

Mid-Main High School Backwards Planning Chart for Postsecondary Transition

Student Name Brad	Case Manager Mrs. Q	Current Grade 8th	Current School Year 2016/2017	Graduation Year 2021	
Postsecondary Education/Training Goal		Postsecondary Employment Goal		Postsecondary Independent Living Goal	
After graduation, Brad will receive on-the-job training, in his community, in a clerical setting.		After graduation, Brad will work in an office part- to full-time with necessary supports.		After graduation, Brad will continue to live in the family home with increasing independence in personal hygiene and non-supervised time.	
Current Date: <u>January 2017</u> Major Skill Areas and Baseline data from AATA	School year <u>June 2017</u> Steps to reach milestone	School year <u>2018</u> Steps to reach milestone	School year <u>2019</u> Steps to reach milestone	School year <u>2020</u> Steps to reach milestone	Major skill milestones to be achieved by: <u>August 2021</u>
Interests: Brad is interested in working in an office. He has volunteered at his families' auto body shop, which will close upon his father's retirement.	Continue volunteering at auto body shop; use Naviance for career exploration. <i>(Employment Objectives)</i>	Work on job skills in school <i>(Instruction)</i> and visit community job sites with a variety of different office operations and job tasks. <i>(Community Experiences)</i> Continue formal and informal assessment to assure clerical employment is preferred and skilled area of interest. <i>(Community Experiences, Employment Objectives)</i>	Participate in volunteer job shadowing experiences in the community. <i>(Community Experiences)</i> Summer Youth Work Experience in office setting(s) (or other preferred employment) <i>(Linkages with Adult Services, Community Experiences)</i>	Instruction in skills identified as needing improvement during SYWE <i>(Instruction, Linkages with Adult Services, Community Experiences)</i> Summer Youth Work Experience in office setting(s) (or other preferred employment) <i>(Linkages with Adult Services, Community Experiences)</i>	Interests: Brad will be employed in a community office preferably with a connection to other areas of meets his interests (cars, car repair, detailing)
Independence: Brad relies on adults in all environments (school, home, community) to monitor his activity, prompt, and direct. On-task in academics: approximately 10-13 minutes before redirection. 25 minutes with hands-on task.	Observation in multiple settings to gather data on ability to function independently, impact of environmental demands, adult consistency, etc. <i>(Related Services, Community Experiences, Employment Objectives)</i>	Provide instruction in how to remain on-task <i>(Instruction)</i> Teach how to use identified supports (example: visual supports, mobile tech, etc.) <i>(Instruction, Related Service, Course of Study)</i>	Job coaching to assist to use identified supports for independence in volunteer and SYWE <i>(Instruction, Related Service, Community Experience)</i> Review AATA data on independence with OOD and CBDD to assist to determine potential level of future support needed. <i>(Linkages with Adult Services)</i>	Minimal job coaching to assist to use identified supports for independence in SYWE. <i>(Instruction, Related Service, Community Experience)</i> Work with family in the consistent use of identified supports for independence <i>(Adult Living Objectives, Related services)</i> Confirm adult service supports that will be available upon graduation. <i>(Linkages with Adult Services)</i>	Independence: Brad is able to <i>independently</i> remain on-task (or return to task) with identified environmental supports for approximately 60 minutes.

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Current Date: <u>January 2017</u> Major Skill Areas and Baseline data from AATA	School year <u>June 2017</u> Steps to reach milestone	School year <u>2018</u> Steps to reach milestone	School year <u>2019</u> Steps to reach milestone	School year <u>2020</u> Steps to reach milestone	Major skill milestones to be achieved by: <u>August 2021</u>
Social Competency: Brad enjoys to company of peers, however his peers tend to 'tolerate him' for short periods of time as he does not read their body language or other subtle cues when they are irritated or need to him to modify his behavior. Brad depends on adults to cue and prompt him through the social situations.	Social Instruction in Perspective Taking. Help Brad develop a better perspective of how his behavior impacts how others feel and act. Instruct in a set of social skills that rad frequently encounters	Simulation. Practice using social skills in classroom simulations. Brad is able to successfully use the social skills in the simulated environments.	OOD job coach to reinforce the use of social skills in authentic community environments with prompting as needed. Brad is able to use the social skills with reduced prompting	Connect with the CBDD adult services / SSA to discuss Brad's progress and level of competency, as well as his needs in the area of socialization.	Social Competency: Brad is able to work and socialize successfully with co-workers in an office setting without significant cueing and prompting of a coach or supervisor.

Below are examples of Transition Service Categories and examples of associated service or supports. Be aware, this is not an exhaustive list.

Selection of transition services is individualized to the student needs and is designed to support the development of skills to achieve the post school outcome.

Instruction	Community Experiences	Employment Objectives	Adult Living Objectives	Linkages with Adult Services	Related Services	Course(s) of Study
<ul style="list-style-type: none"> ❖ Academic/study skills ❖ Social skills ❖ Self-determination ❖ Specific occupational skills 	<ul style="list-style-type: none"> ❖ Apply skills learned in community ❖ Explore new environments ❖ Paid work or volunteer experience ❖ Consumer experiences ❖ Use of community resources 	<ul style="list-style-type: none"> ❖ Career exploration ❖ Person-centered planning ❖ Career-technical training ❖ Career portfolio/planning 	<ul style="list-style-type: none"> ❖ Self-sufficiency, independence ❖ Housing and transportation ❖ Budgeting, banking, financial ❖ Health, medical needs ❖ Daily living skills 	<ul style="list-style-type: none"> ❖ OOD/BVR ❖ LCBDD ❖ College – Disability Services ❖ Medicaid ❖ SSI ❖ Other community agencies 	<ul style="list-style-type: none"> ❖ Behavior/sensory supports ❖ Communication mode/skills ❖ Travel/mobility/stamina ❖ Assistive technology 	<ul style="list-style-type: none"> ❖ Classes to provide independent living skills training ❖ Classes to prepare for career tech. ed. or college ❖ Career specific classes

Mid-Main High School Backwards Planning Chart for Postsecondary Transition

Student Name Brad	Case Manager Mrs. Q	Current Grade 8th	Current School Year 2016/2017	Graduation Year 2021
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Backwards Planning Worksheet

Individual Name: *Bonnie Wilson* Case Manager/Transition Coordinator: *Johnathan Jones* Birthday: *4-20-2000 (17 years old)* Date of Initial Planning: *5-18-2017*

<u> </u> <i>Bonnie's</i> <u> </u> Goals or Outcomes. Consider goals in the areas of Education/Training, Employment and Community Membership		
<ul style="list-style-type: none"> • <i>Bonnie wishes to work with animals and her goal is to be a Vet Tech.</i> 	<ul style="list-style-type: none"> • <i>Bonnie wants to learn more in order that she has the skills needed to be a vet tech</i> 	<ul style="list-style-type: none"> • <i>Bonnie lives in her family home and participates in very few community activities. She does not have any other living environment in mind at this time.</i>

←-----"The Gap"-----→

Current Date: <u> 6-1-2017 </u> Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone <i>Target Date to Accomplish</i> <u> 10-1-2017 </u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u> 2-2018 </u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u> 5 - 2018 </u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u> January 2020 </u>	Target Dates: <u> 6-1-2021 (?) </u> Future skill or milestones required in order to achieve desired goals/outcomes
Areas of Interests, Skills, Preference, Needs, etc. : <i>Bonnie like animals for sure! And they like her. But it is not clear if she actually knows what a Vet Tech does and what is required to be certified.</i>	<ul style="list-style-type: none"> • Assess Bonnie's current awareness of vet tech role. • Use OMJ to explore Vet Tech and other types of position related to animals • Visit selected businesses • Team to review information gathered and help Bonnie determine an agency referrals plan. 	<ul style="list-style-type: none"> • Job shadow and possible internship with appropriate and necessary supports in various positions. • Bonnie communicates her area of employment interests after assuring sufficient exploration of employment options and associated skills 	<ul style="list-style-type: none"> • Enroll in required coursework • Identify supports needed for on the job as well as in school 	<ul style="list-style-type: none"> • Complete an internship for the positions of interest 	<i>Bonnie will be employed (with necessary supports) in an area of employment interests following sufficient exploration of employment options and the training/education necessary for required skills</i>
Communication: <i>Does not demonstrate that she has any knowledge of the vocabulary needed for Vet Tech. Bonnie engages in basic social communication.</i>	<ul style="list-style-type: none"> • Include communication in the assessments of Bonnie's skills and knowledge. • Assess communication skills for working in a team through observation in a volunteer job. 	NOTE: When 'Thinking Backwards', there are times when the team cannot actually plan due to the need for more information. Identify the information needed and how to gather it first, then pull the team together to determine the next step.			<i>Will be able to communicate with co-workers about the work tasks. Able to communicate in basic social interactions. Needs to speak the 'language of Vet Tech'.</i>
Independence: <i>Bonnie is able to take care of her personal needs with no assistance. Unsure if she is able to follow directions of work tasks independently. Problem solving is difficult for Bonnie. Needs routine. Will stop when the unexpected</i>	<ul style="list-style-type: none"> • Assess how well assistive technology... low (visual supports) and high (use of tablets and smart phones) assist Bonnie in independent and accurate task completion. • Identify materials and instructional practices to be used to assist in learning problem 	<ul style="list-style-type: none"> • Instruct and practice the use identified supports in various environments. • Determine what supports will be the most effective. 	<ul style="list-style-type: none"> • Practice the use identified supports in authentic environments. 	<ul style="list-style-type: none"> • Use identified supports in authentic environments to complete required job tasks. 	<i>Bonnie will able to take care of her personal needs with no assistance. Will be able to follow directions of work tasks independently. Will be able to problem solve work related issues with little or no assistance.</i>

Backwards Planning Worksheet

Individual Name: *Bonnie Wilson* Case Manager/Transition Coordinator: *Johnathan Jones* Birthday: *4-20-2000 (17 years old)* Date of Initial Planning: *5-18-2017*

Current Date: <u>6-1-2017</u> Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone <i>Target Date to Accomplish</i> <u>10-1-2017</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>2-2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>5 - 2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>January 2020</u>	Target Dates: <u>6-1-2021 (?)</u> Future skill or milestones required in order to achieve desired goals/outcomes	
<i>occurs waiting for assistance.</i>	solving skills					
Social: <i>Bonnie is 'pleasant' with her family and friends and does have very brief social exchanges. We are unsure how she deals with animals other than her pet cat and dog... which she treats kindly and patiently</i>	<ul style="list-style-type: none"> • Include social competencies in the assessments of Bonnie's skills and knowledge. • Assess social skills for functioning as a team member and with customers • Gather information about how well Bonnie handles unfamiliar animals 	<ul style="list-style-type: none"> • Bonnie will participate in social 'groups', activities and situations to build her experiences and practice social skills. • Instruction and mentoring in social skills ongoing 		<ul style="list-style-type: none"> • Specific social skill expectations for the target work environments are identified and reinforced. 	<i>Bonnie will need to be 'pleasant' with the co-workers. Able to respond or initiate brief social exchanges. Needs to be tolerant and patient with the animals.</i>	
Work/Employment/Leisure Skills or Knowledge: <i>There is no information about Bonnie's current level of understanding of the skills, knowledge, education, etc. needed to successfully become a vet tech. No team member has an accurate understanding of the extent of skills and knowledge that is expected of Vet Tech or related positions.</i>	<ul style="list-style-type: none"> • Team members (OOD and Transition Coordinator) will gather more specific information about the skills required for Vet Tech and associated positions. • Transition Coordinator will work with Bonnie to determine her level of experience with these concepts, skills and the language of Vet Tech. • Based on Assessment information gathered above, next steps will be determined 	<p>NOTE: Knowing when more information is needed is as (or sometimes more) important than making the decisions. When 'Thinking Backwards', there are times when the team cannot actually plan due to the need for more information. Identify the information needed and how to gather it first, then pull the team together to determine the next step.</p>				<i>Vet Tech positions require extensive knowledge in the areas of animal care, safety and medical treatments. Sterile technique is important. Knowledge of instruments is required. Additional skills and knowledge will be required (need to research and add)</i>

Backwards Planning Worksheet

Individual Name: *Bonnie Wilson* Case Manager/Transition Coordinator: *Johnathan Jones* Birthday: *4-20-2000 (17 years old)* Date of Initial Planning: *5-18-2017*

Current Date: <u>6-1-2017</u> Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone <i>Target Date to Accomplish</i> <u>10-1-2017</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>2-2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>5 - 2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>January 2020</u>	Target Dates: <u>6-1-2021 (?)</u> Future skill or milestones required in order to achieve desired goals/outcomes
<p>Transportation: <i>There is public transportation to much of the city. There is a bus stop 4 blocks from Bonnie's house. Parents have never allowed her learn to access or ride the bus</i></p>	<ul style="list-style-type: none"> Interview parents to understand why she is not allowed to learn to use public transportation 	<ul style="list-style-type: none"> If agreed to by parents and Bonnie, begin training to access and use public transportation with CBDD services. 		<ul style="list-style-type: none"> Will be using the identified transportation system as independently as possible. Support plan will be in place. 	<p><i>Bonnie will have access to reliable transportation and will have the skills and/or supports to use it to meet her employment needs.</i></p>
<p>Adult Residential Living <i>Bonnie and her family have not discussed where Bonnie will live after high school. Family assumes Bonnie will live at home "for while" and Bonnie says she will be living in 'my own place one day' but cannot describe what that is or how to achieve it.</i></p>	<ul style="list-style-type: none"> Family, Bonnie and Transition Coordinator discuss adult residential outcomes and craft a vision for Bonnie's adult living. Family, Bonnie and Transition Coordinator to meet with a local Transition CBDD SSA to determine if Bonnie could qualify for CBDD services as an adult. Discuss the types of residential living support that might be available Discuss other community (natural and paid) supports that could assist Bonnie to obtain her vision. Discuss remote support - as a waiver service or a natural support . 	<ul style="list-style-type: none"> Review plan for adult residential living. Create a timeline for steps and for Bonnie to be moving to the desired living situation. Revisit Supported Decision Making options. Additional steps TBD 	<ul style="list-style-type: none"> Review plan for adult residential living. Modify as needed. Additional steps TBD 	<ul style="list-style-type: none"> Review plan for adult residential living. Modify as needed. Additional steps TBD 	<p>Adult Residential Living <i>Bonnie will be pursuing the necessary steps to achieve her identified / desired adult living outcome.</i></p>

NOTE: When 'Thinking Backwards', there are times when the team cannot actually plan due to the need for more information. Identify the information needed and how to gather it first, then pull the team together to determine the next step.

Backwards Planning Worksheet

Individual Name: *Bonnie Wilson* Case Manager/Transition Coordinator: *Johnathan Jones* Birthday: *4-20-2000 (17 years old)* Date of Initial Planning: *5-18-2017*

Current Date: <u>6-1-2017</u> Current Skill (Baseline) identified by AATA or Discovery (or other known information)	Steps to Reach milestone <i>Target Date to Accomplish</i> <u>10-1-2017</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>2-2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>5 - 2018</u>	Steps to Reach Milestone <i>Target Date to Accomplish</i> <u>January 2020</u>	Target Dates: <u>6-1-2021 (?)</u> Future skill or milestones required in order to achieve desired goals/outcomes
	<ul style="list-style-type: none"> Information to Bonnie and family about Supported Decision Making. Offer to discuss. Send information about webinars. 				

If this is a Transition Age Youth (school age youth), the chart below gives examples of the types of services and activities that might be discussed. Be aware, this is not an exhaustive list. Selection of transition services is individualized to the student needs and is designed to support the development of skills to achieve the post school outcome.

Instruction	Community Experiences	Employment Objectives	Adult Living Objectives	Linkages with Adult Services	Related Services	Course(s) of Study
<ul style="list-style-type: none"> ❖ Academic/study skills ❖ Social skills ❖ Self-determination ❖ Specific occupational skills 	<ul style="list-style-type: none"> ❖ Apply skills learned in community ❖ Explore new environments ❖ Paid work or volunteer experience ❖ Consumer experiences ❖ Use of community resources 	<ul style="list-style-type: none"> ❖ Career exploration ❖ Person-centered planning ❖ Career-technical training ❖ Career portfolio/planning 	<ul style="list-style-type: none"> ❖ Self-sufficiency, independence ❖ Housing and transportation ❖ Budgeting, banking, financial ❖ Health, medical needs ❖ Daily living skills 	<ul style="list-style-type: none"> ❖ OOD/BVR ❖ LCBDD ❖ College – Disability Services ❖ Medicaid ❖ SSI ❖ Other community agencies 	<ul style="list-style-type: none"> ❖ Behavior/sensory supports ❖ Communication mode/skills ❖ Travel/mobility/stamina ❖ Assistive technology 	<ul style="list-style-type: none"> ❖ Classes to provide independent living skills training ❖ Classes to prepare for career tech. ed. or college ❖ Career specific classes

Backwards Planning Template

This Plan is for: **MICKEY**

Birthdate: 1-24-2000	Time Span of this plan: From 10-2015 To 6-2018	Graduation Year 2018	Team Coordinator Sam
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Adult Employment Outcome or Goal <i>As an adult, I plan to:</i> Work in my community in paid work that focuses on repairing a variety of machines.	Adult Education /Training Outcome or Goal <i>As an adult, I plan to:</i> Learn more about the skills I need for my job	Adult Independent / Community Living Outcome or Goal. <i>As an adult, I plan to:</i> Live at home for a while and then not sure.
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Current Assessment Related to Milestone	Steps to Reach Milestone Target __3-2016__	Steps to Reach Milestone Target __10-2016__	Steps to Reach Milestone Target __3-2017__	Steps to Reach Milestone Target __10-2017__	Steps to Reach Milestone Target __3- 2018__	Milestone To Be Achieved By: __6-2018__
<p>Date: 10-2015</p> <p>Not sure why Mickey likes washing machines and dryers. What is the connection? The fascination? And is it broader than just the washing machines as a career choice?</p>	<ul style="list-style-type: none"> Do interviews with Mickey and his Family (Discovery process?) Observe at home (Discovery process?) Research with Mickey about machines other than w/d to evaluate interest Identify multiple types of jobs that reflect his areas of interest and include other types of jobs, if possible Make an application to OOD for summer youth to align with interest or to learn more about interest. 	<ul style="list-style-type: none"> Job Shadows of select jobs of interest Informational interviews with selected employers. Research the skills requirements for these jobs and the post-secondary education / training required as part of his school program. Assess Mickey's ability to seek and explore careers and jobs. 	<ul style="list-style-type: none"> Summer youth work experience referral complete and planned for summer 2017 in area of interest or area that could be of interest based on what we know. Service or support to develop job seeking skills 	<ul style="list-style-type: none"> After school job that ties to his interest (and also will expand skill set) to confirm his selected areas of interest and continue assessment of skills and skill development needs 	<ul style="list-style-type: none"> Research job opening in fields of interest Make Application 	<p>Applications submitted to several jobs that allow him to use his skills and interests in washing machines/ dryers or an identified associated field of interest.</p>

Backwards Planning Template

This Plan is for:

MICKEY

Current Assessment Related to Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Milestone
Date: 10-2015	Target <u>3-2016</u>	Target <u>10-2016</u>	Target <u>3-2017</u>	Target <u>10-2017</u>	Target <u>3-2018</u>	To Be Achieved By: <u>6-2018</u>
Mickey has few coping skills or strategies when he finds he is unable to tolerate an environment, becomes overwhelmed with a situation or becomes frustrated with his peers. He requires an adult to supervise and prompt him.	Review data/information to determine high risk situations. Create instructional plan, self-monitoring strategy and reinforcement to teach coping skills	Mickey is able to recognize situations when he needs to choose a coping strategy and can articulate what he can do instead of verbally lashing out, causing a disruption or shutting down	Create a work situation in the school setting with Mickey's identified stressors. Have Mickey successfully practice using his coping skills in this safe environment. Have Mickey use the plan to review before and after the practice. Reinforce.	During work experiences, Mickey will be prompted to use the strategy plan to cope with stressors of the work environment.	During his work experiences, Mickey will self-monitor his frustration levels and use strategies taught/learned. Employer/job coach will review and reinforce his successful use of the strategies.	Mickey will be able to successfully use several coping strategies when overwhelmed at work (Assist him to maintain his desired employment).

New High School Backwards Planning Chart for Postsecondary Transition

Student Name Carrie S.	Case Manager Cory	Current Grade 8	Current School Year 2016-17	Graduation Year 2021
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Postsecondary Education/Training Goal	Postsecondary Employment Goal	Postsecondary Independent Living Goal
As an adult, I will gain new employment knowledge and skills though the supports of job coaching on the job.	As an adult, I will work in the community in a job of my interest and skill.	As an adult, immediately after graduation I will continue to live in my family home and will always live close to my family.

Current Date: September 2016 Major Skill Areas and Baseline data from AATA	School year 2016-17 Steps to reach milestone	School year 2017-18 Steps to reach milestone	School year 2018-19 Steps to reach milestone	School year 2020-21 Steps to reach milestone	Major skill milestones to be achieved by: August 2021
<p>Independence: Carrie demonstrates limited independence in school. She is accompanied by the teacher or para (that is within arm's reach) throughout the day. Observations indicate that the Para prompts Carrie every 2-3 minutes to continue her assignments. Parent's report she finishes simple 'chores' at home on her own. At free time and in gym, Carrie will participate, wander away, and then independently return to social interactions with peers</p>	<p>Continue AATA to identify a group of specific activities across environments that Carrie accomplishes with the greatest level of independence. <i>(Related Services, Community Experiences,)</i></p> <p>Add visual supports and use of mobile technology to these activities and continue to measure level of independence <i>(Related Services)</i></p> <p>Teacher/para training on prompting, chaining, and how to use with Carrie. <i>(Not an official transition service, but will result in improved services to Carrie)</i></p>	<p>Teacher and Para training on the supports that have been determined to work best. <i>(Not an official transition service, but will result in improved services to Carrie)</i></p> <p>AT Assessment to determine additional potential supports. Implement recommendations from assessment. Measure effect on level of independence:</p> <ul style="list-style-type: none"> • in academic environment • in community volunteer site • possibly at home <p><i>(Related Services, Community Experiences, Adult Living Objectives)</i></p>	<p>Target: Able to work independently in SYWE and in volunteer site for 30 minutes given:</p> <ul style="list-style-type: none"> • Prior Instruction in task • Visual and/or AT supports <p><i>(Related Services, Community Experiences, Adult Linkages)</i></p> <p>Meet with OOD and CBDD to provide data on current levels of independence and discuss projected level of support that that may be needed as an adult. <i>(Adult Linkages, Employment Objectives, Adult Living Objectives)</i></p>	<p>Target: Able to work independently in SYWE and in volunteer site for 30 minutes given:</p> <ul style="list-style-type: none"> • Prior Instruction in task • Visual and/or AT supports <p><i>(Related Services, Community Experiences, Adult Linkages)</i></p> <p>Meet in January and April of 2021 to assure adult service supports are confirmed and updated information is available. <i>(Adult Linkages, Employment Objectives, Adult Living Objectives)</i></p>	<p>Independence: Carrie will be able to independently complete employment tasks that are 45 minutes in length with the use of environmental/visual or technology supports.</p>

New High School Backwards Planning Chart for Postsecondary Transition

Student Name Carrie S.	Case Manager Cory	Current Grade 8	Current School Year 2016-17	Graduation Year 2021	
Current Date: September 2016 Major Skill Areas and Baseline data from AATA	School year 2016-17 Steps to reach milestone	School year 2017-18 Steps to reach milestone	School year 2018-19 Steps to reach milestone	School year 2020-21 Steps to reach milestone	Major skill milestones to be achieved by: ___ August 2021_
Self-Management / Coping Carrie has difficulty waiting quietly when she has completed her tasks, loses interest in a situation or an unexpected lengthy wait occurs. She attempts to pace, makes increasingly loud vocalizations and has been known to leave the environment. This happens at least 3 times/week.	Include Carrie in the "Life Skills" Course 2 nd semester when they address 'coping skills for life'. Identify the skills that Carrie will most likely be successful using. <i>(Courses of Study)</i> Provide needed modifications, supports and instruction for Life Skills course. Possibly use Speech Therapist. <i>(Instruction, Related Service)</i> Develop visual supports and for the selected coping strategies. Possibly include Speech Therapist. <i>(Instruction, Related Service)</i>	Consult with CBDD BCBA (Behavior Specialist) to help develop positive support plan to reinforce the use of the desired skills. <i>(Linkages with Adult Services, Related Service)</i> Create teacher- or para-prompted/guided opportunities in the school environment to practice the use of the coping skills in targeted situations that are similar to community environments (cafeteria, working in school office, purchases in school store) <i>(Instruction, Adult Living Objective, Employment Objectives)</i>	Create teacher- or para-prompted/guided opportunities in community environments to practice the use of the coping skills in targeted situations. (1 st semester) <i>(Community Experiences, Instruction, Adult Living Objective)</i> Opportunities in typical adult community environments to independently practice the use of the coping skills in targeted situations. Use of visual supports or mobile technology included. (2 nd semester). Waiting up to 5 minutes. <i>(Community Experiences, Adult Living Objective, Related Services.)</i>	Opportunities in typical adult community environments to independently practice the use of the coping skills in targeted situations. Use of visual supports or mobile technology included. (1 st semester). Waiting up to 15 minutes. <i>(Community Experiences, Adult Living Objective, Related Services.)</i> Meeting with selected adult providers to explain successful coping strategies, how to use them and how to support if necessary. <i>(Linkages with Adult Services)</i>	Self-Management / Coping Carrie will be able to wait quietly in situations such as a grocery store line, movie line, waiting for food in a restaurant, or other types of situations that may be unpredictable and lengthy. She will use coping strategies to be successful.
Community Connections for Residential Support Currently Carrie and her family are only aware of the CBDD behavior support, respite and parent training opportunities	Contact Carrie's SSA and request information about the adult services available through the CBDD as well as others in the community Meet with the SSA and Adult Services in the CBDD to discuss the information received. Attend several parent training on the local opportunities in adult living support	Draft a plan for Carrie's desired adult residential options that includes a desired timeline. Share the draft with SSA, Transition coordinator and Carrie's siblings Make modifications based on conversations with SSA and Transition coordinator and siblings. Request to connect with parents in the community who have adult children in a variety of residential situations to learn about their experiences	Review plan yearly with team. Connect with new resources as available. Add new team members . Update as needed Draft a budget needed to support Carrie in the desired residential setting. Determine if other skill development areas are aligned with the desired outcomes or will additional support be needed. Modify plan and update steps as needed.	Review plan yearly with team. Connect with new resources as available. Add new team members . Update as needed Interview residential provider agencies and share the family's vision for the future. Discuss how they might support that vision.	Community Connections for Residential Support Carrie and her family will be informed of the variety of agency services and supports , will have developed a plan, and will have completed required steps to move towards Carrie's desired adult residential living

New High School Backwards Planning Chart for Postsecondary Transition

Student Name Carrie S.	Case Manager Cory	Current Grade 8	Current School Year 2016-17	Graduation Year 2021
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Below are examples of Transition Service Categories and examples of associated service or supports. Be aware, this is *not* an exhaustive list.
 Selection of transition services is individualized to the student needs and is designed to support the development of skills to achieve the post school outcome.

Instruction	Community Experiences	Employment Objectives	Adult Living Objectives	Linkages with Adult Services	Related Services	Course(s) of Study
<ul style="list-style-type: none"> ❖ Academic/study skills ❖ Social skills ❖ Self-determination ❖ Specific occupational skills 	<ul style="list-style-type: none"> ❖ Apply skills learned in community ❖ Explore new environments ❖ Paid work or volunteer experience ❖ Consumer experiences ❖ Use of community resources 	<ul style="list-style-type: none"> ❖ Career exploration ❖ Person-centered planning ❖ Career-technical training ❖ Career portfolio/planning 	<ul style="list-style-type: none"> ❖ Self-sufficiency, independence ❖ Housing and transportation ❖ Budgeting, banking, financial ❖ Health, medical needs ❖ Daily living skills 	<ul style="list-style-type: none"> ❖ OOD/BVR ❖ LCBDD ❖ College – Disability Services ❖ Medicaid ❖ SSI ❖ Other community agencies 	<ul style="list-style-type: none"> ❖ Behavior/sensory supports ❖ Communication mode/skills ❖ Travel/mobility/stamina ❖ Assistive technology 	<ul style="list-style-type: none"> ❖ Classes to provide independent living skills training ❖ Classes to prepare for career tech. ed. or college ❖ Career specific classes