



Title: How to Advocate for Speech-to-Print Intervention in Public Schools: Strategic IEP Planning for Students Who Need SPELL-Links

Audience: All language and literacy specialists and interventionists and administrators

Instructional Level: Intermediate

Course Description:

If you're using a speech-to-print method of literacy instruction with children struggling to read and spell, you're likely aware of its advantages over other forms of structured literacy instruction. How can professionals help students access speech-to-print literacy intervention over other types of structured literacy interventions in a school setting?

Attend this webinar to learn effective strategies for establishing a speech-to-print program, like SPELL-Links, as part of a child's Individualized Education Program (IEP). You'll learn how to incorporate relevant information into specific sections of the IEP, leading to a team decision in favor of utilizing a speech-to-print program. For SPELL-Links providers, you'll learn the precise wording to use when advocating for the use of SPELL-Links to meet IEP reading and spelling objectives. You'll also gain insights into pitfalls to avoid; pitfalls that could jeopardize the possibility of incorporating SPELL-Links altogether.

Additionally, you will learn what necessary initial data to present at the onset of the IEP meeting to set your student advocacy up for success, how to include spelling goals when the child only qualifies for reading, and how to incorporate staff training into the IEP.

Learning Objectives:

1. Explain a strategic approach to incorporate speech-to-print programs, such as SPELL-Links, within a student's Individualized Education Program (IEP) services at a school.
2. Identify relevant information to strategically insert into specific sections of the IEP to facilitate a collaborative decision in favor of utilizing speech-to-print methods.
3. Use precise wording to effectively advocate for speech-to-print services as part of a student's IEP services.
4. Identify potential pitfalls to avoid when advocating for IEP speech-to-print services.
5. Describe strategies for promoting staff training in speech-to-print methods as a valuable component of the IEP.