**Contact Information**

(District or School Contact Here)

For information and materials for ASPIRE visit the [Georgia Department of Education Transition Website: Self-Determination](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Self-Determination.aspx)

Adapted from Commonwealth of Virginia Department of Education Training and Technical Assistance Centers – I’m Determined Project. 2010 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.

*** ASPIRE***

***Active Student Participation***

***Inspires Real Engagement***

**A Student-Led IEP Initiative**

**Developing skills in**

* **self-determination,**
* **problem solving,**
* **self-evaluation,**
* **choice-making, and**
* **decision-making**



**What Is It?**

Student-led IEPs is an initiative that builds self-determination in students with special needs. Self-determination is the ability to control your life by setting goals and taking the initiative to reach these goals. The teacher guides the student in activities that develop self-advocacy and self-determination skills. Time is set aside to help the student understand the purpose and components of the IEP document thereby gaining the knowledge needed to participate in the meeting.

Students are provided on-going opportunities to plan, express, and actively pursue their own goals, as well as to evaluate their progress and adjust their activities accordingly.

**Characteristics of**

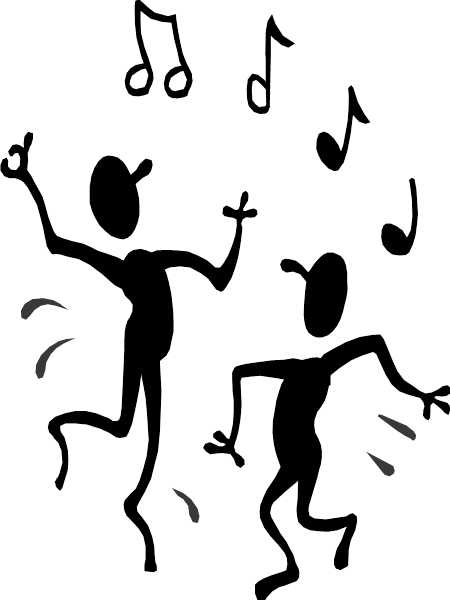
**Student-Led IEPs**

* The IEP meeting emphasizes the student’s
  + strengths,
  + interests, and
  + plans for the future.
* The student understands
  + the purpose of the IEP and contributes to its content.
  + the characteristics of their disability and the accommodations needed.
* The student is often the discussion leader and presents information in a variety of ways.
* The process increases the student’s voice in their educational decisions.

**Benefits to student**

The student is able to:

* define their strengths and challenges.
* express interests, likes, and dislikes.
* practice communication and negotiation skill.
* see the value in attending the meeting and providing input.
* engage in their own education and transition planning.
* be a contributing member in the decision making processes.



**Benefits for Parents**

* Improved communication with teacher
* Positive interaction with school personnel
* Increased independence for their child