

**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:

IMSLEC-accredited training courses	
The Academic Language Therapy Association (ALTA)	AIM Institute for Learning and Research
Alliance for Accreditation and Certification of Dyslexia Specialists (Alliance)	American Montessori Society (AMS)
American Speech-Language-Hearing Association (ASHA)	Association of Educational Therapists (AET)
Association of Higher Education and Disability (AHEAD)	Council for Learning Disabilities (CLD)
Division for Communication—Council for Exceptional Children (DLD-CEC)	Division for Learning Disabilities—Council for Exceptional Children (DLD-CEC)
Dyslexia Society of CT	Everyone Reading
International Dyslexia Association (IDA)	International Literacy Association (ILA)
Learning Ally	Learning Disabilities of America (LDA)
National Association of School Psychologists (NASP)	The National Center for Learning Disabilities (NCLD)
National Joint Committee on Learning Disabilities (NJCLD)	Orton-Gillingham Academy (OGA), formerly Academy of Orton-Gillingham Practitioners and Educators (AOGPE)
Reading League	Wrightslaw

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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Dyslexia Society of CT	Everyone Reading
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Reading League	Wrightslaw

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

- Brady, S.A., Braze, D., and Fowler, C.A. (Eds.) (2011). *Explaining individual differences in reading: Theory and evidence (New directions in communication disorders research)*. Psychology Press (Taylor and Francis Group).
- Brady, S. and Moats, L. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. The International Dyslexia Association.
- Bragg, M. (2003). *The adventure of English: The biography of a language*. Arcade Publishing.
- Braten, E. and Willoughby, B. (2014). *Bright kids who can't keep up*. The Guilford Press.
- Brooks, R. and Goldstein, S. (2001). *Raising resilient children: Fostering strength, hope and optimism in your child*. McGraw-Hill.
- Brooks, R. and Goldstein, S. (2009). *Raising a self-disciplined child: Help your child become more responsible, confident, and resilient*. McGraw-Hill.
- Brown, T.E. (2013). *A new understanding of ADHD in children and adults: executive function impairments*. Routledge (Taylor & Francis Group).
- Burns, M., Griffin, P., and Snow, C. (1998). *Preventing reading difficulties in young children*. National Academy Press.
- Carlisle, J. and Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices*. York Press.
- Cardenas-Hagan, E. (Ed.)(2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Paul H. Brookes Publishing Co.
- Carter, R. (2010). *Mapping the mind* (Rev. ed.). University of California Press.
- Chall, J. (2000). *The academic achievement challenge: What really works in the classroom?* Guilford Press.
- Clark, D. B. and Uhry, J.K. (2005). *Dyslexia: Theory and practice of remedial instruction (3rd ed.)*. York Press.
- Connor, C. M. and McCardle, P. (Eds.)(2015). *Advances in reading intervention: Research to practice*. Paul H. Brookes Publishing Co.
- Copeland, S. R. and Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs*. Paul H. Brookes Publishing Co.
- Coyne, M. D., Kame'enui, E. J. and Carnine, D. W. (2011). *Effective teaching strategies that accommodate diverse learners (4th Edition)*. Pearson.
- Crain, William. (2011). *Theories of development: Concepts and applications (6th ed.)*. Prentice Hall.
- Crystal, D. (2004). *The stories of English*. Penguin Group.

- Crystal, D. (2005). *How language works*. Penguin Group.
- Dawson, P. & Guare, R. (2009). *Smart but scattered*. The Guilford Press.
- Dean, C. (2021). *Story frames for teaching literacy: Enhancing student learning through the power of storytelling*. Paul H. Brookes Publishing Co.
- Dehaene, S. (2009). *Reading in the brain: The Science and evolution of a human invention*. Viking Adult.
- Dehaene, S. (2011). *The number sense: How the mind creates mathematics*. Oxford Press.
- Dehaene, S. (2009). *Consciousness and the brain: Deciphering how the brain codes our thoughts*. Viking Penguin.
- Dehaene, S. (2020). *How we learn: Why brains learn better than any machine...for now*. Viking.
- Denton, C. A., Vaughn, S., Wexler, J., Bryan, D., and Reed, D. (2012). *Effective instruction for middle school students with reading difficulties*. Paul H. Brookes Publishing Co.
- Dickinson, D. and Morse, A. (2019). *Connecting through talk: Nurturing children's development with language*. Paul H. Brookes Publishing Co.
- 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*. Plume.
- Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy*. Logic of English, Inc.
- Elliott, J. G. and Grigorenko, E. L. (2014). *The dyslexia debate*. Cambridge University Press.
- Erickson, K. A., and Koppenhaver, D. A. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Paul H. Brookes Publishing Co.
- Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. John Wiley & Sons, Inc.
- Farrell, M. and Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Paul H. Brookes Publishing Co.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., and Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. Guilford.
- Foss, B. (2013). *The dyslexia empowerment plan*. Ballantine Books.
- Galaburda, A., Gaab, N., Hoeft, F., and McCardle, P. (Eds.)(2018). *Dyslexia and Neuroscience: The Geschwind-Galaburda hypothesis 30 years later*. Paul H. Brookes Publishing Co.

- Gathercole, S. E. and Alloway, T. P. (2008). *Working memory and learning: A practical guide for teachers*. Sage Publications.
- Gillingham, A. and Stillman, B. (1997). *The Gillingham manual: Remedial training for students with specific disability in reading, spelling, and penmanship*. Educators Publishing Service.
- Gillon, G. T. (2018). *Phonological awareness: From research to practice (2nd ed.)*. The Guilford Press.
- Goldstein, S. and Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms*. J. Wiley & Sons.
- Graham, S., MacArthur, C., and Fitzgerald, J. (2007). *Best practices in writing instruction*. Guilford Press.
- Greene, J. W. and Coxhead, A. (2015). *Academic vocabulary for middle school students*. Paul H. Brookes Publishing Co.
- Grigorenko, E. L., Shtyrov, Y., and McCardle, P. (Eds.) (2020). *All about language: Science, theory and practice*. Paul H. Brookes Publishing Co.
- Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning*. High Tide Press.
- Hagan, K., Golstein, S. and Brooks, R. (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*. Contemporary Books.
- Hallowell, E. M. and Ratey, J. J. (1995). *Answers to distraction*. Pantheon.
- Hallowell, E. M. and Ratey, J. J. (1995). *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood*. Touchstone.
- Harris, K. R., Graham, S., Mason, L., and Friedlander, B. (2008). *Powerful writing strategies for all students*. Paul H. Brookes Publishing Co.
- Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Publishing Co.
- Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction (2nd ed.)*. Paul H. Brookes Publishing Co.
- Henry, M. and Brickley, S. (Eds.) (1999). *Dyslexia: Samuel T. Orton and his legacy*. International Dyslexia Association.
- Hiebert, E. H. and Sailors, M. (Eds.) (2009). *Finding the right texts: What works for beginning and struggling readers*. The Guilford Press.
- Hochman, J. C. and Wexler, N. (2017). *The writing revolution*. Jossey-Bass.

- Hougen, M. C. and Smartt, S. M. (Eds.)(2020). *Fundamentals of literacy instruction & assessment: Pre-K—6 (2nd ed.)*. Paul H. Brookes Publishing Co.
- Hurst, E. B. (2013). *Why can't my daughter read?* Prufrock Press, Inc.
- Joshi, M. (2004). *Dyslexia, myths, misconceptions and some practical applications*. The International Dyslexia Association.
- Kame'enui, E., Carnine, D., Dixon, R., Simmons, D., and Coyne, M. (2002). *Effective teaching strategies that accommodate diverse learners*. Merrill Prentice Hall.
- Kaufman, C. (2010). *Executive function in the classroom: Practical strategies for improving performance and enhancing skills for all students*. Paul H. Brookes Publishing Co.
- Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.
- Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Casey & Kirsch Publishers. **Chapters 1 through 14**
- 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*. York Press.
- Kolberg, J. and Nadeau, K. (2002). *ADD friendly ways to organize your life*. Routledge.
- Kuhl, P. (2001). *Scientist in the crib: What early learning tells us about the mind*. Perennial.
- Lavoie, R. (2005). *It's so much work to be your friend: Helping the child with learning disabilities find social success*. Touchstone Books.
- Lederer, R. (1991). *The miracle of language*. Pocket Books.
- Levine, M. (2002). *A mind at a time*. Simon & Schuster.
- Levine, M. (2002). *The myth of laziness*. Simon & Schuster.
- Mather, N. and Goldstein, S. (2008). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management (2nd ed.)*. Paul H. Brookes Publishing Co.
- Mather, N. and Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. John Wiley & Sons, Inc.
- McCardle, P., Miller, B., Lee, J.R., and Tzeng, O.J.L. (2011). *Dyslexia across languages: Orthography and the brain-gene-behavior link*. Paul H. Brookes Publishing Co.
- McCardle, P. and Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Paul H. Brookes Publishing Co.

- McWhorter, J. (2001). *The power of Babel: A natural history of language*. 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 (2nd ed.)*. The Guilford Press.
- Metsala, J. and Ehri, L. (Eds.) (1998). *Word recognition in beginning literacy*. Lawrence Erlbaum Associates.
- Miller, B., Cutting, L. E., and McCardle, P. (2013). *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*. Paul H. Brookes Publishing Co.
- Moats, L. (2010). *Speech to print: Language essentials for teachers (2nd ed.)*. Paul H. Brookes Publishing.
- Moats, L. C. and Dakin, K. E., (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.
- Montessori, M. (1967, 1995). *The absorbent mind*. (C. A. Claremont, Trans.). Henry Holt and Company.
- Montessori, M. (1967). *The discovery of the child* (M. J. Costello, Trans.). Random House Publishing Group.
- Nadeau, K. (2005). *Understanding girls with AD/HD*. Advantage Books.
- National Joint Committee on Learning Disabilities (2001). *Collective perspectives on issues affecting learning disabilities: Position papers, statements, and reports*. Pro-Ed, Inc.
- National Writing Project and Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. John Wiley & Sons.
- Neuman, S. and Dickinson, D. (Eds.) (2001). *Handbook of early literacy research*. Guilford Press.
- Paradis, J., Genessee, F., and Crago, M. B. (2021). *Dual language development and disorders: A handbook on bilingualism and second language learning (2nd ed.)*. Paul H. Brookes Publishing Co.
- Pedriana, A. (2009). *Leaving Johnny behind: Overcoming barriers to literacy and reclaiming at-risk readers*. Learning Dynamics Press.
- Pennington, B. F. (2009). *Diagnosing learning disorders: A neuropsychological framework*. 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*. William Morrow & Co.
- Pinker, S. (1999). *Words and rules: The ingredients of language*. Basic Books.

- Quinn, P. (2001). *ADD and the college student: A guide for high school and college students with attention deficit disorder*. Magination Press.
- Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices (2nd Ed.)*. 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*. Harper Resource.
- Rawson, M. B. (1995). *Dyslexia over the lifespan: A 55-year longitudinal study*. Educators Publishing Service.
- Rawson, M. B. (1996). *Many faces of dyslexia*. Orton Dyslexia Association.
- Rayner, K., Pollatsek, A., Ashby, J., and Clifton, C., Jr. (2012). *Psychology of reading (2nd ed.)*. Psychology Press.
- Ricci, M. C. (2017). *Mindsets in the classroom: Building a growth mindset learning community*. Prufrock Press.
- Richards, R. (2000). *Dyslexia testing: A process, not a score*. RET Center Press.
- Richards, R. (2001). *L.E.A.R.N.: Playful strategies for all students*. RET Center Press.
- Richards, R. (2003). *The source for learning and memory strategies*. LinguiSystems.
- Richards, R. (2005). *When writing's a problem: Understanding dysgraphia and helpful hints for reluctant writers*. RET Center Press.
- Richards, R. (2006). *The source for reading comprehension strategies*. LinguiSystems.
- Salvia, J., Ysseldyke, J. E., and Witmer, S. (2016). *Assessment in special and inclusive education (13th ed.)*. Cengage Learning.
- Sandman-Hurley, K. (2016). *Dyslexia advocate: How to advocate for a child with dyslexia within the public education system*. Jessica Kingsley Publishers.
- Sandman-Hurley, K. (2019). *Dyslexia and spelling: Making sense of it all*. 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*. Basic Books.
- Shankweiler, D. and Liberman, I. (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle*. University of Michigan Press.
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. Alfred A. Knopf.
- Shaywitz, S. and Shaywitz, J. (2020). *Overcoming dyslexia, (2nd ed.)*. Alfred A. Knopf.

- Shultz, P. (2012). *My dyslexia*. W. W. Norton & Company.
- Siegel, L. and McCardle, P. (2013). *Understanding dyslexia and other learning disabilities*. Pacific Educational Press.
- Silver, L. (2006). *The misunderstood child, (4th ed.): Understanding and coping with your child's learning disabilities*. Three Rivers Press.
- Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems*. Paul H. Brookes Publishing Co.
- Stahl, K. and McKenna, M. (Eds.) (2006). *Reading research at work: Foundations of effective practice*. Guilford Press.
- Stambaugh, J. (2016). *What's right with me? Hope for the dyslexic*. Tate Publishing and Enterprises, LLC.
- Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. Guilford Press.
- Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. 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.
- 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*. Association for Curriculum & Supervision (ASCD).
- Truss, L. (2003). *Eats, shoots and leaves: The zero-tolerance approach to punctuation*. Gotham Books.
- The National Commission on Excellence in Education (1984). *A nation at risk*. USA Research, Inc.
- Vail, P. L. (1989). *Smart kids with school problems: Things to know and ways to help*. Plume Press-Penguin Group.
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From which training course did you graduate? _____

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