Continuing Education (CE) Requirements for CDC Certification

CDC graduates complete 30 CE hours every three years to maintain CDC certification. All CE information is posted at: https://www.childrensdyslexiacenters.org/continuing-education/

General Information

- The CE cycle runs August 1st – July 31st; certifications expire August 31st. Due dates are based on your initial/P-1 certification date
- CE hours must be completed within the three-year cycle (no carryover)
- CE hours (CEs) are different from Continuing Education Units (CEUs)
    - (1 CEU = 10 clock hours, 0.1 CEU = 1 clock hour)
- CE hours are submitted electronically; you will be emailed a link in the spring
- Ten percent (10%) of graduates are randomly selected for audit and must submit documentation
- Approved CE hours earn an affirmation certificate—keep it with your original certificate
- **Late CEs are not accepted**. Note: A one-time medical/family care waiver may be requested when submitting CE hours. If you do not submit CEs, you will no longer be in good standing. You will not be eligible for future training or employment.

Content for CEs

All CE activities must meet the content guidelines. **The activity content and level must be beyond the requirements for the CDC's Prctitioner-1 course and must contribute to the acquisition of new skills. Content and learning activities must relate to the sciences as they pertain to dyslexia and related disorders or to closely related fields.** Activities from the following areas that relate to dyslexia and reading difficulties may be considered: learning disabilities; speech and language development and disorders; linguistics; child development; developmental psychology; neuropsychology; neurology; and neuroscience. **Note: Training in other O-G programs/curricula is not accepted.**

Accepted CE Activities

Graduate-level college or university courses	Professional conferences
Professional webinars & recorded conference sessions	Development of a new presentation for a conference or professional development
Electronic Media	Professional journal articles
Professional books	CDC's P-2 or Therapy Courses

Detailed descriptions for each activity including the required documentation follow.

Change of phone/email/address

Update your contact information when you submit your CE hours or by contacting your training center or HQadmin@cdcinc.org

Questions about activities

- Ask your CDC training center
- Refer to the CDC website at https://www.childrensdyslexiacenters.org/continuing-education/

Required Documentation for Accepted CE Activities: Graduate Courses

CE forms and approved reading lists follow this page. Details on the required documents are included on the CE forms.

1. **Graduate courses**: Graduate Courses may be in-person, online, or hybrid classes. A maximum of 20 CEs per cycle can come from graduate courses. A one-credit course counts as 15 CEs; Courses for 2 or more credits count as 20 CEs.
    a. CDC/IMSLEC Graduate Course Form
    b. Course Description
    c. Transcript or grade report
2. **Professional conferences**: Conferences provide a signed, dated attendance certificate. These may be in-person or online. These must be sponsored by an approved organization. If not, you must provide proof that the presenter has presented for an approved organization in the past. There is no limit to how many CEs you can earn from this activity.
    a. CDC/IMSLEC Conference Form
    b. Conference flyer/program
    c. Signed, dated certificate of attendance
    d. Speaker credentials, if needed
3. **Professional webinars & recorded conference sessions**: Webinars and recorded conference sessions must be offered by an approved sponsor or verified presenter and meet the content guidelines. Use this option if a signed, dated certificate of attendance is not provided. There is no limit to how many CEs you can earn from this activity.
    a. IMSLEC Webinars and Recorded Conference Sessions Form
    b. Reaction paper: The reaction paper serves as proof that you completed this activity.
4. **Development of a new presentation** for a conference/CE session: New presentations must be given at a session sponsored by an approved organization. CEs are earned the first time the presentation is given. For each hour of the presentation, you earn 2 CEs. A 1-hour presentation earns 2 CEs, a 2-hour presentation earns 4 CEs, and so forth. Lectures for training courses are not eligible.
    a. CDC/IMSLEC New Presentation Form
    b. Copy of the presentation
    c. Conference flyer/program listing presenter and presentation title OR copy of certificate issued to attendees
5. **Electronic media**: Electronic media includes all formats. These must be sponsored by an approved organization or presented by an approved presenter (someone that has presented for an approved sponsor in the past). You can earn a maximum of 10 CEs per cycle can be earned with electronic media.
    a. CDC/IMSLEC Electronic Media Form
    b. Reaction paper

6. **Professional journal articles** (see approved list of journals): Journal articles must be from one of the approved journals (list follows). You earn 1 CE for each journal article. You can earn a maximum of 10 CEs from journal articles.
    a. CDC/IMSLEC Journal Article Form
    b. Reaction paper
7. **Professional books** (see approved list of books): Books must be selected from the approved books (list follows). You earn 1 CE for every 25 pages. You can earn a maximum of 10 CEs from books. You can choose to read whole books or select chapters on your areas of interest
    a. CDC/IMSLEC Journal Article Form
    b. Reaction paper
8. **CDC Practitioner-2 or Therapy courses**: P-2 or therapy lectures may be submitted for CEs. Each course counts for 35 CEs.

IMSLEC forms, approved sponsors, and approved reading lists can be found on the following pages.

IMSLEC Continuing Education

Graduate Course Form

Participant Name	
College or University	
Graduate Course Title	
Course Dates	
Number of credits	
Number of CEs	

Graduate courses must meet the content guidelines. One graduate credit equals 15 CEs; two or more graduate credits equals 20 CEs.

A **maximum of 20 CEs** can be counted for all graduate courses taken during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Graduate Course Form
2. Course Description
3. Transcript or grade report

IMSLEC Continuing Education

Conference Form

Participant Name	
Conference Sponsor(s)	
Conference Name	
Conference Date(s)	
Number of CEs	

Conferences must be offered by an approved sponsor and meet the content guidelines. If the conference is not sponsored by an approved organization, then only the sessions that meet the content guidelines and are presented by a verified presenter are accepted.

Conferences may be attended live, virtually, or viewed asynchronously. A signed, dated attendance certificate from the sponsoring organization and a conference flyer/session guide is required for this option.

There is no limit to how many CEs can be earned from conferences during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Conference Form
2. Conference flyer/program
3. Signed, dated certificate of attendance
4. Speaker credentials, if needed

IMSLEC Continuing Education

Approved Sponsor List

All IMSLEC-accredited courses
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)
Center for Literacy and Learning (Plain Talk about Literacy and Learning/Dyslexia)
Council for Exceptional Children (CEC)
Council for Learning Disabilities (CLD)
The Dyslexia Foundation
Dyslexia Society of CT
Everyone Reading
International Dyslexia Association (IDA)
Keys to Literacy (conferences and webinars)
Landmark Outreach
Language Essentials for Teachers of Reading and Spelling (LETRS)
Learning Ally
Learning Disabilities of America (LDA)
Massachusetts General Hospital Institute of Health Professions (MGH)
National Association of School Psychologists (NASP)
National Center for Intensive Intervention (NCII)
National Center for Learning Disabilities (NCLD)
National Joint Committee on Learning Disabilities (NJCLD)
New England Research on Dyslexia Society (NERDY)
Orton Gillingham Academy (OGA)
Pennsylvania Training & Technical Assistance Network (PaTTAN)
Read Washington (READWA)
The Reading League
Reading Science Academy
Wrightslaw

IMSLEC Continuing Education

Webinars and Recorded Conference Sessions Form

Participant Name	
Sponsor	
Title	
Presenter	
Number of CEs	
Date completed	

Webinars and recorded conference sessions must be offered by an approved sponsor or verified presenter and meet the content guidelines.

There is no limit to how many CEs can be earned from webinars and recorded conference sessions during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Webinars and Recorded Conference Sessions Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions**:

1. Length: For each hour of the webinar/recorded conference session, write a 1-page (typed, double-spaced) reaction paper. If the webinar/recorded conference session is 1 hour, then the paper is 1 page. If the webinar/recorded conference session is 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the webinar/recorded conference session. Then, integrate the content from the webinar/recorded conference session with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

IMSLEC Continuing Education

Electronic Media Form

(includes Videos/DVDs/Podcasts/CDs)

Participant Name	
Electronic Media Source	
Title	
Presenter	
Number of CEs	
Date completed	

Electronic media must be from an approved sponsor or verified presenter and meet the content guidelines.

A **maximum of 10 CEs** can be counted for all electronic media activities during the renewal cycle.

Required Documentation:

1. IMSLEC Electronic Media Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions**:

1. Length: For each hour of the presentation, write a 1-page (typed, double-spaced) reaction paper. If the presentation is 1 hour, then the paper is 1 page. If the presentation is 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the presentation. Then, integrate the content from the presentation with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

IMSLEC Continuing Education

Journal Form

Participant Name	
Journal Title	
Volume/Date/Page #s	
Article Title	
Author(s)	
Number of CEs	1
Date completed	

Journal articles must come from the approved journal list. Articles must meet the content guidelines and may not include any articles that you were required to read in your MSLE training course. Each article with the reaction paper counts for 1 CE.

NOTE: IDA's *Perspectives* magazine is not accepted.

A **maximum of 10 CEs** can be counted for all journal articles read during the renewal cycle.

Required Documentation:

1. CDC/IMSLEC Journal Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions**:

1. Length: For each article, write a minimum 1-page (typed, double-spaced) reaction paper. Each article counts for 1 CE.
2. Content: Write a short summary of the article. Then, integrate the content from the article with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

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	
Book Title	
Author(s)/Editor(s)	
# Content pages read	
Number of CEs	
Date(s) completed	

You can read an entire book or selected chapters from multiple books. Books or chapters from books must come from the approved book list. You may not use books that you were required to read in your MSLE training course. One CE is earned for every 25 pages read.

A **maximum of 10 CEs** can be counted for all books/chapters read during the renewal cycle.

Required Documentation:

1. IMSLEC Book Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions**:

1. Length: For each hour of the book, write a 1-page (typed, double-spaced) reaction paper. If you read for 1 hour, then the paper is 1 page. If you read for 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the book/chapter. Then, integrate the content from the book/chapter with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

IMSLEC Continuing Education

Approved Books

Note: A book counts for 10 CEs unless otherwise noted.

Aaron, P. G., Joshi, R. M., & 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.

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Ashman, G. (2018). *The truth about teaching: An evidence-informed guide for new teachers*. Sage. **(7 CEs)**

Ashman, G. (2021). *The power of explicit and direct instruction*. Corwin. **(5 CEs)**

Badian, N. (Ed.). (2000). *Prediction and prevention of reading failure*. York Press.

Bain, A., Bailet, L., & Moats, L. (2001). *Written language disorders: Theory into practice.* Pro-Ed, Inc.

Balmuth, M. (2009). *The roots of phonics: A historical introduction* (Rev. ed.). Brookes **(8 CEs)**

Beck, I. (2006). *Making sense of phonics: The hows and whys.* The Guilford Press. **(6 CEs)**

Beck, I., McKeown, M, & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction.* The Guilford Press. **(7.5 CEs)**

Beers, K. (2023). *When kids can't read: What teachers can do* (2nd ed.). Heinemann.

Beers, K., & Probst, R. (2012). *Notice and note: Strategies for close reading.* Heinemann.

Beers, K., & Probst, R. (2017). *Disrupting thinking: Why how we read matters.* Scholastic, Inc. **(6.5 CEs)**

Bellis, T. J. (2002*). When the brain can't hear: Unraveling the mystery of auditory processing disorder.* Atria Books.

Berens, K. N. (2020). *Blind spots: Why students fail…and the science that can save them*. The Collective Book Studio. **(8 CEs)**

Berninger, V., & Wolf, B. (2009) *Teaching students with dyslexia and dysgraphia: Perspectives from Science and practice.* Brookes.

Birsh, J. (Ed.) (2018). *Multisensory teaching of basic language skills* (4th ed.). Brookes.

Blaunstein, P., & Reid, L. (2014). *Why kids can't read: Challenging the status quo in education* (2nd ed.). Rowman & Littlefield. **(5.5 CEs)**

Blevins, W. (2016). *A fresh look at phonics, grades K-2*. Corwin

Brady, S. A., Braze, D., & 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). **(9.5 CEs)**

Bragg, M. (2003). *The adventure of English: The biography of a language*. Arcade.

Braten, E., & Willoughby, B. (2014). *Bright kids who can't keep up.* The Guilford Press. **(7.5 CEs)**

Brennan, J. R. (2022). *Language and the brain: A slim guide to neurolinguistics*. Oxford. **(7 CEs)**

Brooks, R., & Goldstein, S. (2001). *Raising resilient children: Fostering strength, hope and optimism in your child.* McGraw-Hill.

Brooks, R., & Goldstein, S. (2009). *Raising a self-disciplined child: Help your child become more responsible, confident, and resilient.* McGraw-Hill.

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. The Belknap Press.

Brown, S., & Stollar, S. (2025). *MTSS for Reading Improvement: A leader's tool kit for schoolwide success*. Solution Tree. **(4.5 CEs)**

Brown, T. E. (2013). *A new understanding of ADHD in children and adults: executive function impairments.* Routledge (Taylor & Francis Group).

Brozo, W. G. (2010). *To be a boy, to be a reader* (2nd ed.). International Reading Association. **(7.5 CEs)**

Budge, K. M., & Parrett, W. H. (2018). *Disrupting poverty: Five powerful classroom practices*. ASCD.

Burkins, J., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse.

Burns, M., Griffin, P., & Snow, C. (1998). *Preventing reading difficulties in young children.* National Academy Press.

Cain, K., & Oakhill, J. (Eds.). (2007). *Children's comprehension problems in oral and written language*. The Guilford Press.

Cardenas-Hagan, E. (Ed.)(2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Brookes. **(9 CEs)**

Carlisle, J., & Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices.* York Press.

Carter, R. (2010). *Mapping the mind* (Rev. ed.). University of California Press. **(8 CEs)**

Cartwright, K. B. (2015). Executive skills & reading comprehension. The Guilford Press.

Chall, J. (1996/1983). *Stages of reading development* (2nd ed.). Harcourt Brace College Publishers.

Chall, J. (2000). *The academic achievement challenge: What really works in the classroom?* The Guilford Press. **(7 CEs)**

Clark, P., & Chesher, D. (2013). *Developing reading comprehension*. Wiley-Blackwell. **(6 CEs)**

Connor, C. M., & McCardle, P. (Eds.).(2015). *Advances in reading intervention: Research to practice*. Brookes.

Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs*. Brookes.

Coyne, M. D., Kame'enui, E. J., & 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.

Crystal, D. (2012). *Spell it out: The singular story of English spelling*. Profile Books.

Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (3rd ed.). The Guilford Press. **(4 CEs)**

Dawson, P., Guare, R., & Guare, C. (2025). *Smart but scattered* (2nd ed.). The Guilford Press.

Dean, C. (2021). *Story frames for teaching literacy: Enhancing student learning through the power of storytelling*. Brookes.

Dehaene, S. (2009). *Consciousness and the brain: Deciphering how the brain codes our thoughts.* Viking Penguin.

Dehaene, S. (2009). *Reading in the brain: The Science and evolution of a human invention*. Viking.

Dehaene, S. (2011). *The number sense: How the mind creates mathematics.* Oxford Press.

Dehaene, S. (2020). *How we learn: Why brains learn better than any machine…for now*. Viking.

Dehaene, S. (2023). *Seeing the mind: Spectacular images from neuroscience, and what they reveal about our neuronal selves*. The MIT Press. **(8 CEs)**

Denton, C. A., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective instruction for middle school students with reading difficulties.* Brookes.

Dickinson, D., & Morse, A. (2019). *Connecting through talk: Nurturing children's development with language.* Brookes.

Dickinson, D., & Neuman, S. (Eds.). (2007). *Handbook of early literacy research* (Vol. 2). The Guilford Press.

Donovan, L. (2015). *A child's touchstone.* Fresh Voice.

Drucker, J. (1995). *The alphabetic labyrinth: The letters in history and imagination*. Thames and Hudson.

Eide, B. L., & Eide, F. F. (2023). *The dyslexic advantage (revised and updated): 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. **(5 CEs)**

Elbeheri, G., & Tridas, E. Q. (2023). *Assessing dyslexia: A teacher's guide to understanding and evaluating their pupils' needs*. Routledge. **(3 CEs)**

Elliott, J. G., & Grigorenko, E. L. (2014). *The dyslexia debate*. Cambridge University Press.

Elliott, J. G., & Grigorenko, E. L. (2024). *The dyslexia debate revisited*. Cambridge University Press.

Engel, S. (2015). *The hungry mind: The origins of curiosity in childhood*. Harvard University Press. **(8 CEs)**

Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Brookes.

Faber, H. (2021). *Code green on dyscalculia: A guide for educators, parents, counselors, and other professionals*. Notion Press. **(5 CEs)**

Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. John Wiley & Sons.

Farrell, M., & Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Brookes. **(3.5 CEs)**

Feiger, S. G. (2013). *The neuropsychology of written language disorders: A framework for effective Interventions*. School Neuropsych Press. **(8 CEs)**

Felten, P., & Lambert, L. M. (2020). *Relationship rich education: How human connections drive success in college*. Johns Hopkins. **(6.5 CEs)**

Flanagan, D. P., & Alfonso, V. C. (2011). *Essentials of specific learning disability identification*. Wiley.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention* (2nd ed.). The Guilford Press.

Foss, B. (2013). *The dyslexia empowerment plan.* Ballantine Books.

Galaburda, A., Gaab, N., Hoeft, F., & McCardle, P. (Eds.). (2018). *Dyslexia and Neuroscience: The Geschwind-Galaburda hypothesis 30 years later*. Brookes. **(8 CEs)**

Garcia, O., Ibarra Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon. **(7 CEs)**

Gathercole, S. E., & Alloway, T. P. (2008): *Working memory and learning: A practical guide for teachers*. Sage. **(4.5 CEs)**

Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (2nd ed.). The Guilford Press.

Gentry, J. R., & Ouellette, G. (2019). *Brain words: How the science of reading informs teaching*. Stenhouse. **(6 CEs)**

Gibbons, K., Brown, S., & Niebling, B. C. (2019). *Effective universal instruction: An action-oriented plan to improving Tier 1*. The Guilford Press. **(8 CEs)**

Gillingham, A., & 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. **(9 CEs)**

Goldstein, S., & Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms* (2nd ed). Wiley & Sons.

Graham, S., MacArthur, C., & Fitzgerald, J. (2018). *Best practices in writing instruction* (3rd ed.). The Guilford Press.

Grant, A. (2021). *Think again: The power of knowing what you don't know.* Viking.

Greene, J. W., & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Brookes. **(3.5 CEs)**

Grigorenko, E. L., Shtyrov, Y., & McCardle, P. (Eds.). (2020). *All about language: Science, theory and practice*. Brookes. **(9 CEs)**

Groshell, A. (2024). *Just tell them: The power of explanations and explicit teaching*. John Catt. **(3.5 CEs)**

Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning.* High Tide Press. **(7.5 CEs)**

Hagan, K., Goldstein, S., & Brooks, R. (2006). *Seven steps to help your child's social skills: A family guide.* Specialty Press. (**2.5 CEs)**

Hall, S., & Moats, L. (1999). *Straight talk about reading: How parents can make a difference during the early years.* Contemporary Books.

Hallowell, E. M., & Ratey, J. J. (2010). *Answers to distraction* (revised and updated). Knopf Doubleday.

Hallowell, E. M., & Ratey, J. J. (2011). *Driven to distraction (revised): Recognizing and coping with attention deficit disorder from childhood through adulthood.* Vintage.

Hallowell, E. M., & Ratey, J. J. (2021). *ADHD 2.0: New science and essential strategies for thriving with distraction--from childhood through adulthood*. Penguin Random House. **(5 CEs)**

Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2007). *Powerful writing strategies for all students*. Brookes.

Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters*. Learning about Spelling. **(6.5 CEs)**

Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text.* Brookes. **(8.5 CEs)**

Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction* (2nd ed.). Brookes. **(7 CEs)**

Henry, M., & Brickley, S. (Eds.). (1999). *Dyslexia: Samuel T. Orton and his legacy.* International Dyslexia Association. **(8 CEs)**

Hiebert, E. H., & Sailors, M. (Eds.). (2009). *Finding the right texts: What works for beginning and struggling readers*. The Guilford Press.

Hochman, J. C., & Wexler, N. (2017). *The writing revolution*. Jossey-Bass. **(9 CEs)**

Hooper, S. R. (2023). *Basics of child neuropsychology: A primer for educators and clinicians*. The Guilford Press. **(7.5 CEs)**

Hoover, W. A., & Tunmer, W. E. (2020). *The cognitive foundations of reading and its acquisition: A framework with applications connecting teaching to learning*. Springer.

Hougen, M. C. , & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction & assessment: Pre-K—6* (2nd ed.). Brookes.

Hurst, E. B. (2013). *Why can't my daughter read?* Prufrock Press, Inc. **(7 CEs)**

Immordino-Yang, M. H. (2016). *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. W. W. Norton & Co. **(7.5 CEs)**

International Dyslexia Association. (2004). *Dyslexia, myths, misconceptions and some practical applications*. The International Dyslexia Association. **(5 CEs)**

Jennings, T. M., & Haynes, C. W. (2002). *From talking to writing: Strategies for scaffolding expository expression*. Landmark School. **(8 CEs)**

Jennings, T. M., & Haynes, C. W. (2018). *From talking to writing: Strategies for scaffolding expository expression (2nd ed.)*. Landmark School. **(8 CEs)**

Kaufman, C. (2010). *Executive function in the classroom: Practical strategies for improving performance and enhancing skills for all students*. Brookes.

Kendall, J., & Outey, K. (2006). *Writing sense: Integrated reading and writing lessons for English language learners, K-8*. Stenhouse. **(6 CEs)**

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 (5 CEs)**

Kilpatrick, D. A., Joshi, R. M., & 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. **(3.5 CEs)**

Kolberg, J., & Nadeau, K. (2016). *ADD friendly ways to organize your life* (2nd ed.). Routledge.

Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2000). *Scientist in the crib: What early learning tells us about the mind.* Perennial.

Lang, J, M. (2021). *Small teaching: Everyday lessons from the science of learning* (2nd ed.). Jossey-Bass. **(9.5 CEs)**

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. (1999). *The miracle of language*. Gallery Books.

Levine, M. (2002). *A mind at a time.* Simon & Schuster.

Levine, M. (2003). *The myth of laziness.* Simon & Schuster. **(8 CEs)**

Lesesne, T. S. (2003). *Making the match: Finding the right book for the right readers at the right time, grades 4 – 12*. Stenhouse. **(6 CEs)**

Liben, D., & Liben, M. (2024). *Know better, do better: Comprehension*. Scholastic. **(6 CEs)**

Logie, R. H., Camos, V., & Cowan, N. (Eds.). (2021). *Working memory: State of the science*. Oxford.

MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2025). Handbook of writing research (3rd ed.). Guilford Press.

Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. ASCD. **(5 CEs)**

Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management* (3rd ed.). Brookes.

Mather, N., & Wendling, B. J. (2012*). Essentials of dyslexia assessment and intervention.* Wiley & Sons, Inc.

McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J. L. (2011). *Dyslexia across languages: Orthography and the brain-gene-behavior link.* Brookes.

McCardle, P. & Chhabra, V. (Eds.). (2004). *The voice of evidence in reading research.* Brookes.

McWhorter, J. (2002). *The power of Babel: A natural history of language*. Heineman.

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., & Ehri, L. (Eds.). (1998).*Word recognition in beginning literacy.* Lawrence Erlbaum Associates.

Miller, B., Cutting, L. E., & McCardle, P. (2013). *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*. Brookes.

Moats, L. C. (1995). *Spelling development, disability, and instruction.* York Press. **(4 CEs)**

Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Brookes.

Moats, L. C., & Dakin, K. E., (2008). *Basic facts about dyslexia and other reading problems.* The International Dyslexia Association. **(4 CEs)**

Montessori, M. (1967). *The discovery of the child* (M. J. Costello, Trans.). Random House.

Montessori, M. (1967, 1995). *The absorbent mind.* (C. A. Claremont, Trans.). Holt and Company.

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. **(8 CEs)**

National Writing Project, & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. Wiley & Sons. **(5.5 CEs)**

Neuman, S., & Dickinson, D. (Eds.). (2001). *Handbook of early literacy research* (Vol. 1). The Guilford Press.

Neuman, S., & Dickinson, D. (Eds.). (2011). *Handbook of early literacy research* (Vol. 3). The Guilford Press.

Oakhill, J., Cain, K., & Elbro, C. (2022). *Understanding and teaching reading comprehension: A handbook*. Routledge. **(4.5 CEs)**

Oakley, B., Rogowsky, B., & Sejnowski, T. J. (2021). *Uncommon sense teaching: Practical insights in brain science to help students learn*. Tarcher Perigee.

Paradis, J., Genessee, F., & Crago, M. B. (2021). *Dual language development and disorders: A handbook on bilingualism and second language learning* (3rd ed.). Brookes.

Payne, R. K. (2013). *A framework for understanding poverty: A cognitive approach (2nd ed.)*. Aha! Process, Inc. **(6 CEs)**

Pedriana, A. (2009). *Leaving Johnny behind: Overcoming barriers to literacy and reclaiming at-risk readers*. Learning Dynamics Press. **(9 CEs)**

Pelzer III, H. (2011). *Unlocking potential: Organizing a school inside a prison*. Outskirts Press Inc. **(3 CEs)**

Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2020). *Diagnosing learning disorders: From science to practice* (3rd ed.). The Guilford Press.

Pickering, J. S. (2019). *Montessori strategies for children with learning differences: The MACAR model.* Parent Child Press. **(8 CEs)**

Pinker, S. (1994). *The language instinct.* William Morrow & Co.

Pinker, S. (2007). *The language instinct.* Harper Perrenial Modern Classics. [paperback]

Pinker, S. (1999). *Words and rules: The ingredients of language.* Basic Books.

Pinker, S. (2015). *Words and rules: The ingredients of language.* Basic Books. [paperback]

Quinn, P. (2001). *ADD and the college student: A guide for high school and college students with attention deficit disorder.* Magination Press. **(6 CEs)**

Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices* (2nd ed.). The Guilford Press.

Rawson, M. B. (1995). *Dyslexia over the lifespan: A 55-year longitudinal study.* Educators Publishing Service. **(7.5 CEs)**

Rawson, M. B. (1996). *Many faces of dyslexia.* Orton Dyslexia Association.

Rayner, K., Pollatsek, A., Ashby, J., & Clifton, C., Jr. (2012). *Psychology of reading* (2nd ed.). Psychology Press.

Reichart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. Jossey-Bass.

Ricci, M. C. (2013). *Mindsets in the classroom: Building a growth mindset learning community*. Prufrock Press. **(7 CEs)**

Rosen, M. (2015). *Alphabetical: How every letter tells a story*. Counterpoint.

Salvia, J., Ysseldyke, J. E., & Witmer, S. (2016). *Assessment in special and inclusive education* (13th ed.). Cengage Learning.

Sandman-Hurley, K. (2019). *Dyslexia and spelling: Making sense of it all.* Jessica Kingsley Publishers. **(4 CEs)**

Schultz, J. (2011) *Nowhere to hide: Why kids with ADHD and LD hate school and what we can do about it***. Jossey-Bass.**

Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects*. Brookes. **(6.5 CEs)**

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.

Seltzer, K., Ibarra Johnson, S., & Garcia, O. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning* (2nd ed.). Brookes. **(9 CEs)**

Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia* (2nd ed.). Alfred A. Knopf.

Siegel, L. (2016). *Not stupid, not lazy: Understanding dyslexia and other learning disabilities*. IDA.

Siegel, L., & McCardle, P. (2013). *Understanding dyslexia and other learning disabilities.* Pacific Educational Press.

Silver, L. (2006). *The misunderstood child: Understanding and coping with your child's learning Disabilities* (4th ed.). Three Rivers Press.

Souers, K., & Hall, P. (2016). Fostering resilient learners: Strategies for creating a trauma-sensitive Classroom. ASCD. **(6 CEs)**

Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems.* Brookes. **(8 CEs)**

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press. **(9 CEs)**

Stahl, K., & McKenna, M. (Eds.). (2006). *Reading research at work: Foundations of effective practice.* Guilford Press.

Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers.* The Guilford Press.

Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge. **(7.5 CEs)**

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*, (2nd ed.). ASCD. **(7 CEs)**

Truss, L. (2003). *Eats, shoots and leaves: The zero-tolerance approach to punctuation.* Gotham Books. **(8 CEs)**

Uhry, J. K., & Clark, D. B. (2005). *Dyslexia: Theory and practice of remedial instruction* (3rd ed.). York Press.

Vail, P. L. (1989). *Smart kids with school problems: Things to know and ways to help.* Plume Press-Penguin Group. **(8 CEs)**

Vail, P. L. (1992). *About dyslexia: Unveiling the myth.* Modern Learning Press. **(2 CEs)**

Vail, P. L. (1996). *Words fail me: How language works and what happens when it doesn't.* Walker & Co. **(4 CEs)**

Vail, P. L. (1998). *A language yardstick: Understanding and assessment.* Modern Learning Press. **(4 CEs)**

Vail, P. L. (1999). *Reading comprehension: Students' needs and teacher tools.* Modern Learning Press. **(4 CEs)**

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: grades K-3.* ASCD. **(4 CEs)**

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

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

Wanzek, J., Al Otaiba, S., & McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. The Guilford Press. **(6.5 CEs)**

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

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

Wexler, N. (2025*). Beyond the science of reading: Connecting literacy instruction to the science of learning*. ASCD. **(8 CEs)**

Williams, J. (2020). *How to read and understand educational research*. Sage. **(7 CEs)**

Willingham, D. T. (2015). *Raising kids who read: What parents and teachers can do*. Jossey-Bass. **(7.5 CEs)**

Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads.* Jossey-Bass. **(8 CEs)**

Willingham, D. T. (2023). *Outsmart your brain: Why learning is hard and how you can make it easy*. Gallery Books.

Willingham, D. T. (2023). *When can you trust the experts: How to tell good science from bad in education*. Jossey-Bass. **(8.5 CEs)**

Willis, J., & Willis, M. (2020). *Research-based strategies to ignite student learning: Insights from neuroscience and the classroom*. ASCD. **(8 CEs)**

Wisniewski, R. (2024*). Promoting student attention: How to understand, assess, and create conditions for attention*. ASCD. **(5.5 CEs)**

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.

Wolf, M. (2016). *Tales of literacy for the 21st century*. Oxford Press. **(7.5 CEs)**

Wolf, M. (2018). *Reader come home: The reading brain in a digital world*. Harper Collins. **(8 CEs)**

Wright, P. W., & Wright, P. D. (2002). *From emotions to advocacy: The special education survival guide.* Harbor House Law Press. **(8 CEs)**

Wright, P. W., & Wright, P. D. (2023). *Wrightslaw: Special education law* (3rd ed.). Harbor House Law Press.

Yoder, P. J., Lloyd, B., & Symons, F. J. (2018). *Observational measurement of behavior*. Brookes.

Young, C., Paige, D., & Rasinski, T. (2022). *Artfully teaching the science of reading* (2nd ed.). Routledge. **(7 CEs)**

Zucker, T. A., & Cabell, S. Q. (2023). Strive-for-five conversations: A framework that gets kids talking to accelerate their language comprehension & literacy. Scholastic. **(5 CEs)**