Educators as artists— we may not start with a blank canvas, but we’re part of the mix to help frame the life of a child by building the foundational skills that eventually paints a beautiful picture of success. Part of those skills include self-advocacy, self determination and self awareness. Some students have a canvas covered in darkness (grief or confusion) and it is also our honor to help reframe and paint a new picture of their future.

ASPIRE has 3 main components during the elementary years - getting to know your self and talking about your self, setting goals in a variety of settings and identifying the people that can help you. As we move to middle school, these skills are further developed and students move towards self-determination and self progress monitoring.
Before we show you how ASPIRE is used throughout the school, it’s important for you to understand just how important Self-Determination is for the success of a student. It’s the tool that allows the student to navigate through life confidently in academia, work, home and leisure. We know that we can teach our students academics to the point they can regurgitate the information, but what about problem solving, setting goals and having that inner motivation to succeed?
The Data Shows:

Students that are self-determined are:

• Significantly more likely to be employed for pay at **higher wages** one year after graduation.
• Significantly more likely to be employed in a position that provides **health care, sick leave, and vacation benefits** three years after graduation.
• Significantly more likely to **live independently** three years after graduation.
Lack of self-determination can also play a role with the interaction between parents and teachers, students and teachers and parents and students. Students without self-determination can sometimes have parents that hover over them where they make all decisions. Students lack the skills to problem solve and think on their own. They also lack the confidence to talk about their needs. Others who lack self-determination have a tendency to allow everyone else to make their decisions for them. The adults have good intentions but they leave the students without the foundational skills to make critical decisions. Students then lack the skills to be painters of their own canvases. Parents and the importance of giving student ownership in conferences. Other students without self-determination are always trying to strive towards an unknown target. They don’t understand why they have difficulty learning or that it’s OK to have challenges. They can become overwhelmed and defeated. We’ve found with ASPIRE,
Rolling out the layers of ASPIRE

• Less stressful meetings
• Student confidence
• Parent pride
• IEP and Student Conferences are now celebrations
• Students are able to advocate

• Renewed sense of individualization
• More appropriate accommodations
• Stronger relationships
• Students feel a greater sense of success
Kristin
Building Relationships with Teachers, Students and Parents - Parents - changes dynamics of IEP and trust, Students - problem solving, self awareness and new view of IEP meeting, School - connecting with others and building trust within the school and among parents and students. Get quotes for each sections.
enroll in the itslearning site: FCS ASPIRE
ASPIRE Implementation

**2017-2018**
- Full Implementation with all K-2 and all SI K-5
- Pilot 3 3rd Grade IRR students
- Provided monthly ASPIRE Applause Newsletter
- Opportunity for Grows and Grows
- Documentation of ASPIRE in IEP Present Levels

**2018-2019**
- Full Implementation with all K-3 and K-5 SI
- Pilot 3 4th Grade IRR Students
- Pilot all 6th SI Students with Strengths/Weakness and Goal Setting Activities
- Continue Applause
- Expectation in all K-3 IEP’s.

**2019-2020**
- Full Implementation for K-4 IRR
- Full implementation of K-5th and 6th - 8th SI
- Piloting 5th IRR
- Quarterly Newsletters
- Teacher Leader Supports
- Added in IEP focus for 4th-5th and 6th - 8th SI
- Aligned Activities with Progression of Expected Skills
- All ASPIRE students with ASPIRE IEP’s
Kristin Polly (video) - 2 minute video on school wide relationships - “Why did you implement” title
Cheryl and Jennifer-

- Implementation for all students in our two inclusion third grade classrooms. Created in small groups or individually. We shared google docs with students this year and instructed class on how to add text and pics to their documents.

Importance of information discovered through the projects - impact on community in classroom, students’ self importance/worth, and self-awareness of personal learning styles. Role it played in parent/teacher conferences in gen. ed. setting. Introduced the idea of goal setting and self advocacy.

- IEP meetings and documentation of projects/printed out all 3 for bluebooks/saved projects in students’ google drives

- In the future, plan on assigning projects via google classroom
**My strengths**
- Reading: I like to read fairy tales. My favorite book is "Robin Hood".
- 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 with my best buddies.

**My Needs**
- Math: I need help with subtraction and adding.
- Writing: Helping with sentences.
- I do with science projects.
Point out Tequila

Jennifer and Cheryl-
Promoted a strong understanding of student’s support system and home, school, and within the community.
Student self-discovery as a result of this particular project: Student learned that it was “ok” to show and talk about feelings at school: sadness, fear, and anger. Teachers could help him through it and he get back to learning.
Chestatee and IRR classroom-
Helped promote individual self-awareness and communication between students and teachers
Student was able to make a connection between a family comment about home behavior and his school behavior. This led the student to be more comfortable with his own learning style and need for movement in the classroom to promote his learning. Led to validation of student’s behavior as being acceptable and not viewed as “wrong or negative”. Student felt accepted by teachers, peers, and family.

Questions or comments?
Moving From 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?

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!
Awareness and Problem Solving
Resources:

- itslearning ASPIRE course
- ASPIRE Teacher Leader
- I’mDetermined.org
- DOE Self-Determination Modules
- CASEL and SEL
- Observe
Kristin - We all have the power to stir (provide paint stick) or open (paint key) HOPE in our students’ lives.
Circle back to one pagers teachers filled out and discuss how they might use them.