ASPIRE

ASPIRE-ing to New Heights

Presented by:
Dr. Jenny Millward
Houston County Schools
Know your why!

- Decreases Discipline
- Increases Parental Participation
- Increases graduation rate
- Increases academic success
- Increases Staff/Student/Parent satisfaction
Why do we implement ASPIRE?

“This process helps me with my communication skills and getting along with my classmates and teachers, which helps me in school and life.”

“No one knows a student better than the student themselves. So, how can I develop the best education plan without going straight to the source?”
Set Your School **AFIRE** with ASPIRE

- Renewed sense of individualization
- **More appropriate accommodations**
- Stronger relationships
- **Students feel a greater sense of success**
- Less stressful meetings
- **Student confidence**
- Parent pride
- IEP meetings are now celebrations
- Students are able to advocate
ASPIRE was 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?

Active
Student
Participation
Inspires
Real
Engagement
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
ASPIRE is for All Students

- 504 Students *NEW
- Students in any instructional setting
  - General Education Classroom
  - Collaborative Classroom
  - Co-Taught Class
  - Part Day Separate Class
  - Full Day Separate Class
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
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
“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
In the United States, over one million students drop out of high school each year. Contributing factors include:

- Lack a good adult support system
- Not engaged or motivated in school
- Males are more likely to drop out than females

3/2/15, American graduate, www.wttw.com
How can ASPIRE help?
Lakoda: Then and Now

“I never actually ‘dreaded’ attending an IEP meeting, but I recall actually looking forward to Lakoda’s involvement.”

“I think it is important for me to talk during the IEP meetings because then the adults can understand what is hard for me.”

https://youtu.be/UlmJnrOwB2c
MAKE A PLAN

• Ask for a planning meeting with K. Elise James!
• Select training dates
• Determine your implementation schedule
• It’s OK to start small!
• HCBE began ASPIRE with 3 teachers and 9 students per school!
Collaborative Implementation

- Selected teachers and all *Program Specialists* participated in a half day training.
- ASPIRE contact selected for each school.
- Teachers received ongoing support from the school level ASPIRE contact, Program Specialists, and *GLRS*.
- Parent Trainings.
- Students received training prior to their IEP meeting.
Primary School Example

• My Teachers

• My Day
Houston County Participation

- SY 12-13 – 486 students
- SY 13-14 – ~1200 students
- SY 14-15 – ~1550 students
- SY 15-16 – ~3000 students
- SY 16-17 – ~3500 students
- SY 20-20 - ~4000 students
Improve Each Year!

➢ IEP file labels

➢ Specify HOW the student participated the year prior

➢ Added ASPIRE to PowerSchools

➢ More training

➢ Increased to 6 teachers per school
Simple Format!

Name: B. Anderson
Address:
DOB: 10-03-07

My Strengths
- science
- Math

My Preferences
- Small group

My Interests
- Baseball
- Football

My Needs
- Read aloud

Date:
Problem Solve!

➢ How to implement for ID and PK students?

➢ When can I work with my ASPIRE student?

➢ How much control do we turn over to the student?

➢ How to overcome low attendance at parent training?

➢ I need a refresher!
Houston County Participants

Example from Small Group grades 3-5 Intellectual Disabilities Class
Keep Improving!

- Added ASPIRE to Infinite Campus - flag
- Training and refreshing
- Increased to 9 teachers per school; 3 students per new student and 6 students per previously trained teachers
- Collaborative Communities luncheon
- Student Presenters at Superintendent’s Meeting and Board Retreat
Next Steps!

- Publish Parent Brochure
- Training for remaining teachers
- SY 14-15 – 3 students per new teacher and 6/half caseload for previously trained teachers
- Monitor Data
- SY 15 – 16 Full Implementation Year!
More Examples

[Images of a child pointing at drawings on a wall and a child using a presentation tool in a classroom.]
Increase Parent Participation

Houston County Schools saw an increase of 12% in parental participation at IEP meetings during the first three years of implementation.
## Houston County Schools

<table>
<thead>
<tr>
<th></th>
<th>2012-13 Data</th>
<th>2013-14 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>125 (27%) students had absenteeism for $\geq 10$ days.</td>
<td>121 (27%) students had absenteeism for $\geq 10$ days.</td>
</tr>
<tr>
<td></td>
<td>62/125 ($50%$) reduced to $&lt;10$ days</td>
<td>62/125 ($50%$) reduced to $&lt;10$ days</td>
</tr>
<tr>
<td></td>
<td>24/63 $\neq &lt;10$= reduced their absenteeism ($38%$)</td>
<td>24/63 $\neq &lt;10$= reduced their absenteeism ($38%$)</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>8 ($2%$) students had suspensions (ISS or OSS) for $\geq 10$ days</td>
<td>7($2%$) of students had suspension (ISS or OSS) for $\geq 10$ days</td>
</tr>
<tr>
<td></td>
<td>1/8 ($0.1%$) $&lt; 10$ days</td>
<td>1/8 ($0.1%$) $&lt; 10$ days</td>
</tr>
</tbody>
</table>
Example

This example comes from a SID/PID class at a middle school. The teacher had her student sign the meeting invitation with her thumbprint and personally deliver to those invited in the building.