

Graduation Portfolios for Students with Special Needs

Vicki Lundine, Career Placement Officer, SD#72
Catherine Smith, Educational Consultant,
Provincial Outreach Program for Autism and Related Disorders
2005

The Vision

All students are respected and accepted as members of our global village.



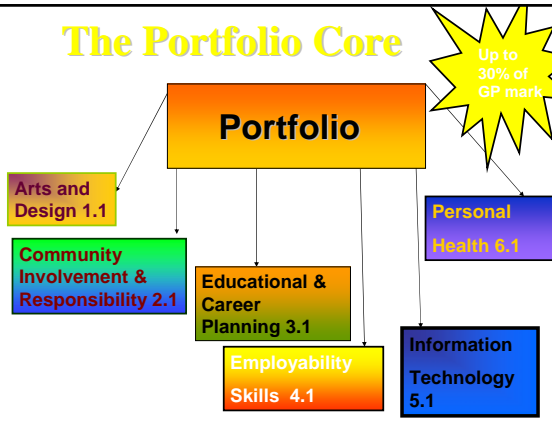
The BC Charter of Human Rights

People are protected by virtue of their race, colour, ancestry, place of origin, political belief, religion, marital status, family, physical or mental disability, sex, sexual orientation, age (applied to persons 19-64) years of age and unrelated criminal or summary convictions.

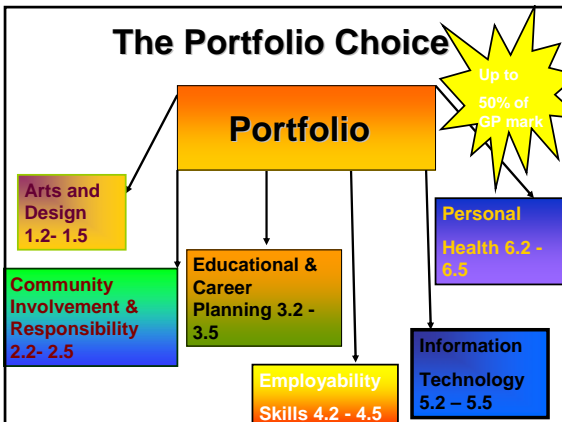
The Graduation Portfolio is a Process, not a course.

- It is Mandatory
- It is the sole basis for earning the Passport to Education
- Students need 50% to meet requirements

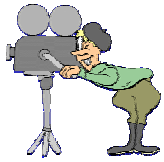
The Portfolio Core



The Portfolio Choice



The Portfolio Presentation.



Why do students with Special Needs complete a graduation portfolio? Why wouldn't they?

They need to:

- ✓ Be aware of their strengths
- ✓ Understand their challenges
- ✓ Set goals
- ✓ Make decisions
- ✓ Solve problems
- ✓ Apply their learning strategies
- ✓ Value their learning

Intellectual Development

- Competency in reading, writing, mathematics, social studies and science, including the ability to use these skills in problem-solving and decision-making



The ability to use and understand information technology



- The ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes knowledge of both a first and second language



An understanding and appreciation of artistic and aesthetic expression

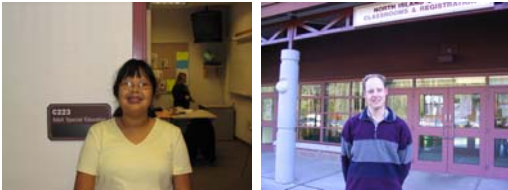


Black Light Theatre

The ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions.



An understanding of the importance of a lifelong commitment to continuous learning.



In their human and
social development,
graduates should achieve...

The knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs.



The knowledge and understanding they need to participate in democracy as Canadians and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy.



The attitudes, knowledge and positive habits they need to be healthy individuals, responsible for the physical and emotional well being



Campbell River's Special Olympic Competitor came home with swim medals from Ireland.

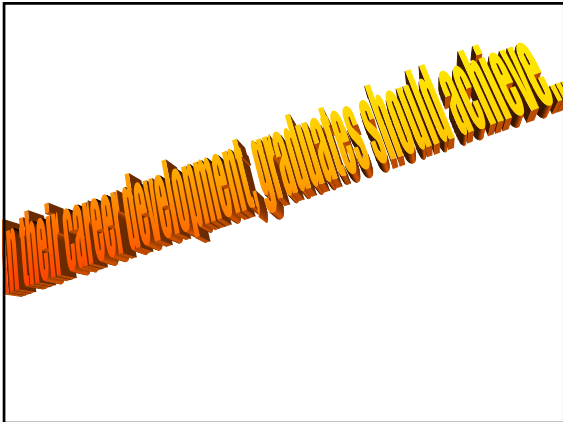


Ireland, Special Olympics

The attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life.



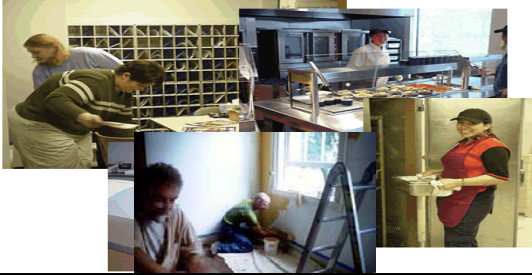
Andrew playing at Yuculta Lodge



The confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever changing society



Knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths.



Experience and planning for and working towards career and life goals.



The skills required to work effectively and safely with others and to succeed both as individual and collaborative workers.



Portfolio
=
Action + Reflection

How do we start?

The portfolio can enhance the programs for students with special needs because they begin with the end in mind. To achieve this we need:

- ✓ Current IEP: A working document that emphasizes the can do's and goals of the individual
- ✓ Clearly stated vision which will influence the direction reflected in the portfolio
- ✓ MAPS, PATH

Supporting a realistic vision involves:

Recent information that reflects:

- intellectual,
- communication,
- sensory processing,
- motor and
- social skill abilities and style.

Process: The How?

Clear system for collecting data:

Templates

- Electronic form linked to the IEP.
- Evidence:
 - Samples of work and involvement
 - Letters of reference
 - Evaluation forms
 - Certificates
 - Photos; videos; Power point presentations
 - CD's

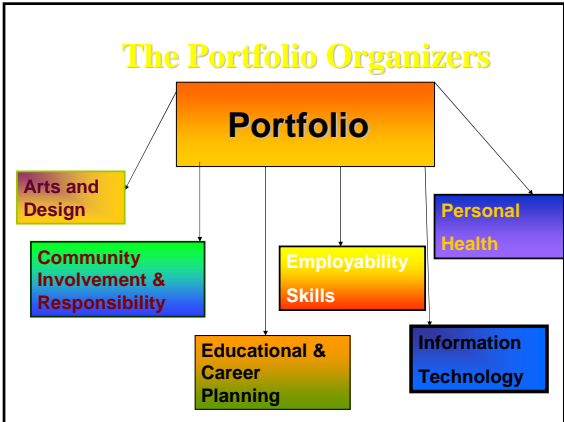
Who?

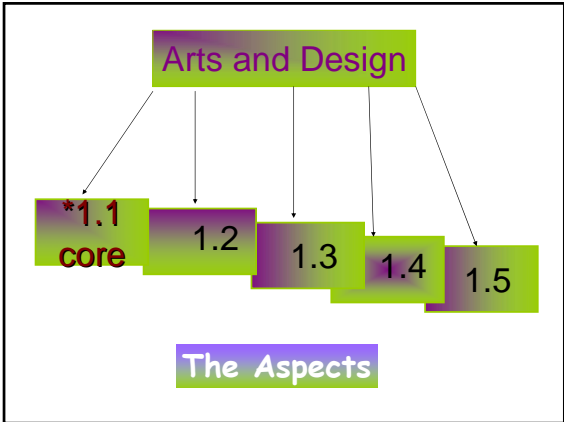
Personal support:

- Family
- Teachers
- Educational Assistants
- Peers
- Employers
- Interventionists/MSSH Support worker
- Community Living
- Other

Where?

- Home
- School
- Community
 - Church
 - Clubs
 - Sports
 - Special Olympics
 - Cultural Events
 - Therapeutic Riding





*1.1

The '5' Criteria for Art

Criteria # 1. Describe your chosen art work or performance.

Methods: language, pictures, acting, signing, PowerPoint, gestures.

Criteria # 2. Interprets the mood/s and message/s that the artist communications.

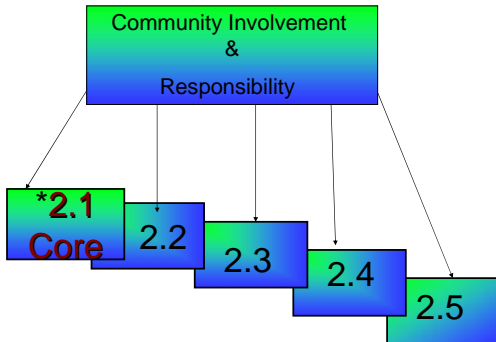
Methods: Emotions chart, colors, acts, draw, photos, picture symbols (Boardmaker), oral language, written language, signing.

***1.1**

- **Criteria # 3.** Identifies the emotions.
Methods: Clearly indicates using visual supports, charts or words.
- **Criteria # 4.** Identify images and visual or sound effects used in the work.
Methods: Correlate visual references to the art form and/ or describe using words or written responses i.e making connections

***1.1**

- **Criteria # 5.** Discuss your personal reaction to the art or performance work.
Methods: Video, Gestures, Voice Output Device, Tape, Verbal, Written (Scribed),



***2.1**

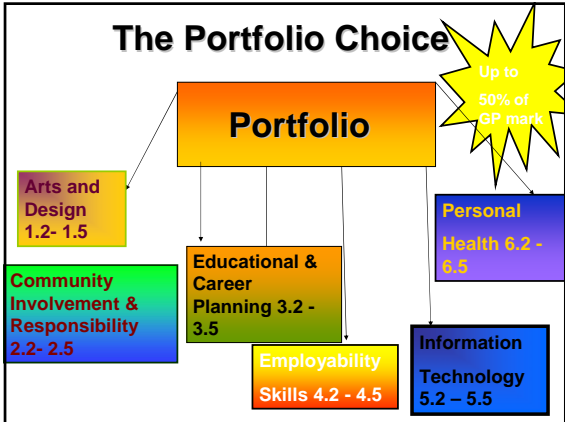
- Criteria # 1. Describe the community event or activity in which you have participated.
Method: Paul describes the golf tournament verbally.
- Criteria #2. Identify the service element in the community event or activity.
Method: Raising money for Special Olympics.

***2.1**

- Criteria # 3. Identify the benefits that someone receives as a result of the service, event or activity.
Method: Paul can explain who on the team gets to go to which upcoming events for Special O.

***2.1**

- Criteria # 4. Describe your contribution to the community service activity or event.
Method: Paul is able to explain that he is a caddy to help raise funds for the team.
- Criteria # 5. Demonstrate that you have participated cooperatively and respectfully.
Method: Paul's golf team can provide a letter of recommendation or just report to someone who can check the box.



Portfolio Choice: Example

Choice 2.2 Demonstrates positive communication skills.

- ✓ Observation by organizers, comments from golfers, written letter

Choice 2.3 Responds to human rights

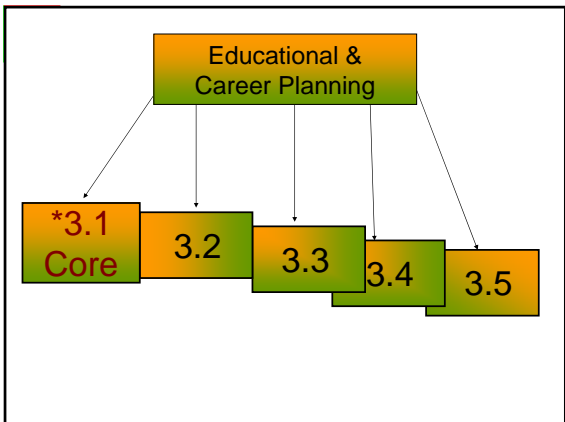
- ✓ Reports using photos or tape as to where the money pledged goes.

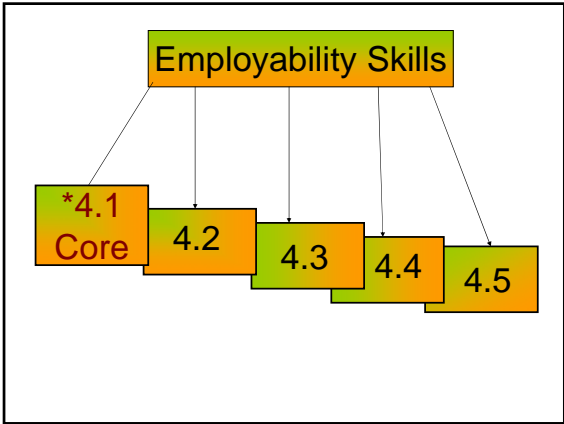
Choice 2.4 Promote respect for diversity.

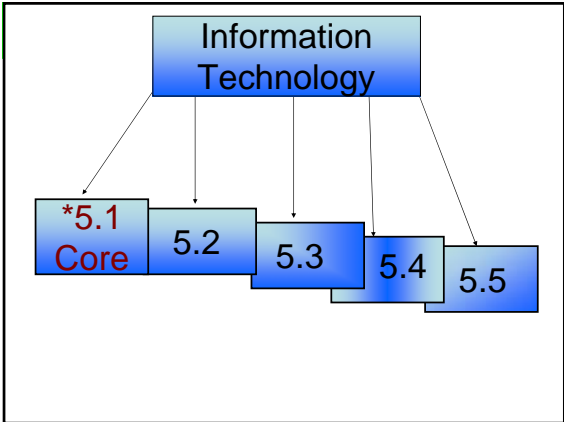
- ✓ Photo of the diverse group of participants in the Special Olympics Group.

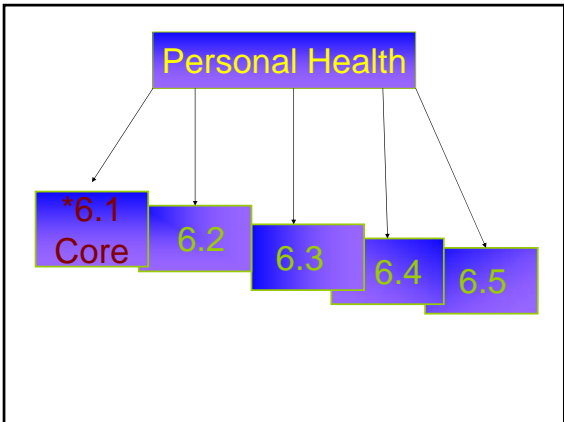
Choice 2.5 How

- ✓ Agrees to be photographed and interviewed for the local newspaper.



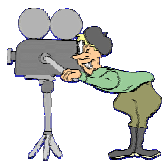






The Who and The Where?

The Portfolio Presentation.



The Portfolio Presentation



Panel Discussion



Portfolio Fair

Portfolio Presentation

- Photo Journalism
- Videos
- Play
- Journal
- PowerPoint
- Collage
- E-Portfolio
- Hard copy portfolio
- Interview
- Portfolio Fair
- Conversation with a teacher
- Panel Discussion
