Creating Transition Portfolios

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October 2009
Why Portfolios?

- Portfolios can demonstrate the abilities, skills, and preferences of an individual.
- Portfolios can convey information in a meaningful and permanent manner.
- Portfolios are a valuable training tool.
- Students can use their portfolios to have “conversations” with others.
- Portfolios provide students and parents with an advocacy tool.
Why Portfolios?

- It is a visual summary of each student’s learning process
- It helps the student communicate his/her needs, abilities and personal information
- It is an effective and efficient marketing strategy!
Why Portfolios???

Because......
“A picture is worth a thousand words!”
What does a Portfolio look like?

ימוש

A portfolio should include a series of examples of actual student performance that demonstrates student learning

It is much more than just notebooks, files, or reports describing student performance

It is a visual representation of the student - his/her abilities, preferences, strengths, learning style, etc.
Developing a Portfolio

- How will the portfolio be used?
- How will information be selected for the portfolio?
- Who will use the portfolio?
- How will students be involved in developing the portfolio?
- When should the portfolio be developed and how often should it be reviewed?
Developing a Portfolio

- How will information be contained in the portfolio?
- How is the information organized?
- What is needed to create a Portfolio?
- How are photos and video used?
How will the portfolio be used?

Three general ways:

– Assessment
– Facilitate educational planning
– Ease transition from one environment to another
How will information be selected:

Three basic types of info:

- Info that describes the student as a person
- Info that describes the student as a learner
- Info that describes the skills a student has acquired for functioning within the community
Who will use the Portfolio?

Who will the audience be?
- New teachers and staff
- Potential employer
- Potential adult living providers
- Potential day program providers
How will the student be involved?

- Students should be actively involved
  - Decide which items to include
  - How achievements will be documented
- If the student is unable to represent themselves, the student’s team (including parents) should participate on their behalf
When should the portfolio be developed and reviewed?

- At any point in a student’s educational career
- Especially helpful for transitioning from one setting to another
- Reviewed and updated on a regular basis (annually)
How is the information organized?

- General Information
- Communication
- Daily Living Skills
- Work Experiences/Volunteer Work
- Community
- Medical and Clinical Reports
What is needed to create a Portfolio?

- Three ring binder
- Sheet protectors
- Photo pages
- Camera
- Video camera / optional
- Permission to photograph
Using Photos and Video

Remember...every picture tells a story!

Pictures provide a clearer vision of the student

- Mode of communication
- Personality
- Strengths and abilities
- Level of independence/participation
- Level of support required
Using Photos and Video

Documents the various learning experiences the student has had

- Set up of the activity
- Use of adaptations/adaptive equipment
- Use of communication devices
- Environment
- Staff support
- Social interaction
- Mobility
- Skill development
When choosing photos…

What is the “message” you want to convey???
Seatweaving
Perkins Caning Shop

- Worked successfully at 1:2 staff/student ratio.
- Consistently highly motivating work environment for Emily—worked in the Caning Shop 1-2 hours per week for 4 years.
- Able to sand, stain and weave a variety of seats for small stools and rocking chairs with GOOD QUALITY given initial sign/modeling instruction and assistance for set-up (i.e., gathering needed materials & organizing her work area).
- Able to correct most errors independently when pointed out to her, and occasionally identified & self-corrected errors independently during the process of completing a project.
- Utilized appropriate protective gear such as gloves, facemask, and apron as necessary for her projects.
General Information

- Personal Introduction Page
- All About Me
- Personal Fact Sheet
- How To’s and What Works
- Sample daily/weekly schedule
HEATHER
BELLE
Hi, my name is Amanda Blake

I communicate by:

Please talk and sign to me at all times.

My name sign is the letter "A" over your heart.
My first name is: ____________________
My last name is: ____________________

I am ______ years old.

I am a young ________________.
(woman or man)

My Birthday is ____________________

I live with my family in ____________, ____________.

I have _______ sisters.
I have _______ brothers.

I go to school at ____________________.

I am ____________________

I use / do not use hearing aides to help me hear.
(circle)

I use / do not use glasses to help me see.
(circle)

I like ________________________________

I do not like ________________________________
February 23, 2005

All About Me

My name is David Bent. My birthday is 11-16-1988. I am 17 years old. I live in Tewksbury, Massachusetts With Graeme, Joni, Sarah and Jeremy. I like to swim (over my head), forest, calendar, computer, games, colored lights, clown, magic, boil, movie, measures, sleep sunglasses, camera and record.

I work at Mount Auburn Hospital and Gateway Crafts. At work I draw cards, make Card “1763”, and make things from clay in pottery class. I am also learning to weave with the big weaving loom.

At the Hospital I wash tables and chairs and refill spoons, straws, knifes, forks, chips and cookies. I also fill the refrigerator with soda and juice. I go to work on Tuesday and Wednesday. My favorite jobs is Gateway Crafts.
A Biopoem

Kerri Ann

Affectionate, loving, knows her own mind
Stubborn, sweet

Mom, Dad, DJ, Danny

- Bubble baths, being pampered, going home,
  being waited on, massage.
  Happy, angry, determined, content

Love, patient friends, signing parties
Stimulating environment, security
Open space, not knowing, unpredictable movements.

Time to stop and smell the roses, calming
pack, affection, humor

Her own castle, with servants who
anticipate her every need.

Lynn, MA.

- Research for Better Teaching, Inc. • 90 Dole St. & Road • Carlisle, Massachusetts 01741 • (508)369-2294
# Student Personal Fact Sheet

**Name:**

**Date:**

**Last IEP:**

**Last CORE:**

**Address:**

**D.O.B.:**

**Home phone:**

**Sex:**   

**Residential Student?**

**Cottage Assignment:**

**Name of parent(s)/guardian(s):**

**Address:**

**Home phone:**

Please specify current services offered in the IEP:

<table>
<thead>
<tr>
<th>Service</th>
<th>Mobility</th>
<th>APE/Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>Speech</td>
<td>OT</td>
</tr>
<tr>
<td></td>
<td>Computer</td>
<td>Behavior Mgmt</td>
</tr>
</tbody>
</table>

## Physical conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Applies to student</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seizure disorder</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Medications</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Allergies</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Diet restrictions</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Has a shunt</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Sensitive to the sun</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Prone to choke when eating</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Has toileting issues</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>Has asthma</td>
<td>Y / N</td>
<td></td>
</tr>
</tbody>
</table>

## Mobility

**Method of independent ambulation:**

**describe**

- Walks indoors  
- Walks outdoors  
- Walks with crutches  
- Walks with walker  
- Walks with white cane  
- Uses manual wheelchair  
- Uses sighted guide  
- Difficulty with night travel  
- Other:
Name: James Smith     Date: Sept. 22, 2005

## Recommended Weekly Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Duration</th>
<th>Skills Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day program that offers community work placement with support and breaks</td>
<td>5 days/week</td>
<td>2-hour intervals w/ 1 break</td>
<td>-exposure to a variety of jobs</td>
</tr>
<tr>
<td>Swimming in a heated pool</td>
<td>2-3x week</td>
<td>1 hour</td>
<td>Staff trained by PT/OT</td>
</tr>
<tr>
<td>PT/OT for range of motion, air splints, stretching</td>
<td>Everyday</td>
<td>30 minutes</td>
<td>Adaptive equipment</td>
</tr>
<tr>
<td>Meal preparation</td>
<td>3-5x week</td>
<td>1-1 1/2 hrs.</td>
<td>transportation</td>
</tr>
<tr>
<td>Community Experience (library, grocery store, bank, other stores)</td>
<td>2x/week</td>
<td>1 - 1 1/2 hrs.</td>
<td>transportation</td>
</tr>
</tbody>
</table>
Communication

- Language and Communication Profile
- Calendar System Description
- Photos of Calendar System
- Communication map
## Deafblind Program
### Language and Communication Individual Student Profile

**Name:** Hannah Brown  
**Date:** February 16, 2005

### Receptive Communication Profile

<table>
<thead>
<tr>
<th>Speech</th>
<th>Gestures</th>
<th>Sign Lan g.</th>
<th>Sign Lan g.</th>
<th>Written</th>
<th>Pictures</th>
<th>Technology</th>
</tr>
</thead>
</table>
| N/A    | Follows natural gestures and cues | Schedules words simple experience stories related to his life | 3-6 signed word phrases related to daily life experiences and routines; relies on explanations for changes, concerns, curiosity. | Sight-word vocab.  
Knows schedule written word for gestures and cues in his life experiences and routines; uses words, some staff names and many written words in context, simple experience stories, connecting words. | MJ color and B&W paired with the written word for shopping lists & cooking & with unfamiliar activities + voc & words; drawing is used frequently on the spot situations. | N/A |

### Expressive Communication Profile

<table>
<thead>
<tr>
<th>Speech</th>
<th>Gestures</th>
<th>Sign Lan g.</th>
<th>Sign Lan g.</th>
<th>Written</th>
<th>Pictures</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Come, go, points to things he has a question about or things he wants. Uses a lot of gestures to express his wants &amp; emotions</td>
<td>Writes schedule, labels things in the environment; uses lots of self-talk to processes and communicate concerns to others &amp; calm himself down.</td>
<td>Uses 1-4 signs-not necessary imply in connected phrases, answers questions referring daily routines/activities expresses emotions; comments on his environment/asks q’s about activities</td>
<td>Writes his schedule, makes his own comm. Cards uses pr e-written comm. cards in the community</td>
<td>Staring to use MJ picture story non-signers in the community paired with words. Makes attempt to write questions &amp; things he wants.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Comments:** (may include vocabulary list, sign descriptions if modified, description of pictures being used, etc.)
Calendar Systems: Student Profile

Name: Jane Smith

Type of Learner:
Visual: X Tactile: (totally blind)

Symbols (circle one or more)

Objects Photos Pictures Tactile

Major Activities: list out
1. Meeting
2. Field trip
3. Shop
4. Cook
5. Gym
6. Museum
7. Great Cuts
8. G-tube feed
9. Lunch
10. Cottage

Symbols to Represent Each Activity

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SYMBOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting</td>
<td>MJ</td>
</tr>
<tr>
<td>Field trip</td>
<td>MJ</td>
</tr>
<tr>
<td>Shop</td>
<td>MJ</td>
</tr>
<tr>
<td>Cook</td>
<td>MJ</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>Photo and MT</td>
</tr>
<tr>
<td>OT</td>
<td>Photo and MT</td>
</tr>
<tr>
<td>Home</td>
<td>MJ</td>
</tr>
<tr>
<td>G-tube</td>
<td>MJ</td>
</tr>
<tr>
<td>Museum</td>
<td>MJ</td>
</tr>
<tr>
<td>Great Arts</td>
<td>MJ</td>
</tr>
<tr>
<td>Cottage</td>
<td>MJ</td>
</tr>
</tbody>
</table>
QuickTime™ and a Photo - JPEG decompressor are needed to see this picture.
What Works

- Using an object schedule/system
- Giving him time to respond
- Using 2-3 signs that Sean knows
- Having choices
- Knowing what to expect/expecting
- Opportunities to express feelings/preferences
- Watching for signs of upset/distress
- Signing within 2 feet
- Teaching new sign

What Doesn't Work

- Not knowing what is happening
- People not giving him enough time to respond
- Using too much sign vocabulary that he doesn't know
- No choices
- No information
- No opportunities to express feelings
- People not noticing if he is becoming upset
- Signing too far away
Daily Living Skills

- Wake-up routine
- Bed time routine
- Meal program and set-up
- Chores
- Cooking / Meal prep skills
- Foods - likes and dislikes
- Hearing Aids / Eyeglasses
- Toileting
Work Experience/Functional Activities

- Work experience photos
- Work samples
- Volunteer/Work Experience Summary
Work Experience Placement Report

Name: Hannah Brown  
School Year: 04-05
DOB: 1/1/85  
Age: 19/20 yrs  
Voc. Hours: 2 hrs weekly
Placements: Mount Auburn  
Cemetery Greenhouse  
Hours: 1:00-3:00pm
Position: Greenhouse Laborer

Tasks: (Seasonal)
- potting geraniums
- filling pots w/ soil
- filling florists pics
- leveling pots
- pinching plants
- mulching
- wiring flower pics
- assembling flats w/ all packs
- assembling cardboard flats/boxes

Skills:
- same as tasks and:
- able to use a variety of tools
  - pruners
  - pic machine
  - broom/dustpan
  - leveling sticks
  - stapling gun
  - florist wire
  - wheelbarrow

Adaptations:
- wearing gloves for "dirty" work
- written schedule including time
- counting or pattern jig (line drawn to assist with learning "specifics" of a task.
  Counting jig for more than 10 items

What Worked:
**shadowed cab travel to/from work**
- modeling and "rules" for appropriate social interactions
- initial training for all new job tasks
- training/instructing supervisor/coworkers in strategies to communicate

- 1:2 worker/job coach ratio
- total communication envir
- able to attend to simple time schedules related to work

What Didn’t Work:

Likes:
- Getting paid for work
- choosing job – opportunity for choices
- flowers & blooming plants to bring home
- indep travel to/from work

Dislikes:
- working in sun for long periods
James Smith

Education
Perkins School for the Blind
Deafblind Program
Watertown, MA

Work Experience
2005-2006 Recycling Center, Stop & Shop Watertown, MA
Recycling Assistant
• Travels with staff to Stop and Shop once a week for one hour and brings his own cans from school to recycle.
• Independently takes the can from a soda flat and places it with staff assistance into the appropriate recycling bins, labeled plastic, glass, or aluminum.

2004-2005 Museum of Science Boston, MA
Animal Care Attendant
• Worked consistently twice a week for two hours without a break.
• Assisted the workers in the Live Animal Center with the animals’ diets.
• Prepared each diet by using an adapted tray and other adapted equipment to help with the procedures.

2000-2004 Howe Press Perkins School
Production Assistant
• Worked once a week for two hours with a ten-minute break after one hour.
• Put Braille erasers into plastic bags and then using an adapted heat sealer, heat-sealed the bag.
• Assembled dust covers and literature into Braille Instruction Kits.
• Placed metal rods into a bin (stacking activity)

1998-2002 Bay State Floral Supply Waltham, MA
Production Assistant
• Worked for one afternoon each week for 1-1/2-hours.
• Priced items for sale by placing pre-printed price stickers on a variety of florist supplies (e.g. ribbon spools, silk flowers, etc.)

Special Awards
2005 Museum of Science Cambridge, MA
Received a bronze pin for working over 150 hours at the Museum of Science in the Live Animal Center
Leisure and Recreation

- Swim skills
- Gym skills
- Individual and group leisure skills
- Indoor/outdoor leisure skills
Community

- Grocery shopping
- Other shopping
- Community services
- Transportation/travel
Medical/Clinical Reports

- Recent evaluations
- Adaptive equipment
- Positioning and handling
- Therapy needs
- Orientation and Mobility information
- Behavior Plans/Assessment
An Effective Portfolio Development Process…

- Requires “teamwork - student, family, teachers, friends, etc.
- Requires ongoing commitment
- Requires the capacity to capture video and still images of the student in a variety of environments - home, school, community