

INTERVENTION BRIEF

Portfolio of Success

A portfolio of positive behavior and accomplishments is used to improve students' self-narrative and behavior when transitioning from alternative school back to regular school setting.

Major Objectives:

Help students in grades 4 through 12 (ages 10 to 18) in alternative school settings reduce chronic disruptive or violent behavior, substance use, vandalism and other problem behaviors before and during their transition back to regular school settings.



Description of Steps and Activities:

1. Students use a 3-ring binder to document their “stories” about themselves and their behavior, and then the activities, accomplishments, and interventions they experience during their 45, 90, or 180 suspensions from school. The portfolios serve multiple functions:
 - a. Record academic progress and assignments
 - b. Serve as an outlet for creative work such as art, poems, essays
 - c. Record behavioral interventions, plans, and successes; e.g., substance use certificate
 - d. Help student experience collaborations with teachers, parents, and other adults at school
 - e. Demonstrate to the students that school adults care about them
 - f. Help students make connections between school and their daily lives and futures

Students also prepare a letter and resume for the principal of the school they plan to attend after leaving the alternative school. The portfolio approach allowed for flexibility and personalization of the strategy.

Program Snapshot

Target Group	Students in grades 4 through 12 who are on long-term suspensions
Intervention Site	School and Home
Dosage/Duration	Duration of students' suspension; monthly meetings
Resources Required	Time and space for monthly meetings; Three ring binder, School supplies
Personnel Required	School social worker (or other school mental health professional); Teachers; Parents
Program Cost	Cost of binder and other school supplies

What's the evidence for it? *ESSA Tier 4*

The Portfolio of Success is consistent with knowledge of the importance of caring, connection, and belief in one's capability. Interviews with participants and families identified many perceived benefits of the program.

Where to go for further information:

Carpenter-Aeby, T., and Kurtz, P. D. (2000). The Portfolio as a Strengths-Based Intervention to Empower Chronically Disruptive Students in an Alternative School. *Children and Schools*, 22(4), 217-231.