

Student Brochures and Portfolios

Student brochures and portfolios are a great way to provide information about your child to school staff at the beginning of a new school year or at an IEP meeting. Brochures may be designed on a computer and include photos or clip art or may be printed by hand on paper. It is the personal touch that is important. Portfolios should be designed to show a “picture” of the whole student using a variety of evidence and documentation.

Suggested information to include in a student brochure:

Date of birth

Family dynamics

Interests and extracurricular activities

Strengths

History

Needs and the supports that have previously been successful

Dreams, visions, goals

PHOTOS ADD A PERSONAL TOUCH

Suggested information to include in a student portfolio (limit to a maximum of 20 pages):

Title page listing the student's name and the purpose of the portfolio

List of contents (limit to a maximum of 5 items)

Basic information on the student and his/her family

Samples or list of typical activities of the student

Scores, test results, evaluation data, medical data (edited into a brief format)

Academic work samples

Sensory information (if appropriate)

Behavior descriptions (if appropriate)

List of accommodations that have been successful

Samples of art work /hobbies (optional)

PHOTOS ADD A PERSONAL TOUCH

SAMPLE STUDENT BROCHURE (Tri-Fold)

My Needs:

Personal space
A quiet place to be alone
Calming activities like swinging
Peers as speech role models
A visual schedule
Gradual transitions to new activities
A strict routine
Extra time to respond to demands
To use my talker throughout my day
Clear instructions with visual prompts
Assistance with peer interaction
Redirection and reminders
Frequent chances for movement
Environment free of clutter

My Kindergarten Year:

To be successful in kindergarten, I will need supports to make the transition easier. I will need to visit the classroom and explore the environment.

I will need staff who can program my talker to make it functional for classroom activities.

I will need adult assistance during transitions between activities in order to tolerate changes.

I will need patience and support.

THANKS FOR HELPING ME
GET READY FOR
KINDERGARTEN AND
HELPING ME SUCCEED

Jane Alice Smith

Born: June 2, 2000

Mom: Cindy

Dad: Kevin

Big Sister: Jill

Little Brother: Jack

Puppy: Digger

Family Photo

Me with my family

SAMPLE STUDENT BROCHURE (Tri-Fold)

My History:

Had sleep difficulties as a young baby and toddler

Received a medical diagnosis of Pervasive Development Disorder at age two

Started speech therapy at age two through the Early Intervention Program

Spent three years in the Early Childhood Program with speech therapy as a related service

Taught with Discrete Trial Training method in the Early Childhood classroom

Recently received an augmentative communication device

Things I Like To Do:

Stack things

Push buttons

Open things up

Watch Digger play

Swing

Vacuum

My Strengths:

Curious

Always Active

Good at remembering

Able to learn visually

Able to figure out solutions

My Dreams:

To have friends

To “say” what I want

To learn letters & numbers

To use a computer

To become more verbal

To be more independent



Photo of Jane

This is me using my talker

Examples of SOME of the pages that could be used for a student portfolio:

SAMPLE - TITLE PAGE:

Hi! My name is Timothy Allen Jones. This portfolio provides information on how I learn, what supports I need, and what I have accomplished. Thank you for learning more about me so that this school year can be a great success.

SAMPLE - LIST OF CONTENTS PAGE:

My portfolio includes:
information about me and my family, including photos
information about my doctor & counselor, and
evaluation data
information on supports I have received that were
beneficial
information about my behavior and my likes and dislikes
samples of my work

SAMPLE - BASIC INFORMATION PAGE:

Name: Timothy Allen Jones
Birthdate: April 5, 1993
Mom: Karen
Brother: Tyler, born July 30, 2004
Education: 8th grade student
Special Education Eligibility: Primary-Specific Learning Disability, Secondary-Other Health Impaired
Placement: Regular education classes with modifications, LD Resource Support 90 minutes per day, and counseling at school once per week
(include photo if possible)

SAMPLE - MEDICAL/DIAGNOSTIC INFORMATION PAGE:

Pediatrician: Dr. Thomas Glenn Counselor: David Murphy
Psychiatrist: Dr. John Parto
Diagnosis: Dyslexia, ADHD
Characteristics: Easily distracted, Careless mistakes, Inability to initiate tasks, Inability to maintain attention, Difficulty with organization of needed materials, Difficulty with reading fluency, Unable to independently complete reading assignments at age level, Difficulty with peer interactions, Difficulty following multi-step directions
Current Medications: Ritalin
Current medication side effects being monitored: loss of appetite, insomnia
Current counseling sessions: Individual counseling, twice per month
Family counseling, once per month
(add significant test scores from educational evaluations and state and district-wide assessments)

Examples of SOME of the pages that could be used for a student portfolio:

SAMPLE - LIST OF SUCCESSFUL ACCOMMODATIONS PAGE:

What has helped me be successful in the past:

A second set of books at home so that I have the materials I need

A chance to leave the classroom briefly when I have difficulty remaining seated

A copy of lecture notes, completed study guides, and outlines

Frequent verbal redirection to remain on task

Small group projects to develop peer interaction and to allow me to contribute in ways that do not include reading

Verbal tests

SAMPLE – LIST OF TYPICAL ACTIVITIES PAGE:

Early Riser

Rarely eats much for breakfast

Rides a bus 45 minutes to school

Attends regular education classes with modifications to materials and accommodations

Rarely eats much of the school lunch

Spends most of the lunch break alone, does not interact with peers

Receives LD Resource Support during the afternoon to assist with assignments and reading difficulties

Rides a bus 30 minutes home from school

Spends time skateboarding and playing video games

Eats supper – more appetite than earlier in the day

Does homework with frequent breaks

Watches television

Goes to his room by 10:00 PM but does not sleep until approximately 12:30

On weekends, spends time at his grandparents (skateboards and swims)

SAMPLE-SENSORY INFORMATION PAGE:

Timothy does not like peers or adults to be too close to him

Timothy does not like others to touch him

Timothy fidgets and needs frequent movement in order to focus on academic work

SAMPLE-BEHAVIORS THAT NEED ADDRESSED PAGE:

Has difficulty initiating tasks

Has difficulty staying on task

Is often unable to take written notes in class or copy assignments

Fidgets during seated activities

Speaks without permission during class time

Looses materials necessary for completing assignments

Becomes upset if situations appear “unfair”

Is often unable to stop thinking about a situation until he feels the issue is completely resolved

Is unable to participate with peer activities during lunch and on the bus due to lack of social skills

Does not follow bus rules for remaining seated and not touching others