

**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 CEUs, 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 The International Dyslexia Association (IDA) and its branches; the American Speech-Language-Hearing Association (ASHA) and its branches; the Academic Language Therapy Association (ALTA); The Academy of Orton-Gillingham Practitioners and Educators (AOGPE); the National Committee for Learning Disabilities (NCLD); and the American Montessori Society (AMS).

Subject to the approval of course directors, IMSLEC Continuing Education (CE) credit may be given 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

Website/Video/DVD/Webinar/CD Form

Participant Name: _____

Website/Video/DVD/Webinar/CD Source: _____

Website/Video/DVD/Webinar/CD Title: _____

Video/DVD/Webinar/CD Presenter(s): _____

Date Viewed/Listened To: _____ CEU Clock 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 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 CEU requirement within any three-year period.

** Only articles from list of IMSLEC-approved journals may be used for CEU 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

Topics in Language Disorders – Lippincott Williams & Wilkins

Written Language and Literacy – John Benjamins

IMSLEC Continuing Education Book Form

Participant Name _____ Date: _____

**Book Title: _____

Chapters Read (Give chapter numbers): _____

Date Read: From _____ To _____ ***CEU Clock 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 CEU activity.

Signature: _____

Reaction Paper Directions:

- I. Length
 - 1 page (typed, double-spaced) per clock hour of CEU 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
- * Remember that 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 chapter 10 or more pages. Shorter chapters may be combined into a group of more than 10 pages to qualify for 1 clock hour.

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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, MD: 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.
- Berninger, V. & Wolf, B. (2009) *Teaching Students with Dyslexia and Dysgraphia: Perspectives from Science and Practice*. Baltimore, MD: Brookes Publishing Co.
- Birsh, J. (Ed.) (2011). *Multisensory teaching of basic language skills* (3rd Edition). Baltimore: Paul H. Brookes Publishing Co.
- Blachman, B. (2000). *Road to the Code*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Blachman, B. & Tangel, D. (2008). *Road to reading: A program for preventing and remediating reading difficulties*. Baltimore, MD: Paul H. Brookes Publishing Co.
- 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, NY: 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.
- 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, Rita. (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. (1995). *Dyslexia: Theory and practice of remedial instruction*. (2nd Edition). Baltimore, MD: York Press.
- Crain, William. (2011). *Theories of Development: Concepts and Applications* (6th Edition). New York, NY: Prentice Hall.
- Crystal, D. (2005). *How language works*. New York: Penguin Group.
- Crystal, D. (2004). *The stories of English*. New York: Penguin Group.
- Dawson, P. & Guare, R. (2009). *Smart but Scattered*. New York, NY: The Guilford Press.
- Dehaene, S. (2009). *Reading in the brain: The Science and Evolution of a Human Invention*. New York, NY: Viking Adult.
- Eide, B. L. and Eide, F. F. (2012). *The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain*. New York, NY: Plume.
- Elliott, Julian G. and Grigorenko, Elena L. (2014). *The Dyslexia Debate*. NY: Cambridge University Press.
- Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons, Inc.
- Farrell, M. and Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York: Guilford.
- 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.
- Graham, S., MacArthur, C., and Fitzgerald, J. (2007). *Best practices in writing instruction*. New York: Guilford Press.
- Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning*. Homewood, IL: High Tide 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 (2nd edition)*. Baltimore: Paul H. Brookes Publishing Co.
- Henry, M. and Brickley, S. (Eds.) (1999). *Dyslexia: Samuel T. Orton and his legacy*. Baltimore: International Dyslexia Association.
- Hougen, M. and Smartt, S. (2012). *The Fundamentals of literacy instruction and assessment, Pre-K-6 1st edition*. Baltimore: Paul H. Brookes Publishing Co.
- 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.
- King, D. (2000). *English isn't crazy! The elements of our language and how to teach them*. Baltimore: York Press.
- 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 (2nd Edition)*. Baltimore: Paul H. Brookes Publishing Co.
- Mather, Nancy and Wendling, Barbara J. (2012). *Essentials of Dyslexia Assessment and Intervention*. Hoboken, NJ: 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*. Baltimore, MD: 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.
- Metsala, J. and Ehri, L. (Eds.) (1998). *Word recognition in beginning literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Moats, L. (2010). *Speech to print: Language essentials for teachers (2nd edition)*. Baltimore: Paul H. Brookes Publishing.
- 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.
- Neuman, S. and Dickinson, D. (Eds.) (2001). *Handbook of early literacy research*. New York: Guilford Press.
- Pennington, B.F. (2009). *Diagnosing learning disorders: A neuropsychological framework*. New York: The Guilford 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 (2nd Edition)*. NY: 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, MD: Orton Dyslexia Association.
- Rayner, K., Pollatsek, A., Ashby, J., & Clifton Jr., C. (2012). *Psychology of reading*. NY: Psychology 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. (2005). *When writing's a problem: Understanding dysgraphia and helpful hints for reluctant writers*. Riverside, CA: RET Center Press.
- 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.
- Shultz, P. (2012). *My Dyslexia*. New York, NY: 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, (4th 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.
- Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. New York: Guilford Press.
- 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*. n.p.: lulu.com.
- Truss, L. (2003). *Eats, shoots and leaves: The zero tolerance approach to punctuation*. New York: Gotham Books.
- The National Commission on Excellence in Education (1984). *A nation at risk*. Portland, OR: USA Research, Inc.
- Vail, P.L. (1989). *Smart kids with school problems: Things to know and ways to help*. New York: Plume Press-Penguin Group.
- Vail, P.L. (1992). *About dyslexia: Unveiling the myth*. Rosemont, NJ: Modern Learning Press.
- Vail, P.L. (1994). *Clear and lively writing: Language games and activities for writers of all ages*. New York: Walker & Co.
- Vail, P.L. (1996). *Words fail me: How language works and what happens when it doesn't*. New York: Walker & Co.
- Vail, P.L. (1998). *A language yardstick: Understanding and assessment*. Rosemont, NJ: Modern Learning Press.
- Vail, P.L. (1999). *Reading comprehension: Students' needs and teacher tools*. Rosemont, NJ: Modern Learning Press.
- Vaughn, S. and Linan-Thompson, S. (2004). *Research-based methods of reading instruction: grades K-3*. Alexandria, VA: Association for Curriculum & Supervision (ASCD).
- Venezky, R. (1999). *The American way of spelling: The structure and origins of American English orthography*. New York: Guilford Press.
- Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. Timonium, MD: York Press.
- Wolf, M. (2007). *Proust and the squid: the story and sequence of the reading brain*. New York, NY: Harper Collins Publishers.
- Wright, P. W. and Wright, P. D. (2006). *Wrightslaw: Special education law (2nd Edition)*. Hartfield, VA: Harbor House Law Press, Inc.
- Wright, P. W. and Wright, P. D. (2002). *From emotions to advocacy: The special education survival guide*. Hartfield, VA: Harbor House Law Press, Inc.

**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.