ASPIRE
Active Student Participation Inspires Real Engagement
Family Presentation

Module Four
ASPIRE

A Collaborative Initiative between
The Georgia Department of Education,
Division for Special Education Services and Supports
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.
What’s Next for Me?
What the Teacher Does

• Trains the student in ASPIRE concepts.

• Assesses the student’s IEP/IGP skills.

• Gives student an interest inventory.

• Teaches needed skills and IEP/IGP terminology.

• Plans the meeting(s) with the student.
What’s Next?

• Attend the ASPIRE meetings set up by the school.

• Expect follow-up from a school representative.

• Do the vital behaviors.

• Attend the IEP meeting and be actively involved.

• Complete the Pre and Post Surveys.
# ASPIRE Parent Pre Survey

**Student Name:** __________________________  **Student Number:** __________________________

**School Name:** __________________________  **Grade:** ________  **Class Type:** ________

Use the scale below to answer the following questions. There are NO WRONG ANSWERS.

1 = Never  
2 = Rarely  
3 = Sometimes  
4 = Most of the Time  
5 = Always

## Competency  
### Indicator  
<table>
<thead>
<tr>
<th>Competency</th>
<th>Indicator</th>
<th>Aug-Oct</th>
<th>Mar-Apr</th>
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<tbody>
<tr>
<td><strong>IEP Awareness</strong></td>
<td>I can communicate why the IEP is important and that it provides the structure for my child’s individualized support at school.</td>
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<td></td>
<td>I know why individual members are in the IEP meeting.</td>
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<td><strong>Participation</strong></td>
<td>I can name the things I have done to participate in my child’s IEP meeting.</td>
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<td></td>
<td>I have had discussions with my child before the IEP meeting to assist them to participate during the meeting.</td>
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<td><strong>Abilities and Disability Awareness</strong></td>
<td>I can name strengths in subject areas related to my child’s disability.</td>
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<tr>
<td></td>
<td>I can name challenges in subject areas related to my child’s disability.</td>
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<tr>
<td><strong>Social/Communication Skills</strong></td>
<td>I encourage my child to use their mode of communication to interact with members of the IEP team.</td>
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<td></td>
<td>I encourage my child to communicate their likes, dislikes and areas of interest to the IEP team.</td>
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<td><strong>Totals</strong></td>
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Parentmentors.org

Find:

• Success Stories
• Transition Information
• Statewide Parent Events
• Parent Mentor Contact Information
• Videos
Parent to Parent: (p2pga.org)

Find:

• Parent Training and Information
• Family Support 360 Project
• Georgia Transition Councils
• P2P Roadmap to Success
Additional Resources

Why is This Cake on Fire:
http://bvep.tamu.edu/resources/08.09_martin/Why-Cake-On-Fire.pdf

I’m Determined: Student-Led IEP:
http://www.imdetermined.org/

Transition to Post-Secondary:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition.aspx
Additional Resources

Bridge Law/IGP:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Presentations.aspx

NICHY: Student Guide to the IEP: