

# Transitions

AN EDUCATORS VIEW



Ponca City High School

# A Brief Bio

- ▶ **Holly Ladner**, Special Educator, Transition Coordinator for Ponca City High School
  - ▶ Graduated from UCO in 2009
  - ▶ Worked as a QIDP at Center of Family Love for 10 years
  - ▶ Self Contained Special Education Teacher at Ponca City High School 5 years
- ▶ **Sally Tubbs**, Career Exploration Coordinator, DRS Liaison
  - ▶ 24 years at Ponca City High School
  - ▶ Started as a Job Coach for 2 years when the program was a community based Vocational program. Continued to work with the program as it evolved to Career Exploration Transitions School to Work Program in conjunction with DRS.

# Career Explorations

Transitions School to Work Program

Ponca City High School's Career Explorations Transitions School to Work program provides transitional support to students with physical and cognitive disabilities as they prepare for their vocational future.

Students *discover* strengths and interests through career research.

Students *learn* employment preparation, to include job searching, filling out an application, and interview skills.

Students *experience* job training through community and school based job sites to better prepare them for competitive employment. This includes job skills, appropriate workplace behavior, work ethics, and social skills.

# Work Adjustment

This step of the program primarily serves freshman and sophomore students.

Introduction to social skills needed for successful employment.

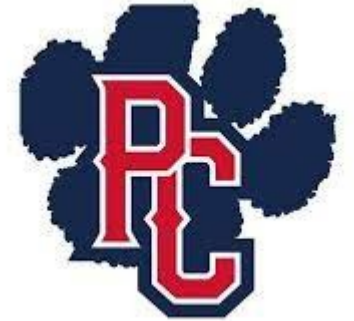
Focus on pre-employment work skills/soft skills. (hygiene, work ethic, attitude, promptness, getting along with coworkers...)

Some students remain at this level for an extra year, dependent on their needs.

Student receives elective credit for this class.



Jacob and Layne, sophomores, are working on job skill task cards.





# Work Study

Community and campus based job readiness training, supervised by trained job coaches.

Focus on skills needed for successful employment at an individual level. (Small ratio of students to job coach)

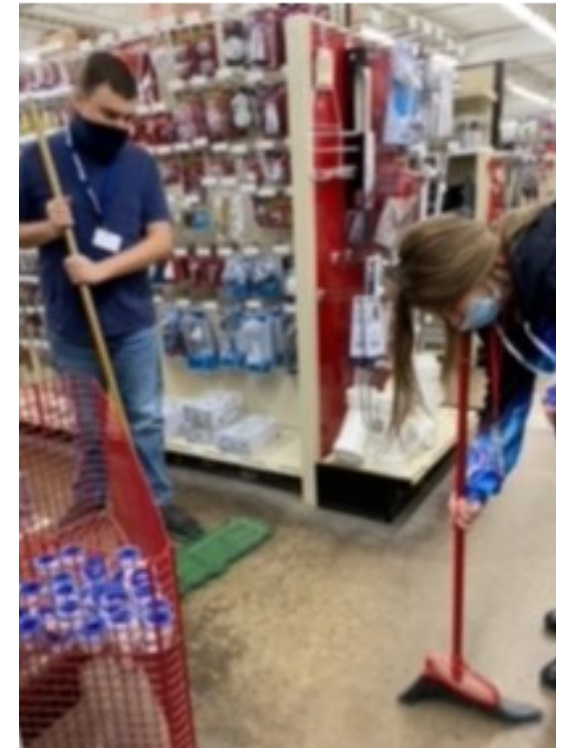
Students receive stipend from the Oklahoma Department of Rehabilitation Services. (Upon approval and acceptance as DRS client, age 16 plus.)

Student receives elective credit for this class.



Ivie, a third year senior is able to gain invaluable skills through on the job training at Grand Flowers.

Nathan and Amber, seniors, who are working as floor runners at Brandt's,

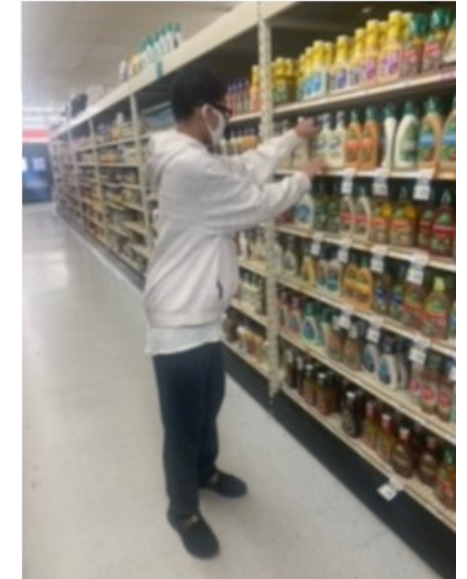


# Work Release

Typically reserved for a second semester senior, or a third year senior who has a community based job.

The student is released from the Career Explorations class daily, to attend their job and further job training.

The student will receive an elective credit.



Cayden, Senior working at Garrett Wrangler in the kitchen.



Malachi, Junior, working at Ponca City Discount Foods stocking shelves.

Nathan, Senior, hanging clothing at Brandt's Ace Hardware.



# Life Skills

Students get hands on training with various life skills. Some topics covered are cooking, basic housekeeping, dishwashing, household maintenance, finding an apartment, paying bills, banking skills, leisure skills, transportation, shopping, and budgeting.

Available for all grades and ability levels.



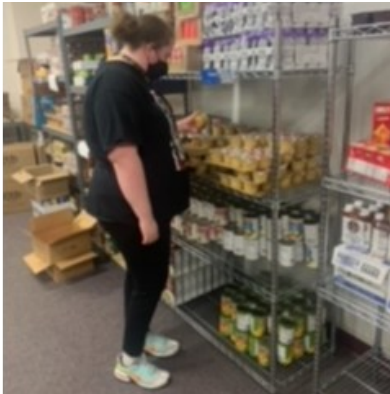
Jacob, Sophomore and Ivie, Senior working on using a drill for minor home repairs.

Carter, Junior, using a hand mixer to make icing.

Lexi, Junior, preparing cookies.

JJ, Freshman, washing dishes.

# Benefits of Extended Transition Programs



Maturity Prepared for next step in life Community participation

Confidence Support Job training Enhanced self esteem worthiness

Productive member of society Meaningful Day Increased community awareness

Time to focus on Life skills instead of academic skills