

Visual Resumes
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Community Based Newlove 2

I. Project Description

Students with severe disabilities in a post-secondary transition program designed and created scrapbooks with assistance from program staff, highlighting their school achievements and classroom activities. These scrapbooks will act as visual resumes which students will take with them as they graduate to adult life in the community. The visual resume will help in providing a more accurate portrait of the student, as written documents (IEPs, progress reports, transition plans) do not always do justice in showcasing who the student is.

II. Outline

Students had time in their weekly schedules to work on their visual resumes out in the community and in the classroom. Students worked on their visual resumes at a local craft supply store, which has tables available to the public for scrap booking activities. These regularly scheduled times allowed students to make consistent contact with and build relationships with community members.

Students learned how to take pictures during their scheduled activities both in and out of the classroom – these pictures were utilized in the visual resumes. Students accessed photo developing services in the community, which gives opportunities for students to develop and practice money exchange skills. In addition, students were able to take disposable cameras home to take pictures of family members and home life, which will create a better showcase of who each student is.

III. Lessons

During scrap booking sessions, students practiced communication skills and choice making by choosing paper, pictures, layouts of pages, and decorations such as stickers. Students also practiced their fine motor skills by gluing, pasting, taping, positioning pictures on paper. Staff members facilitated the scrap booking sessions using minimal assistance prompting (giving verbal or physical prompts only when necessary), but students were encouraged to be as independent as possible.

To assess what students have learned during this project, I used feedback from parents, caregivers, and vocational sites regarding the value and use of visual resumes. I also assessed the educational value of this project by monitoring student's level of participation throughout the creation of each visual resume. Finally, the visual resume/scrapbook serves as a portfolio for assessment of student product work over time.

IV. Notes/Tips for Teachers

This project is designed for students with severe to profound cognitive disabilities in a post-secondary transition program (grade 13).

Standards and subjects covered:

- Career Technical Education (Grades 7 – 12) 3.0 Career Planning and Management: 3.6 *Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.*
- Visual Arts (Grades 9-12): 2.0 Creative Expression: *Skills, Processes, Materials, and Tools: 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.*
- Visual Arts 5.0 Connections, Relationships, Applications: *Careers and Career-Related Skills 5.3 Prepare portfolios of their original works of art for a variety of*

purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).

Student Impact:

After completion of the visual resume, students will have a better understanding of their own abilities, their progress over time, and their successes. Students will be able to utilize these visual resumes as a tool to communicate skills and choices to others, as they will be able to access the visual resume throughout their day to show choices or communicate preferred activities. The visual resume will come in handy during IEPs and home visits, as many families were surprised at the level of independence their student has at school. Many of my students are non-verbal, which can make communication about their school day difficult. Families and caregivers have been delighted to see what their students are capable of outside of the home environment, but also are able to see just what their students' school experiences are.

V. Bibliography

A. N/A