



Jan. 16, 2023

Iowa Transition Model

Iowa Transition Model Steps	SDI Framework Connections	What does it look like?
Learn the student's strengths, interests, and preferences	Diagnose	<ul style="list-style-type: none"> Typically gained through a student interview, although parent and teacher input can be used in addition to student input.
Identify postsecondary expectations (PSEs) based on strengths, interests, and preferences	Diagnose	<ul style="list-style-type: none"> Use RIOT (Review, Interview, Observation, Test) assessment data, strengths, interests, and preferences to establish a PSE in each area of living, learning, and working. All PSEs must project beyond high school and be observable. PSEs tend to become more refined and specific as a student gets older.
Identify essential skills needed in the postsecondary environments based on PSEs	Diagnose	<ul style="list-style-type: none"> Use a variety of resources to identify the knowledge, attitudes, habits, critical thinking, and application skills needed for all three postsecondary expectations and environments. Consider including community resources such as: <ul style="list-style-type: none"> Vocational rehabilitation counselor College/university accessibility services Regional coordinator for the student's Mental Health Disability Services Region (MHDS) Targeted case management Community rehabilitation provider/s American job centers Employers
Assess student's current skills as compared to future skills needed for PSEs	Diagnose	<ul style="list-style-type: none"> Use information from multiple sources of age-appropriate transition assessments to identify the skills the student currently has compared to those required or expected in postsecondary environments. For example: <ul style="list-style-type: none"> RIOT Life skills inventory Functional vocational assessment College placement results from ACCUPLACER/ACT Work experience evaluations, etc. The team/teacher uses the information gathered to identify whether a gap or match exists in the knowledge, attitudes, habits, critical thinking, and application skills needed to meet the desired postsecondary expectations.
Determine discrepancy between skills needed in the future and current skills status (match or gap)	Diagnose	<ul style="list-style-type: none"> Review current skills and skills needed for the PSE in each area of living, learning, and working. Is there enough information to determine if there is a match or a gap? Consider if the gap... <ul style="list-style-type: none"> is age-appropriate, can be addressed through education offerings, or requires some type of goal, service, or support within special education. Gather additional assessment information, if needed (RIOT). Identify needs of the student to meet PSEs in each area of living, learning, and working.

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Address discrepancies in courses, activities, goals, services, and supports	Diagnose	<ul style="list-style-type: none"> • Prioritize needs of the student and consider how and when to address the needs: <ul style="list-style-type: none"> ○ What is the least restrictive environment? ○ How great is the gap? ○ What age is the student, and how much time do they have left in the educational system? ○ How easily does the student learn a skill, generalize, and apply in real life unpredictable situations? ○ What are the learning progressions, and where is the student within the progression? ○ What supports need to be in place to master skills? ○ Can the skill development be addressed in an available education course? ○ Will the student need an accommodation to participate in the course? ○ Does the student need to practice the skill through an activity? ○ Is the gap so great the student needs rigorous targeted instruction through specially designed instruction (SDI) which is an IEP annual goal? ○ What services, support, or linkage is needed to close the gap? ○ What classes need to be taken? ○ Where can the classes take place? ○ In what activities could the student participate? ○ How can parents/families help? ○ What resources are available in the community? • Develop Course of Study (COS) <ul style="list-style-type: none"> ○ Align core courses and electives necessary to prepare students for PSEs relative to living, learning, and working. ○ Include any appropriate activities and linkages to address the identified needs of the student. ○ Maintain high expectations. ○ Work together as a team to develop a plan that incorporates evidence-based practices aligned with learner needs. ○ Use diagnostic results to determine appropriate supports (access, engagement, developing specific skills). ○ Explicitly state learner outcomes. ○ Determine intensity and frequency (grouping, materials, accommodations, time). ○ Use high leverage instructional practices that match concept/skill being taught and learner's needs. ○ Collaborate with stakeholders to clearly identify team member roles in supporting the student's goals.
Develop and implement annual goal(s)	Design	<ul style="list-style-type: none"> • Use specific assessment data to write an annual goal to address the priority skill, which needs to be acquired and/or improved. <ul style="list-style-type: none"> ○ Do all goals, supports, and services align with a postsecondary expectation? ○ Are they rigorous enough to meet the expectations? ○ Do the goals match/coincide with the instruction being provided?

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Deliver needed services, supports, activities, and/or linkages	Deliver	<ul style="list-style-type: none"> • Does the student have the tools necessary to access the curriculum or tasks to reach their expectations? • Effective accommodations <ul style="list-style-type: none"> ○ Assistive technology ○ Self-determination skills ○ Linkages to needed services
Monitor progress for overall effectiveness	Engage	<ul style="list-style-type: none"> • Review progress monitoring to determine if the teaching strategy is effective and if changes need to be made. • Revisit activities and services: <ul style="list-style-type: none"> ○ Are they being completed? ○ Are they effective? ○ Are there changes that need to be made? ○ Do additional activities and services need to be identified? ○ Have the necessary referrals/linkages been made as written? • Accommodations: <ul style="list-style-type: none"> ○ Have they been taught? ○ Are they being used? ○ Are they providing access to curriculum or tasks? ○ Do they need to change? • Does the team have the necessary data to make future decisions?