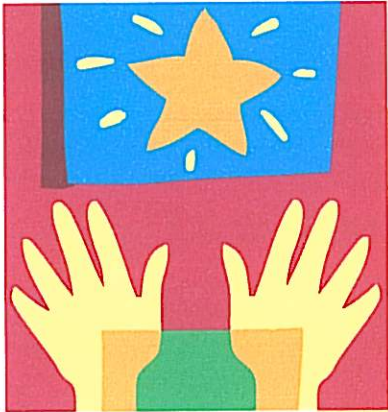


ASPIRE Toolkit

For Parent and Student to Complete



*Active
Student
Participation
Inspires
Real
Engagement*

Thank You for participating in the ASPIRE program for this school year. We hope you will use this Toolkit to prepare for the upcoming IEP meeting.

You and Your Child will enjoy working together to:

- Complete a Self-determination Checklist
- Complete a Relationship Map (for identifying supports)
- Create/Review IEP Team Member List
- Create a Vision
- Identify Strengths and Needs
- Review/Write Goals (based on strengths and needs)
- Review/Write Accommodations (to help reach goals)

For questions about this Toolkit or the ASPIRE program you may contact your child's teacher or April Lee, WC Parent Mentor, 427-1088 ext 727, alee@wayne.k12.ga.us

Self-Determination Checklist

Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

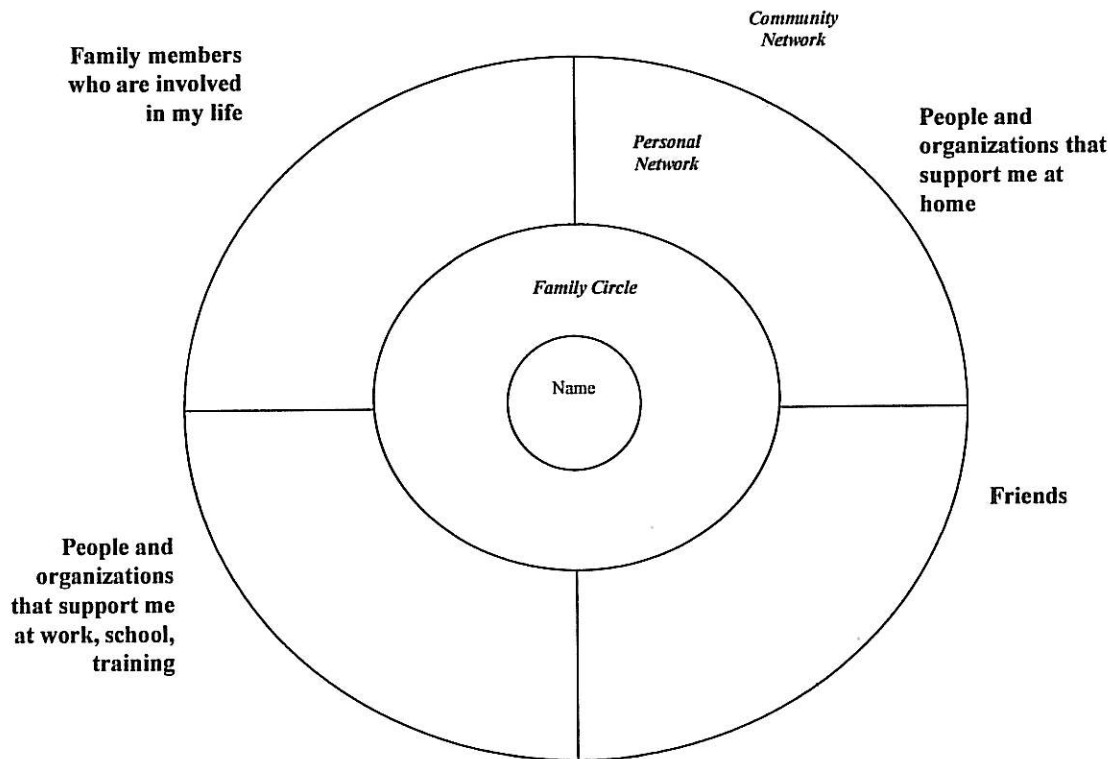
3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

Person-Centered Planning Relationship Map



✓ Your NAME IS IN THE CENTER ...

✓ **FAMILY CIRCLE**

Name the people you love most and who love you most in the center circle, the place of family life - people you trust the most, who know you best, who love and care about you.

✓ **PERSONAL NETWORK**

Family, friends, neighbors, classmates, co-workers, church members, helpful teachers (or other paid people).

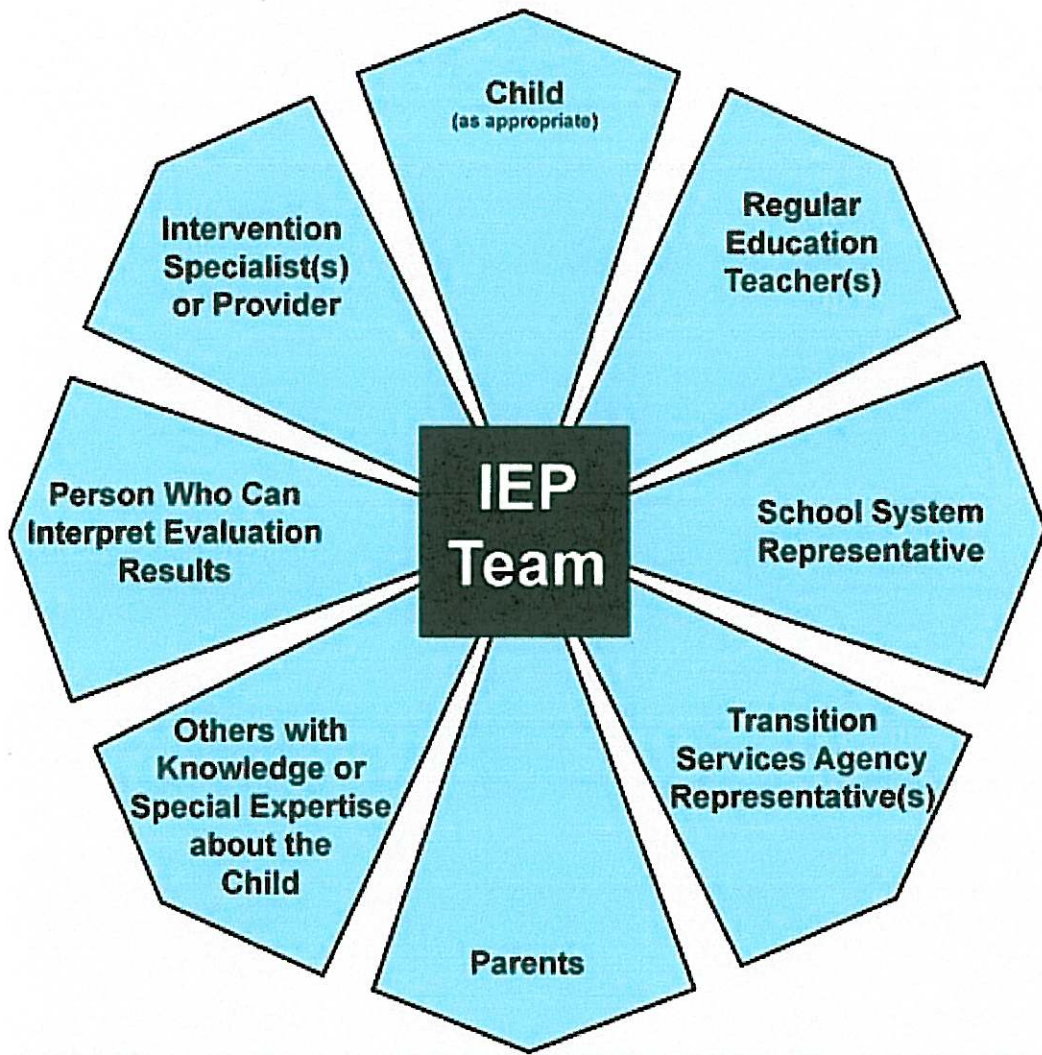
People you rely on, with whom you exchange friendship and concern, triumphs, struggles, mutual interests.

✓ **COMMUNITY NETWORK**

Acquaintances, friends from the past, people who you mostly greet or acknowledge as part of your community life.

Instructions for Completing your Relationship Map:

1. Write each person's name you know and care about on the map. Indicate the nature of the relationship by your placement. ie: family, home support, work/school support, or friends
2. Indicate intensity & strength of the relationship by writing the name closer to the center. Highlight people in yellow who might be involved in your support circle.
3. Look at your map. What do you notice? Do you see any patterns or themes?



Above are those that should be in the meeting by category...You need to know what their names are and what they do.

Who will be a part of your IEP Team Meeting?

I want to personally invite: _____

How to reach them: Phone _____

Email _____



**Making It Count:
Focusing on a Vision
and Strengths to Get to
Measurable Goals**

MY VISION FOR MY CHILD AS AN ADULT

Remember!

We need to dream BIGGER and expect HIGHER!

1. HOME ENVIRONMENT - I envision my child will:

a. live in:

b. live with:

c. be able to:

2. WORK ENVIRONMENT - I envision my child will:

a. work in:

b. be employed as:

c. be able to (responsibilities):

3. COMMUNITY ENVIRONMENT - I envision my child will participate in:

a. places:

b. activities:

c. social events:

4. RELATIONSHIPS/FRIENDSHIPS - I hope my child will develop friendships and relationships with:

5. I would also like my child to:

6. I think my child will probably need the following supports and/or environmental modifications

Referenced:

<http://www.kidstogether.org/vision/visionbuildingworksheet.htm>



**Making It Count:
Focusing on a Vision
and Strengths to Get to
Measurable Goals**

Strength and Needs IEP Preparation Sheet

***Remember!
We need to dream BIGGER and expect HIGHER!***

My Child's Name: _____ **Date:** _____

	What is my child good at?	What does my child need help with?
	Strengths	Needs
Academic Skills		
Social Skills		

	Strengths	Needs
Functional Skills		
Additional Skills		

Reinforcers and Motivators

Edibles	
TV Programs/Characters	
Places	
Games	
People	
Helper Responsibilities	
Others	



**Making It Count:
Focusing on a Vision and
Strengths to Get to Measurable Goals**

Are My Child's Goals SMART Goals?

- S...pecific** (Is it descriptive of what area it addresses?)
- M...easurable** (Can I tell if and when it is achieved?)
- A...ction words** (Can you see what will happen?)
- R...ealistic**
and Relevant (Is it unique for my child?)
- T...ime-limited** (Does it have a good starting and end point?)

As you look at goals set for your child, you may say they aren't bad goals. And that's probably true! Some of them may be goals that everyone agrees are important... but none of them are perfect either. And, you can probably find ways to improve each of them and make them "SMARTer" goals.

When you go to your child's IEP meeting, it is your job to speak up and make suggestions about all parts of your child's education, and especially his or her IEP goals. Ask questions if you don't think the goals are written in a way that are specific, measurable, use action words, are realistic and relevant, and time-limited. Make suggestions about ways to write the goals differently. If you don't speak up for your child, who will? Remember, CHOOSE to Make It Count!!

Goal #1 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

Goal #2 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

Goal #3 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

Goal #4 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

Goal #5 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

Goal #6 (use this space to write in a goal and to decide if it is SMART):

Is it Specific? _____
Is it Measurable? _____
Does it use Action Words? _____
Is it Realistic and Relevant? _____
Is it Time-Limited? _____

FACT SHEET 1: CATEGORY OF ACCOMMODATIONS

CATEGORY OF ACCOMMODATION	WHO CAN BENEFIT
Presentation	Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.
Response	Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).
Setting	Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.
Scheduling	<p>Scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).</p> <p>Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.</p> <p>Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.</p>

Review the following instructional and assessment accommodations and highlight those you would like to discuss or consider with your IEP team. Remember accommodations are meant to assist you while reaching goals set in your IEP.

FACT SHEET 2: EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

STUDENT CHARACTERISTIC: BLIND, LOW VISION, PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Human reader • Screen or text reader (assistive technology)
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech • Type on or speak to word processor • Type on braille or note taking device • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use personal note taker 	<ul style="list-style-type: none"> • Express response to a scribe through speech • Use word processor (spelling and grammar check disabled) • Type on braille • Use calculator
Setting	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment
Scheduling	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Extended time

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Give interpreter instructional materials in advance • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device 	<ul style="list-style-type: none"> • Sign language • Audio amplification devices • Screen or text reader (assistive technology)
Response	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers 	<ul style="list-style-type: none"> • Express response to scribe or interpreter • Use word processor (spelling and grammar check disabled)
Setting	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) 	<ul style="list-style-type: none"> • Change location to reduce distractions • Change location so student does not distract others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Type on or speak to word processor Use adapted keyboard or mouse Speak into tape recorder Use adapted pencil or pencil grip Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech, pointing or by using an assistive communication device Use word processor or adapted key board (spelling and grammar check disabled) Use adapted pencil or pencil grip
STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> Human reader Audiotape or CD Screen or text reader (assistive technology) Videotape 	<ul style="list-style-type: none"> Human reader Screen or text reader (assistive technology)
Setting	<ul style="list-style-type: none"> Change location so student does not distract others Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Change location so student does not distract others
STUDENT CHARACTERISTIC: WRITING DISABILITY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> Express response to a scribe through speech Type on or speak to word processor Speak into tape recorder Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> Express response to a scribe through speech Use word processor (spelling and grammar check disabled)

STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> • Calculator • Visual organizers • Graphic organizers • Math tables and formula sheets 	Use: <ul style="list-style-type: none"> • Calculator
STUDENT CHARACTERISTIC: PHYSICAL DISABILITY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor (including adapted key board) • Speak into tape recorder • Write in test booklet instead of on answer sheet • Use augmentative devices for single or multiple messages (e.g., BIGmack, Jelly Bean switch, or Dynavox) • Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> • Express response to a scribe through speech, pointing, or by using an assistive communication device • Use word processor or adapted key board (spelling and grammar check disabled) • Write in test booklet instead of on answer sheet
Setting	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment 	<ul style="list-style-type: none"> • Change location to increase physical access • Change location to access special equipment
Scheduling	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks 	<ul style="list-style-type: none"> • Extended time • Multiple or frequent breaks

STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN

Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none"> • Use books on tape or recorded books to help focus on text • Give short and simple directions with examples 	
Response	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template 	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Use template or place-marker
Setting	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions 	<ul style="list-style-type: none"> • Sit in front of room • Change location to reduce distractions
Scheduling	<ul style="list-style-type: none"> • Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments 	<ul style="list-style-type: none"> • Allow for multiple or frequent breaks • Schedule tests in the morning • Change testing schedule or order of subtests

22 Sample Questions to Ask during a Parent-Teacher Conference or IEP meeting

Child Information

Start the conversation by talking about the most important topic: your child.

1. **May I Tell You About My Child?**
No one knows your child better than you do, so it's your job to help your child's teacher learn more.
2. **May I Tell You About What's Going on at Home?**
Situations like illness, divorce or a new baby may affect your child's school experience, so inform your child's teacher of such circumstances.
3. **How Is My Child Doing Socially?**
4. **How Is My Child Doing Emotionally?**
It's also important to ask about your child's emotional health at school. For example, is your child generally happy?
5. **In What Areas Does My Child Need Improvement?**
Your child's teacher sees him from a different perspective than you do. Ask the teacher what personal weaknesses your child needs to work on, and listen to the response with an open mind.
6. **What Do You Think My Child Is Particularly Good At?**
Find out about the good stuff, too. Ask about personal strengths that will extend beyond school.

Academic Performance

Now move onto more school-specific questions.

7. **Is My Child Performing on Grade Level?**
Ask how this compares to grade-level expectations, but don't try to compare your child to other students. Each child is different and has different strengths and learning abilities.
8. **What Do These Assessment Results Really Mean?**
When it comes to standardized testing and other assessment results, ask, 'What does this really mean?'
9. **Is My Child Doing His Best?**
No matter where your child ranks in relation to grade-level, one important analysis of his performance is whether he's putting forth his best effort.
10. **Does My Child Need Extra Help in Any Areas?**
Your child's teacher can tell you if your child is falling behind in a skill or a subject. Armed with that information, you can create a plan with your child to work harder in that area, before it gets too late.
11. **What Can We Do to Provide That Extra Help?**
Work with your child's teacher to create a plan to help your child progress well in school.

Special Education Services and Supports

If your child has special needs, ask need-specific questions.

12. Is Everyone Familiar with My Child's IEP?

All students who receive special education or related services must have an Individualized Education Program in place, which outlines the goals for that child's schooling and how those goals are to be achieved. Everyone discussing it should know what it says.

13. What Accommodations Are Being Made for My Child?

14. Is My Child making Progress towards his or her IEP Goals and the Curriculum?

15. Are there Things I can do at Home to Support the IEP goals?

16. What Are the Best ways for me to Stay in Touch with my child's Teachers to be Informed of Academic or Behavioral Progress?

17. What are the Promotion Criteria for My Child? How will he or she be Evaluated According to Grade Level?

Tricky Situations

If your child is having problems in school or with the teacher, address them head-on.

18. May I Share a Concern?

If you're worried about a situation at school, bring it up with the teacher. Teachers usually appreciate when parents bring an issue to their attention, as long as it's done with respect.

19. Can You Fill Me in on This Situation?

When your child has complaints about what's going on at school ask for clarification from the teacher; often your child's side is the only side you've heard.

20. Do You Have Any Advice?

If you need help with an issue your child is having, ask the teacher for input. Teachers have worked with dozens or hundreds of students, and many have sage advice to share.

General Information

End the conference with these useful queries.

21. How Can I Help?

What can I do to support you in the classroom?

22. How Can I Contact You?

It's good to know how to get in touch with your child's teacher, so find out whether he or she prefers emails, phone calls or written notes.

NYC Department of Education <http://schools.nyc.gov/Academics/SpecialEducation/SEP/meeting/questionstoask.htm>

Care.com contributor Meghan Ross; <http://www.care.com/child-care-20-questions-to-ask-during-a-parent-teacher-conference-p1017-q34098716.html>

Resources

I'm Determined - www.imdetermined.org

Georgia State University's Center for Leadership in Disability – Person Centered Planning Tools
-<http://disability.publichealth.gsu.edu/initiatives/pathsmapperson-centered-planning/>

Parent to Parent of Georgia – Making it Count presentation tools for parents concerning their role in the IEP meeting - www.p2pga.org

Georgia Department of Education – Implementation and Accommodations Manual-
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Implementation-Manual.aspx>

ASPIRE: Georgia's Student-led IEP Initiative – www.gaspdg.org/aspire

ASPIRE Toolkit

For Parent and Student to Complete



Active
Student
Participation
Inspires
Real
Engagement

Thank You for participating in the ASPIRE program. We hope you found this Toolkit helpful in preparing your child for their IEP meeting. We need your feedback...

Parent/Guardian, Please complete the following questions after you have completed the toolkit with your child. At the IEP meeting please tear this sheet out and leave with your child's teacher. This will help us as we provide material to other parents in the future. Thank You!

Did you find the ASPIRE Toolkit for parent/student IEP preparation helpful? Explain. _____

What would you add or change? _____

You Have Completed Your Toolkit for Your IEP Meeting

This certificate is awarded to

You and your parent/guardian have completed this toolkit together so that you will be prepared to share valuable information during your IEP and with IEP team members.

Upon Completion, bring your Toolkit to Your IEP Meeting:

1. Use the information to share in the meeting.
2. Have your certificate completed by your teacher.
3. You will be invited to a PRIZE Party for completion of Toolkit.



Signature

Date

Signature

Date