

Using ASPIRE as your canvas for IEP meetings

*A*ctive

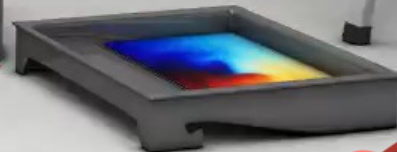
*S*tudent

*P*articipation

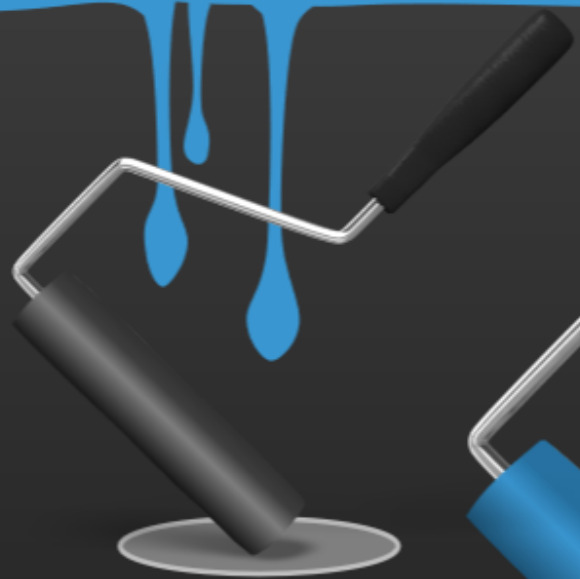
*I*nspires

*R*eal

*E*ngagement

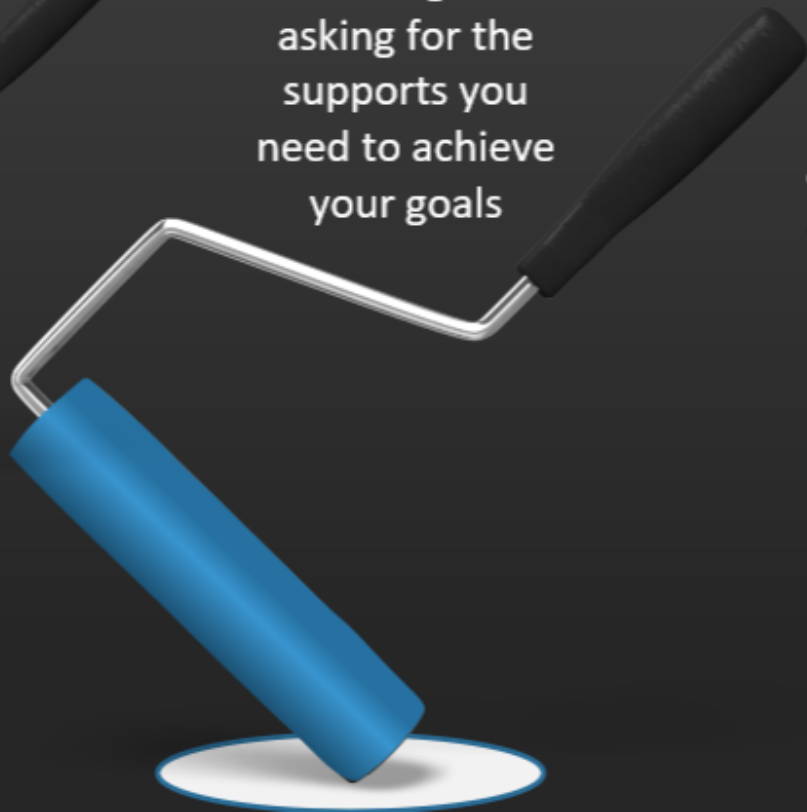


What is Self-Determination?



Knowing and
Believing in
Yourself

Knowing and
asking for the
supports you
need to achieve
your goals



Knowing what you
want in the future
AND making plans
to achieve those
goals

Students with Self-Determination Skills:

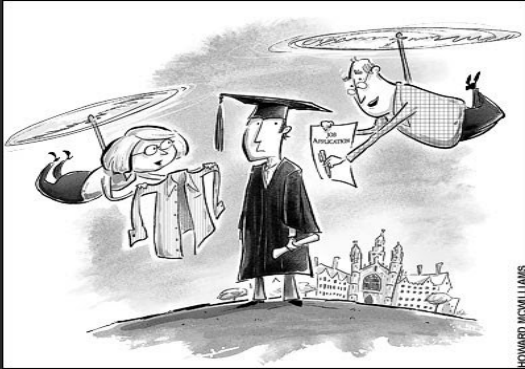
Significantly more likely to be employed for pay at higher wages one year after graduation.

Significantly more likely to live independently three years after graduation.

Significantly more likely to be employed in a position that provides health care, sick leave, and vacation benefits three years after graduation.

Work – Life – Academics - Relationships

Obstacles of Self-Determination



5 Years of ASPIRE revealed even more!

- **Less stressful meetings**

- Student confidence

- **Parent pride**

- IEP and Student Conferences are now celebrations

- **Students are able to advocate at Transition Meetings**

- Renewed sense of individualization

- **More appropriate accommodations**

- Stronger relationships

- **Students feel a greater sense of success**

ASPIRE

- 3 Simple Activities per grade level
- Flexible and Adaptable
- Partners with all other Leader and SEL Programs
- Multipurpose
- Across Curricula



Progression of Self-Determination and ASPIRE K-12



ASPIRE Activities and Tools



K-5th Grade Activities

- My One Pager
- My Circle of Support
- My Good Day Plan

6th – 8th Activities

- My Strengths
- My Goals
- My IEP

9th – 12th Grade

- My Transition Plan for Career and Adult Living

I am interested in or I Like To:

At Home



At School



For Fun



Welcome to
My One Pager.

My name is

Things I want you to know about me:

I want my friends to know:



I want my teachers to know:



I want my parents to know:



I learn best when I have these
accommodations:

Things I need help with:

At Home



At School



For Fun



Kindegarten -

- Likes/Dislikes
- Want you to know about me in general

1st Grade -

- moves from general to target audience/enviornment
- challenges in general

2nd Garde -

- Academic Challenges
- knowing how you learn best

3rd Grade

- Learn best=accomodations
- Challenges = IEP goals

4th Grade

- identifies IEP goal and shares progress
- Adsociates Circle of Support and Good Day Plan with goals

5th Grade

- Shares information with MS Transition team

I am interested in
or I Like:



I like to do Art where ever I go.

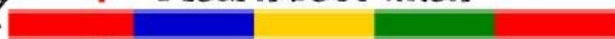


My name is
BAILEY



2017-2018

I learn best when:



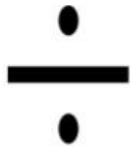
When it is silent.



Things I need help with:



my 12,8,6,7, for multiplication and also
divison.



multiplication

	coefficients				
3	×	5	=	15	
multiplicand	×	multiplier	=	product	
$3 \times 5 = 3 + 3 + 3 + 3 + 3$ (five threes) $= 5 + 5 + 5$ (three fives) $= 15$					

Goals:



I want to run faster.



Things I Like To Do



Mrs. Bruce



My School Family

My Family



Food

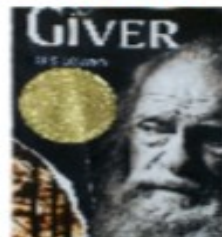
Color

Place to visit

Book



Students make me smile when: They remind me of something wonderful they learned!



Date: 2/9/12

i'm
deter
mined

Name: [unclear]
Address: [unclear]
City and State: [unclear]

My Strengths

- Reading- I like to read fairy tales. My favorite NY article was Rock Painting Fun.
- I like to do typing.

My Preferences

- Kindergarten teacher because I like to help little kids.



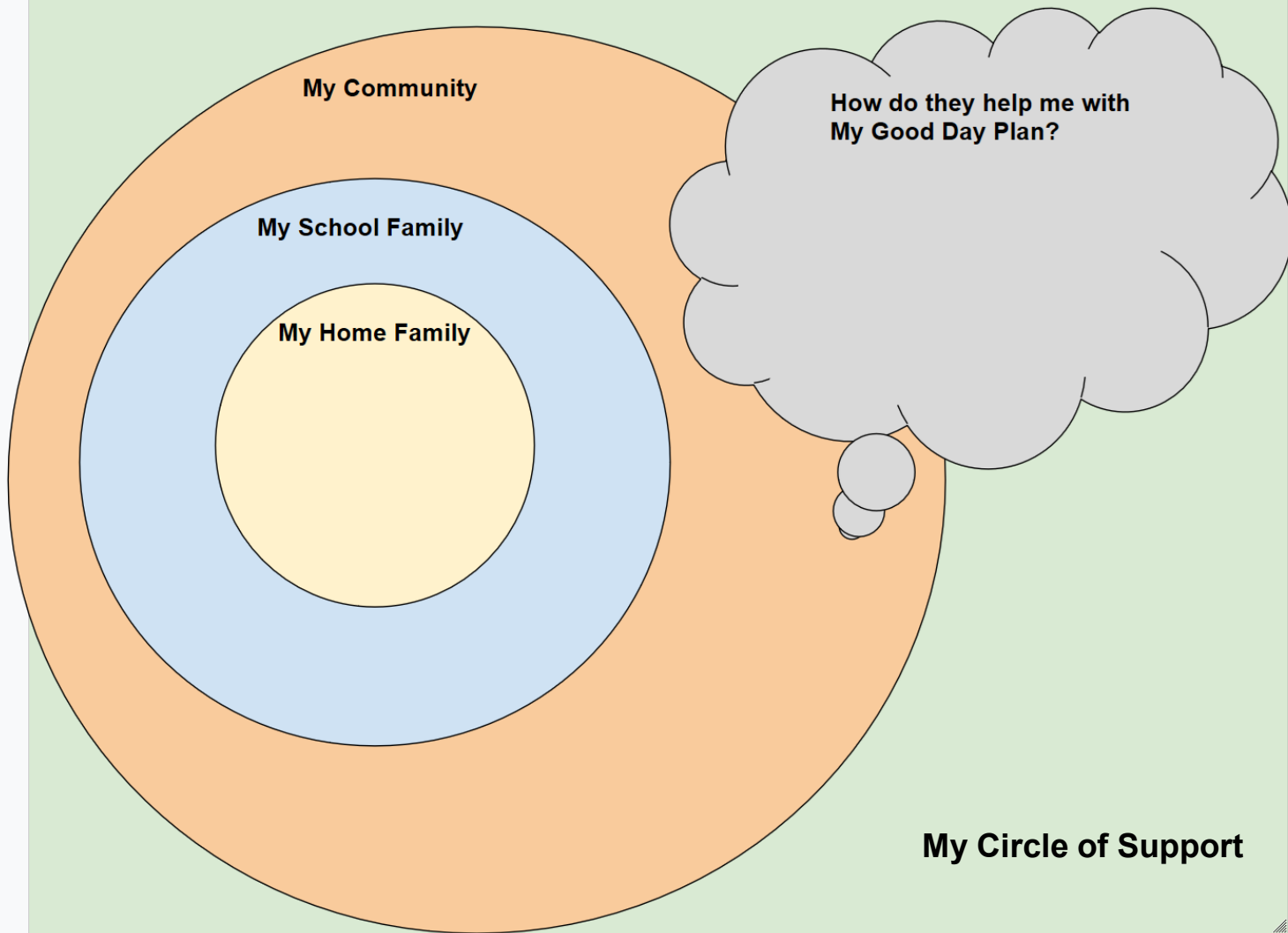
My Interests

- At home I do my homework.
- Cheerleading, basketball and softball skills.
- I like to read books.
- I like eating cupcakes and being buddies.

My Needs

- I need help with subtraction and adding.
- Writing- helping with sentences.
- I need help with science projects.





Kindergarten-

- home and school
- Invites circle to IEP meeting

1st Grade -

- adds community
- identifies helpers
- introduces family to team

2nd Grade -

- identifies how people help
- introduces all team members and roles

3rd Grade -

- identifies how circle can help with goals setting (good day plan)

4th Grade -

- identifies varying levels of support within home, community and school

5th Grade -

- Describes each group and identifies others to be added to support transition

class e

1-11-18

My School Family

My Home Family





Dear Mrs. Taylor,
I would like to invite
you to my meeting on
Thursday, October
10th at 1:30 PM in
Mrs. Reynolds
room. I can't wait to
tell you about my
interests and how I
learn best.

Sincerely,
Cindy Little

My Good Day Plan Grade 3

<u>Good Day</u>	<u>Challenges</u>	<u>Personal Responsibility</u>	<u>Support</u>	<u>Self-Reflection</u>
What does a Good Day at Home look like?	What causes me not to have a good day at home?	What can I do to make sure I have a good day at home?	Who can help me have a good day at home?	How often will I check to see if my plan is working?
What does a Good Day at School look like?	What causes me not to have a good day at school?	What can I do to make sure I have a good day at school?	Who can help me have a good day at school?	How often will I check to see if my plan is working?

Kindergarten -

- identifies general
- who helps

1st Grade -

- identifies school
- identifies helpers

2nd Grade-

- identifies school and home
- identifies how often (may make revisions)

3rd Grade-





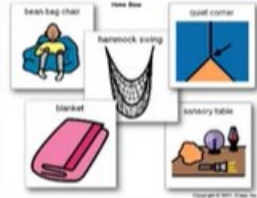


- identifies challenges (behavior/academic) in each setting
- begins to take responsibility for the good day

4th Grade-

- adds in academic
- identifies successful outcomes
- discerns between personal responsibility and assistance from others

5th Grade-

- Correlates IEP Goals
- Charts/monitors progress

<p><u>Good Day</u></p> 	<p><u>Challenges</u></p> 	<p><u>Personal Responsibility</u></p>	<p><u>Support</u></p>	<p><u>Self-Reflection</u></p>					
<p>What does a Good Day at School look like?</p>	<p>What causes me not to have a good day at school?</p>	<p>What can I do to make sure I have a good day at school?</p>	<p>Who can help me have a good day at school?</p>	<p>How often will I check to see if my plan is working?</p>					
	 		<p>My Star Chart</p> <table border="1" data-bbox="1421 587 1761 656"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td>Reward!</td> </tr> </table> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reward!
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reward!				

What does a Good Day at School look like?	What causes me not to have a good day at school?	What can I do to make sure I have a good day at school?	Who can help me have a good day at school?	How often will I check to see if my plan is working?
<p>I come to school with all of my work done and I know exactly where my school work is in my bag.</p> <p>I get "star cards" for my work completion and good behavior.</p> <p>I have time to talk with my friends without getting into trouble.</p> <p>I also remember to bring all of my "star cards" on Friday to pick out a prize.</p>	<p>I forget my school work or can't remember where I put it the night before.</p> <p>I talked too much to my friends during class time and didn't turn in work so I did not earn "star cards".</p> <p>I forgot to bring all of my "star cards" to school and didn't get a prize.</p>	<p>I use my favorite 3 ring binder and place colored folders in them for each subject. I will place all of my school work in the folder each night and place it in my backpack each night. I will use a checklist by my door to help me remember.</p> <p>I will make sure my work and their work is done before I talk with my friends during class. I'll use the ARCH model to think about my actions and the consequences.</p> <p>I will give my star cards to my parents to sign each night. I will add star cards to my thursday nightly checklist and place them in my backpack before I go to bed.</p>	<p>My mom and dad can help me make a checklist each night and help me remember to leave my backpack by the door.</p> <p>My teacher will help me to use the ARCH model during class.</p> <p>My mom and dad will make sure I have color coded notebooks and help me organize my subjects to help me identify where things go in my 3 ring binder.</p> <p>My mom and dad will check off my "star cards" each night and place them in a pile so that I know where to pick up my pile each Thursday night.</p>	<p>Weekly with my mom and dad and Weekly with my teacher.</p>







Goal Plan

Name: _____

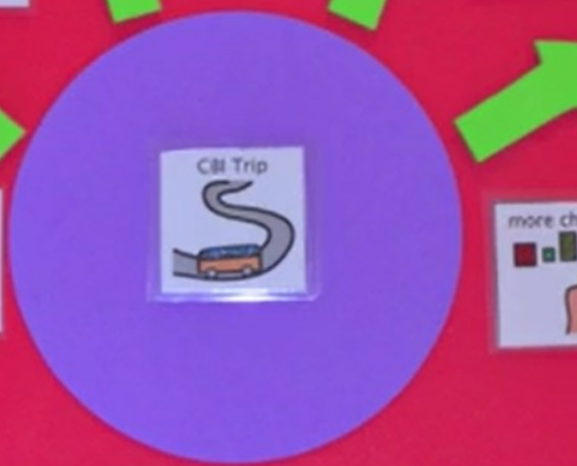
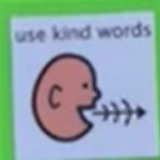
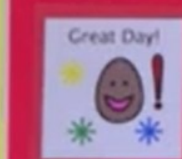
Today's Date: _____

<p>My Goal</p> <p>_____</p>	<p>Next Steps to Reach My Goal</p> <p>_____</p>
<p>Outcomes</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>People Who Can Support Me to Reach My Goal</p> <p>_____</p>

Understanding My IEP Template

<p>Date:</p> 	
<p>Activity/Assessment:</p>	
<p>Goal Area:</p>	  <p>1 2 3 4 5 6 7 8 9</p>
<p>Accommodations that helped me:</p>	
<p>Was I successful?</p>	 

GOALS



GOALS



Moving from a Good Day Plan to Goal Setting



Taylor's Goal Sheet from My Good Day Plan:
To follow directions when and how they are given at school.
How does "following directions" look in class?

Math:

- Show ALL my work when I don't want to!

P.E.:

- Use my best look from just my gym days!

Art:

- When the teacher makes a suggestion, I need to consider choosing a different topic that's more appropriate.

Writing!

- Do my work like THE BEST my teacher explains it
- Start my task until I'm done. Turn it in.

Life Sciences:

- Do my work without being silly.
- Do just doodle & stay focused.

Reading:

- Don't read off!
- Do my work carefully.

Resources:

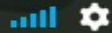
- Come in ready to work.
- Do what I'm told when I'm told.

What I need to do to get there:

- > Write my homework in my agenda so I won't forget it.
- > Write my heading: Name, date, subject on each page.
- > Focus my brain on one thing at a time and just do it.
- > No distractions!

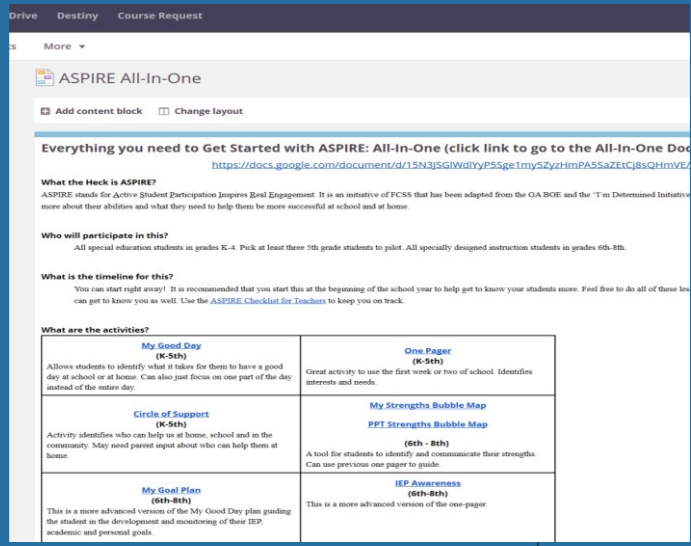
i'm determine

04:07



Let's Get Started!

- FCS ASPIRE itslearning



Drive Destiny Course Request

More ▾

ASPIRE All-In-One

Add content block Change layout

Everything you need to Get Started with ASPIRE: All-In-One (click link to go to the All-In-One Doc)
<https://docs.google.com/document/d/1SN3jSGlWdlyP55geImy5ZyHmPASSaZtCjasQHmVZ/>

What the Heck is ASPIRE?
ASPIRE stands for Active Student Participation Inspires Real Engagement. It is an initiative of FCSS that has been adapted from the GA BOE and the "I'm Determined Initiative" more about their abilities and what they need to help them to be more successful at school and at home.

Who will participate in this?
All special education students in grades K-4. Pick at least three 5th grade students to pilot. All specially designed instruction students in grades 6th-8th.

What is the timeline for this?
You can start right away! It is recommended that you start this at the beginning of the school year to help get to know your students more. Feel free to do all of these but can get to know you as well. Use the [ASPIRE Checklist for Teachers](#) to keep you on track.

What are the activities?

My Good Day (K-5th) Allows students to identify what it takes for them to have a good day at school or at home. Can also just focus on one part of the day instead of the entire day.	One Pager (K-5th) Great activity to use the first week or two of school. Identifies interests and needs.
Circle of Support (K-5th) Activity identifies who can help us at home, school and in the community. May need parent input about who can help them at home.	My Strengths Bubble Map PPT Strengths Bubble Map (6th - 8th) A tool for students to identify and communicate their strengths. Can use previous one pager to guide.
My Goal Plan (6th-8th) This is a more advanced version of the My Good Day plan guiding the student in the development and monitoring of their IEP, academic and personal goals.	IEP Awareness (6th-8th) This is a more advanced version of the one-pager.





Questions?
More Information?

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