



ASPIRE

ASPIRE-ing to New Heights



**Presented by:
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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

*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?



*A*ctive

*S*tudent

*P*articipation

*I*nspires

*R*eal

*E*ngagement

ASPIRE is for All Students

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 Goals That Lead to Higher Graduation Outcomes

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

What is Self-Determination?

- 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

Research

“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

Graduation Research

- 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

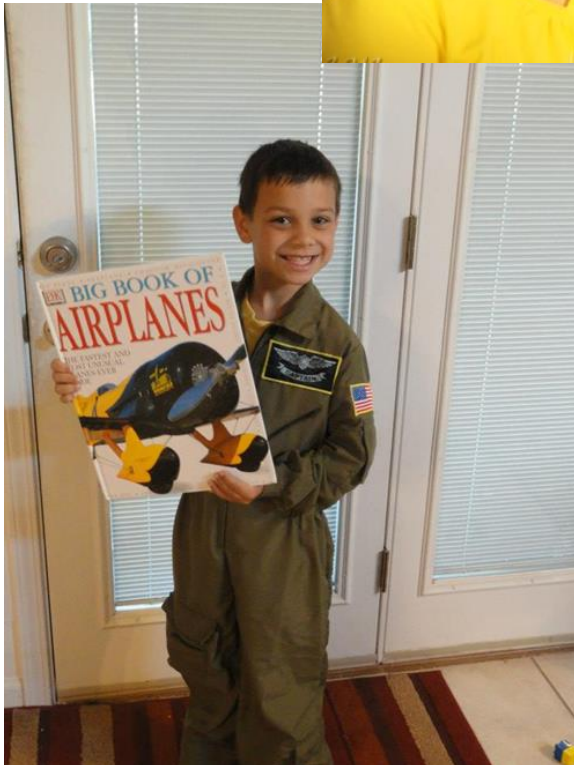
How can
ASPIRE help?

Lakoda: Then and Now

**CARRIE &
LAKODA
GLEASON**



“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

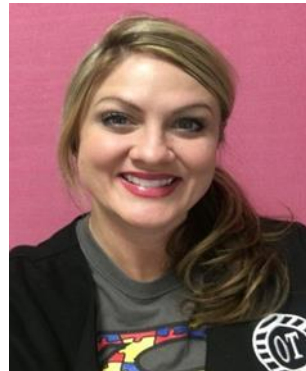
- Ask for a planning meeting with K. Elise James!
- Select training dates
- Determine your implementation schedule
- It's **OK** to start small!
- HCBE began ASPIRE with 3 teachers and 9 students per school!

Collaborative Implementation

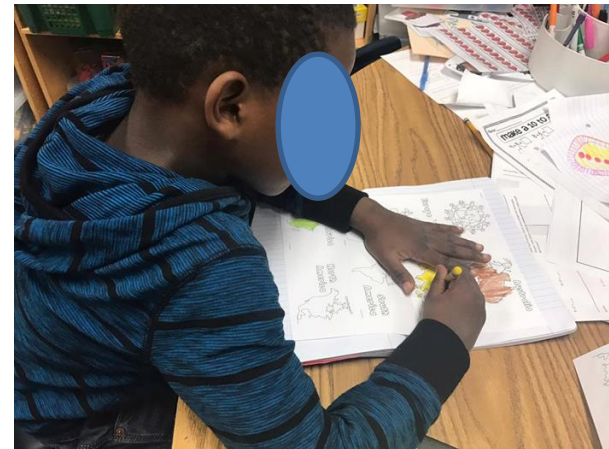
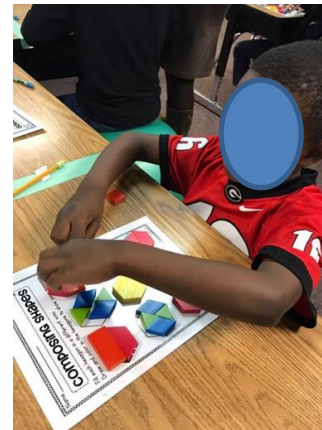
- Selected teachers and all *Program Specialists* participated in a half day training
- ASPIRE contact selected for each school
- Teachers received ongoing support from the school level ASPIRE contact, Program Specialists, and *GLRS*
- Parent Trainings
- Students received training prior to their IEP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

Date:

My Strengths

- science
- Math



My Interests

Baseball
Football

My Preferences

- Small group

My Needs

- Read aloud



Problem Solve!



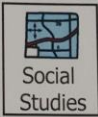
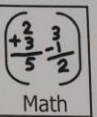
- How to implement for ID and PK students?
- When can I work with my ASPIRE student?
- How much control do we turn over to the student?
- How to overcome low attendance at parent training?
- I need a refresher!

Houston County Participants




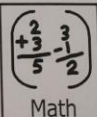
Example from
Small Group
grades 3-5
Intellectual
Disabilities Class

Name _____

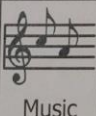


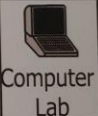
My favorite subject in school is

 Language Arts	 Science	 Social Studies	 Math
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I do not like that much.

 Language Arts	 Science	 Social Studies	 Math
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My favorite Specials class is

 Music	 Art	 PE	 Computer Lab
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I would like to work on improving my skills.

 academic	 behavior	 communication
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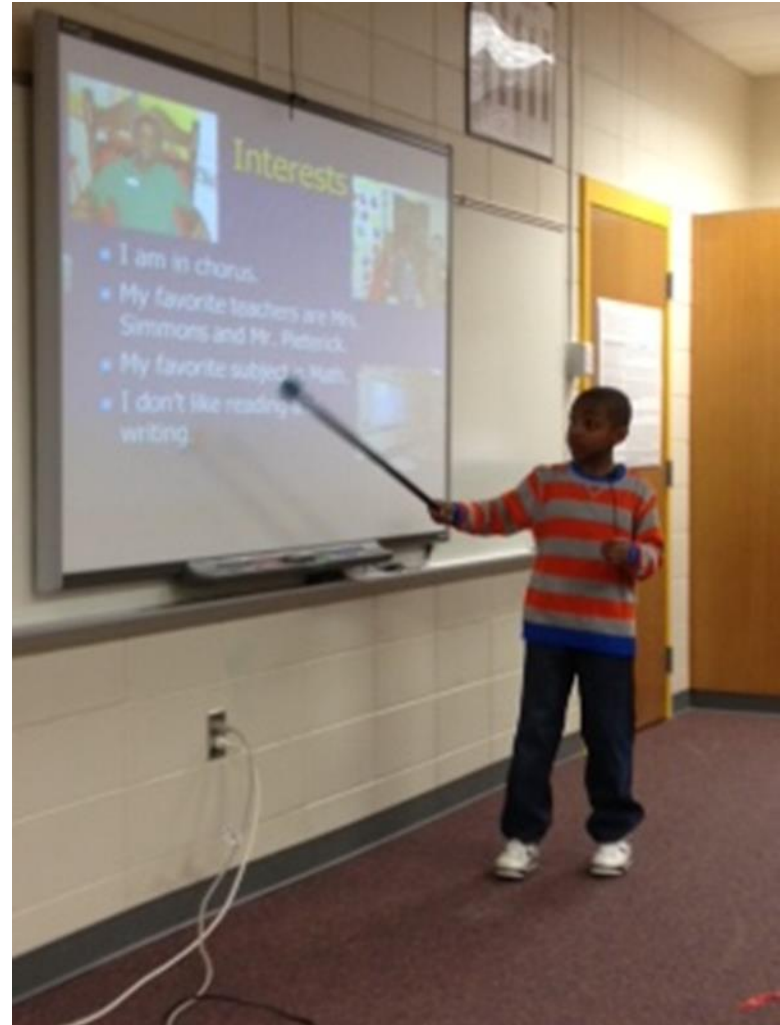
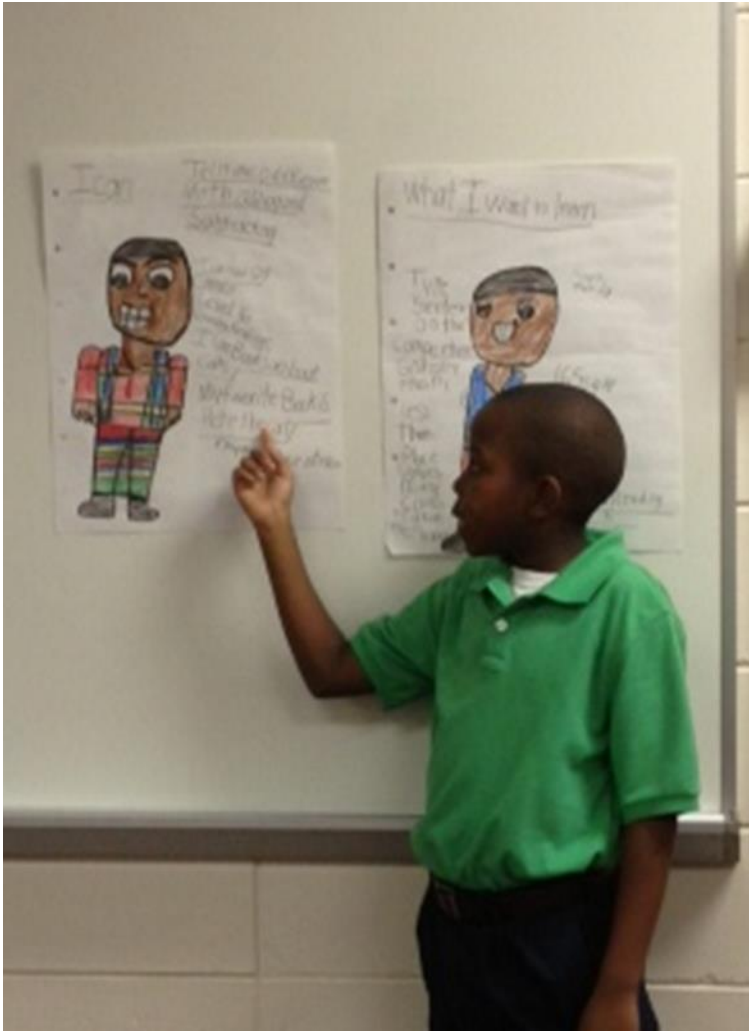
Keep Improving!

- 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



Increase Parent Participation

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

DATA

Houston County Schools		
	2012-13 Data	2013-14 Data
Attendance	<ul style="list-style-type: none">125 (27%) students had absenteeism for ≥ 10 days.	<ul style="list-style-type: none">121 (27%) students had absenteeism for ≥ 10 days.62/125 (50%) reduced to < 10 days24/63 $\neq < 10$ = reduced their absenteeism (38%)
Discipline	<ul style="list-style-type: none">8 (2%) students had suspensions (ISS or OSS) for ≥ 10 days	<ul style="list-style-type: none">7(2%) of students had suspension (ISS or OSS) for ≥ 10 days1/8 (0.1%) ≤ 10 days

Example

Student-Led Individual
Education Program Conference

Celebrate

To: _____

From: _____

You are invited to attend my annual IEP Conference on February 26, 2014 at 8:30 AM in the FMMS Conference room.

Your input is appreciated and I hope you plan to attend.

Thank you,

RSVP

Please return this portion to: _____, room 713. If you are unable to attend my IEP conference, please send a written narrative containing your input.

To: _____

From: _____

(Circle one please) I will/will not be able to attend _____ IEP conference.

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

SET YOUR SCHOOL ON FIRE WITH ASPIRE

