take 5](#), they can open the interactive transcript and follow along with the narration of the video.
- Youth can create a vision board using a poster board or an online working space to give a visual to one of their post-secondary goals instead of writing a three-paragraph journal entry.
- On pages 7 and 8, youth can include pictures or video links of people being interviewed about a career of interest or other activities. Then, they arrange these images using backward planning to demonstrate how they will “Close the Gap” and advance their current skills to align with their postsecondary goals.

Assessment & Conclusion

Assessment

Youth will be evaluated on their ability to write clearly and coherently, with appropriate development, organization, and style for the task, purpose, and audience. Their writing will include three paragraphs:

Rubric

Evaluate the assignment by considering the student's skill level and their demonstration of understanding.

Paragraph	Content	Points Achieved
1	Current Status: Describe where they are now, using information from their Youth Profile and the first column of the Backwards Planning Template.	_____ / 10
2	Future Goal: Explain their future goal and why it matters to them.	_____ / 10
3	Plan to Achieve Goal: Outline the questions and activities they will pursue to reach their goal, build skills and knowledge, and close the gap.	_____ / 10

Conclusion

Once the lesson is shared with a peer or instructor for evaluation, it will be returned to the youth. Youth will then share a journal entry or [vision board](#) with their parents and transition team members at their next planning meeting.