

**IMSLEC Continuing Education  
Conference Form**

Participant Name \_\_\_\_\_

Conference Name \_\_\_\_\_

Date \_\_\_\_\_

From which training course did you graduate? \_\_\_\_\_

# of Continuing Education hours earned at this conference \_\_\_\_\_

1. Please attach, with related times, a copy of the conference or workshop brochure, with the title of sessions you attended.
2. Please attach a signed certificate of attendance that includes the dates and times of attendance.
3. Staple this form to the brochure/titles of sessions and certificate of attendance.

To be considered as Continuing Education (CE) eligible for IMSLEC CEs, the activity content and learning outcomes must be related to the sciences as they pertain to dyslexia and related disorders or to related fields, such as learning disabilities and speech and language disorders. Offerings from the following professional disciplines may be considered: learning disabilities speech and language, linguistics, child development, developmental psychology, neuropsychology, neurology and neuroscience. Activities, content, and level must be beyond requirements of IMSLEC-accredited courses and must contribute to the acquisition of new skills and knowledge.

IMSLEC-approved Continuing Education (CE) offerings will be limited to the following:  
Activities sponsored by an IMSLEC-accredited training course, including distance learning and webinars; offerings of national, state and local branches of the following: The Alliance for Accreditation and Certification of Dyslexia Specialists (Alliance); The Academic Language Therapy Association (ALTA); The Academy of Orton-Gillingham Practitioners and Educators (AOGPE); The American Montessori Society (AMS); The American Speech-Language-Hearing Association (ASHA); The International Dyslexia Association (IDA); The National Center for Learning Disabilities (NCLD); The Reading League; Dyslexia Society of CT, Everyone Reading. and AIM Institute for Learning and Research.

Subject to the approval of course directors, IMSLEC Continuing Education (CE) hours may be accepted for presentations offered by other organizations (not listed above) provided that the training course graduate attaches documentation to the certificate of attendance showing that the speaker has previously presented for one of the organizations that is listed.

**IMSLEC Continuing Education  
Electronic Media Form  
(includes Websites/Videos/DVDs/Webinars/Podcasts/CDs)**

Participant Name: \_\_\_\_\_

Electronic Media Source: \_\_\_\_\_

Title: \_\_\_\_\_

Presenter(s): \_\_\_\_\_

Date completed: \_\_\_\_\_ # of Continuing Education hours: \_\_\_\_\_

From which IMSLEC training course did you graduate? \_\_\_\_\_

**Reaction Paper Directions:**

- I. Length
  - 1 page (typed, double-spaced) per hour or portion of an hour of the presentation
- II. Content
  - Brief summary of the presentation
  - Integration with other knowledge
  - Practical application(s)
  - Critique of ideas or strategies that were the focus of the presentation
- III. Staple this form to the Reaction Paper.

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IMSLEC-approved Continuing Education (CE) offerings will be limited to the following: Activities sponsored by an IMSLEC-accredited training course, including distance learning and webinars; offerings of national, state and local branches of the following: The Alliance for Accreditation and Certification of Dyslexia Specialists (Alliance); The Academic Language Therapy Association (ALTA); The Academy of Orton-Gillingham Practitioners and Educators (AOGPE); The American Montessori Society (AMS); The American Speech-Language-Hearing Association (ASHA); The International Dyslexia Association (IDA); The National Center for Learning Disabilities (NCLD); The Reading League; Dyslexia Society of CT, Everyone Reading. and AIM Institute for Learning and Research.

Subject to the approval of course directors, IMSLEC Continuing Education (CE) hours may be accepted for presentations offered by other organizations (not listed above) provided that the training course graduate attaches documentation to the certificate of attendance showing that the speaker has previously presented for one of the organizations that is listed.

## IMSLEC Continuing Education

### Journal Form

Participant Name \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Article Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Journal: \_\_\_\_\_

Volume: \_\_\_\_\_ Date: \_\_\_\_\_ Pages: \_\_\_\_\_ Date(s) Read: \_\_\_\_\_

From which IMSLEC training course did you graduate? \_\_\_\_\_

What was your year of graduation? \_\_\_\_\_

Please confirm: This article was not required reading for my MSL training course.

Signature: \_\_\_\_\_

#### Reaction Paper Directions:

- I. Length
  - Minimum of 1 page (typed, double-spaced)
- II. Content
  - Brief summary of the article
  - Integration with other knowledge
  - Practical application(s)
  - Critique of ideas or strategies
- III. Staple this form to the Reaction Paper.

\* Remember: Journal articles may be used for only 10 hours of the 30-clock hour CE requirement within any three-year period.

\*\* Only articles from list of IMSLEC-approved journals may be used for CE credit.

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## IMSLEC Continuing Education

### Approved Journals

*American Journal of Speech-Language Pathology* – ASHA

*Annals of Dyslexia* – IDA

*Applied Psycholinguistics* – Cambridge University Press

*Brain and Cognition* – Elsevier Science

*Brain and Language* – Elsevier Science

*British Journal of Educational Psychology* – British Psychological Society

*British Journal of Psychology* – British Psychological Society

*Cognition* – Elsevier Science

*Cognitive Psychology* – Elsevier Science

*Cognitive Neuropsychology* – Taylor & Frances

*Current Directions in Psychological Science* – Blackwell Publishing (Association for Psychological Science)

*Developmental Neuropsychology* – Erlbaum

*Developmental Psychology* – APA

*Developmental Science* – Blackwell

*Dyslexia: An International Journal of Research and Practice* – Wiley & Sons

*Educational Psychology* – Taylor & Frances

*Educational Psychology in Practice* – Taylor & Frances (Association of Education Psychologists)

*Exceptional Children* – Council of Exceptional Children

*International Journal of Language & Communication Disorders* – Taylor & Frances (Royal College of Speech & Language Therapists)

*Journal for the Education of the Gifted* – Prufrock Press

*Journal of Child Language* – Cambridge University Press

*Journal of Cognitive Neuroscience* – MIT Press

*Journal of Educational Psychology* – APA

*Journal of Experimental Child Psychology* – Elsevier Science

*Journal of Learning Disabilities* – Pro-Ed

*The Journal of Postsecondary Education and Disability (JPED* – Association on Higher Education and Disability – AHEAD)

*Journal of Speech, Language, and Hearing Research* – ASHA

*Journal of Research in Reading* – Blackwell (United Kingdom Literacy Association)

*Journal of Research in Special Education Needs* – Blackwell (National Association for Special Educational Needs)

*Language and Cognitive Processes* – Taylor & Frances

*Language, Speech, and Hearing Services in Schools* - ASHA

*Learning Disability Quarterly (Council for Learning Disabilities-CLD)*

*Learning and Individual Differences* – Elsevier Science

*Learning and Instruction* – Elsevier Science (European Association for Research on Learning and Instruction)

*Learning Disabilities Research and Practice* – Blackwell (Division of Learning Disabilities-DLD-Council for Exceptional Children-CEC)

*Literacy* – Blackwell (United Kingdom Literacy Association)

*Memory* – Taylor & Frances

*Memory & Cognition* – Psychonomic Society

*Neuropsychologia* – Elsevier Science

*Perspectives on Language and Literacy* – IDA (Entire issue receives 1 clock hour credit – no partial issues)

*Psychological Bulletin* – APA

*Psychological Review* – APA

*Quarterly Journal of Experimental Psychology* – Taylor & Frances (Experimental Psychology Society)

*Reading and Writing* – Springer

*Reading Psychology: An International Journal* – Routledge

*Reading Research and Instruction* – College Reading Association

*Remedial and Special Education* – Pro-Ed

*Scientific Studies of Reading* – Erlbaum (Society for the Scientific Study of Reading)

*School Psychology Review* – National Association of School Psychologists

*The Journal of Special Education* – Pro-Ed

*The Reading League Journal* –The Reading League

*Topics in Language Disorders* – Lippincott Williams & Wilkins

*Written Language and Literacy* – John Benjamins

## IMSLEC Continuing Education

### Book Form

Participant Name \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Book Title: \_\_\_\_\_

Pages Read (Give page numbers): \_\_\_\_\_

Date Read: From \_\_\_\_\_ To \_\_\_\_\_ # of Continuing Education hours: \_\_\_\_\_

From which IMSLEC training course were you graduated? \_\_\_\_\_

What was your year of graduation? \_\_\_\_\_

Please confirm: This book (or selected chapters) was not required reading for the training course from which I graduated. This book (or selected chapters) was not read as part of any other submitted CE activity.

Signature: \_\_\_\_\_

#### Reaction Paper Directions:

- I. Length
  - 1 page (typed, double-spaced) per clock hour of CE credits requested
- II. Content
  - Brief summary of the book
  - Integration with other knowledge
  - Practical application(s)
  - Critique of the book's ideas or strategies

#### 3. Staple this form to the Reaction Paper

\* Books may only be used for 10 hours of the 30-clock hour CEU requirement in any three-year period.

\*\* Only books on the IMSLEC Approved Books list may be used for CEU credit.

\*\*\* 1 clock hour per 25 pages.

To be considered as Continuing Education (CE) eligible for IMSLEC CEs, the activity content and learning outcomes must be related to the sciences as they pertain to dyslexia and related disorders or to related fields, such as learning disabilities and speech and language disorders. Offerings from the following professional disciplines may be considered: learning disabilities speech and language, linguistics, child development, developmental psychology, neuropsychology, neurology and neuroscience. Activities, content, and level must be beyond requirements of IMSLEC-accredited courses and must contribute to the acquisition of new skills and knowledge.

## IMSLEC Continuing Education

### Approved Books

- Aaron, P.G., Joshi, R.M. & Quatroche, D. (2008). *Becoming a professional reading teacher*. Baltimore: Paul H. Brookes.
- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.
- Adams, M.J., Lundberg, I. & Beeler, T. (1998). *Phonemic awareness in young children*. Baltimore: Paul H. Brookes.
- Badian, N. (Ed.) (2000). *Prediction and prevention of reading failure*. Baltimore: York Press.
- Bain, A., Bailet, L., and Moats, L. (2001). *Written language disorders: Theory into practice*. Austin, TX: Pro-Ed, Inc.
- Balmuth, M. (2009). *The roots of phonics: A historical introduction (Revised Edition)*. Baltimore: Paul H. Brookes Publishing Co.
- Beck, I. (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.
- Beck, I., McKeown, M, and Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press. **(If read for CDC training, not eligible for continuing education hours)**
- Beers, K. (2003). *When kids can't read: what teachers can do*. Portsmouth, NH: Heinemann Publishing.
- Beers, K. and Probst, R. (2017). *Disrupting thinking: Why how we read matters*. New York: Scholastic, Inc.
- Beers, K. and Probst, R. (2012). *Notice and note: Strategies for close reading*. Portsmouth, NH: Heinemann Publishing.
- Bellis, T. J. (2002). *When the brain can't hear: Unraveling the mystery of auditory processing disorder*. New York: Atria Books.
- Berninger, V. & Wolf, B. (2009) *Teaching students with dyslexia and dysgraphia: Perspectives from science and practice*. Baltimore: Brookes Publishing Co.
- Birsh, J. (Ed.) (2011). *Multisensory teaching of basic language skills (3<sup>rd</sup> Ed.)*. Baltimore: Paul H. Brookes Publishing Co. **(If read for CDC training, not eligible for continuing education hours)**
- Birsh, J. (Ed.) (2018). *Multisensory teaching of basic language skills (4<sup>th</sup> Ed.)*. Baltimore: Paul H. Brookes Publishing Co. **(If read for CDC training, not eligible for continuing education hours)**
- Blachman, B. (2000). *Road to the code*. Baltimore: Paul H. Brookes Publishing Co.
- Blachman, B. & Tangel, D. (2008). *Road to reading: A program for preventing and remediating reading difficulties*. Baltimore: Paul H. Brookes Publishing Co.

- Blaunstein, P., & Reid Lyon. (2006). *Why kids can't read: Challenging the status quo in education*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Brady, S.A., Braze, D., & Fowler, C.A. (Eds.) (2011). *Explaining individual differences in reading: Theory and evidence (New directions in communication disorders research)*. New York: Psychology Press (Taylor and Francis Group)
- Brady, S. and Moats, L. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. Baltimore: The International Dyslexia Association.
- Bragg, M. (2003). *The adventure of English: The biography of a language*. New York: Arcade Publishing.
- Braten, E. and Willoughby, B. (2014). *Bright kids who can't keep up*. New York: The Guilford Press.
- Brooks, R. and Goldstein, S. (2001). *Raising resilient children: Fostering strength, hope and optimism in your child*. Chicago: McGraw-Hill.
- Brooks, R. and Goldstein, S. (2009). *Raising a self-disciplined child: Help your child become more responsible, confident, and resilient*. Chicago: McGraw-Hill.
- Brown, T.E. (2013). *A new understanding of ADHD in children and adults: executive function impairments*. New York: Routledge (Taylor & Francis Group).
- Burns, M., Griffin, P., and Snow, C. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Carlisle, J. and Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices*. Baltimore: York Press.
- Carter, R.. (2010). *Mapping the mind*, Revised and Updated Edition. Berkeley, CA: University of California Press.
- Chall, J. (2000). *The academic achievement challenge: What really works in the classroom?* New York: Guilford Press.
- Clark, D.B. & Uhry, J.K. (2005). *Dyslexia: Theory and practice of remedial instruction (3<sup>rd</sup> Ed.)*. Baltimore: York Press. **(If read for CDC training, not eligible for continuing education hours)**
- Coyne, M.D., Kame'enui, E. J. and Carnine, D.W. (2011). *Effective teaching strategies that accommodate diverse learners (4<sup>th</sup> Edition)*. New York: Pearson.
- Crain, William. (2011). *Theories of development: Concepts and applications (6<sup>th</sup> Ed.)*. New York: Prentice Hall.
- Crystal, D. (2004). *The stories of English*. New York: Penguin Group.
- Crystal, D. (2005). *How language works*. New York: Penguin Group.

- Dawson, P. & Guare, R. (2009). *Smart but scattered*. New York: The Guilford Press.
- Dehaene, S. (2009). *Reading in the brain: The Science and evolution of a human invention*. New York: Viking Adult.
- Dehaene, S. (2011). *The number sense: How the mind creates mathematics*. New York: Oxford Press.
- Dehaene, S. (2009). *Consciousness and the brain: Deciphering how the brain codes our thoughts..* New York: Viking Penguin.
- Dehaene, S. (2020). *How we learn: Why brains learn better than any machine...for now*. New York: Viking.
- Donovan, L. (2015). *A child's touchstone*. Fresh Voice Publishing.
- Eide, B. L. and Eide, F. F. (2012). *The dyslexic advantage: Unlocking the hidden potential of the dyslexic brain*. New York: Plume.
- Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy*. Rochester, MN: Logic of English, Inc.
- Elliott, J.G. and Grigorenko, E.L. (2014). *The dyslexia debate*. New York: Cambridge University Press.
- Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons, Inc. **(If read for CDC training, not eligible for continuing education hours)**
- Farrell, M. and Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Baltimore: Paul H. Brookes Publishing Co. **(If read for CDC training, not eligible for continuing education hours)**
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York: Guilford.
- Foss, B. (2013). *The dyslexia empowerment plan*. Ballantine Books.
- Galaburda, A., Gaab, N., Hoeft, F., and McCardel, P. (2018). *Dyslexia and Neuroscience: The Geschwind-Galaburda hypothesis 30 years later*. Baltimore: Paul H. Brookes Publishing Co.
- Gathercole, S. E. and Alloway, T. P. (2008): *Working memory and learning: A practical guide for teachers*. London: Sage Publications.
- Gillingham, A. and Stillman, B. (1997). *The Gillingham manual: Remedial training for students with specific disability in reading, spelling and penmanship*. Cambridge, MA: Educators Publishing Service. **(If read for CDC training, not eligible for continuing education hours)**
- Gillon, G. T. (2018). *Phonological awareness: From research to practice (2<sup>nd</sup> Ed.)*. New York: The Guilford Press.

- Goldstein, S. & Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms*. Hoboken, New Jersey: J. Wiley & Sons.
- Graham, S., MacArthur, C., and Fitzgerald, J. (2007). *Best practices in writing instruction*. New York: Guilford Press.
- Griorenko, E.L., Shtyrov, Y., and McCardel, P. (2020). *All about language: Science, theory and practice*. Baltimore: Paul H. Brookes Publishing Co.
- Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning*. Homewood, IL: High Tide Press.
- Hagan, K., Golstein, San & Brooks, Robert. (2006). *Seven steps to help you child's social skills: A family guide*. Specialty Press.
- Hall, S. and Moats, L. (1999). *Straight talk about reading: How parents can make a difference during the early years*. Chicago: Contemporary Books.
- Hallowell, E.M. and Ratey, J.J. (1995). *Answers to distraction*. New York: Pantheon.
- Hallowell, E.M. and Ratey, J.J. (1995). *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood*. New York: Touchstone.
- Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction (2<sup>nd</sup> Ed.)*. Baltimore: Paul H. Brookes Publishing Co. **(If read for CDC training, not eligible for continuing education hours)**
- Henry, M. and Brickley, S. (Eds.) (1999). *Dyslexia: Samuel T. Orton and his legacy*. Baltimore: International Dyslexia Association.
- Hiebert, E. H. and Sailors, M. (Eds.) (2009). *Finding the right texts: What works for beginning and struggling readers*. New York: The Guilford Press.
- Hochman, J.C. and Wexler, N. (2017). *The writing revolution*. San Francisco, CA: Jossey-Bass.
- Hurst, E.B. (2013). *Why can't my daughter read?* Waco, TX: Prufrock Press, Inc.
- Joshi, M. (2004). *Dyslexia, myths, misconceptions and some practical applications*. Baltimore: The International Dyslexia Association.
- Kame'enui, E., Carnine, D., Dixon, R., Simmons, D., and Coyne, M. (2002). *Effective teaching strategies that accommodate diverse learners*. Columbus, OH: Merrill Prentice Hall.
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: Wiley.
- Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Syracuse, NY: Casey & Kirsch Publishers. **Chapters 1 through 14 (If read for CDC training, not eligible for continuing education hours)**

- Kilpatrick, D.A., Joshi, R.M., and Wagner, R.K. (Eds.) (2019). *Reading development and difficulties: Bridging the gap between research and practice*. Springer Nature Switzerland.
- King, D. (2000). *English isn't crazy! The elements of our language and how to teach them*. Baltimore: York Press. **(If read for CDC training, not eligible for continuing education hours)**
- Kolberg, J. and Nadeau, K. (2002). *ADD friendly ways to organize your life*. New York: Routledge.
- Kuhl, P. (2001). *Scientist in the crib: What early learning tells us about the mind*. New York: Perennial.
- Lavoie, R. (2005). *It's so much work to be your friend: Helping the child with learning disabilities find social success*. New York: Touchstone Books.
- Lederer, R. (1991). *The miracle of language*. New York: Pocket Books.
- Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster.
- Levine, M. (2002). *The myth of laziness*. New York: Simon & Schuster.
- Mather, N. & Goldstein, S. (2008). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management (2<sup>nd</sup> Ed.)*. Baltimore: Paul H. Brookes Publishing Co.
- Mather, N. and Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley & Sons, Inc. **(If read for CDC training, not eligible for continuing education hours)**
- McCardle, P., Miller, B., Lee, J.R., and Tzeng, O.J.L. (2011). *Dyslexia across languages: Orthography and the brain-gene-behavior link*. Baltimore: Paul H. Brookes Publishing Co.
- McCardle, P. and Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Baltimore: Paul H. Brookes Publishing Co.
- McWhorter, J. (2001). *The power of Babel: A natural history of language*. New York: Henry Holt and Co.
- Meindl, A. (2012). *At left brain, turn right*. CreateSpace Publishing.
- Meltzer, L. (2018). *Executive function in education: From theory to practice (2<sup>nd</sup> Ed.)*. New York: The Guilford Press.
- Metsala, J. and Ehri, L. (Eds.) (1998). *Word recognition in beginning literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Miller, B., Cutting, L.E., and McCardle, P. (2013). *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*. Baltimore: Paul H. Brookes Publishing Co.
- Moats, L. (2010). *Speech to print: Language essentials for teachers (2<sup>nd</sup> Ed.)*. Baltimore: Paul H. Brookes Publishing. **(If read for CDC training, not eligible for continuing education hours)**
- Moats, L. C. & Dakin, K. E., (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.

- Montessori, M. (1967, 1995). *The absorbent mind* (C. A. Claremont, Trans.). New York: Henry Holt and Company.
- Montessori, M. (1967). *The discovery of the child* (M. J. Costello, Trans.). New York: Random House Publishing Group.
- Nadeau, K. (2005). *Understanding girls with AD/HD*. Washington, DC: Advantage Books.
- National Joint Committee on Learning Disabilities (2001). *Collective perspectives on issues affecting learning disabilities: Position papers, statements, and reports*. Austin, TX: Pro-Ed, Inc.
- National Writing Project and Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. San Francisco, CA: John Wiley & Sons.
- Neuman, S. and Dickinson, D. (Eds.) (2001). *Handbook of early literacy research*. New York: Guilford Press.
- Path, L. K. and Kennedy, L. (2004). *The between the lions book for parents: Everything you need to know to help your child learn to read*. New York: Harper Resource.
- Pedriana, A. (2009). *Leaving Johnny behind: Overcoming barriers to literacy and reclaiming at-risk readers*. Roseville, MN: Learning Dynamics Press.
- Pennington, B.F. (2009). *Diagnosing learning disorders: A neuropsychological framework*. New York: The Guilford Press.
- Pickering, J.S. (2019). *Montessori strategies for children with learning differences: The MACAR model*. Parent Child Press.
- Pinker, S. (1994). *The language instinct*. New York: William Morrow & Co.
- Pinker, S. (1999). *Words and rules: The ingredients of language*. New York: Basic Books.
- Quinn, P. (2001). *ADD and the college student: A guide for high school and college students with attention deficit disorder*. Washington, DC: Magination Press.
- Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices (2<sup>nd</sup> Ed.)*. New York: The Guilford Press.
- Rath, L. and Kennedy, L. (2004). *The between the lions book for parents: Everything you need to know to help your child learn to read*. New York: Harper Resource.
- Rawson, M.B. (1995). *Dyslexia over the lifespan: A 55-year longitudinal study*. Cambridge, MA: Educators Publishing Service.
- Rawson, M.B. (1996). *Many faces of dyslexia*. Baltimore: Orton Dyslexia Association. **(If read for CDC training, not eligible for continuing education hours)**
- Rayner, K., Pollatsek, A., Ashby, J., and Clifton, C., Jr. (2012). *Psychology of reading (2<sup>nd</sup> Ed.)*. New York: Psychology Press.

- Ricci, M. C. (2017). *Mindsets in the classroom: Building a growth mindset learning community*. Waco, TX: Prufrock Press.
- Richards, R. (2000). *Dyslexia testing: A process, not a score*. Riverside, CA: RET Center Press.
- Richards, R. (2001). *L.E.A.R.N.: Playful strategies for all students*. Riverside, CA: RET Center Press.
- Richards, R. (2003). *The source for learning and memory strategies*. Moline, Illinois: LinguiSystems.
- Richards, R. (2005). *When writing's a problem: Understanding dysgraphia and helpful hints for reluctant writers*. Riverside, CA: RET Center Press.
- Richards, R. (2006). *The source for reading comprehension strategies*. Moline, Illinois: LinguiSystems.
- Salvia, J., Ysseldyke, J.E., and Witmer, S. (2016). *Assessment in special and inclusive education (13<sup>th</sup> Ed.)*. Boston, MA: Cengage Learning.
- Sandman-Hurley, K. (2016). *Dyslexia advocate: How to advocate for a child with dyslexia within the public education system*. Philadelphia, PA: Jessica Kingsley Publishers.
- Sandman-Hurley, K. (2019). *Dyslexia and spelling: Making sense of it all*. Philadelphia, PA: Jessica Kingsley Publishers.
- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. New York: Basic Books.
- Shankweiler, D. and Liberman, I. (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle*. Ann Arbor, MI: University of Michigan Press.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Alfred A. Knopf. **(If read for CDC training, not eligible for continuing education hours)**
- Shaywitz, S. and Shaywitz, J. (2020). *Overcoming dyslexia, (2<sup>nd</sup> Ed.)*. New York: Alfred A. Knopf. **(If read for CDC training, not eligible for continuing education hours)**
- Shultz, P. (2012). *My dyslexia*. New York: W. W. Norton & Company.
- Siegel, L. and McCardle, P. (2013). *Understanding dyslexia and other learning disabilities*. Vancouver, BC: Pacific Educational Press.
- Silver, L. (2006). *The misunderstood child, (4<sup>th</sup> Ed.): Understanding and coping with your child's learning disabilities*. New York: Three Rivers Press.
- Stahl, K. and McKenna, M. (Eds.) (2006). *Reading research at work: Foundations of effective practice*. New York: Guilford Press.
- Stambaugh, J. (2016). *What's right with me? Hope for the dyslexic*. Mustang, OK: Tate Publishing and Enterprises, LLC.

- Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York: Guilford Press.
- Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. NY: Routledge.
- Taymans, J.M., Swanson, H.L., Schwarz, R.L., Gregg, N., Hock, M. & Gerber, P.J. (June 2009). *Learning to achieve—A review of the research literature on serving adults with learning disabilities*. National Institute for Literacy. Washington, DC.
- Tessler, L. (2008). *One word at a time: A road map for navigating through dyslexia and other learning disabilities*. Self-published: lulu.com.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
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**IMSLEC Continuing Education**

**SOSET Form**

Participant Name \_\_\_\_\_

SOSET Site \_\_\_\_\_

SOSET Date(s) \_\_\_\_\_

From which training course did you graduate? \_\_\_\_\_

# of Continuing Education hours earned (10 for leader, 5 for team member) \_\_\_\_\_

1. Please attach a copy of the SOSET Report Signature page.