

## **“What Works” Portfolio**

- Positive descriptions of the student
- A student profile describing the student’s strengths, interests, favorite activities, and IEP goals or learning priorities for the year, as well as other unique information that classroom teachers need to know
- A list of tasks, responsibilities and role definition for a teacher’s assistant or aide
- Pointers about physical assistance that the student may need
- Tips on communicating with the student, particularly if the student has difficulty in expressing him or herself or if the people around the student have difficulty in understanding the student
- Behavioral supports that work and a description of situations to avoid or ways to structure situations to eliminate behavior challenges for the student
- Ways to involve the student in different classroom activities in all subject areas (i.e., math, English, science), successful instructional strategies (i.e., small group work, lectures, individual work, etc.)
- Unique environmental arrangements that help support the student and other unique supports or dimensions of the student’s support plan, (i.e., seating and positioning needs, personal care details, noise-level tolerance, and climate comfort levels)
- Descriptions of how accommodations are made or projects are modified so that the student can be successful (include a few examples)
- A portfolio of the student’s work, including the original class assignment and a description of any accommodations or modifications
- Tips on connecting the student to her or his peers
- Names of friends or particular individuals with whom the student has a relationship to schedule classes with for the next year
- A photograph or brief videotape of the student interacting and participating with other students and being supported successfully is a good complement to this part of the transition book
- Description of any equipment, communication devices, or other assistive technology that a student uses and how they are used, stored, transferred, as well as the names of resource people