

Virtual Portfolio **IMPLEMENTATION GUIDE**

**Showcasing
Student Growth
and Career
Readiness Through
Digital Portfolios**

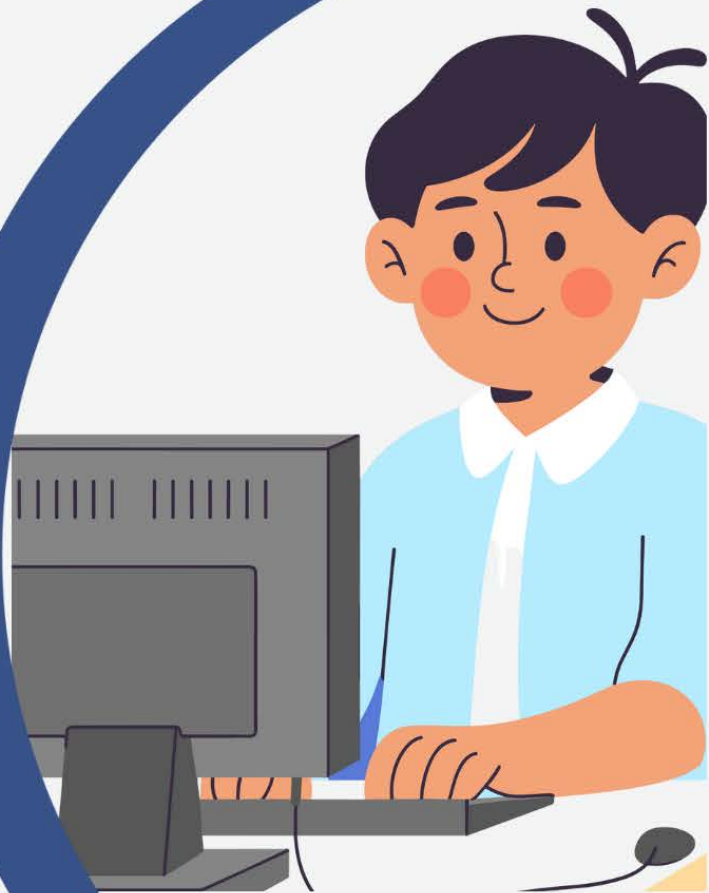


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Employment For All - Transition Planning
Lesson # 1 - All About Me




 Instructional Targets		
<p><u>Applied Studies</u>: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>		
 Differentiated Tasks		
Level 3 Learning Goals	Level 2 Learning Goals	Level 1 Learning Goals
<ul style="list-style-type: none"> I can give details about myself to others. I can communicate to others my favorite things and what I like to do in different environments. I can identify self-advocacy skills and my communication preferences. 	<ul style="list-style-type: none"> I can identify where I live and who I live with. I can identify some of my favorite things. I can identify self-advocacy skills and communication preferences with or without picture supports. 	<ul style="list-style-type: none"> I can recall specifics about my family and personal preferences with support. I can express how I advocate for myself with support. I can tell others my communication style and preferences with support.
Topic Connections		
<p><i>This lesson helps students explore and share information about themselves, including their interests, families, favorite activities, and personal traits. Through this activity, students build self-awareness, identify self-advocacy traits, and express their communication preferences.</i></p>		
Topic Words		Transition Words
Interests Traits Communicate	Self-Awareness Self-Advocacy	
Lesson at a Glance		
<p><i>Instructional Activities</i></p> <ul style="list-style-type: none"> Identify the people I live with and some of my favorite things. Categorize my self-advocacy as independent, supported, or participatory Recall my communication style preferences 	<p><i>Materials and Resources</i></p> <p>Digital Portfolio Template</p> <p>About Me Template</p> <p>How Do I Advocate for Myself?</p> <p>My Communication Style</p>	<p><i>Additional Materials</i></p> <p>Self Advocacy - SEL Video</p> <p>Photovoice Only Lesson Plans</p> <p>Sample Digital Portfolio</p> <p>Digital Cameras</p> <p>Chromebook/Laptop</p>



Employment For All - Transition Planning
Lesson # 1 - All About Me




 Instructional Targets	
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>	
 Instructional Routine	
Introduce	<p>Explain to students that it is important for employers to get to know who you are, your family and how they support you, and the activities you like to do. It is also very important to let employers know the skills that you have, as well as how to let them know what you need to be successful.</p> <p>- Review the learning goal with the students: I will show self-advocacy skills by letting potential employers know more about me.</p>
Model	<p>Using the About Me Template, model to the students how to complete the template by doing a “Think Aloud” as the teacher completes each section.</p> <p>Watch the video, Self Advocacy - SEL Video. Then, using the same “Think Aloud” approach, model how to complete the How Do I Advocate for Myself? and My Communication Style for the students.</p> <p>Once each template is completed, make a copy of the Digital Portfolio Template and model using the information gathered from the templates to complete the About Me section of the digital portfolio. Option is to show that section of the Sample Digital Portfolio. A copy of the digital portfolio template will need to be created for each student prior to having them practice.</p>
Provide Practice	<p>Level 3: Students complete the templates independently and use the information in each to complete the About Me section of their digital portfolio.</p> <p>Level 2: Students complete the templates and the About Me section of the digital portfolio with picture supports and/or teacher support.</p> <p>Level 1: Students complete the templates and About Me section of the digital portfolio with help while using their active response mode to participate in the activities.</p>
Review/ Extend	<p>After each student completes the About Me section of the digital portfolio, have volunteers share something about themselves from their portfolio. Throughout the day, find ways to have the students tell more about themselves and/or indicate preferences through choice-making.</p>
<input checked="" type="checkbox"/> Check for Understanding 	
Level 3	Can the student independently tell others more about themselves, advocate for what they need to be successful, and how they communicate?
Level 2	Can the student use words and symbols to tell others more about themselves, advocate for what they need to be successful, and how to communicate?
Level 1	Can the student select pictures to tell others more about themselves, advocate for what they need to be successful, and how to communicate?

Employment For All - Transition Planning
Lesson # 2 - Strengths



 Instructional Targets		
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>		
 Differentiated Tasks		
Level 3 Learning Goals	Level 2 Learning Goals	Level 1 Learning Goals
<ul style="list-style-type: none"> I can independently identify positive work skills that I can do by myself. I can independently identify positive work skills that I can do with help. I can independently identify positive work skills that I want to learn. 	<ul style="list-style-type: none"> I can use words or picture supports to identify positive work skills that I can do by myself. I can use words or picture supports to identify positive work skills that I can do with help. I can use words or picture supports to identify positive work skills that I want to learn. 	<ul style="list-style-type: none"> I can use my preferred active response mode to identify positive work skills that I can do by myself. I can use my preferred active response mode to identify positive work skills that I can do with help. I can use my preferred active response mode to identify positive work skills that I want to learn.
Topic Connections		
<p><i>Identifying positive work skills gives employers information to determine if the candidate is a good fit, helps the candidate stand out, and shows potential alignment with the employer's needs. Having the students identify these skills also builds self-confidence, self-efficacy, and self-advocating abilities to motivate and empower students to learn more.</i></p>		
Topic Words		Transition Words
Applications Resume Interview Grooming Schedule		Self-Awareness Self-Advocacy Self-Efficacy
Lesson at a Glance		
<p style="text-align: center;"><i>Instructional Activities</i></p> <ul style="list-style-type: none"> Learn about positive job skills Identify those skills that can be done independently, with help, and/or need to learn more about Communicate those skills in writing 	<p style="text-align: center;"><i>Materials and Resources</i></p> <p style="text-align: center;">Positive Work Skills Survey</p> <p style="text-align: center;">All About Working Video</p> <p style="text-align: center;">Job Application Video</p> <p style="text-align: center;">Resume Video</p> <p style="text-align: center;">Interview Video</p>	<p style="text-align: center;"><i>Additional Materials</i></p> <p style="text-align: center;">Photovoice Only Lesson Plans</p> <p style="text-align: center;">Sample Digital Portfolio</p> <p style="text-align: center;">Digital Cameras</p> <p style="text-align: center;">Chromebook/Laptop</p>

 Instructional Targets	
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>	
 Instructional Routine	
Introduce	<p>Explain to students that it is important for employers to get to know about the skills that you have and the ones that you may need help with. Being able to let them know this is a way of showing self-advocacy and self-efficacy. It is also important to know what skills you do have or need to work on so that you can make sure the job that you want is a good fit.</p> <p>Show the All About Working Video. Remind the students that we are focusing on identifying the positive work skills they have to better prepare them for the job they may want.</p> <p>- Review the learning goal with the students: I will show self-advocacy skills by identifying my positive work skills.</p>
Model	<p>Before modeling the Positive Work Skills Survey for the students, there may be a need to learn more about a job application, resume, and interview. Consider showing the following videos to help build some background knowledge: Job Application Video, Resume Video, Interview Video</p> <p>Using a think aloud strategy, model how to complete the Positive Work Skills Survey.</p> <p>Once the template is completed, model using the information gathered from the template to complete the Strengths section of the digital portfolio. Option is to show that section of the Sample Digital Portfolio. Make sure a copy of the digital portfolio template has been created for each student prior to having them practice.</p>
Provide Practice	<p>Level 3: Students complete the template independently and use the information in each to complete the Strengths section of their digital portfolio.</p> <p>Level 2: Students complete the template and the Strengths section of the digital portfolio with picture supports and/or teacher support.</p> <p>Level 1: Students complete the template and the Strengths section of the digital portfolio with help while using their active response mode to participate in the activities.</p>
Review/ Extend	<p>After each student completes the Strengths section of the digital portfolio, have volunteers share something about themselves. Throughout the day, find ways to have the students use some of the identified positive work skills. Find ways to acknowledge those skills in the student.</p>
<p><input checked="" type="checkbox"/> Check for Understanding </p>	
Level 3	Can the student independently tell others more about their positive work skills?
Level 2	Can the student use words and symbols to tell others more about their positive work skills?
Level 1	Can the student select pictures to tell others more about their positive work skills?




 Instructional Targets		
<p><u>Applied Studies</u>: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>		
 Differentiated Tasks		
Level 3 Learning Goals	Level 2 Learning Goals	Level 1 Learning Goals
<ul style="list-style-type: none"> I can independently identify three life goals and who can help me achieve them. I can independently identify my work learning style. I can independently identify my preferences in regards to a work environment. 	<ul style="list-style-type: none"> I can use words or picture supports to identify three life goals and who can help me achieve them. I can use words or picture supports to identify my work learning style. I can use words or picture supports to identify my preferences in regards to a work environment. 	<ul style="list-style-type: none"> I can use my preferred active response mode to identify three life goals and who can help me achieve them. I can use my preferred active response mode to identify my work learning style. I can use my preferred active response mode to identify my preferences in regards to a work environment.
<p>Topic Connections</p> <p><i>Students will participate in goal setting for what they would like to accomplish, as well as the people that can help them achieve those goals. Students will also learn about their work learning style and how to advocate for them as work accommodations, as well as their work environment preferences to make sure they find a job that is a good fit.</i></p>		
Topic Words		Transition Words
Work Environment	Goals	Self-Advocacy
Learning Style		Work Accommodations
		Self-Awareness
		Goal Setting
Lesson at a Glance		
<p><i>Instructional Activities</i></p> <ul style="list-style-type: none"> Participate in a goal setting activity Identify what types of workplace accommodations Make choices regarding work environment preferences 	<p><i>Materials and Resources</i></p> <p style="text-align: center;">My Wish List</p> <p style="text-align: center;">My Work Learning Style</p> <p style="text-align: center;">Work Environment Preferences</p> <p style="text-align: center;">Work Accommodations Video</p>	<p><i>Additional Materials</i></p> <p style="text-align: center;">Photovoice Only Lesson Plans</p> <p style="text-align: center;">Digital Cameras</p> <p style="text-align: center;">Chromebook/Laptop</p>



 Instructional Targets	
<p><u>Applied Studies</u>: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>	
 Instructional Routine	
Introduce	<p>Explain to students that it is important for employers to be informed about the way you learn and the environments that you work best in. Being able to let them know this is a way of showing self-advocacy and making sure you have the best work accommodations in place to be productive. Goal setting is also important because it builds motivation to work hard and accomplish what you set your mind to do.</p> <p>Show the Work Accommodations Video Remind the students that we are focusing on identifying supports that need to be in the workplace to better prepare them for the job they may want.</p> <p>- Review the learning goal with the students: I will show self-advocacy skills by setting long-term goals for myself and identifying my work learning style and work environment preferences.</p>
Model	<p>Using the My Wish List template, model to the students how to complete the template by doing a “Think Aloud” as the teacher completes each section. Have the students help identify who could help the teacher with each goal.</p> <p>Using a think aloud strategy, model how to complete the My Work Learning Style and the Work Environment Preferences.</p> <p>Once the template is completed, model using the information gathered from the template to complete the Goals and Preferences section of the digital portfolio. Option is to show that section of the Sample Digital Portfolio.</p>
Provide Practice	<p>Level 3: Students complete the templates independently and use the information in each to complete the Goals and Preferences section of their digital portfolio.</p> <p>Level 2: Students complete the templates and the Goals and Preferences section of the digital portfolio with picture supports and/or teacher support.</p> <p>Level 1: Students complete the templates and the Goals and Preferences section of the digital portfolio with help while using their active response mode to participate in the activities.</p>
Review/ Extend	<p>After each student completes the Goals and Preferences section of the digital portfolio, have volunteers share something about themselves. Throughout the day, find ways to have the students use some of the accommodations they indicated as their work learning style, as well as acknowledge their work environment preferences.</p>
<input checked="" type="checkbox"/> Check for Understanding 	
Level 3	Can the student independently tell others more about their long-term goals, work accommodations, and work environment preferences?
Level 2	Can the student use words and symbols to tell others more about their long-term goals, work accommodations, and work environment preferences?
Level 1	Can the student select pictures to tell others more about their long-term goals, work accommodations, and work environment preferences?

Employment For All - Transition Planning
Lesson # 4 - Achievements, Experiences & Highlights

 Instructional Targets		
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>		
 Differentiated Tasks		
Level 3 Learning Goals	Level 2 Learning Goals	Level 1 Learning Goals
<ul style="list-style-type: none"> I can independently identify my achievements. I can independently identify experiences I have had. I can independently determine my preferred experiences. 	<ul style="list-style-type: none"> I can use words or picture supports to identify my achievements. I can use words or picture supports to identify experiences I have had. I can use words or picture supports to determine my preferred experiences. 	<ul style="list-style-type: none"> I can use my preferred active response mode to identify my achievements. I can use my preferred active response mode to identify experiences I have had. I can use my preferred active response mode to determine my preferred experiences.
Topic Connections		
<p><i>Reflecting on achievements and experiences that students have had can assist them in identifying their strengths, interests, and preferences. This can help facilitate future exploration and planning of activities for the student, as well as build on their self-advocacy skills.</i></p>		
Topic Words		Transition Words
<p>Interests Achievements</p> <p>Experiences</p>	<p>Self-Awareness Self-Determination</p> <p>Work Based Learning</p>	
Lesson at a Glance		
<i>Instructional Activities</i>	<i>Materials and Resources</i>	<i>Additional Materials</i>
<ul style="list-style-type: none"> Learn about different kinds of Achievements. Recall my Work Based Learning Experiences. Identify my preferred Work Based Learning Experiences. 	<p>Achievement Checklist</p> <p>Community Job Training Log</p> <p>Job Training Site Matches</p> <p>What is an Achievement?</p>	<p>PhotoVoice Only Lesson Plans</p> <p>Digital Cameras</p> <p>Chromebook/Laptop</p>




Employment For All - Transition Planning
Lesson # 4 - Achievements, Experiences & Highlights

 Instructional Targets	
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>	
 Instructional Routine	
Introduce	<p>Explain to students that it is important to recognize your Achievements and Experiences to be able to market yourself to employers. This can help you advocate for what future experiences you may want to pursue.</p> <p>- Review the learning goal with the students: I will show self-advocacy skills by identifying my achievements and experiences.</p>
Model	<p>Using the Achievement Checklist, model to the students how to “Think Aloud” as the teacher reviews the questions. Review any Achievement the students seem to not recognize. Use the student’s Community Job Training Log and Job Training Site Matches to model reflective conversations about Experiences.</p> <p>Use completed checklist, log, and site matches to complete the Achievements, Experiences, and Highlights sections of their digital portfolio. Use the Sample Digital Portfolio to model using the information for each section.</p>
Provide Practice	<p>Level 3: Students independently complete the achievements checklist, list of experiences, and the Achievements, Experiences, and Highlights sections of their digital portfolio.</p> <p>Level 2: Students complete the achievements checklist, list of experiences, and the Achievements, Experiences, and Highlights sections of their digital portfolio with picture supports and/or teacher support.</p> <p>Level 1: Students complete the achievements checklist, list of experiences, and the Achievements, Experiences, and Highlights sections of their digital portfolio with help while using their active response mode to participate in the activities.</p>
Review/ Extend	<p>After each student completes the Achievements, Experiences, and Highlights sections of the digital portfolio, have volunteers share one of the three sections from their portfolio. Throughout the next few weeks, support students to seek any additional Experiences based on their portfolio.</p>
<input checked="" type="checkbox"/> Check for Understanding 	
Level 3	Can the student independently tell others more about their achievements and experiences?
Level 2	Can the student use words and symbols to tell others more about their achievements and experiences?
Level 1	Can the student select pictures to tell others more about their achievements and experiences?

 Instructional Targets		
<p><u>Applied Studies</u>: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>		
 Differentiated Tasks		
Level 3 Learning Goals	Level 2 Learning Goals	Level 1 Learning Goals
<ul style="list-style-type: none"> I can independently identify positive activities I like and dislike. I can independently identify preferred recreation/leisure activities. I can independently identify activities I have experienced. 	<ul style="list-style-type: none"> I can use words or picture supports to identify activities I like and dislike. I can use words or picture supports to identify my preferences for recreational/leisure activities. I can use words or picture supports to identify activities I have experienced. 	<ul style="list-style-type: none"> I can use my preferred active response mode to identify activities I like and dislike. I can use my preferred active response mode to identify preferences for recreational/leisure activities. I can use my preferred active response mode to identify activities I have experienced.
<p>Topic Connections</p> <p><i>Reviewing activities that students are currently participating in can assist them in identifying their likes and dislikes. This can help them build their independent leisure skills, determine potential community groups for students to join, and identify strengths that could be generalized to other areas. Identifying interests in recreation and leisure areas can help facilitate future exploration and planning of activities for the student.</i></p>		
Topic Words		Transition Words
Interests	Recreation	Self-Awareness
Communicate	Leisure	Self-Advocacy
Community Living		
Lesson at a Glance		
<i>Instructional Activities</i>	<i>Materials and Resources</i>	<i>Additional Materials</i>
<ul style="list-style-type: none"> Identify my preferences for activities in the Likes and Dislikes tool. Categorize recreation/leisure activities by like or want to learn. 	<p style="text-align: center;">Likes and Dislikes</p> <p style="text-align: center;">Rec-Leisure Survey</p> <p style="text-align: center;">What is a Leisure Activity?</p>	<p style="text-align: center;">Photovoice Only Lesson Plans</p> <p style="text-align: center;">Digital Cameras</p> <p style="text-align: center;">Chromebook/Laptop</p>

Employment For All - Transition Planning

Lesson # 5 - Activities

 Instructional Targets	
<p>Applied Studies: ENG-COMP: 2c, 2g, 3h; ENG-COMPOSE: 1b, 2a, 2c; ENG-DOCS: 1b, 2b, 4a; IND-PERS: 1b, 2g, 3d, 4g; IND-Social: 1d, 1e, 2e, 2h, 2i, 3d, 3g, 4a, 4b, 4c; IND-REC: 1c, 2a, 3a, 4a, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2f, 3a, 3b, 3c, 3d, 4b; EMPL-SEEK: 1b, 2c, 3a, 3c; EMPL-ABILITY: 1b, 3d, 4f; EMP-ADVOC: 1a, 1b, 1d, 3e, 4a</p>	
 Instructional Routine	
Introduce	<p>Explain to students that it is important to understand your likes and dislikes for activities in personal life as well as community living. This can help you advocate for what activities you want to learn or prefer not to do.</p> <p>- Review the learning goal with the students: I will show self-advocacy skills by identifying my interests and preferences for activities.</p>
Model	<p>Using the Likes and Dislikes tool, model to the students how to “Think Aloud” as the teacher reviews the activities. Review any activities the students seem to not recognize. Using the Rec-Leisure Survey, model to the students how to “Think Aloud” as the teacher reviews the activities. Review any activities the students seem to not recognize.</p> <p>Once each evaluation tool is completed, use the Activities section of the Sample Digital Portfolio to model using the information gathered on the evaluation tools to complete it.</p>
Provide Practice	<p>Level 3: Students complete the evaluation tools independently and use the information in the Activities section of their digital portfolio.</p> <p>Level 2: Students complete the evaluation tools and the Activities section of the digital portfolio with picture supports and/or teacher support.</p> <p>Level 1: Students complete the evaluation tools and Activities section of the digital portfolio with help while using their active response mode to participate in the activities.</p>
Review/ Extend	<p>After each student completes the Activities section of the digital portfolio, have volunteers share one of the activities they highlighted in their portfolio. Throughout the day, find ways to indicate preferences through choice-making during leisure time.</p>
<input checked="" type="checkbox"/> Check for Understanding 	
Level 3	Can the student independently tell others more about activities they like, dislike, or want to learn about?
Level 2	Can the student use words and symbols to tell others more about activities they like, dislike, or want to learn about?
Level 1	Can the student select pictures to tell others more about activities they like, dislike, or want to learn about?

ACKNOWLEDGEMENTS

We thank the following groups for their contributions to creating and implementing our curriculum.

**Partnership for People
with Disabilities**
Virginia Commonwealth
University

**Supported in part by grant
number 90DNCE0004-01-00,
from the U.S. Administration
for Community Living**

**Unique Learning
System**
Everway