



RENEW Youth Portfolio

JoAnne M. Malloy, Ph.D.

Donna Couture, M.Ed.

Jonathon Drake, MSW

Copyright 2012. Institute on Disability. University of New Hampshire.

Available in alternative formats upon request.

RENEW Youth Portfolio

JoAnne M. Malloy, Ph.D.

Donna Couture, M.Ed.

Jonathon Drake, MSW

This manual has been developed with grant support from:

- APEX II, Achievement in Dropout Prevention and Excellence, funded by the U.S. Department of Education and administered by the NH Department of Education, CFDA #84.360.
- NH RESPONDS, a State Professional Development Improvement Grant, funded by the U.S. Department of Education, Office of Special Education Programs, and administered by the NH Department of Education, CFDA #84.323a.

Mapping Your Future

Student: _____

The following questions will help you as you work with your teacher or counselor to fill out your Mapping Worksheets:

MAP #1: My History/Story

1. This is a chance for you to tell your story. What have been some of the most important things that have happened to you? You can go back as far as you like.
2. What was important about that? Describe that situation more.
3. How did you feel about that?
4. What happened as a result of that?
5. Who was important in that situation? Who was there?
6. What have been some of the toughest things that have happened to you?
7. What are some of the favorite things you have done? Where are the important places you have gone? Is there anything else you want to add?

Optional: Create a graphic timeline with arrows going from one event to another.

MAP #2: Who Am I Today?

1. Describe what your life is like today. How are things going at home, and how about school?
2. What do you do each day?
3. How do you feel most of the time?
4. What situations make you feel happy or at your best? What situations make you feel upset, sad, or angry?
5. What do you wish was different about your situation?

Map #3: My Strengths and Accomplishments

1. What have you done that you are proud of? Are you an artist? Do you play an instrument or sing? Do you read a lot?
2. What do you do when you have time to yourself?
3. What are you most passionate about?
4. What do your friends say you're really good at? Are you a good listener? Can you keep a secret when your friends ask you to?
5. Did you ever do something that other people really thought was great?
6. This is a time for you to brag!

Map #4: The People and Resources in My Life

1. Who are the most important people in your life? For example, if you needed help in the middle of the night, who would you call? These are the people you can really count on when you need help.
2. Who are the people who you can go to for help with certain things? These are people who will help you, but who may not be really close to you. What is your relationship with them (family, counselor, employer, friend, etc.)?
3. Who are the people in your life who are not helpful? What is your relationship with them? What do you do with them, if anything?

4. Who else? Who can you go to for connections to certain things? What is your relationship with them? How are they important to you? What connections do they have?

Map #5: What Works and What Doesn't Work

1. What works for you? What are the situations where you are more successful? What is it about those situations that make them different from other situations?
2. What type of help is better for you in school, at home, with your friends, or when you are in the community? What works when you are trying to learn something new?
3. How do you learn best, under what circumstances?
4. What doesn't work for you? Think about the situations where you get you upset or irritated?
5. When do you have trouble learning or doing something new?

Map #6: My Dreams

1. Think ahead—it is three, four, or five years from now and you are achieving your dreams. Everything is great and as you want it to be. What does your life look like? What are you doing every day, and with whom?
2. What have you accomplished within your perfect dream?

There are no barriers here—anything you want to say is fine.

Map #7: My Fears, Concerns, and Barriers

1. What kinds of things could prevent you from reaching your dream?"
2. What has gotten in the way in the past?
3. What do you worry may happen?
4. What do you NOT want to happen?

Map #8: My Goals

1. Given your dream, what would you need to accomplish in the next year or two to work toward that dream and to avoid your fears and concerns? Make a list and number each goal. Make sure you think about school, home, and in the community. Be specific.
2. How will you know you have reached each goal? When do you want to achieve this goal?

Examples of some goals:

- Get my license by December
- Get a part-time job by next month
- Do research during the next three months so that I find a career that best matches my interests and strengths
- Make a plan in the next month that shows how I can graduate on time
- Explore possible colleges over the next six months
- Pass my math class in the next four months

Next Steps: Personal Action Plan

Taking one goal at a time:

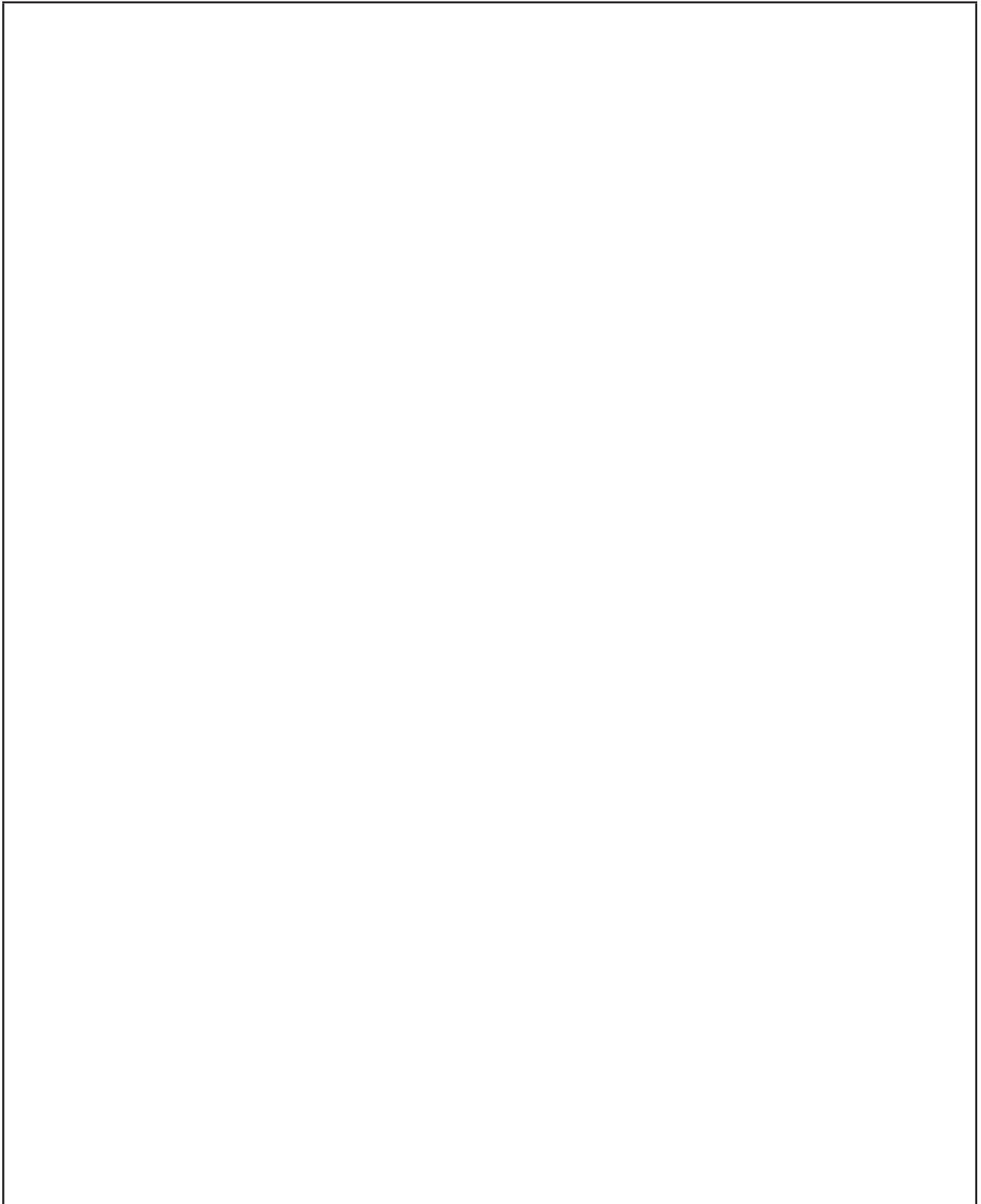
1. Given some of your concerns, what do we need to do first to work toward this goal?
2. Who is/are the best person(s) to help you with this next step?
3. What resources will you need?
4. Who do we need to invite to see your plan and get on board so that they can help you? (e.g., your parents or people you live with, a teacher, the principal, counselor, therapist, other relative, friend, a mentor)



Map #1: My History/Story



Map #2: Who Am I Today?

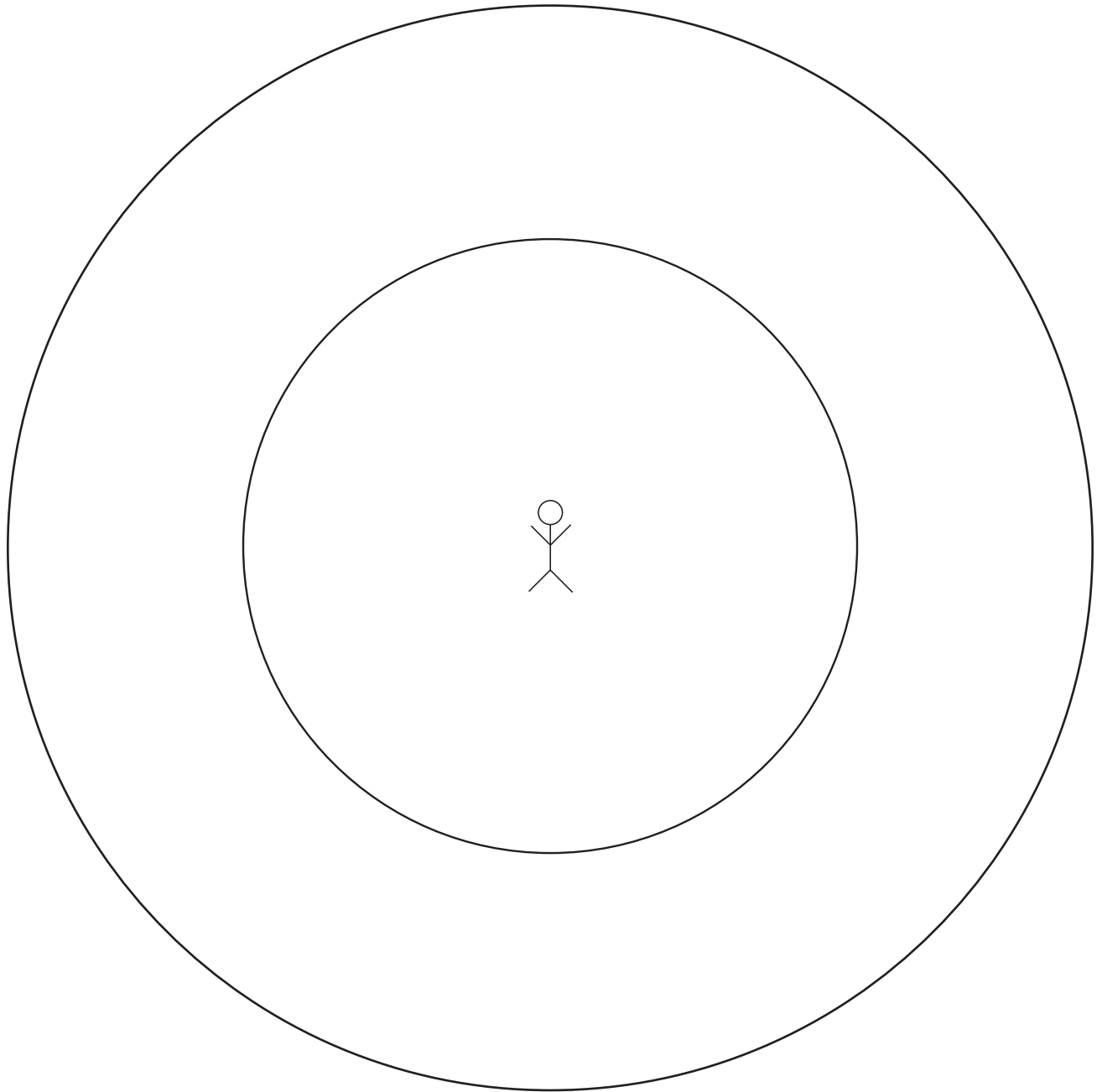




Map #3: My Strengths and Accomplishments

Strengths	Accomplishments

Map #4: The People and Resources in My Life

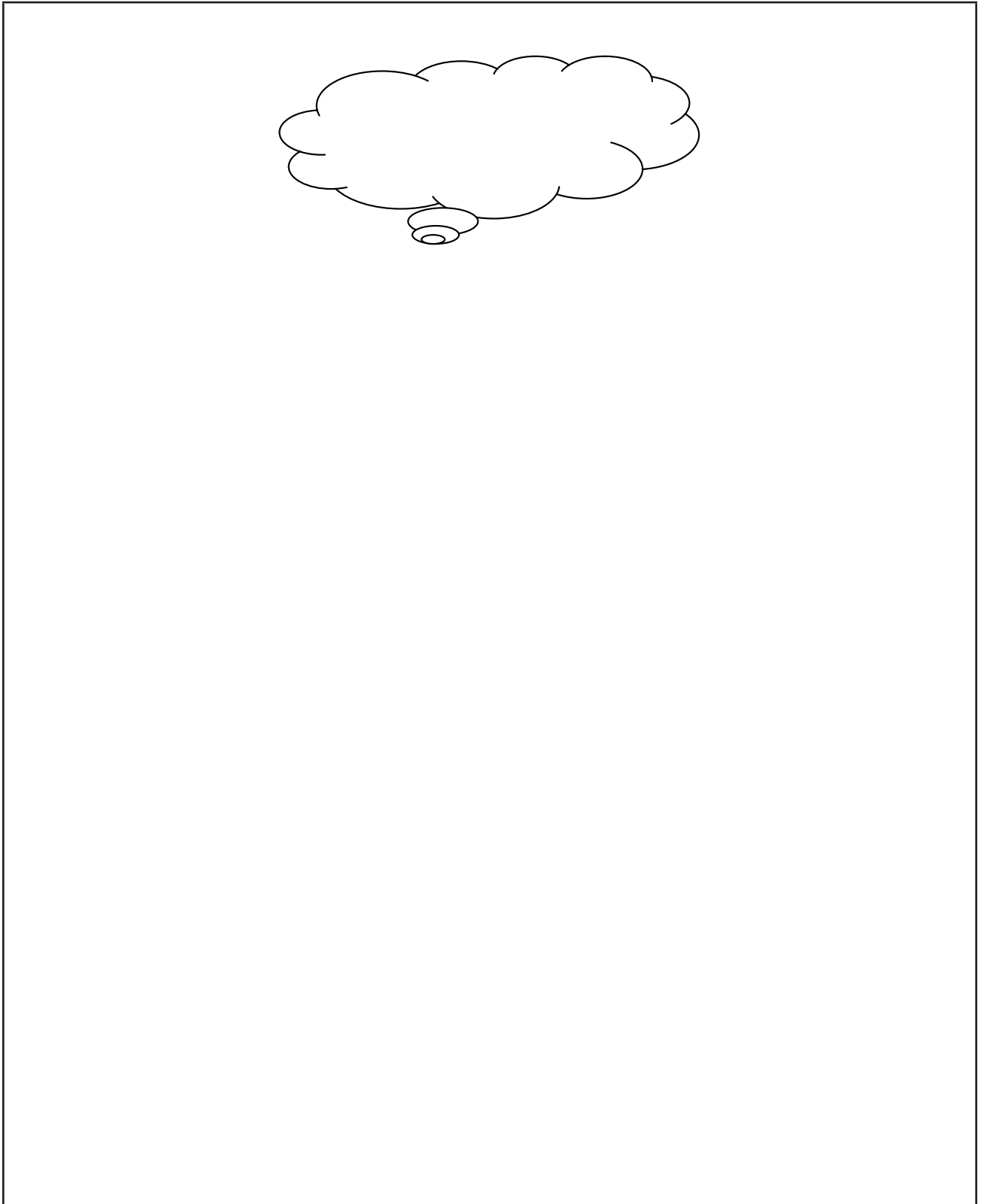




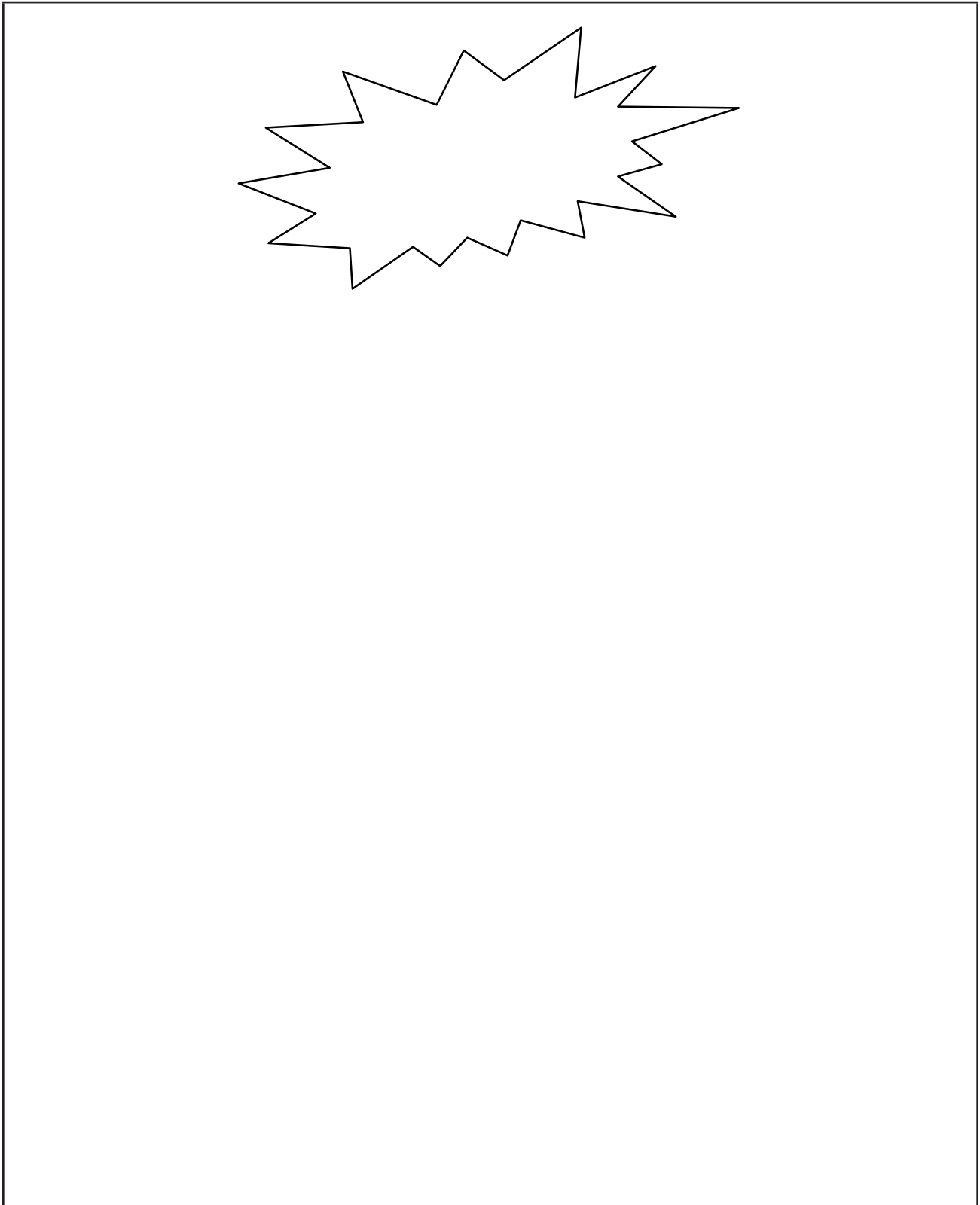
Map #5: What Works and What Doesn't Work

What Works	What Doesn't

Map #6: My Dreams



Map #7: My Fears, Concerns, and Barriers



Map #8: My Goals

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

My Action Plan (EXAMPLE)

Student: Tom Jones

Date: 9/1/2009

Grade Level: Junior

Goal # 1	<i>I would like to learn more about criminal justice careers.</i>			
When do I want this to be completed?	<i>Before Christmas Break of 2009</i>			
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments
<i>Online research</i>	<i>Computer – www.bridges.com or www.online.onetcenter.org</i>	<i>Tom and Counselor</i>	<i>Complete</i>	
<i>Conduct 2 informational interviews</i>	<i>Help from my network to locate someone in the field of criminal justice and my informational interview questions</i>	<i>Tom, mom, and Counselor</i>	<i>In progress (1 complete)</i>	<i>Waiting to hear back from Officer Smith so I can schedule an interview</i>
<i>Job shadow/internship</i>	<i>STC/ELO coordinator and/or my guidance counselor My network to help me find a location to intern/job shadow at</i>	<i>Tom, Counselor, M.r Richards</i>	<i>Will do Semester 2</i>	<i>Won't fit into my Semester 1 schedule</i>

My Action Plan

Student: _____ Date: _____

Grade Level: _____

Goal # _____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

Grade Level: _____

Goal #_____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

Grade Level: _____

Goal # _____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

Grade Level: _____

Goal #_____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

Grade Level: _____

Goal # _____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

Grade Level: _____

Goal #_____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Action Plan (Continued)

Student: _____ Date: _____

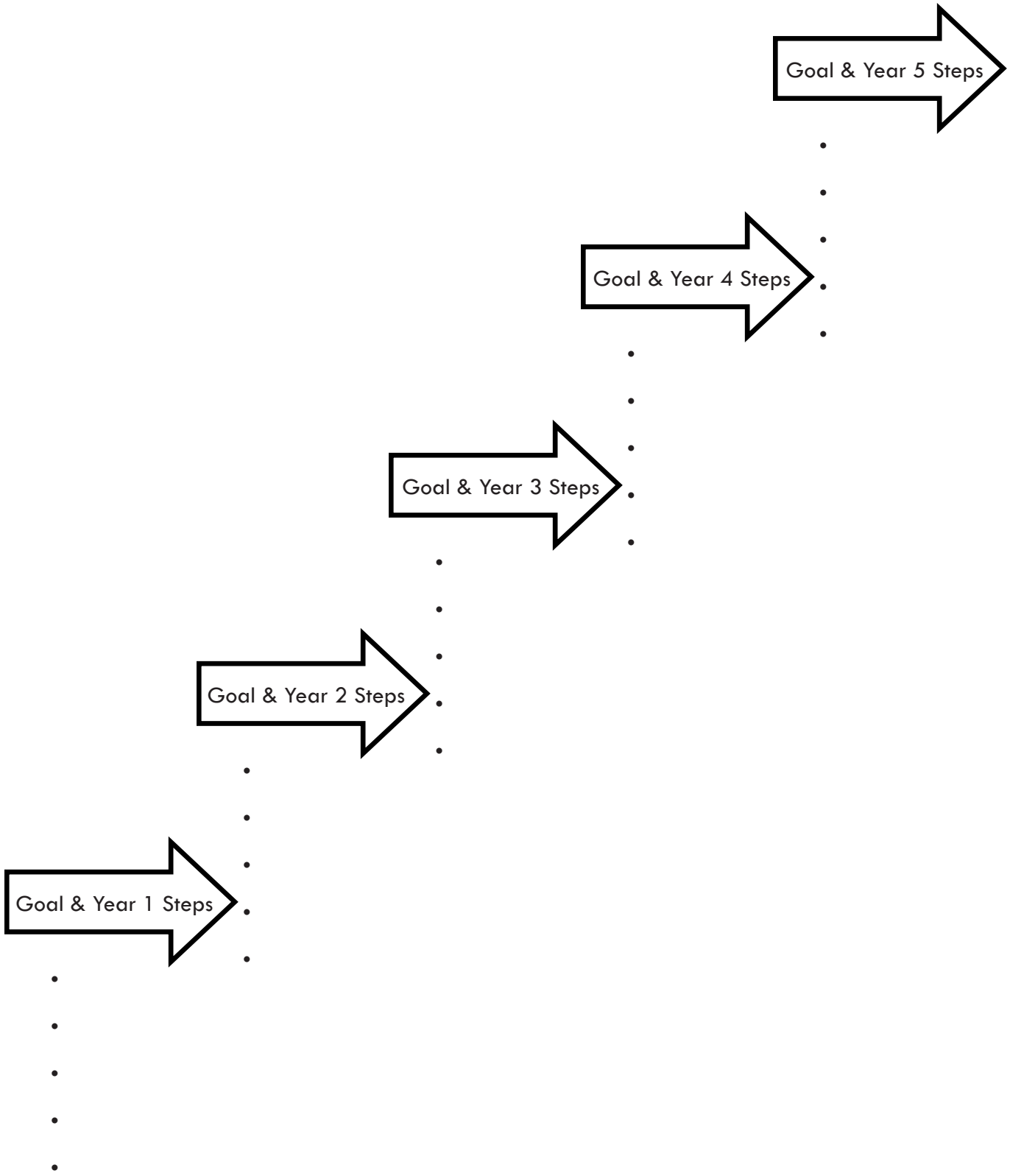
Grade Level: _____

Goal # _____				
When do I want this to be completed?				
What do I need to do to make this happen?	What Help, Resources, Materials, or Support do I need?	People Responsible	Status	Comments

My Five Year Plan

Student: _____ Date: _____

Grade Level: _____



Acknowledgements

We want to thank the many individuals who contributed to the development of this manual, including:

Dr. Doug Cheney, Ph.D.

Associate Professor of Special Education, University of Washington

Dr. David Hagner, Ph.D.

Institute on Disability, University of New Hampshire

Gail M. Cormier, MA

Executive Director, NC Families United, NFFCMH, Inc., University of North Carolina at Greensboro

Dr. Lucille Eber, Ed.D.

Statewide Director, Illinois PBIS Network

Dr. Hank Bohanon, Ph.D.

Assistant Professor of Education, Loyola University of Chicago

Tara Viet, M.Ed.

Counselor, Nashua North High School, Nashua, NH

Chris Sanantonio, Betty Santerre, Maureen Tracey, and Trisha Jacobson

RENEW Facilitators

and thank you to the many youth, families, and staff members who have worked with us since 1996.



10 West Edge Drive, Suite 101 | Durham, NH 03824
603.862.4320 | Relay: 711 | Fax: 603.862.0555
contact.iod@unh.edu

www.iod.unh.edu

Stay Connected:



facebook.com/instituteondisability



twitter.com/unhiod



youtube.com/unhiod