



ASPIRE

***Active Student Participation
Inspires Real Engagement***

Teacher Training

(School Name)

(Date)

Presented by:

(Presenter's name here)





ASPIRE

*A Collaborative Initiative between
The Georgia Department of Education,
Division for Special Education and Student Services
and
The Georgia Council on Developmental Disabilities*

Funded by the Georgia State Personnel Development Grant (SPDG), Georgia Department of Education through a grant from the Office of Special Education Programs, United States Department of Education and is a collaboration with the Georgia Council on Developmental Disabilities.



ASPIRE

What's In A Name?



***A**ctive*

***S**tudent*

***P**articipation*

***I**nspires*

***R**eal*

***E**ngagement*

ASPIRE



Active Student Participation Inspires Real Engagement



ASPIRE provides training and follow-up activities to enable students to actively participate in the development and implementation of their IEP. This process is referred to as:

- Self-Directed IEP
- Student-Led IEP

What is a Student-Led IEP?

- A way to increase student and family involvement and representation in the IEP process.
- Encourages students to play a larger role in developing and implementing their IEP.
- Shifts the focus from adult-centered to student-centered.

ASPIRE Goals

ASPIRE is a student-led IEP initiative designed to develop **self-determination skills** in the following areas:

- Problem solving
- Self-evaluation
- Choice-making
- Decision-making

What is Self-Determination?

- A combination of skills, knowledge, and beliefs that enable a person to engage in **goal-directed, self-regulated, autonomous behavior**.
- An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective, are essential to self-determination.

Field, Martin, Miller, Ward, and Wehmeyer (1998)

What is Self-Determination?

In plain English, **self-determination** is ...

- Knowing and believing in yourself
- Knowing what you want in the future AND making plans to achieve those goals
- Knowing and asking for the supports you need to achieve your goals

How are Student Led IEPs and Self-Determination Linked?

Student led IEPs are one way of helping students become better self-advocates; learning to apply the skills of self-determination, goal setting, and self-evaluation.

Self-determination and self-advocacy are interrelated
(Field, 1996)

- Self-determination: Involves making and implementing choices based on personal needs, interests, and values.
- Self-advocacy: Involves the actions that one takes on one's own behalf

Research

“Providing support for student self-determination in school settings is one way to enhance student learning and improve important post-school outcomes ...and to meet federal mandates to actively involve students with disabilities in the Individualized Education Planning process.”

Deci & Ryan July 21,2004 psychologymatters.org

“Students ... knew more about their disabilities, legal rights, and appropriate accommodations than other students ... students gained increased self-confidence and the ability to advocate for themselves.”

Mason, McGhee-Kovac, Johnson & Stillerman, 2002

Self-Determination

What is the importance of self-determination
in the process of implementing
student led IEPs?



Virginia: "I'm Determined" Video

<http://www.imdetermined.org/resources/videos/>

Traditional IEP versus Student-Led IEP

- Student might have little knowledge of purpose for meeting, the IEP and its contents, or his/her disability
- Adult team members generally take the lead in determining content of IEP

- Student is aware of purpose for IEP meeting, contributes to the content of the IEP document, and understands his/her disability
- Student helps determine content of IEP and how it will be discussed at the meeting

Traditional IEP versus Student-Led IEP

- Student might not participate in discussion or decision-making
- Meeting may focus on the student's deficits or "can't dos"
- Meetings might not be valued by students, general education teachers, and parents

- Student is often the discussion leader and presents information in a variety of ways
- Meeting emphasizes capabilities, student interests and plans for the future
- Meetings have improved participation as teachers and parents respond to invitations from students

Traditional IEP versus Student-Led IEP

- Students and parents may not understand the connection between accommodations and instruction
- IEP might not reflect the student's interests or concerns

- Students and parents have a better understanding of student accommodations and their role in instruction
- IEP reflects intent to increase student voice in educational decisions, producing a dynamic document reflective of student's personality

ASPIRE

By utilizing a student-led IEP model, the IEP meeting becomes a cooperative experience of working together to assist the student!



Just Imagine...

your students ...

- Creating an invitation to their IEP meeting.
- Introducing themselves and others at the meeting.
- Selecting pictures to show at the IEP meeting about a typical school day with them doing the things they enjoy.

Just Imagine...

your students ...

- Clicking a mouse on a computer to move from one slide to the next in a [Power Point](#) presentation and describing each slide during the meeting.
- Helping narrate and select images for a slide presentation that portrays the subject areas they are good at, those they struggle with, and how teachers can help.
- Discussing goals for life after high school and how to reach them.

Just Imagine...

your students ..

- Facilitating the agenda of the IEP meeting.
- Leading the meeting.
- Mentoring other students.

*Your students doing these things to
participate in their IEP meeting*

ASPIRE is for **All** Students

Students of all ages

- Pre-Kindergarten through age 22

Students with all disabilities

- Mild, Moderate or Severe Cognitive Disabilities
- Physical Impairments
- Visual Impairments
- Hearing Impairments
- Other Health Impairments
- Speech and/or Language Impairments

Students in any instructional setting

- General Education Classroom
- Collaborative Classroom
- Co-Taught Class
- Part Day Separate Class
- Full Day Separate Class

A Different Degree of Participation

The vocabulary and degree of participation will vary from student to student. The emphasis, however, remains on the student, what is important to them, and using that information to plan and implement the IEP.

Benefits for Your School

Increase in graduation rates

Decrease in office referrals/discipline issues

Decrease in drop-out rate

Increase in student achievement

Benefits for You and Your Students

How might shifting from a traditional IEP model to a student-led IEP model benefit **you**?

How might shifting from a traditional IEP model to a student-led IEP model benefit **your students**?

Why are Student Led IEPs Important?

During the process students:

- learn how to speak for themselves
- learn about goals and objectives that form the basis of their education and why these goals and objectives are important for them; and
- ultimately, become more involved in their own education.

Kupper, 1995

Results of Participation

- Helps students learn more about their disability and how to explain it to others
- Helps students define their strengths as well as their challenges
- Provides an opportunity for students to express their likes, dislikes, and interests
- Helps students learn about accommodations and the types of accommodations that might help them succeed

Results of Participation

- Helps students see relevance of school work to their lives
- Provides structure for goal setting and attainment
- More focused, motivated, and engaged youth
- The IEP process becomes more meaningful to everyone

Results of Participation

- Allows students to develop communication and negotiation/compromise skills, such as talking with teachers about accommodations, classroom progress, and needs
- Students become engaged in their own education and transition planning
- Students see that people care about their opinions and their successes

“It’s not just paperwork anymore”

Benefits for Families

Studies show that students who included self-determination goals in their IEPs were more likely to earn a higher income one year after graduation.

(Wehmeyer, 2004)

- Improved communication with teacher
- Increased understanding of the IEP process
- More self-determined child (goal setting, decision making)
- Positive interaction with school personnel

Involving Administrators

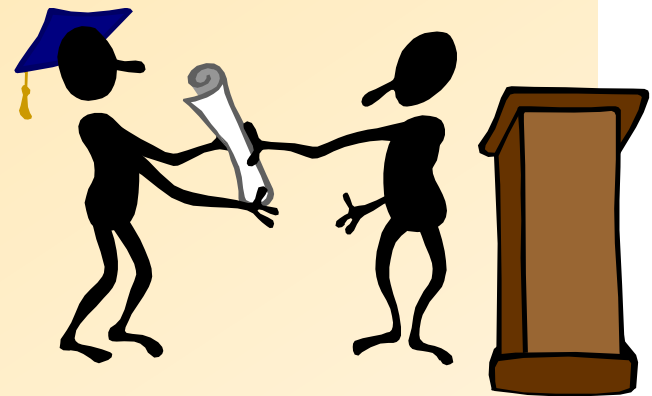
Keep them informed

Explain the benefits:

- increase in graduation rates
- decrease in drop out rates
- Increase in achievement
- decrease in inappropriate behavior

Ask for assistance with:

- student participation
- parental notification
- confidentiality and access
- scheduling



Expectations

- No fewer than 3 teachers per school
- No fewer than 9 students per school
- Designated School Leader
- Designated Parent Mentor/Liaison
- Required Parent Training
- Completion of assessments, surveys, fidelity checks and data collection

Assessments

Needs Assessment (Leadership Team)

- Individual school/classroom evaluation

Pre-Survey (complete within 4 weeks of training)

- Perception of IEP involvement
- Surveys for new students in ASPIRE

Post Survey (complete following IEP meeting)

- Participation level and evaluation
- Surveys for teachers, students, and parents

gaspdg.org/aspire

Fidelity Checks

Fidelity Check Tools

- [Vital Behaviors](#)
- Flow Chart
- [Exit Checklist](#)

Survey Links

Will be provided via email

Surveys must have:

- ✓ School's official name (as recorded by DOE)
- ✓ "Title" and "Role" must match
- ✓ Must use the student's official name
- ✓ Be sure to indicate district



Challenges

- Students
- Time/ Scheduling
- High stakes testing
- Student disability level
- Fear of the unknown
- No one else at my school wants to...

Some Solutions

- Start with just a few students (minimum of three)
- Select students who you think will be successful
- Choose students who already exhibit some self-determination skills
- Select a basic level of participation for most students the first year
- ASK for help

Scheduling Solutions

Each school, class and teacher is unique. Some teachers:

- Create a special class on self-determination and student led IEP
- Include instruction in existing course structure, teaching about SLIEP topics through group and individualized instruction
- Incorporate instruction in the general curricula, such as a language arts class, using group and/or individualized instruction
- Have students come in for individual planning meetings before school starts in the morning, during lunch, and/or at the end of the school day

What's Next?

- Choose students
- Inform parents
- Complete pre-surveys (teacher and student)
- Determine tools that will best fit your classroom style and your students abilities
 - Skills to be taught
 - [Lesson plans](http://gaspdg.org) (gaspdg.org)
- Provide training in the process to:
 - Students
 - Parents
 - Members of IEP Team



Involving Parents

- Keep parents informed
 - ASPIRE brochure
 - Letter of explanation
 - Phone calls
 - Notes home
 - Parent training

Reassure parents that their participation is still valued and needed!

Involving Parents

Encourage parents to:

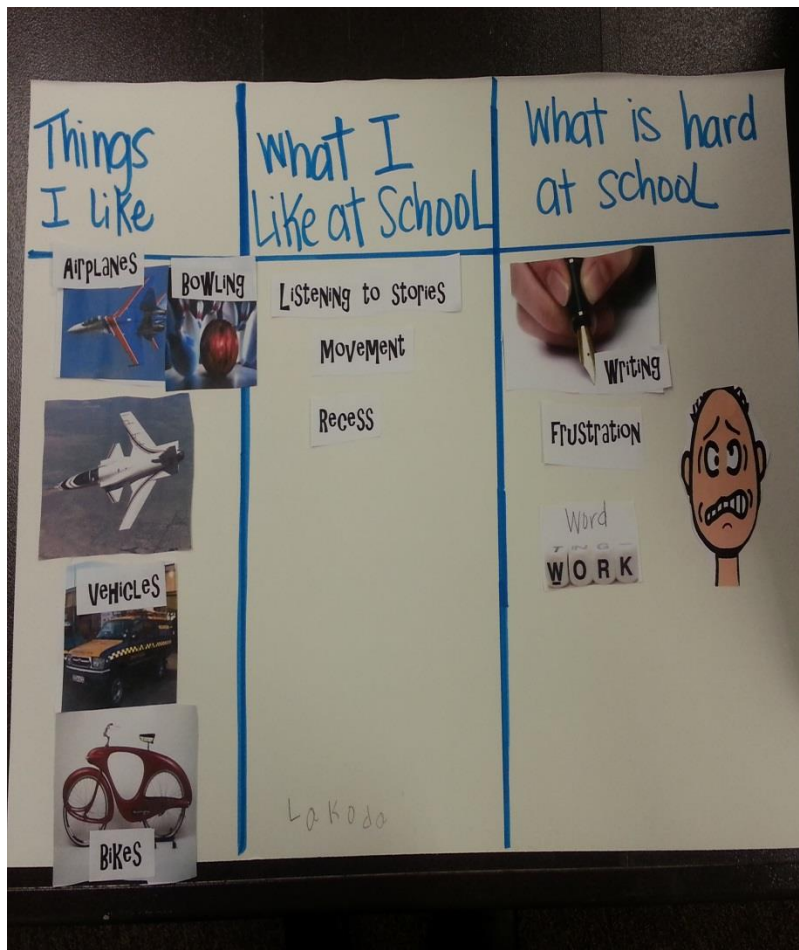
- Help their child understand their disability, strengths, and challenges
- Help their child understand how accommodations can assist them
- Talk with their child about setting goals

Student Participation

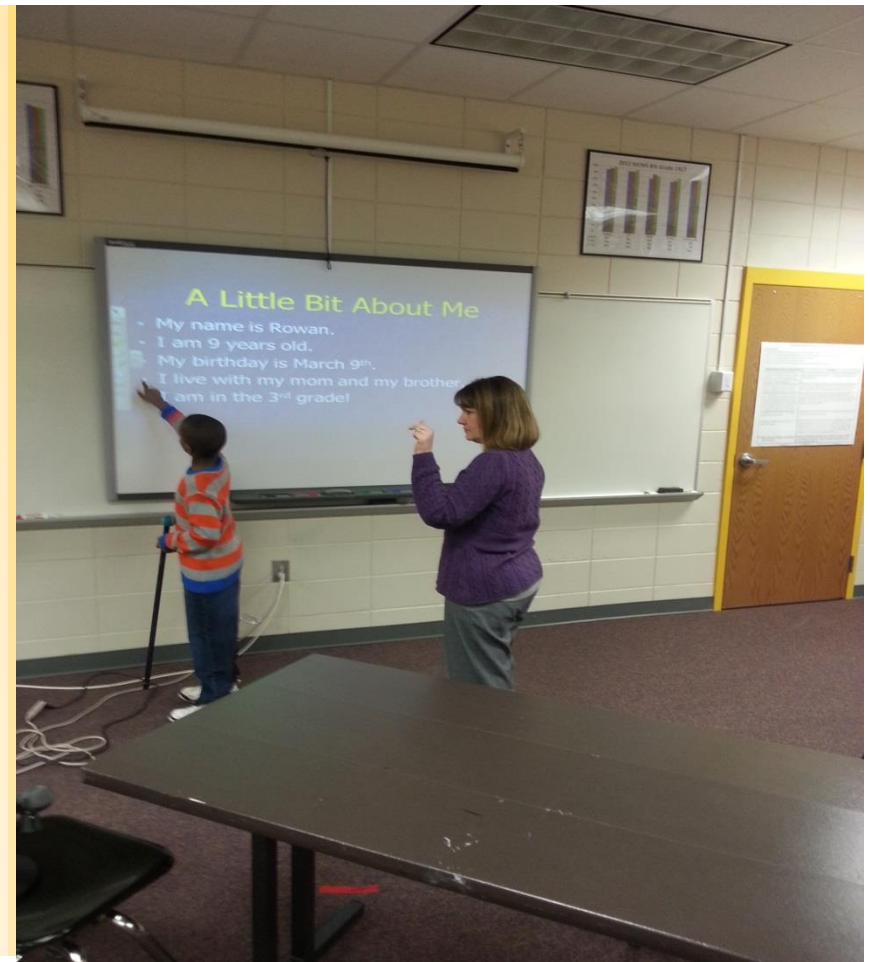
Remember that students can participate in their IEP meeting in a variety of ways:

- Preparing and delivering meeting invitations
- Introducing IEP meeting participants
- Discussing their likes and dislikes
- Explaining their strengths and weaknesses
- Explaining their accommodations
- Assisting in developing goals for the upcoming year
- Presenting actual portions of the IEP

Georgia Student Samples



Georgia Student Samples



Georgia Student Samples



Student Participation

Samples of Student PowerPoints

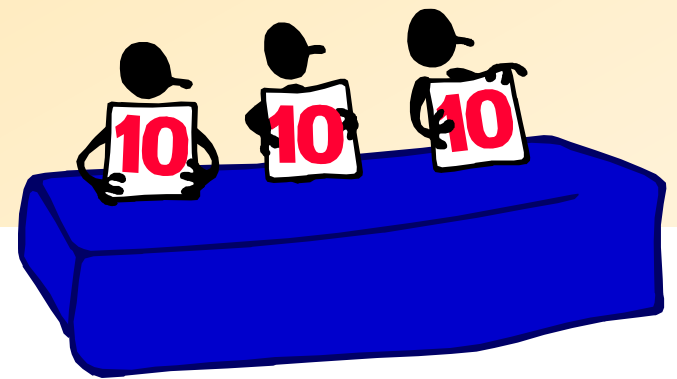
<http://www.indetermined.org/resources/documents/#format-ppt>

Samples of Student One Pagers

<http://www.indetermined.org/resources/documents/#format-doc>

Before the Meeting

- Create an agenda
- Discuss and practice relaxation techniques
- Hold mock meetings - - PRACTICE!



After the Meeting

- Evaluate (complete post-survey)
- Send thank you notes
- Celebrate



ASPIRE Resources

The following resources are available through the SPDG Website (www.gaspdg.org).

- Parent letter
- Parent training materials
- ASPIRE brochure
- Sample lesson plans
- Georgia-developed ASPIRE videos (in progress)



Other Resources

- National Secondary Transition Technical Assistance Center (<http://nsttac.org/>)
- Transition Coalition (<http://transitioncoalition.org/transition/>)
- I'm Determined: Virginia Department of Education (<http://www.imdetermined.org/>)
- Georgia Interagency Transition Councils (<http://www.gatransition.org/>)



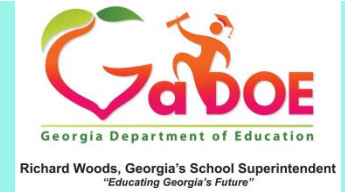
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Questions?

**Review of
Expectations and
Requirements**

Contact Information
Georgia Department of Education
Division for Special Education Services
and Support
Professional Learning Unit
404-656-3963



For information and materials for ASPIRE
visit the SPDG's website (www.gaspdg.org).

(Place current consultant's/presenter's name, email
and phone number here)

ASPIRE Student Led IEP initiative is funded by the Georgia State Personnel Development Grant (SPDG), Georgia Department of Education through a grant from the Office of Special Education Programs, United States Department of Education and is a collaboration with the Georgia Council on Developmental Disabilities.