

**Continuing Education Conference Form**Participant Name:

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Conference Name:

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Sponsoring Organization:

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Date(s):

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Attach the following:

1. Copy of the conference brochure with the title(s) and time(s) of the session(s) you attended.
  2. Signed and dated certificate of attendance.
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**Continuing Education Electronic Media Form**Participant Name:  

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Electronic Media Source:  

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Title:  

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Presenter(s):  

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Date Viewed:  

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Number of CE hours completed:  

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Reaction Paper Directions:

1. Length: 1 page (typed, double-spaced) per hour or portion of an hour of the presentation.
  2. Content:
    - a. Brief summary of the presentation
    - b. Integrate content with previous knowledge
    - c. Practical application(s)
    - d. Critique of ideas or strategies that were discussed
  3. Attach this form to the reaction paper.
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**Continuing Education Journal Form**Participant Name:

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Article Title:

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Author(s)

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Journal:

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Volume, Issue, page numbers:

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Number of CE hours completed:

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Date(s) read:

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Reaction Paper Directions:

1. Length: 1 page (typed, double-spaced) per hour or portion of an hour of the presentation.
2. Content:
  - a. Brief summary of the presentation
  - b. Integrate content with previous knowledge
  - c. Practical application(s)
  - d. Critique of ideas or strategies that were discussed
3. Attach this form to the reaction paper.

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Articles must come from journals on the approved journal list.

Journal articles can be used for up to 10 CE hours per three years.

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### Continuing Education Journal List

American Journal of Speech-Language Pathology  
Annals of Dyslexia  
Applied Psycholinguistics  
Brain and Cognition  
Brain and Language  
British Journal of Educational Psychology  
British Journal of Psychology  
Cognition  
Cognitive Psychology  
Cognitive Neuropsychology  
Current Directions in Psychological Science  
Developmental Neuropsychology  
Developmental Psychology  
Dyslexia: An International Journal of Research and Practice  
Educational Psychology  
Educational Psychology in Practice  
Exceptional Children  
International Journal of Language & Communication Disorders  
Journal for the Education of the Gifted  
Journal of Child Language  
Journal of Cognitive Neuroscience  
Journal of Educational Psychology  
Journal of Experimental Child Psychology  
Journal of Learning Disabilities  
The Journal of Postsecondary Education and Disability  
Journal of Speech, Language, and Hearing Research  
Journal of Research in Reading  
Journal of Research in Special Education Needs  
Language and Cognitive Processes

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Language, Speech, and Hearing Services in Schools  
Disability Quarterly  
Learning and Individual Differences  
Learning and Instruction  
Learning Disabilities Research and Practice  
Literacy  
Memory  
Memory & Cognition  
Neuropsychologia  
Psychological Bulletin  
Psychological Review  
Quarterly Journal of Experimental Psychology  
Reading and Writing  
Reading Psychology: An International Journal  
Research and Instruction  
Remedial and Special Education  
Scientific Studies of Reading  
School Psychology Review  
The Journal of Special Education  
The Reading League Journal  
Topics in Language Disorders  
Written Language and Literacy

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**Continuing Education Book Form**

Participant Name:

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Book Title:

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Author(s):

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Pages read (list page numbers):

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Number of CE hours completed:

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Date(s) read:

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Reaction Paper Directions:

1. Length: 1 page (typed, double-spaced) per hour or portion of an hour of the presentation.
2. Content:
  - a. Brief summary of the presentation
  - b. Integrate content with previous knowledge
  - c. Practical application(s)
  - d. Critique of ideas or strategies that were discussed
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Books must come from the approved book list.

Books can be used for up to 10 CE hours per three years.

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### Continuing Education Book List

- 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.) (2018). *Multisensory teaching of basic language skills (4<sup>th</sup> 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.

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- 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).
- Burkins, J., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.
- 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 (3<sup>rd</sup> ed.)*. York Press.
- Connor, C. M. and McCardle, P. (Eds.)(2015). *Advances in reading intervention: Research to practice*. Paul H. Brookes Publishing Co.

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- 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 (4<sup>th</sup> Edition)*. Pearson.
- Crain, William. (2011). *Theories of development: Concepts and applications (6<sup>th</sup> 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.
- Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention (3rd ed.)*. Guilford Publications.
- 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.

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- 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.
- Faber, H. (2021). *Code green on dyscalculia: A guide for educators, parents, counselors, and other professionals*. Notion Press.
- 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., Hoelt, 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.
- Gentry, J. R., & Ouellette, G. (2019). *Brain words: How the science of reading informs teaching*. Stenhouse Publishers.
- 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 (2<sup>nd</sup> ed.)*. The Guilford Press.
- Goldstein, S. and Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms*. J. Wiley & Sons.
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- 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.

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- 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.
- Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters*. Learning about Spelling.
- 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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.

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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.

Mather, N. and Goldstein, S. (2008). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> ed.)*. Paul H. Brookes Publishing.

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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.

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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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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.

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- 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 (2<sup>nd</sup> 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 (13<sup>th</sup> 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.
- Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects*. Brookes Publishing Company.
- 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. and Shaywitz, J. (2020). *Overcoming dyslexia, (2<sup>nd</sup> 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, (4<sup>th</sup> ed.): Understanding and coping with your child's learning disabilities*. Three Rivers Press.

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- Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems*. Paul H. Brookes Publishing Co.
- Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. Guilford Publications.
- 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.
- Vail, P. L. (1992). *About dyslexia: Unveiling the myth*. Modern Learning Press.
- Vail, P. L. (1994). *Clear and lively writing: Language games and activities for writers of all ages*. Walker & Co.
- Vail, P. L. (1996). *Words fail me: How language works and what happens when it doesn't*. Walker & Co.
- Vail, P. L. (1998). *A language yardstick: Understanding and assessment*. Modern Learning Press.
- Vail, P. L. (1999). *Reading comprehension: Students' needs and teacher tools*. Modern Learning Press.

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Vaughn, S. and Linan-Thompson, S. (2004). *Research-based methods of reading instruction: grades K-3*. Association for Curriculum & Supervision (ASCD).

Venezky, R. (1999). *The American way of spelling: The structure and origins of American English orthography*. Guilford Press.

Washington, J. A., Compton, D. L., and McCardle, P. (Eds.)(2020). *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. Paul H. Brookes Publishing Co.

Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3* (2nd ed.). Guilford Publications.

Wexler, N. (2019). *The knowledge gap: The hidden cause of America's broken education system—and how to fix it*. Avery.

Willingham, D. T. (2015). *Raising kids who read: What parents and teachers can do*. Jossey-Bass. Willingham,

D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass.

Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. York Press.

Wolf, M. (2007). *Proust and the squid: The story and sequence of the reading brain*. Harper Collins Publishers.

Wolf, M. (2016). *Tales of literacy for the 21<sup>st</sup> century*. Oxford Press.

Wolf, M. (2018). *Reader come home: The reading brain in a digital world*. Harper Collins Publishers.

Wright, P. W. and Wright, P. D. (2002). *From emotions to advocacy: The special education survival guide*. Harbor House Law Press, Inc.

Wright, P. W. and Wright, P. D. (2006). *Wrightslaw: Special education law (2<sup>nd</sup> ed.)*. Harbor House Law Press, Inc.

Yoder, P. J., Lloyd, B. and Symons, F. J. (2018). *Observational measurement of behavior*. Paul H. Brookes Publishing Co.

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**Continuing Education SOSET Form**Participant Name:  

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SOSET site:  

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SOSET date(s):  

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Journal:  

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Number of CE hours completed:  

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1. Attach a copy of the SOSET Report Signature page.
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