

## SDI Framework for Secondary Transition

Iowa Transition Model	Diagnose for Instructional Design Use RIOT/SCIL in order to... <i>Diagnose to determine postsecondary expectations.</i>	Engagement for Learning
Learn the student's strengths, interests, and preferences (to identify possible areas PSE)	<ol style="list-style-type: none"> <li><b>1. Define areas of concern and verify potential reasons for the concern</b> <ol style="list-style-type: none"> <li>a. Gather and triangulate multiple sources of data through the RIOT process</li> <li>b. Thoroughly review the learner's educational history focusing intentionally on the setting, curriculum, instruction, and learner's performance to develop a learner profile</li> <li>c. Pinpoint skills and/or behaviors that are not at mastery</li> <li>d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered</li> </ol> </li> <li><b>2. Identify strengths, interests and preferences that sustain learner engagement</b> <ol style="list-style-type: none"> <li>a. Identify existing skills in which to build on through specially designed instruction</li> <li>b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged</li> </ol> </li> <li><b>3. Determine critical supports needed for learner success.</b> <ol style="list-style-type: none"> <li>a. Analyze the data collected in order to recommend and outline where specially designed instruction needs to begin</li> <li>b. Make an instructional match which includes the environment and approach/materials needed for the learner to access and make progress in the Iowa Core</li> </ol> </li> </ol>	
Identify postsecondary expectations (PSEs) based on strengths, interests, and preferences		
Identify essential skills needed in the postsecondary environments based on PSEs		

Iowa Transition Model	Diagnose for Instructional Design Use RIOT/SCIL in order to... <i>Diagnose to determine services, supports and instruction to meet postsecondary expectations.</i>	Engagement for Learning
Assess student's current skills as compared to future skills needed for PSEs	<ol style="list-style-type: none"> <li><b>1. Define areas of concern and verify potential reasons for the concern</b> <ol style="list-style-type: none"> <li>a. Gather and triangulate multiple sources of data through the RIOT process</li> <li>b. Thoroughly review the learner's educational history focusing intentionally on the setting, curriculum, instruction and learner's performance to develop a learner profile</li> <li>c. Pinpoint skills and/or behaviors that are not at mastery</li> <li>d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered</li> </ol> </li> </ol>	
Determine discrepancy between skills needed in the future and current skills status (match or gap)		
Address discrepancies in courses, activities, goals, services, and supports	<ol style="list-style-type: none"> <li><b>2. Identify strengths, interests and preferences that sustain learner engagement</b> <ol style="list-style-type: none"> <li>a. Identify existing skills in which to build on through specially designed instruction</li> <li>b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged</li> </ol> </li> <li><b>3. Determine critical supports needed for learner success</b> <ol style="list-style-type: none"> <li>a. Analyze the data collected in order to recommend and outline where specially designed instruction needs to begin</li> <li>b. Make an instructional match which includes the environment and approach/materials needed for the learner to access and make progress in the Iowa Core</li> </ol> </li> </ol>	

<p><b>Iowa Transition Model</b></p>	<p style="text-align: center;"><b>Design for Instructional Delivery</b>  <i>With a team who has relevant and specialized knowledge, develop a plan.</i></p> <p style="text-align: center;"><i>Design services, supports, activities and instruction that will support the learner in meeting their postsecondary expectations.</i></p>	<p><b>Engagement for Learning</b></p>
<p>Develop and implement annual goal(s)</p>	<p><b>4. Incorporates evidence-based practices aligned to learner needs</b></p> <ol style="list-style-type: none"> <li>a. Apply diagnostic results to select appropriate supports for:             <ul style="list-style-type: none"> <li>● Access</li> <li>● Engagement</li> <li>● Increasing specific skills</li> </ul> </li> <li>b. Explicitly state learner outcomes</li> <li>c. Determine intensity and frequency of alterable variables (e.g. grouping, materials, accommodations, time, etc.)</li> <li>d. Use high leverage instructional practices that match the concept/skill being taught and the learner’s needs</li> <li>e. Maintain high expectations, is coordinated and is inclusive of the necessary services and supports</li> </ol> <p><b>5. Aligns to the Iowa Core and is age appropriate</b></p> <ol style="list-style-type: none"> <li>a. Align learning targets to grade level, learning progressions and foundational skills</li> <li>b. Align the learner’s IEP goals, progress monitoring, and supports to Iowa Core</li> <li>c. Connect supports and services to instruction the learner is receiving throughout the school day</li> </ol> <p><b>6. Maximizes opportunities for access and engagement</b></p> <ol style="list-style-type: none"> <li>a. Address appropriate accommodations &amp; modifications</li> <li>b. Consider multiple means of engagement, action and expressions, and representation which are matched to learner need</li> <li>c. Provide instruction in the general education environment and removal is considered only if needed for learner success</li> </ol>	

<p><b>Iowa Transition Model</b></p>	<p><b>Deliver for Learner Engagement</b>  <i>Use evidenced-based, high leverage instructional practices in order to:</i>  <b><i>Deliver, monitor and adjust the identified services and supports to maximize access and engagement.</i></b></p>	<p><b>Engagement for Learning</b></p>
<p>Deliver needed services, supports, activities, and/or linkages</p>	<p><b>7. Incorporates evidence-based practices aligned to learner needs</b></p> <ol style="list-style-type: none"> <li>a. Apply diagnostic results to select appropriate supports for:                     <ul style="list-style-type: none"> <li>● Access</li> <li>● Engagement</li> <li>● Increasing specific skills</li> </ul> </li> <li>b. Explicitly state learner outcomes</li> <li>c. Determine intensity and frequency of alterable variables (e.g. grouping, materials, accommodations, time, etc.)</li> <li>d. Use high leverage instructional practices that match the concept/skill being taught and the learner’s needs</li> <li>e. Maintain high expectations, is coordinated and is inclusive of the necessary services and supports</li> </ol> <p><b>8. Aligns to the Iowa Core and is age appropriate</b></p> <ol style="list-style-type: none"> <li>a. Align learning targets to grade level, learning progressions and foundational skills</li> <li>b. Align the learner’s IEP goals, progress monitoring, and supports to Iowa Core</li> <li>c. Connect supports and services to instruction the learner is receiving throughout the school day</li> </ol> <p><b>9. Maximizes opportunities for access and engagement</b></p> <ol style="list-style-type: none"> <li>a. Address appropriate accommodations &amp; modifications</li> <li>b. Consider multiple means of engagement, action and expressions, and representation which are matched to learner need</li> <li>c. Provide instruction in the general education environment and removal is considered only if needed for learner success</li> </ol>	
<p>Monitor progress for overall effectiveness</p>		

### Indicators that Support Engagement for Learning

**1. High Expectations - Family & Teachers:**

- a. Share high expectations for the learner
- b. Partner to promote self-determination in the learner
- c. Have access to and understand the curricular expectations and standards required of the learner
- d. Advocate for multiple approaches and strategies that will support the learner and hold their interest
- e. Recognize their roles in the teaching and learning process and stay up to date on pertinent responsibilities in supporting the learner

**2. Positive Communication - Family & Teachers:**

- a. Persistently and clearly communicate high expectations
- b. Communicate about the learner using preferred methods
- c. Communicate honestly, openly, and with respect
- d. Seek to understand by asking questions and actively listening
- e. Recognize that they are partners in the teaching and learning process

**3. Active Involvement - Families & Teachers:**

- a. Engage in collaborative and active problem-solving
- b. Value full participation and support active involvement
- c. Support and promote positive and trusting relationships with learners

**4. Support Learner Learning - Families & Teachers:**

- a. Intentionally create and/or support safe, accessible, and inviting environments for learning
- b. Establish and connect learners to real life learning environments
- c. Support and promote instruction that maximizes access and learner opportunity for growth
- d. Actively seek means to improve learner engagement