



HOW TO CREATE A SUCCESSFUL PORTFOLIO

WITH CINDY RYAN

3/10/22

Accessibility/ Accesibilidad

Spanish Interpretation:

1. Click on "Interpretation"
2. Select "Spanish"
3. If you need further assistance, let us know in the chat

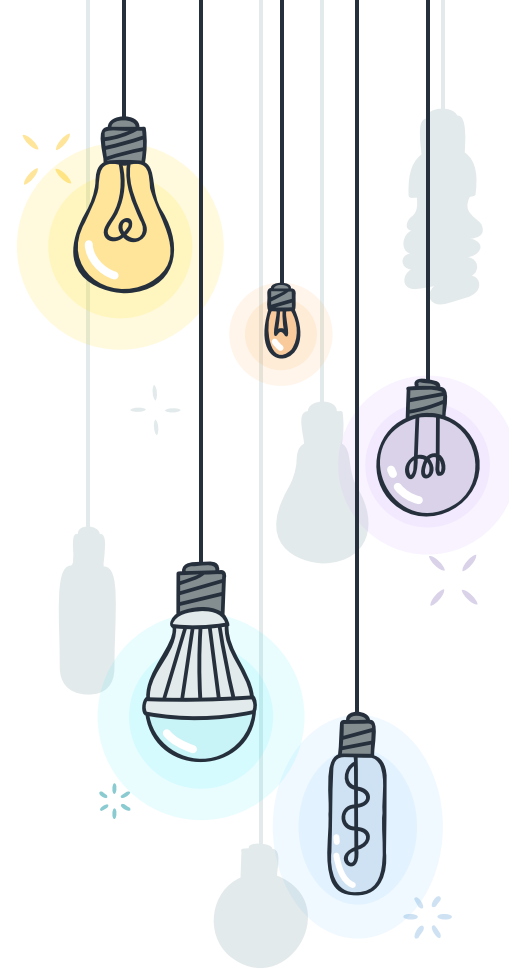
Interpretación en Español:

1. Haga clic en "Interpretación"
2. Seleccione "Español"
3. Si necesita más ayuda, háganoslo saber en el chat





- + Thank you for joining us this evening.
- + The session is being recorded and will be made available on abicomunity.org
- + If you have questions, please enter them in the chat and we will do our best to address them in this session.



Staff Introductions



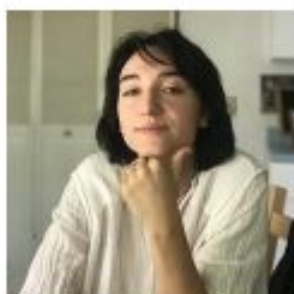
Maria Rangel
Bilingual Programs
Coordinator



Angela Frome
Program Director



Chelle Johnson
Kindergarten Inclusion
Program Coordinator
and Educational
Advocate



Marcella Rosen
Web and Design
and Digital
Communications

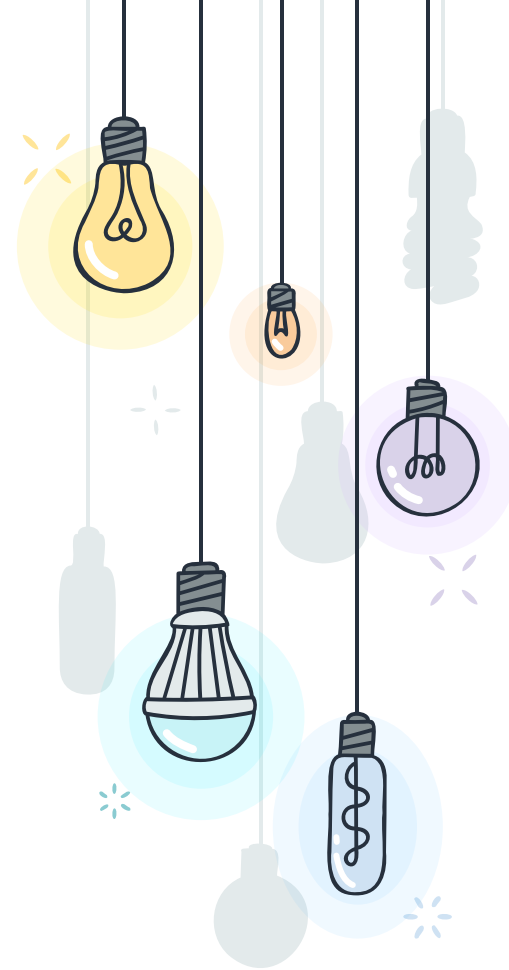


Yoisy Sarao
Community Outreach
Coordinator



Participant Introductions

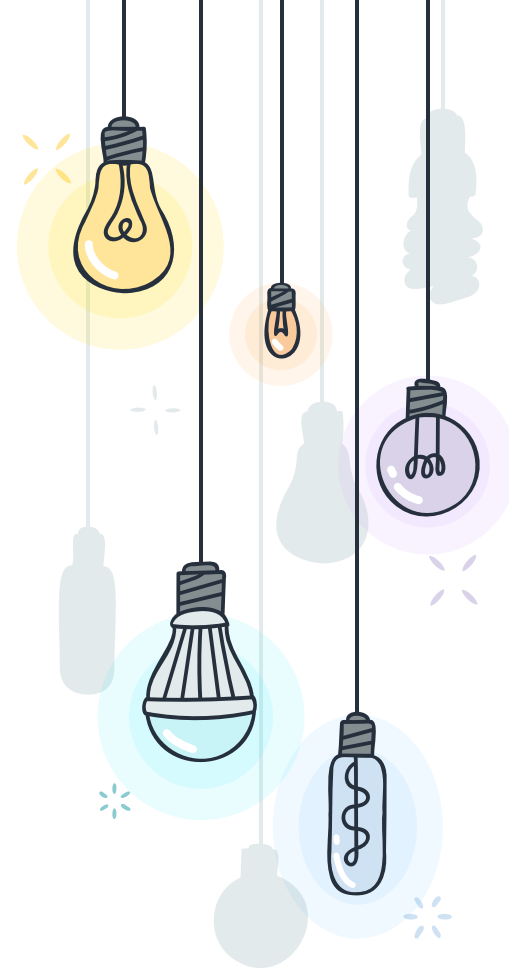
- + Parents: write your child's name, grade, school district and something you love about them.
- + Professionals: write your role, school district (if it applies) and something you love about your work





Speaker Introduction

- ✦ Dr Cindy Ryan is an associate professor and Early Childhood Program Coordinator at Western Oregon University. She has twenty years of experience as an early childhood special educator in inclusive programs prior to moving into higher education.



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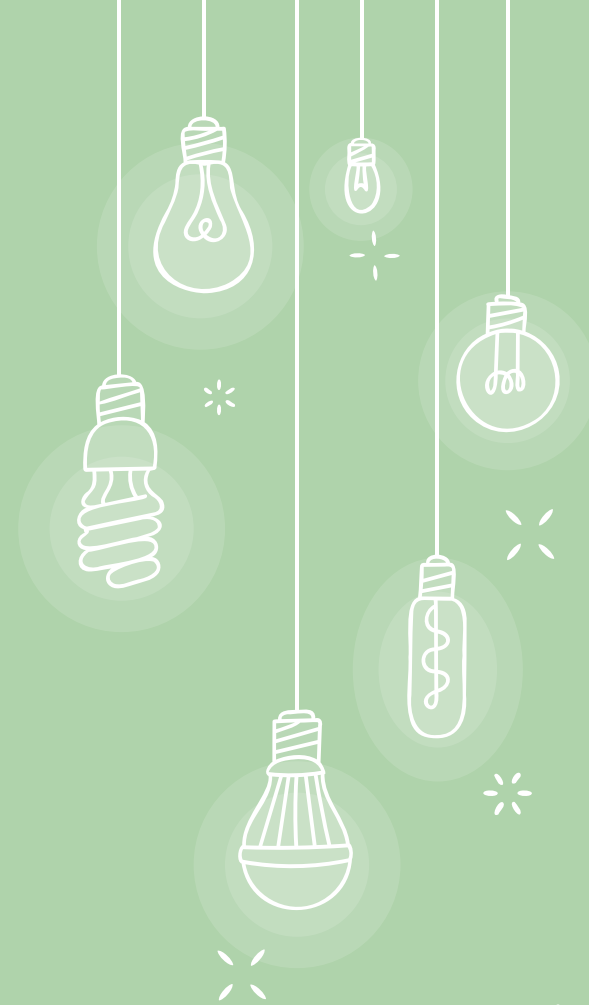
WELCOME!



OUR EVENING...



- × Intro & Overview of our evening
- × What is a portfolio & why is it important?
- × Strategies in putting a portfolio together
- × Resources
- × What's bubbling to the surface (Q & A)?



I AM A...



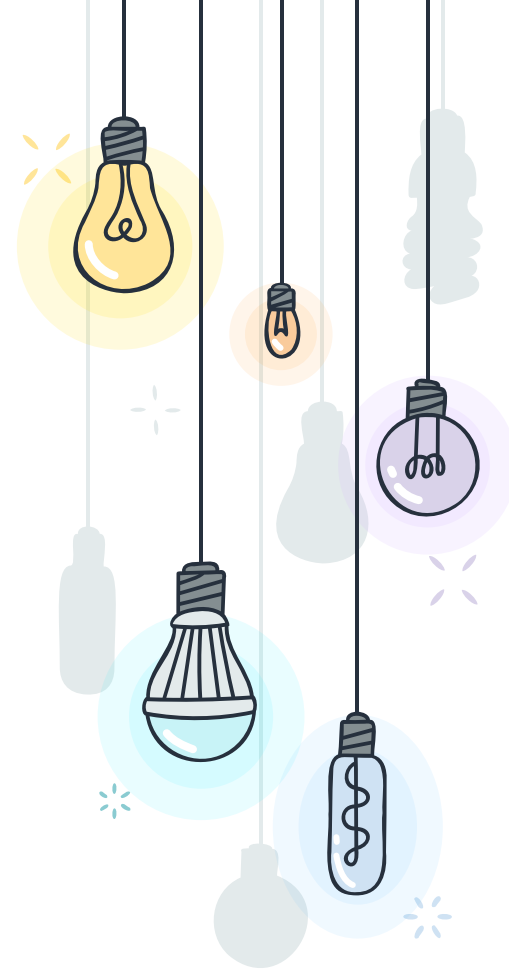
- + Mom of three grown children-Zach, Caitlin & Jordan
- + Grandma to Zephyr, an amazing 9 year old
- + Dog mama is a naughty pup named Ruthie
- + Daughter, sister, friend
- + Teacher
- + Student
- + Advocate
- + Lover of water, agates, and books
- + Recently became a baker



TAKE A MINUTE...

- + It's been a day :)
- + Centering ourselves
- + Celebrate that we are here
- + Feel free to use chat feature & participate as you are comfortable
- + Be ready to try on some new ideas
- + Gather a paper & something to write with

Ready?



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WHAT IS A PORTFOLIO?



A PORTFOLIO IS...

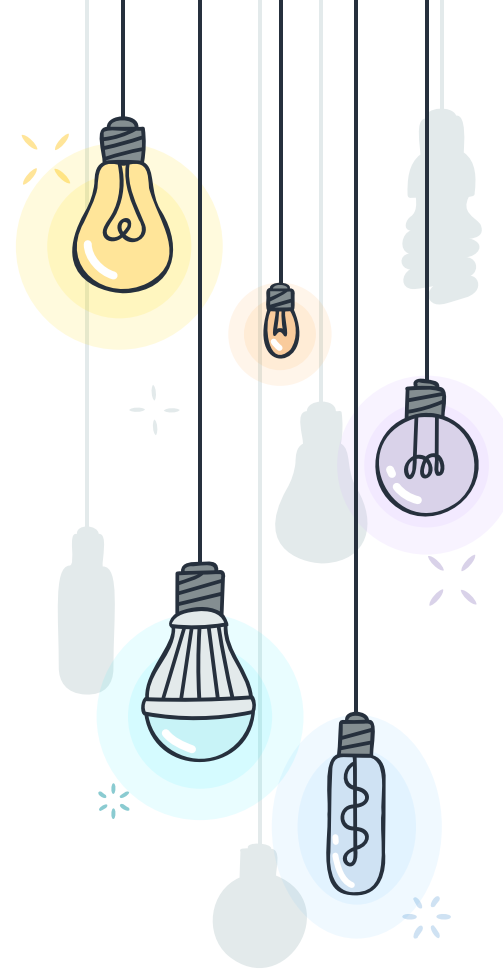
- + A document that introduces a child, or helps others get to know about a child



Hi, I'm Miel!

*I love frogs, baby dolls,
drumming, singing &
dancing. I love my family
and my cat, Ramona!*

*I am independent,
introverted, and a little shy.
I need to observe first before
joining in.*



A PORTFOLIO IS...

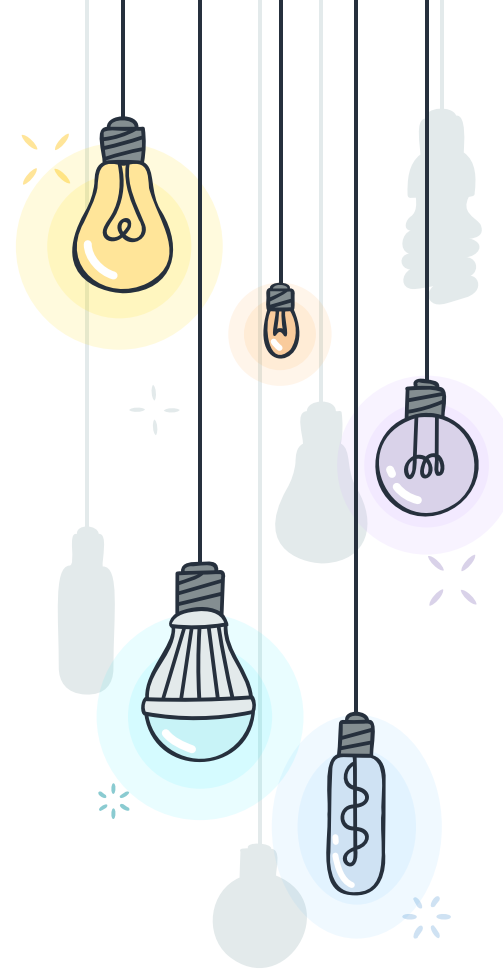
- ✦ + Strengths-based way to get to know who the child is and what makes them unique

WHAT WORKS FOR WYNN

- High expectations: presume competence and comprehension, and encourage independence
- Firm expectations, coupled with appropriate time and support, for Wynn to participate fully, follow the same routine, and abide by the same rules as his peers.
- Breaking tasks down so Wynn can do them himself (i.e. clearing the table one utensil at a time)
- Using things that motivate Wynn to encourage preferred behavior. (i.e. using first/then statements)
- Asking yes/no questions and giving him time to respond
- Giving Wynn time to process requests and commands. Wynn needs time to motorplan and formulate his response or complete a task. Try not to repeat your request right away.
- Goofiness! Wynn loves silly songs and dances.

WHAT DOESN'T WORK FOR WYNN

- Discomfort: Like everyone, Wynn has trouble performing tasks if his belly hurts. If he seems unwilling to stand/walk, check his tubes/belt - they may be too tight, pulling in the wrong direction, etc.
- Aspiration: Wynn has a risk of aspiration so food consumption must be carefully observed.
- Low expectations or too much assistance: Wynn will be all too happy to have his aides do everything for him. If Wynn does not complete a task, it could be that he doesn't want to, NOT that he is unable of doing so. Find a way to motivate him!
- Too much physical support: if Wynn knows you're there, he may not work hard. However, he needs light support to help with his balance.
- Isolation: Wynn needs activities that actively involve him.



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PORTFOLIOS - WHY?

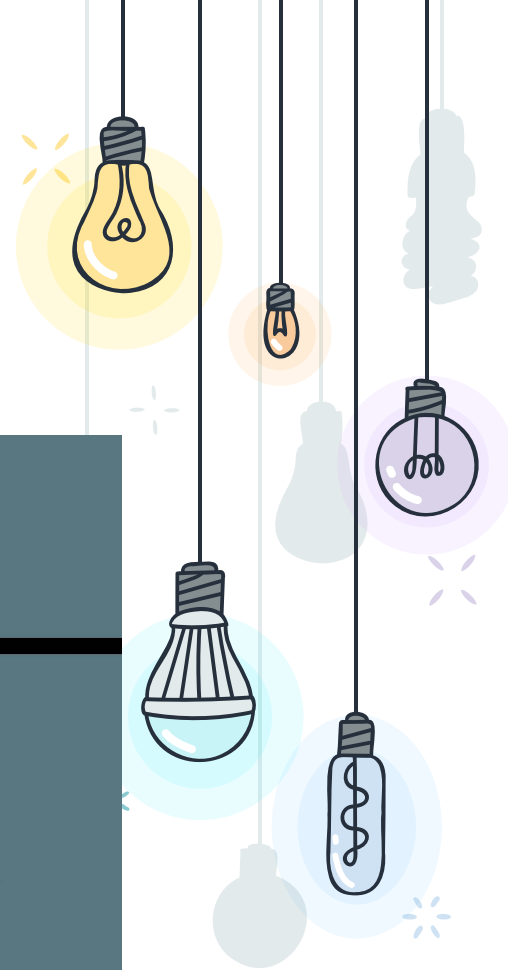


WHY CREATE A PORTFOLIO?

- ✦ Introduce your child and family to teachers and IFSP/IEP teams
- ✦ Flips the IEP language-needs (deficit)based to strengths based

SEAN'S STRENGTHS~LIKES~DREAMS~ INTERESTS

Sean is a wonderful person. He is very caring and nurturing to people and animals, even toys when he is playing. Sean is very strong in his heart and mind. His abilities greatly outweigh his disability, please see who he IS not what he cannot do. We have high standards and goals for his life. He will work hard at all that he does and we will work hard with and for him.



WHY CREATE A PORTFOLIO?



- + Gives you a chance to share what you know best
- + Gives new teachers and/or team members an opportunity to learn about *who* your child is

Hi, I'm Yoshua. You can call me Yoshi.

I am 6 years old, and I love to laugh! My favorite "people" in the world are mama, papa, my big brothers Mikah and Shiloh, and my dog, Charlie.

I am happy, funny, silly, smart, independent, and very loving! I love to ride my bike, swim, play, run, jump, play with my brothers, drawing, reading books, and especially enjoy listening to music. I love playing guitar and piano and sing at home.

I love to learn new things. I love being around my friends. I learn so much by watching them. I am a good observer, and quick to model.

I know a lot of words. I know shapes, colors, numbers, and over 250 flash cards. I am learning all alphabet and phonetics, and working on decoding the letters to read words. I understand more than I can express, and I am working on articulation.

I am so eager to try things myself. Please let me do things as much as I can. I like challenges.



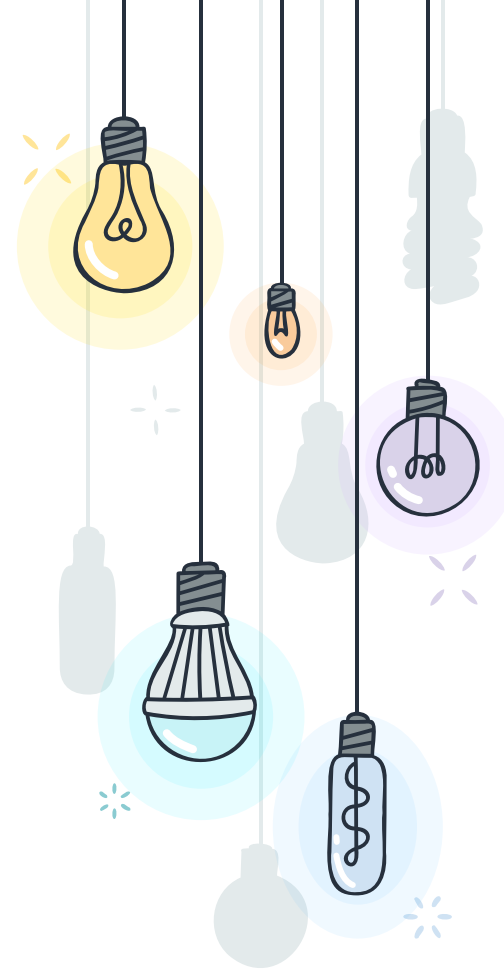
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PORTFOLIOS - A FAMILY'S PERSPECTIVE





- + Isaac's family- *"A portfolio sounded difficult, but once I started it, I couldn't stop. It really helped us share who our beautiful boy is with his new teachers."*
- + J.'s family- *"...I was afraid his new team wouldn't know J. and I wanted them to see him and love him as much as we do. The portfolio helped me put that into words and pictures."*



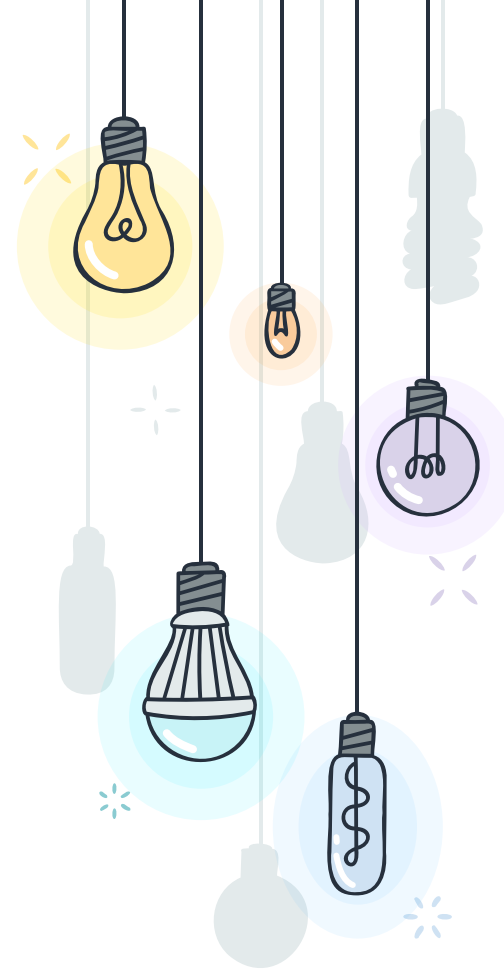
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PORTFOLIOS-A TEACHER'S PERSPECTIVE



* AS A FORMER TEACHER...

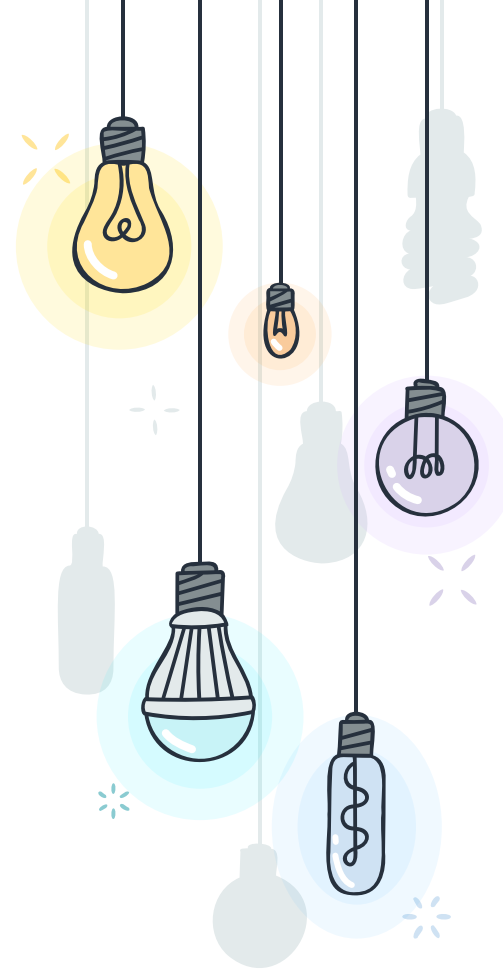
- + I wanted to do my best for every child
- + Would receive their IFSP or IEP file...learn test scores, read reports, outcomes-goals, etc., but that didn't tell me the story of the child
- + Receiving a portfolio was like getting a gift
- + Helped me to understand and get ready
 - × Prep activities, environment, etc.
- + Helped me to see who the child and family was



* LET'S TAKE A MINUTE TO CHECK IN...

- + Please take a moment to reflect & think about what wonderings you have right at this moment
- + What questions do you have so far?
- + What are thinking about portfolios at this moment?

If you are comfortable, please share in the chat box



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COMPONENTS OF A PORTFOLIO

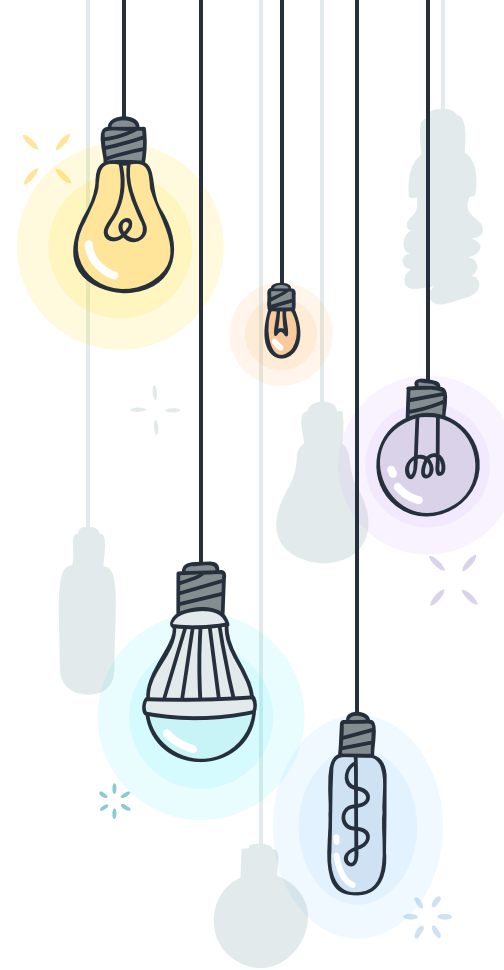


* BEFORE WE START...

***Important to remember...the portfolio you create will be unique to your family and child.*

You do NOT have to include everything we discuss-make it your own

- + There are no rules
- + It includes what you want to include & is as long or short as you want it to be

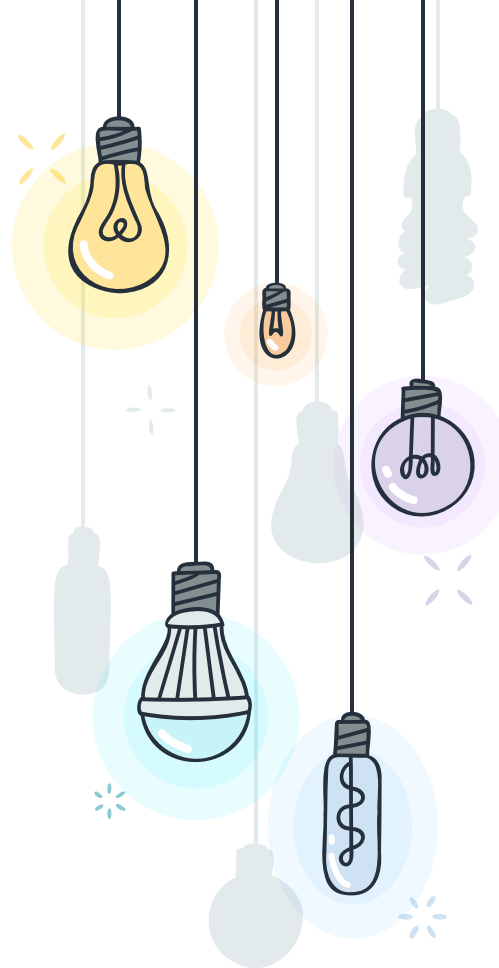


A BEGINNING LIST...

- ✦ Think about who you are creating this portfolio for & what you want them to know (IEP team, new teacher, child care provider, etc.)

What to include...

- ✦ Introduction to your child & family
- ✦ Family mission statement
- ✦ What makes your child unique? Who are they?
- ✦ What do they love...activities, foods, play, etc.
- ✦ What they can do
- ✦ Photographs, artwork
- ✦ Notes, quotes from friends, teachers, etc.



A BEGINNING LIST...

- ✿ What to include...
 - + Things that work & things that may be difficult for your child

What Works

- High expectations
- Praise and encouragement
- Asking her to repeat herself or slow it down
- Getting on her level and making requests with a smile
- Offering your hand or a touch on the shoulder
- Breaking instruction into smaller parts.
- "First _____, then _____."
- Peer modeling
- Extra time to accomplish a task
- Waiting for her response after speaking to her
- Modeling a new activity, then letting her try
- Repetition
- Routine and consistency
- Choices
- Redirection: Offer two alternative choices
- Time to jump, climb, run and expand energy

What Doesn't Work

- Being excluded
- Assuming she can't or won't do something
- Multiple step instructions spoken quickly
- Sharp reprimands and saying "no" repeatedly
- Telling her what **NOT** to do
- Peers in her personal space
- Loud and chaotic activities, high-pitched sounds
- Very hot and very cold weather (She overheats easily and is sensitive to cold)
- Open doors and gates and lack of supervision, which provide opportunity to elope and wander



LET'S TAKE A LOOK...



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*I love frogs, baby dolls,
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*I am independent,
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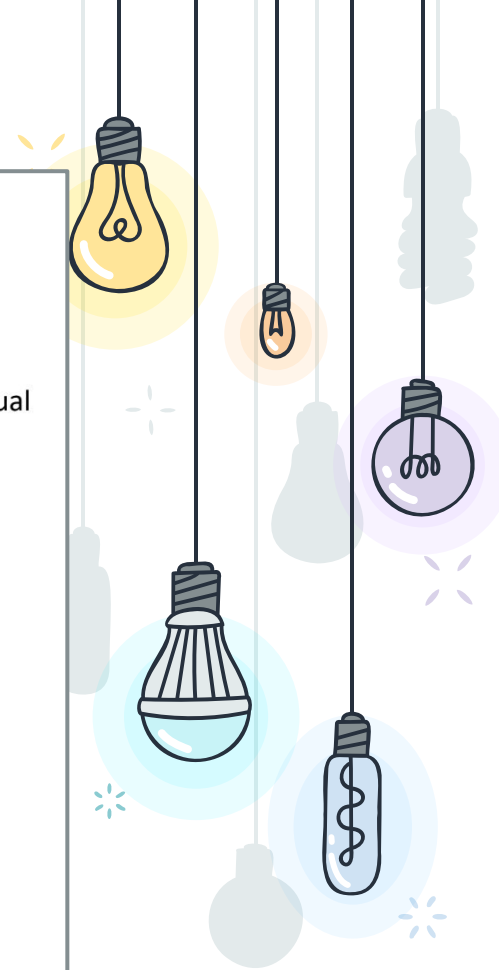


What Helps Me Succeed:

- Following routines
- Allow to observe first
- Visual schedules
- Extra processing time
- Peer models & peer supports
- Praise and affection
- Gentle eye contact
- Either/Or choices
- First/Then statements
- Reminders before transitions
- Short, direct communication
- Weighted blankets/vests & deep pressure
- Singing or making things silly
- Patience

What Dysregulates Me:

- Unexpected changes in schedule
- Long complicated explanations
- Long verbal directions without visual supports
- Aggressive, probing eye contact
- Scolding & shaming
- Loud noises, crying, chaos

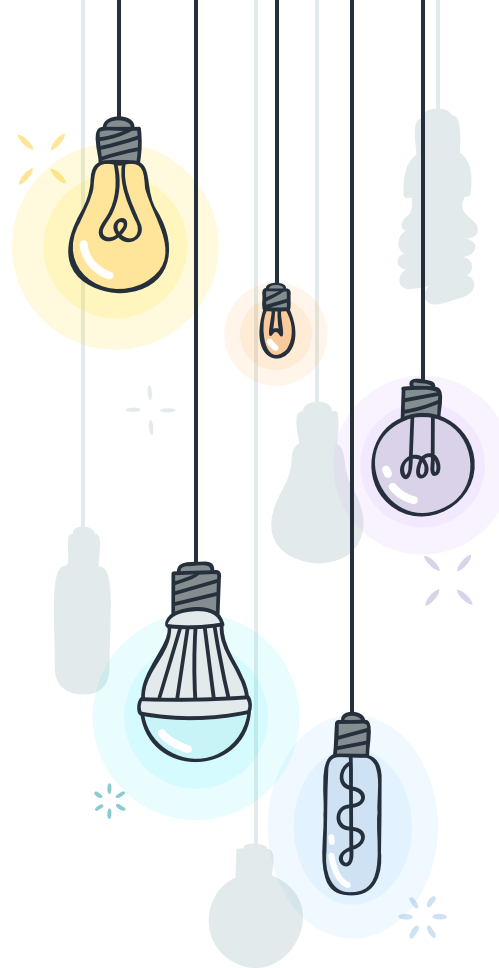
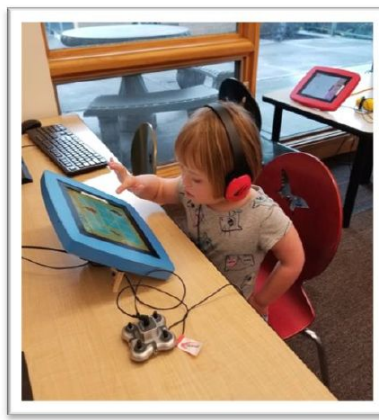
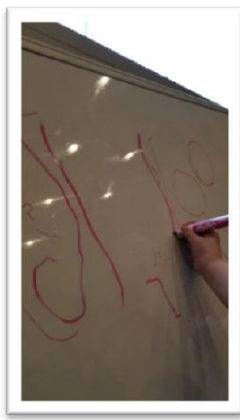




ASL for boat

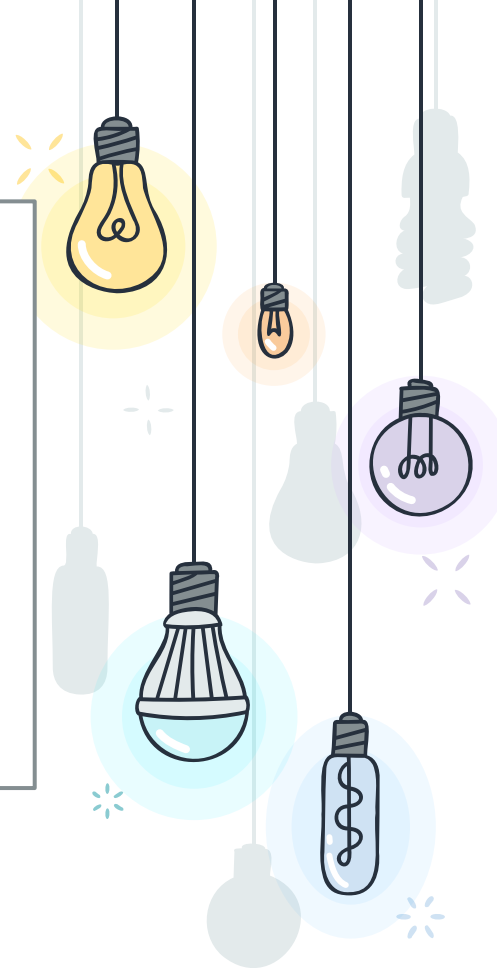
Present Levels

- Say/sign/identify the alphabet
- Say/sign/identify colors & shapes
- Recognize and pick out numerals up to 10
- Recognize and pick out my name
 - Navigate an ipad
 - Grip pencils/pens
- Walk stairs with railings
- Kick and throw a ball
 - Open doors
- Clear place/clean up



Communication

- My verbal speech is hard to understand but I have a LOT of language.
- I communicate through sign language, PECS, my Ipad “talker,” and my behavior.
- I have Speech Apraxia. Sometimes the word I’m thinking in my head comes out my mouth as something else. My body prefers the strongest neural pathway; this is why I often reflexively say NO and then get upset with the results.
- I can hear and understand you, my receptive language is good.
- It takes me longer to process what you are saying/asking.
- My parents describe me as chatty, my SLP says I’m cheeky with my “talker.”
- I am self-conscious. I know I sound different, and this inhibits me.





I am included at home.



I am included in the community.



“The foundation of every child’s healthy development is the power of **human connection.**”

(Fred Rogers Center)

We expect both our daughters to be independent young women who are self-motivated and hard-working. We expect them to find a passion, to build a life that is meaningful to them, and give back to their community. In kindergarten, Miel will learn to be included in the community; and the community will learn to include Miel. This feeling of **belonging** is critical to **well-being**. All children can sense when their dignity and potential is recognized.

Our commitment is to support all teachers & professionals in Miel’s life as much is possible. Thank you for taking the time to thoughtfully read this.

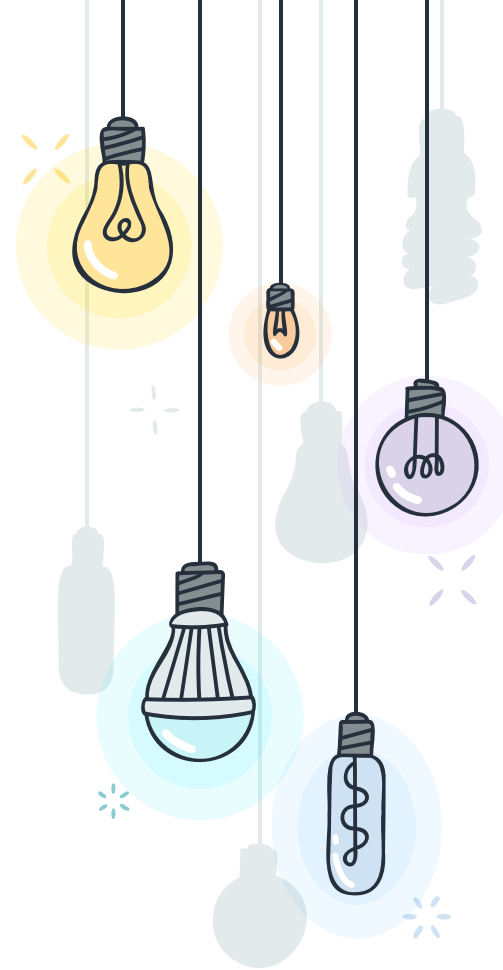
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TIPS & STRATEGIES



* MAKE A LIST...

- + Who should read this portfolio?
- + What do you want them to know about you and your family?
 - × Family mission statement, goals, visions for you child & family
- + How do you see your child interacting with the world around them?



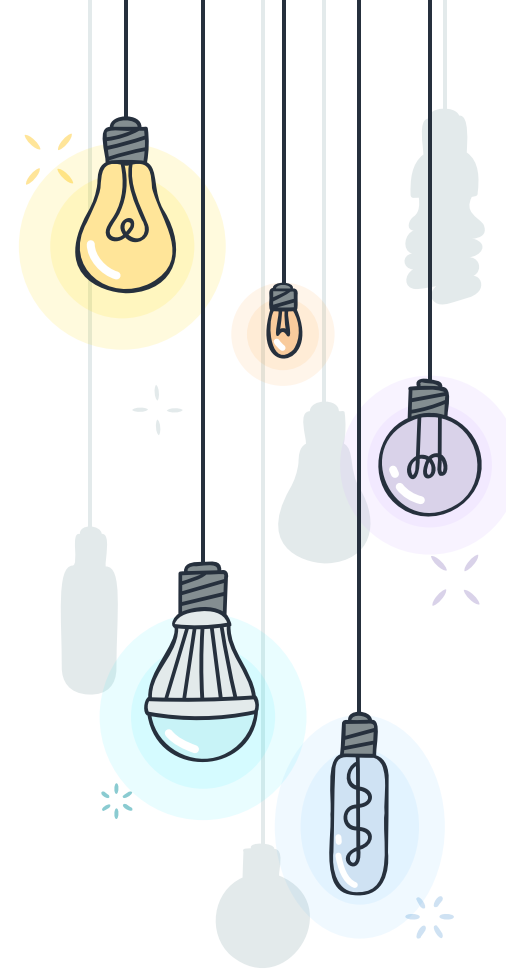


Nick, Leah, Cora and Ruby

Our family is committed to sharing a life that is loving, respectful and kind.

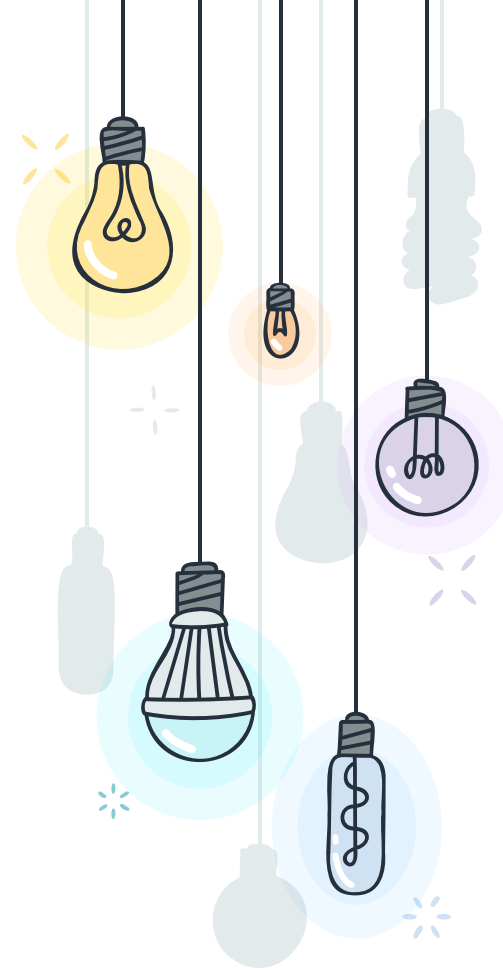
We celebrate the things that make us each unique and we endeavor to recognize and value one another's strengths.


We are committed to supporting one another as we work toward achieving happiness in education, work, and in life.



* MAKE A LIST...

- + What do you want them to know about your child?
- + What would help the reader get ready for your child's arrival in their classroom or environment?
- + Consider writing a letter...this can help formulate your thoughts & ideas





Dear Team Wynn,

Thank you so much for being a part of Wynn's IEP team. We really appreciate your experience, dedication, and thoughtfulness as we embark on Wynn's formal education journey.

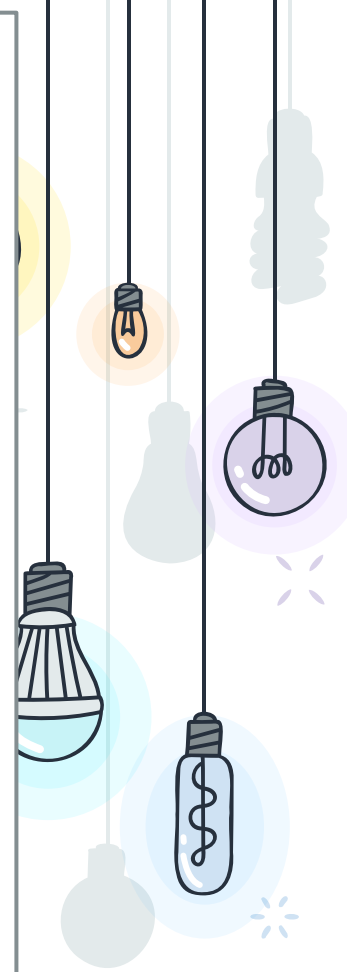
Wynn is a capable, intelligent, goofy, mischievous, loving and creative boy who loves engaging with people. We envision Wynn graduating from high school and college, and living independently with appropriate supports from his family, friends & community. The first step toward this vision is an inclusive kindergarten placement where Wynn regularly engages with his typically-developing peers.

Since he was 18 months old, Wynn has attended Helen Gordon Child Development Center, a fully inclusive day care and preschool where each child is valued for their respective contributions, skills, and ideas. In this setting, Wynn was a respected and appreciated member of the classroom; he gained enormous skills from his peers and they learned valuable lessons from him. We strive to create a similar environment for Wynn as he enters the public school system: an environment where Wynn is esteemed and respected for his capabilities and unique personality.

We hope that the information provided below will be helpful to you as we work together toward the mutual goal of creating an ambitious plan that puts Wynn on a path to educational, emotional and social success.

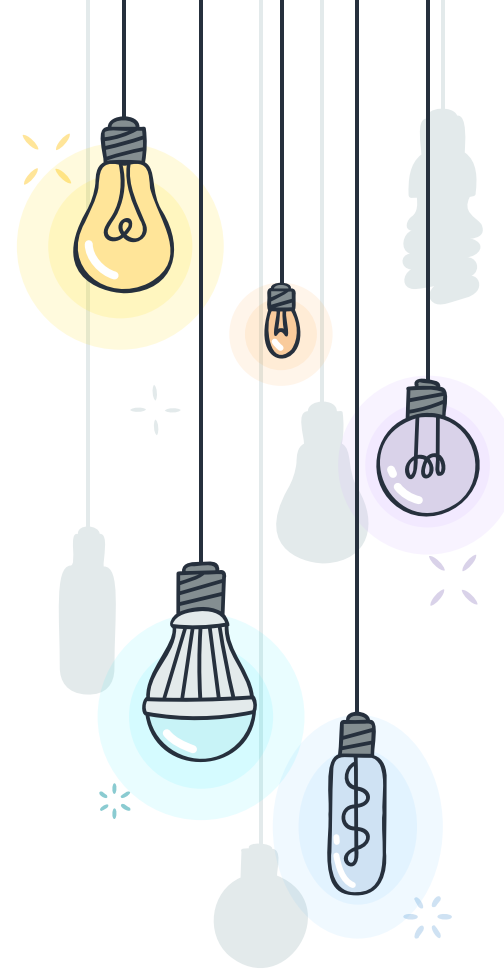
With gratitude,

Shanna & Nathan



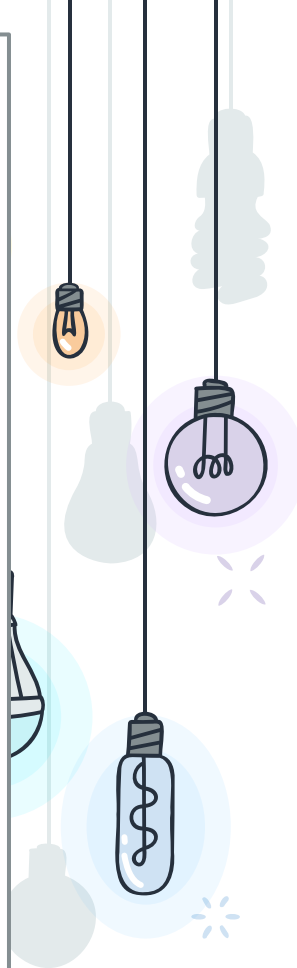
LET'S TRY IT...

- ✦ ✦ Take 3 minutes to think about & write down **three** things you would want a new teacher and/or team to know about your child
- ✦ ✦ If you are willing, please share in the chat box





- Wynn is hilarious and has a very goofy sense of humor
- Wynn is very smart – he has outstanding receptive language skills!
- Wynn can do almost everything if he is motivated
- Wynn reads people very well. If you presume competence and insist on high achievement, he'll show you what he can do. On the flip side, he's more than happy to rely on adults to do things for him if you assume he is incapable of doing them himself.
- Wynn uses a walker and scoots on bottom to get around. He can walk holding an adult's hand and is moving toward holding on to a piece of clothing, like a pocket or shirt.
- Wynn communicates using signs and yes/no nods.



LET'S TRY IT...

- ✦ What are 3 things that work & 3 things that don't work for you child
- ✦ Again, feel free to share & let's talk...

What Works

- High expectations
- Praise and encouragement
- Asking her to repeat herself or slow it down
- Getting on her level and making requests with a smile
- Offering your hand or a touch on the shoulder
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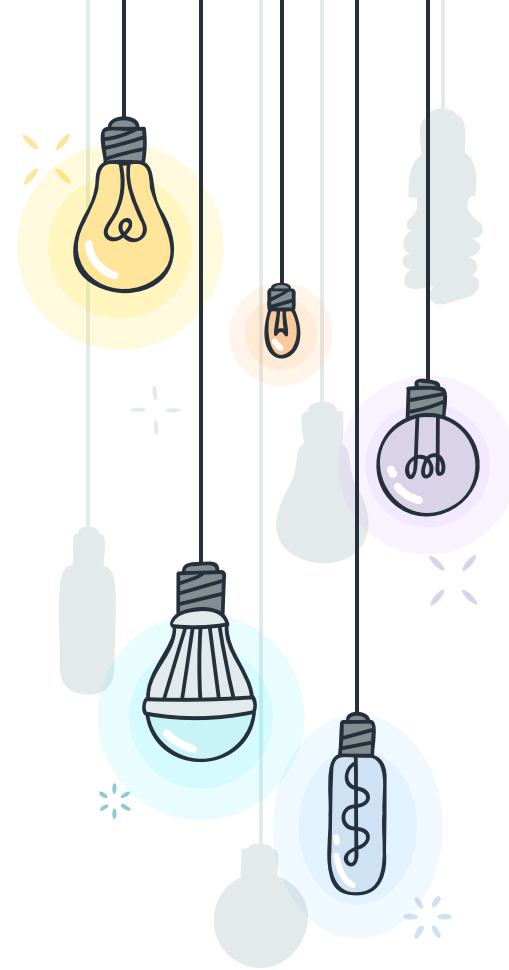
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- Very hot and very cold weather (She overheats easily and is sensitive to cold)
- Open doors and gates and lack of supervision, which provide opportunity to elope and wander



PUTTING IT ALL TOGETHER & SHARING...

- + It doesn't have to be fancy or high tech
- + Hard copy-cut & paste photos, paper materials (scrapbook style)
- + Word document
- + Use powerpoint, Canva, other programs to help organize
- + Send ahead to teacher or bring to meeting to share
- + Discuss and share with whoever you are sharing it with



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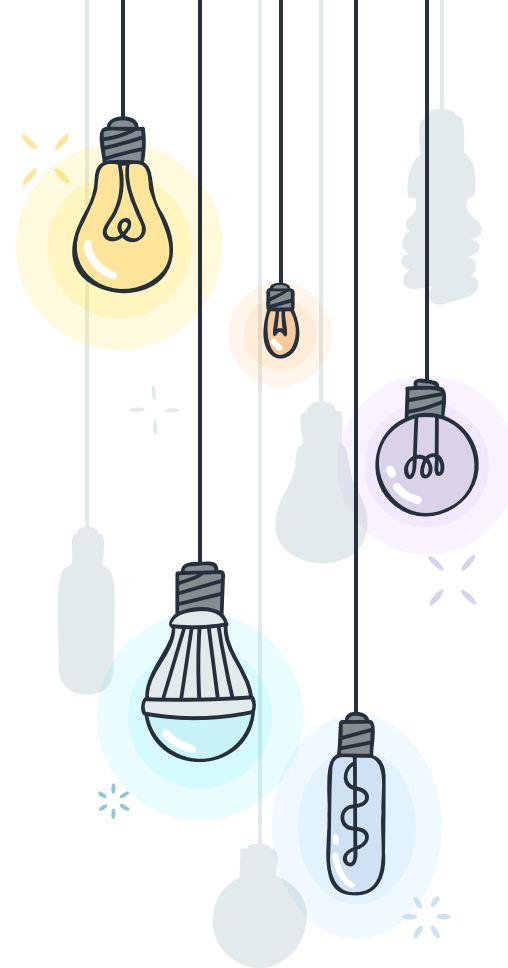
LET'S TALK





LET'S TALK...

- + Thoughts?
- + Questions?
- + Other wonderings...



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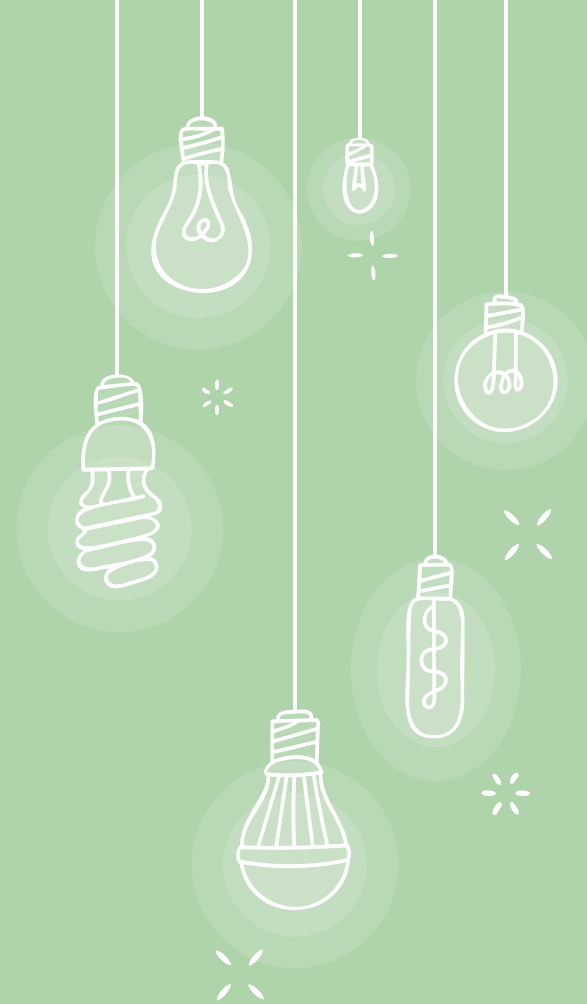
THANK YOU!





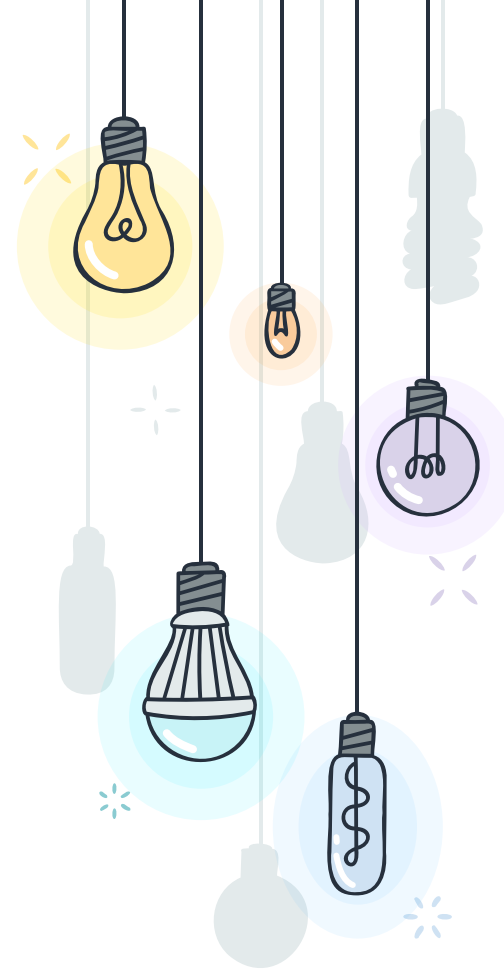
NEED ANYTHING?

- + Feel free to contact Cindy at:
Dr. Cindy Ryan
Western Oregon University
ryanc@mail.wou.edu
(503) 838-8604



IEP SUPPORT AVAILABLE AT NWDS

- + IEP review, prepare for an IEP meeting, understand rights, get information and resources
- + Maria Rangel (Spanish) mrangel@nwdisabilitysupport.org
503-262-4029
- + Chelle Johnson (English) chelle@nwdisabilitysupport.org
503-238-0522
- + Drop-in zoom on Thursdays 12 PM to 2 PM. Register on events calendar at www.abicomcommunity.org/events
- +





KINDERGARTEN INCLUSION WEBINAR SERIES

Past Events (Available online)

January: IEP Rights, Laws, Tools & Tips for Inclusion

February: Writing Inclusive Goals

April 14th | 5:00pm-6:30pm

Visual Supports and Communication to Support Success in Inclusive Settings

May 12th | 5:00pm-6:30pm

Behavior Supports and Strategies

Eventos pasados (disponible en línea)

Enero: Derechos, leyes, herramientas y consejos del IEP para la inclusión

Febrero: Escribiendo metas inclusivas

14 de Abril | 5:00pm-6:30pm

Apoyos visuales y comunicación para respaldar el éxito en entornos inclusivos

12 de Mayo | 5:00pm-6:30pm

Apoyos y estrategias para el comportamiento



Slides Carnival

Free templates for all your presentation needs



For PowerPoint and
Google Slides



100% free for personal
or commercial use



Ready to use,
professional and
customizable



Blow your audience
away with attractive
visuals