A MODEL COOPERATIVE TRANSITION EXCHANGE PROGRAM
PRESENTED BY JANET PARKER AND KAREN MARTIN

Memorial Jr. High/High School Partnership:
LEARNER OUTCOMES FOR PRESENTATION:

1. Attendees will have knowledge of steps and timeline to implement a similar transition exchange program in their district/community.

2. Attendees will understand the importance of beginning transition services in Middle/Junior High School.
WHO ARE WE?

- Karen Martin: Has been teaching at Memorial High School for years.
- Janet Parker: M.Ed. And NBCT with 30 years experience in Sp. Ed. Has been teaching at Memorial High School for 22 years, teaching students with Multiple and Intellectual Disabilities.
IDENTIFY THE NEED:

- Typical reactions from Jr. High parents and students when discussing Transition needs:
  - Unaware of need
  - Not necessary at this time
  - Low expectations for students
  - Skeptical of results
  - Fear of future
TIMELINE FOR IMPLEMENTATION:

- Early fall, met with Principals from each school, and District Transition Coordinator to discuss pros/cons.
- Sp. Ed. Teachers from both schools met to brainstorm possible jobs, target population, and justification of program.
- Teachers from both schools toured each building to assist in the transition program.
TIMELINE CONTINUED...

- Met with Sp. Ed. Teachers at the Jr. High to take student referrals and set up interviews with students. (Students were given list of possible interview questions for preparation.)
- Interviewed Jr. High students: 6/11 were accepted into the program.
- Arranged transportation on school buses already delivering Jr. High students to High School for electives. (Cost effective!)
PARENTAL INVOLVEMENT:

- Jr. High and Sr. High parents were provided with a Program Description and permission forms.
- Dept. of Rehab. Services applications were sent home with High School students to begin the referral process.
- After receiving copies of the interview questions, Jr. High parents were encouraged to assist their child to develop their answers to the questions.
STAFF AND STUDENT INVOLVEMENT:

- High School students prepared, cooked, set up and served refreshments for the Jr. High Sp. Ed. Dept. during planning visit.
- Custodians, cafeteria staff, and office personnel were involved in the job selection process.
THE STUDENTS...

- Target students: 8th graders, Sophomores, Juniors

  + Justification –
    - 8th graders from Jr. High are preparing to transition to high school
    - High School Seniors should already be placed in community settings for jobs, Career Tech, or Work Adjustment Training
    - Sophomores and Juniors had already received job training and work experience on or off campus the previous year. Job Coach accompanied them to Jr. High for monitoring purpose only. (Students were under supervision of Jr. High Staff on site)
JUNIOR HIGH TRAINING

- 5 Point training experiences:
  1. Independent Living
  2. Academic – (Curriculum Integration) – Pre-enrollment schedules, classes, familiarity with building and staff
  3. Career Awareness – Career Interest Inventories
  4. Community – Community Based Field Trips
  5. Vocational – Hands-on training with task boxes from KEEP Classroom (Kids Exceeding Expectations Program at Memorial HS)
SUCCESSFUL TRANSITION

Independent Living Skills

Hands-On Vocational Training

Academic Curriculum Integration – Vertical Alignment

Community Based Education

Career Interest Inventories
OUTCOMES:

- Five out of six of the High School students who were involved are now successfully placed in Work Adjustment Training programs through DRS.
- Six out of six of the Junior High students chose to come to Memorial High School this year.
- Those JH students were placed in appropriate special ed placements at Memorial HS as a result.
Jr. High students transitioned to HS with confidence, knowledge, and leadership abilities.

HS staff developed rapport with JH students and their parents.
WHAT’S NEXT?

- Involve elementary feeder schools: Backwards scaffolding –
  - Prepares elementary students to refine transition goals based on real-life experiences.
  - Helps parents set realistic transition goals for their children.
  - Decreases anxiety for all.
COOPERATIVE EXCHANGE

HS
MS
ELEM.
COMMUNITY
DAYCARE

Text boxes and arrows going all different directions connecting words
WIN WIN!

- By participating and cooperating within the feeder-school pattern, we stabilize mobility in the community, which helps improve test and accountability scores!

- *Stability within Chaos: How AISD is Educating Children from Struggling Families
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- By Cathy Requejo
  Austin Independent School District
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