**Backwards Planning Chart for Postsecondary Transition**

Student: Current Grade: Current School Year: Graduation Year

The purpose of this form and included information is to provide the various annual IEP teams developing transition plans over the years, one “master form” that cumulatively tracks the various services and activities provided to the student in support of him/her being prepared for their transition goals after their graduation. The idea behind this “Backwards Planning” is simply to determine what services and activities are necessary to prepare the student for each of the three transition goals by moving backwards from the expected graduation year to the current year. The same results can be achieved by “Forwards” planning by developing the current services and activities provided each year and building on them until their graduation that will prepare the student, as much as possible, for success in reaching each of the postsecondary transition goals.

The seven broad “Transition Services and Activities” areas listed below do not include all of the possibilities options to consider. What the student receives is based on their individual needs to achieve their postsecondary goals. There is no requirement to have every service or activity be addresses each years, except for the “**Courses of Study**” option. It is also not an acceptable practice to never have an activity or service provided from an areas over the multiple years. Only a brief description needs to appear on this form since the IEP contains a complete description.

**Postsecondary Employment Goal Postsecondary Education/Training Goal Postsecondary Independent Living Goal**

 **Transition Services and Activities School Year**  **School Year**  **School Year**  **School Year**  **Graduation Year**

 **1. Instruction**

Academic/study skills

Social skills

 Self-determination

 Specific occupational skills

 **2. Community Experiences**

 Apply skills learned in community

 Explore new environments

 Paid work or volunteer experience

 Consumer experiences

 Use of community resources

 **Transition Services and Activities School Year** **School Year**  **School Year**  **School Year**  **Graduation Year**

 **3. Employment Objectives**

Career exploration

Person-centered planning

 Career-technical training

 Career portfolio/planning

 **4. Adult Living Objectives**

 Self-sufficiency, independence

 Housing and transportation

 Budgeting, banking, financial

 Health, medical needs

 **5. Linkages with Adult Services**

Rehabilitations Services Com.

 Developmental Disabilities

 College – Disability Services

 Other community agencies

 **6. Related Services**

 Behavior/sensory supports

 Communication mode/skills

 Travel/mobility/stamina

 Assistive technology

 **7. Course(s) of Study** (This area is the

 area required every year on the IEP)

 Classes to provide skills

 Classes to prepare for career

 tech. ed. or college

 Career specific classes