

# CURRICULUM VITAE

## PERSONAL INFORMATION:

LYNN S. FUCHS  
 Department of Special Education  
 Vanderbilt University  
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## CURRENT APPOINTMENT:

Nicholas Hobbs Professor of Special Education and Human Development, Vanderbilt University, Nashville, Tennessee.

## AREAS OF SPECIALIZATION:

Mathematics development and disability; curriculum-based measurement and teachers' instructional planning; peer-mediated instruction;

## EDUCATION:

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| Ph.D. | UNIVERSITY OF MINNESOTA, Department of Educational Psychology, Minneapolis, Minnesota (1981).<br><u>Major:</u> Educational Psychology |
| Ed.S. | UNIVERSITY OF MINNESOTA, Department of Educational Psychology, Minneapolis, Minnesota (1977).<br><u>Major:</u> Educational Psychology |
| M.S.  | UNIVERSITY OF PENNSYLVANIA, Graduate School of Education, Philadelphia, Pennsylvania (1973).<br><u>Major:</u> Elementary Education    |
| B.A.  | JOHNS HOPKINS UNIVERSITY, College of Liberal Arts, Baltimore, Maryland (1972).<br><u>Major:</u> Humanities                            |

## PROFESSIONAL EXPERIENCE:

Professor, Department of Special Education (1992-present); Nicholas Hobbs Professor of Special Education and Human Development (2003-present); Professor of Pediatrics (2014-present); Kennedy Center Investigator (1985-present), Vanderbilt University, Nashville, Tennessee.

Visiting Professor, Steinhardt School of Education, Culture, and Human Development, New York University (January to May, 2009)

Associate Professor (1988-1992), Assistant Professor (1985-1988), Department of Special Education, George Peabody College, Vanderbilt University, Nashville, Tennessee.

Assistant Professor (1981-1985), Special Education Programs Director (1984-1985), Department of Special Education, Wheelock College, Boston, Massachusetts. Responsible for coordinating special education programs; teaching graduate and undergraduate courses in special education and educational psychology; supervising student teachers; and developing and evaluating certifiable programs in special education.

Postdoctoral Associate (1981-1983) and Research Assistant (1979-1981), University of Minnesota, Minneapolis, Minnesota. Planned and implemented research, analyzed data, and wrote technical reports for the curriculum-based measurement research program of the University of Minnesota Institute for Research on Learning Disabilities.

Instructor (1980), Department of Psychoeducational Studies, Graduate School, University of Minnesota, Minneapolis, Minnesota.

Special Education Resource Teacher (1974-1979), Minneapolis Public Schools, Minneapolis, Minnesota. Conducted school screening, identified population, and provided instruction and indirect service for elementary and secondary learning disabled and mentally retarded children. Responsible for Student Support Team meetings, staff training, and consultation to teachers.

Teaching Assistant (Winter and Spring, 1977), Department of Psychoeducational Studies, Graduate School, University of Minnesota, Minneapolis, Minnesota. Taught sections of survey course, "Education of Learning Disabled Children."

Practicum Supervisor (1977-1979), Department of Psychoeducational Studies, Graduate School, University of Minnesota, Minneapolis, Minnesota. Supervised master's students in their practica for certification in Learning Disabilities and Mental Retardation.

Teacher (1973-1974), Stonehurst Hills Elementary School, Upper Darby, Pennsylvania. Taught a first-grade classroom.

### **HONORS:**

2016: 67<sup>th</sup> of top 200 scholars on RHSU Edu-Scholar Public Presence Rankings, which "reflects both a scholar's body of academic work – encompassing books, articles, and the degree to which these are cited – and their 2016 footprint on the public discourse."

2016: Recipient of the Council for Exceptional Children/Division of Learning Disabilities Samuel A. Kirk Award for the exemplary practice article from the 2015 volume of *Learning Disabilities Research and Practice*.

2016, 2015, 2014, 2013: Identified by Thompson Reuters as among the most highly cited researchers in the social sciences

2015: Presidential invitation to the White House as part of the Individuals with Disabilities Education Act 40<sup>th</sup> anniversary.

2015: 74<sup>th</sup> of top 200 scholars on RHSU Edu-Scholar Public Presence Rankings, which "reflects both a scholar's body of academic work – encompassing books, articles, and the degree to which these are cited – and their 2015 footprint on the public discourse."

2015: International Literacy Association's Albert J. Harris Research Award, which is "given for a recently published journal article or monograph that makes an outstanding contribution to our understanding of, prevention, or assessment of reading or learning disabilities."

2014: American Educational Research Association (AERA) Distinguished Contributions to Research in Education Award, which "honors meritorious contributors to education research, this award is intended to

publicize, motivate, encourage, and suggest models of education research at its best.”

2014: 34<sup>th</sup> of top 200 scholars on RHSU Edu-Scholar Public Presence Rankings, which “reflects both a scholar’s body of academic work – encompassing books, articles, and the degree to which these are cited – and their 2014 footprint on the public discourse.”

2013: Kauffman-Hallahan Distinguished Researcher Award, presented by the Division of Research of The Council for Exceptional Children and Routledge Press for conducting research resulting in more effective services for children and youth with disabilities.

2014: 39<sup>th</sup> of top 200 scholars on RHSU Edu-Scholar Public Presence Rankings, which “reflects both a scholar’s body of academic work – encompassing books, articles, and the degree to which these are cited – and their 2014 footprint on the public discourse.”

2012: Delivered the Helga Eng Lecture to the Faculty of Educational Sciences, University of Oslo (Norway).

2011 American Educational Research Association, Fellow.

2009: *Forbes Magazine*: One of 14 "revolutionary educators" nationwide.

2008: The Council for Exceptional Children’s Division for Learning Disabilities’ Jeannette E. Fleischner Award for Outstanding Contributions to the Field of Learning Disabilities.

2008: Nominated by President George Bush for appointment to the National Governing Board of the Institute of Education Sciences.

2007: Presidential Delegation to attend the opening ceremonies of the Special Olympics World Summer Games in Shanghai, China.

2006: University of Minnesota, College of Education and Human Development’s 100 Distinguished Alumni.

2005: Earl Sutherland Award for Distinction in Research, Vanderbilt University.

2005: Distinguished Researcher Award, American Educational Research Association, Special Education Special Interest Group.

2005: Academic Keys Who’s Who in Education.

2004: Editorial Appreciation Award, School Psychology Review.

2003-present: Nicholas Hobbs Professor of Special Education and Human Development.

2003: Council for Exceptional Children Career Research Award.

2001-2002: Joe B. Wyatt Distinguished University Professor.

2001: Article of the Year, School Psychology Review for best article in the 2000 volume year, awarded April, 2001.

2000: Recipient of the Council for Exceptional Children/Division of Learning Disabilities Samuel A. Kirk Award for the exemplary practice article from the 1998 volume of Learning Disabilities Research and Practice.

2000: Alumni Distinguished Faculty Scholar Award, awarded by the Peabody Alumni Board of Vanderbilt University, September, 2000.

2000: Mentor of recipient of American Educational Research Association Division C Student Research Award, awarded April, 2000.

2000-Present: Fellow, International Academy for Research in Learning Disabilities.

Marden Foundation Visiting Fellowship in Education, University of Hong Kong, 1999.

1998: Recipient of the American Educational Research Association's Palmer O. Johnson Award for the outstanding article appearing in an AERA-sponsored journal for the 1997 volume year.

1998: Mayor's Educator of the Year Award (Nashville, TN).

1997: Learned Article, Educational Press Association.

1996: School Psychology Quarterly/American Psychological Association Division 16 Fellows Award for Best Articles, awarded August, 1997.

1983: Outstanding Paper in Methodological Issues in Evaluation Category of the Division D Awards Program, annual meeting of the American Educational Research Association, Montreal.

1981: Outstanding Paper in Methodological Issues in Evaluation Category of the Division D Awards Program, annual meeting of the American Educational Research Association, Los Angeles.

#### Student Awards

2015 Jessica Numkung, Division of Learning Disabilities, Best Dissertation

2011 Sarah Powell, CEC Division for Research Early Career Publication Award

2010 Sarah Powell, Division of Learning Disabilities, Best Dissertation

2009 Sarah Powell, Council for Learning Disabilities, Best Dissertation

2009 Pamela Seethaler, Division of Learning Disabilities, Best Dissertation

2005 American Educational Research Association—U.S. Department of Education, Institute for Education Sciences, Student-Initiated Grant to Susan J. Courey (\$15,000).

#### **AFFILIATIONS:**

Phi Delta Kappa

Council for Exceptional Children (CEDS, DLD, TAM, TED, CEC-DR)

American Educational Research Association

International Reading Association

Council for Learning Disabilities

Society for the Scientific Study of Reading - Voting Member

International Academy for Research in Learning Disabilities

#### **PUBLICATIONS:**

##### **Books**

Fuchs, D., Vaughn, S.R., & Fuchs, L.S. (Eds.). (2008). Responsiveness to intervention: A framework for reading educators. Newark, DE: International Reading Association.

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2006). Learning disabilities: From identification to intervention. New York: Guilford.

Mirkin, P.K., Deno, S.L., Fuchs, L.S., Wesson, C., Tindal, G., Marston, D., & Kuehnle, K. (1984). Procedures to develop and monitor progress on IEP goals (2<sup>nd</sup> ed.). Minneapolis: University of Minnesota.

### **Chapters in Books, Booklets, Published Monographs, and Commissioned Papers**

Siegler, R.S., Fuchs, L.S., Jordan, N.C., Gersten, R., & Ochsendorf, R. (in press). The Center for Improving Learning of Fractions: A progress report. In S. Chinn (Ed.), The Routledge International handbook of dyscalculia and mathematical learning difficulties. Oxford, UK: Routledge.

Fuchs, D., McMaster, K.L., Fuchs, L.S., & Al Otaiba, S. (in press). Data-Based individualization as a means of providing intensive instruction to students with serious learning disorders. In L. Swanson, K.R. Harris, & S. Graham (Eds.), Handbook of learning disabilities. New York: Guilford.

Miller, A., Toste, J., Fuchs, D., & Fuchs, L.S. (in press). RTI: Timely support for struggling readers. In D.R. Reutzel (Ed.), Handbook of research-based practice in early childhood education. New York: Guilford.

Robinson, D. H., Levin, J. R., Graham, S., Schraw, G., Fuchs, L. S., & Vaughn, S. R. (in press). Improving the credibility of educational intervention research. In A. M. O'Donnell (Ed.), Handbook of educational psychology. Oxford, UK: Oxford University Press.

Toste, J., Miller, A., Fuchs, D., & Fuchs, L.S. (in press). Peer tutoring. In R. Boon & V.G. Spencer (Eds.), Reading comprehension strategies to promote adolescent literacy in the content areas for the inclusive classroom. Baltimore: Brooks.

Fuchs, D., & Fuchs, L.S. (in press). Peer-mediated approaches to early literacy development. In T. Citro (Ed.), For parents of children with learning disabilities: Best instructional practices. Boston: Learning Disabilities Worldwide.

Fuchs, L.S., Fuchs, D., & Malone, A. (2015). Multilevel response-to-intervention prevention systems: Mathematics intervention at Tier 2. In S.R. Jimerson, M.K. Burns, & A.M. VanDerHeyden, (Eds.) Handbook of response to intervention: The science and practice of multi-tiered systems of support (2<sup>nd</sup> ed.), pp. 309-328. New York: Springer Science.

Powell, S. R., & Fuchs, L. S. (2015). Peer-Assisted Learning Strategies (PALS) in mathematics. In K. R. Harris & L. Meltzer (Eds.), The power of peers: Enhancing learning, development, and social skills (pp. 188-223). New York: Guilford.

McMaster, K.L., & Fuchs, D. (2015). Classwide intervention using Peer-Assisted Learning Strategies. In R. Jimerson, M. Burns, & A. VanDerHeyden (Eds.), Handbook of response to intervention: The science and practice of multi-tiered systems of support (2<sup>nd</sup> ed., pp. XX-XX). New York: Springer.

Kearns, D.M, McMaster, K.L., Saenz, L., Fuchs, D., & Fuchs, L.S. (2015). How to use Peer-Assisted Learning Strategies to improve children's word recognition and comprehension skills. In K.R. Harris & L. Meltzer (Eds.), The power of peers: Enhancing learning, development, and social skills (pp. 188-223). New York: Guilford.

Jordan, N.C., Fuchs, L.S., & Dyson, N. (2015). Early number competencies and mathematical learning: Individual variation, screening, and intervention. In R. Cohen Kadosh & A. Dowker (Eds.), The Oxford handbook of numerical cognition (pp. 1079-1078). Oxford, UK: Oxford University Press.

Fuchs, L.S., Fuchs, D., Schumacher, R.F., & Seethaler, P.M. (2013). Understanding, preventing, and remediating mathematics word-problem disabilities. In H.L. Swanson, K.R. Harris, & S.E. Graham (Eds.), Handbook on learning disabilities (2<sup>nd</sup> ed.) (pp. 388-405). New York: Guilford.

Kearns, D.M., Lemons, C., Fuchs, D., & Fuchs, L.S. (2014). Essentials of a tiered system to support unique learners: Recommendation from research and practice. In J.T. Mascolo, D.P. Flanagan, & V.C. Alfonso (Eds.), Essentials of tailoring interventions for students with learning difficulties (pp. 56-91). Hoboken: John Wiley & Sons.

O'Connor, R., & Fuchs, L.S. (2013). Responsiveness to intervention in the elementary grades: Implications for early childhood education. In V. Buysse, E. Peisner-Feinberg, & J. Cantler (Eds.), Handbook of response to intervention (RTI) in early childhood education (p. 41-56). Baltimore: Brookes.

Fuchs, D., McMaster, K.N., Fuchs, L.S., & Al Otaiba, S. (2013). Multi-level prevention systems and the identification of children with reading difficulties. In H.L. Swanson, K.R. Harris, & S.E. Graham (Eds.), Handbook on learning disabilities (2<sup>nd</sup> ed.) (pp. 526-544). New York: Guilford.

Toste, J. R., Fuchs, D., & Fuchs, L. (2013). Supporting struggling readers in high school: A peer-mediated approach. In R. T. Boon & V. G. Spencer (Eds.), Adolescent Literacy: Strategies for Content Comprehension in Inclusive Classrooms (pp. 79-92). Baltimore, MD: Paul H. Brookes.

Jenkins, J.R., & Fuchs, L.S. (2012). Curriculum-based measurement: The paradigm, history, and legacy. In C. A. Espin, K. McMaster, S. Rose, & M. Wayman, M. (Eds.) A measure of success: How curriculum-based measurement has influenced education and learning (pp. 7-26). Minneapolis, MN: University of Minnesota Press.

Fuchs, L.S., Powell, S.R., Seethaler, P.M., Cirino, P.T., Fletcher, J.M., Fuchs, D., & Hamlett, C.L. (2011). The development of arithmetic and word-problem skill among students with mathematics difficulty. In J.M. Kauffman & D.P. Hallahan (Eds.), Handbook of special education (pp. 434-444). New York: Routledge.

Fuchs, D., Fuchs, L.S., Shamir, A., Dion, E., Saenz, L., & McMaster, K. (2011). Peer mediation: A means of differentiating classroom instruction. In R. Allington & A. McGill-Franzen (Eds.), Handbook of reading disabilities (pp. 362-372). Mahwah, NJ: Erlbaum.

Fuchs, L.S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, S.R. Vaughn, & L.S. Fuchs (Eds.), Responsiveness to intervention (pp. 27-50). Newark, DE: International Reading Association.

Fuchs, D., Fuchs, L.S., & Vaughn, S. (2008). An introduction to RTI. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), Responsiveness to instruction (pp. 1-4). Newark, DE: International Reading Association.

Fuchs, D., Stecker, P.M., & Fuchs, L.S. (2008). Why special education must be RTI's final tier in a standards-driven No-Child Left-Behind world. In D. Fuchs, S.R. Vaughn, & L.S. Fuchs (Eds.), Responsiveness to intervention (pp. 71-104). Newark, DE: International Reading Association.

Fuchs, L.S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary grades. In Grimes, J., & Thomas, A. (Eds.), Best practices in School Psychology (Vol. 5, pp. 2147-2164). Bethesda, MD: National Association of School Psychologists.

Barnes, M.A., & Fuchs, L.S. (2008). Learning disabilities. In M.L. Wolraich, D.D. Drotar, P.H. Dworkin, & E.C. Perrin (Eds.), Developmental and behavioral pediatrics: Evidence and practice (pp. 445-466). Elsevier.

Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocent, M.S. (2008). Quality indicators for group experimental and quasi-experimental research in special education. In R. Detrich, R. Keyworth, & J. States (Eds.), Advances in evidence-based education (pp. 89-114). Oakland, CA: The Wing Institute.

Fuchs, L.S., Fuchs, D., & Zumeta, R.O. (2008). Response to intervention: A strategy for the prevention and identification of learning disabilities. In E.L. Grigorenka, (Ed.), Educating individuals with disabilities (pp. 115-135). New York: Springer.

Fuchs, L.S., & Fuchs, D. (2007). Mathematical problem solving. In D. Berch & M. Mazzocco (Eds.), Why is math so hard for some children? The nature and origins of mathematical learning difficulties and disabilities (pp. 397-414). Baltimore: Brookes.

Fuchs, L.S., & Fuchs, D. (2007). The role of assessment in the three-tier approach to reading instruction. In Haager, D., Vaughn, S., & Klingner, J. (Eds.), Evidence-based practices for response to intervention (pp. 29-44). Baltimore: Brookes.

Fuchs, D., & Fuchs, L.S. (2007). Increasing strategic reading comprehension with Peer-Assisted Learning Strategies. In D.S. McNamara (Ed.), Reading comprehension strategies: Theories, interventions, and technologies (pp. 175-197). Mahwah, NJ: Erlbaum.

Dion, E., Fuchs, D., & Fuchs, L.S. (2007). Peer-mediated programs to strengthen classroom instruction: Cooperative learning, reciprocal teaching, classwide peer tutoring, and peer-assisted learning strategies. In L. Florian (Ed.), The Sage handbook of special education (pp. 450-459). London: Sage.

Lyon, G.R., Fletcher, J.M., Fuchs, L.S., & Chhabra, V. (2006). Learning disabilities. In E.J. Mash & R. Barkley (Eds.), Treatment of childhood disorders (3<sup>rd</sup> ed., pp. 512-594). Hillsdale, NJ: Erlbaum.

Fuchs, L.S., Fuchs, D., & Hamlett, C.L. (2005). Using technology to facilitate and enhance curriculum-based measurement. In K. Higgins, R. Boone, & D. Edyburn (Eds.), The Handbook of special education technology research and practice (pp. 663-681). Knowledge by Design, Inc.: Whitefish Bay, WI.

Fletcher, J.M., Denton, C.A., Fuchs, L.S., & Vaughn, S.R. (2005). Multi-tiered reading instruction: Linking general education and special education. In S.O. Richardson & J.W. Gilger (Eds.), Research-based education and intervention: What we need to know (pp. 21-44). Baltimore: International Dyslexia Association.

Allinder, R.M., Fuchs, L.S., & Fuchs, D. (2004). Issues in curriculum-based assessment. In A. M. Sorrells, H. Rieth, & P. Sindelar (Eds.), Critical issues in special education: Access, diversity, and accountability (pp. 106-124). Boston: Allyn & Bacon.

Fuchs, L.S., & Fuchs, D. (2003). Can diagnostic reading assessment enhance general educators' instructional differentiation and student learning? In B. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale (pp. 325-351). Timonium, MD: York Press.

Fuchs, L.S., & Fuchs, D. (2003). Enhancing the mathematical problem solving of students with mathematics disabilities. In H.L. Swanson, K.R. Harris, & S.E. Graham (Eds.), Handbook on learning disabilities (pp. 306-322). New York: Guilford.

Fuchs, D., Fuchs, L.S., McMaster, K.N., & Al Otaiba, S. (2003). Identifying children at risk for reading failure: Curriculum-based measurement and the dual-discrepancy approach. In H.L. Swanson, K.R. Harris, & S.E. Graham (Eds.), Handbook on learning disabilities (pp.431-449). New York: Guilford.

Fuchs, L.S. (2002). Three conceptualizations of "treatment" in a responsiveness-to-treatment framework for LD identification. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), Identification of learning disabilities: Research to practice (pp. 521-529). Mahwah, NJ: Erlbaum.

Fuchs, L.S. (2002). Best practices in providing accommodations for assessment. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 889-909). Bethesda, MD: National Association of School Psychologists.

Fuchs, L.S. (2002). Best practices in defining student goals and outcomes. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 553-564). Bethesda, MD: National Association of School Psychologists.

Deno, S.L., Espin, C.A., & Fuchs, L.S. (2002). Evaluation strategies for preventing and remediating basic skill deficits. In M.R. Shinn, H.M. Walker, & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp. 213-242).

McMaster, K.N., Fuchs, D., & Fuchs, L.S. (2002). Collaborative learning: Peer-Assisted Learning Strategies in Kindergarten. In J. Thousand, R.A. Villa, & A. Nevin (Eds.), Creativity and collaborative learning: A practical guide to empowering students, teachers, and families in an inclusive, multicultural, and pluralistic society (pp. 235-246). Baltimore: Paul H. Brookes.

Fuchs, L.S., & Fuchs, D. (2001). Using assessment to account for and promote strong outcomes for students with learning disabilities. In D. Hallahan & B. Keogh (Eds.), Research and global perspectives in learning disabilities: Essays in honor of William Cruickshank (pp. 93-110). Mahwah, NJ: Erlbaum.

Fuchs, L.S., & Fuchs, D. (2000). Curriculum-based measurement and performance assessment. In E.S. Shapiro & T.R. Kratochwill (Eds.), Behavioral assessment in schools: Theory, research, and clinical foundations (2<sup>nd</sup> ed., pp. 168-201). New York: Guilford.

Fuchs, L.S., & Fuchs, D. (2000). Building student capacity to work productively during peer-assisted reading activities. In B. Taylor, M. Graves, & P. van den Broek (Eds.), Reading for meaning: Fostering comprehension in the middle grades (pp. 95-115). New York: Teachers College Press.

Fuchs, D., & Fuchs, L.S. (2000). Reading differences between low-achieving students with and without learning disabilities: A meta-analysis. In R. Gersten & S. Vaughn (Eds.), Contemporary special education research: Syntheses of the knowledge base on critical instructional issues (pp. 81-104). Hillsdale, NJ: Erlbaum.

Fuchs, L.S., & Fuchs, D. (2000). Accountability and assessment in the 21<sup>st</sup> century for students with learning disabilities. Philadelphia: Pew Charitable Trusts. [Commissioned paper]

Fuchs, D., & Fuchs, L.S. (2000). Inclusion versus full inclusion. In W.L. Heward (Ed.), Exceptional children: An introduction to special education (6<sup>th</sup> ed.) Englewood Cliffs, NJ: Prentice Hall/Merrill.

Fuchs, L.S., & Fuchs, D. (1999). Performance assessment using complex tasks: Implications for children with high-incidence disabilities. In R. Gallimore, C. Birnheimer, D. MacMillan, D. Speece, & S. Vaughn (Eds.), Developmental perspectives on high-incidence disabilities (pp. 199-222). Mahwah, NJ: Erlbaum.

McLaughlin, M.J., Fuchs, L.S., & Hardman, M. (1999). Individual rights to education and students with disabilities: Some lessons from U.S. policy. In H. Daniels & P. Garner (Eds.), World Yearbook (pp. 24-35). London: Kogan Page.

Bahr, M., Fuchs, D., & Fuchs, L.S. (1999). Mainstream Assistance Teams: A consultation-based approach to prereferral intervention. In S. Graham & K. Harris (Eds.), Teachers working together (pp. 87-116). Cambridge, MA: Brookline Books.

Fuchs, L.S. (1998). Computer applications to address implementation difficulties associated with curriculum-based measurement. In M.R. Shinn (Ed.), Advanced applications in curriculum-based measurement (pp. 89-112). New York: Guilford Press.



Allinder, R.M., Fuchs, L.S., & Fuchs, D. (1998). Best practices in curriculum-based measurement. In B. Vance (Ed.), Best practice in assessment: School and clinical setting (2nd ed., pp. 106-132). New York: John Wiley.

Fuchs, D., & Fuchs, L.S. (1997). What's special about special education? In D. Podell (Ed.), Perspectives: Educating exceptional learners (pp. 39-48). Boulder, CO: Coursewise Publishing.

Gersten, R., Fuchs, L.S., Williams, J., Koppenhaver, D., Baker, S., Spadorcia, S., & Piscane, K. (1997). Reading comprehension and students with disabilities. Washington, DC, U.S. Department of Education. [Commissioned paper]

Fuchs, L.S. (1997). Monitoring student progress toward the development of reading competence: Classroom-based assessment methods. Washington, DC: National Academy of Sciences. [Commissioned paper]

Fuchs, L.S. (1996). Models of classroom instruction: Implications for students with learning disabilities. In B.K. Keogh & D.L. Speece (Eds.), Research on classroom ecologies: Implications for inclusion of children with learning disabilities (pp. 81-90). Hillsdale, NJ: Erlbaum.

Fuchs, D., & Fuchs, L.S. (1996). A case for special education placements. In W. Heward (Ed.), Exceptional children: An introduction to special education (5<sup>th</sup> ed., pp. 80-82). New York: Prentice Hall.

Fuchs, L.S. (1995). Curriculum-based measurement and eligibility decision making: An emphasis on treatment validity and growth. Washington, DC: National Academy of Sciences. [Commissioned paper]

Fuchs, L.S. (1995). Best practices in defining student goals and outcomes. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology (3<sup>rd</sup> ed., pp. 539-546). Washington, DC: National Association of School Psychologists.

Fuchs, D., & Fuchs, L.S. (1995). Special education can work. In J. Kauffman, J. Lloyd, D. Hallahan, & T. Astuto (Eds.), Issues in educational placements of students with behavior disorders (pp. 363-378). Hillsdale, NJ: Erlbaum.

Fuchs, D., & Fuchs, L.S. (1995). Inclusive schools movement and the radicalization of special education reform. In J.M. Kauffman & D.P. Hallahan (Eds.), The illusion of full inclusion (pp. 213-242). Austin, TX: PRO-ED.

Fuchs, D., & Fuchs, L.S. (1995). Special education can work. In J.M. Kauffman, J.W. Lloyd, D.P. Hallahan, & T.A. Astuto (Eds.), Issues in educational placement: Students with emotional and behavioral disorders (pp. 363-377). Austin, TX: PRO-Ed.

Fuchs, L.S. (1994). Integrating performance assessment with instructional planning: Lessons from the past, implications for the future. Reston, VA: Council for Exceptional Children.

Fuchs, L.S. (1994). Integrating curriculum-based measurement with instructional planning for students with learning disabilities. In N.C. Jordan & J. Goldsmith-Phillips (Eds.), Learning disabilities: New directions for assessment and intervention (pp. 177-198). New York: Allyn & Bacon.

Fuchs, L.S., & Fuchs, D. (1994). Academic assessment and instrumentation. In S. Vaughn & C. Bos (Eds.), Research issues in learning disabilities: Theory, methodology, assessment, and ethics (pp. 233-242). New York: Springer-Verlag.

Fuchs, L.S. (1993). Enhancing instructional programming and student achievement with curriculum-based measurement. In J.J. Kramer (Ed.), Curriculum-based assessment (pp. 65-104). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska.

Fuchs, D., & Fuchs, L.S. (1993). Computerized curriculum-based measurement and classwide peer tutoring: Enhancing instructional decision making. In Integrating students with special needs: Policies and practices that work. Washington, DC: National Education Association.

Fuchs, L.S., & Allinder, R.M. (1993). Computer applications in the schools with mildly handicapped students: Computer-assisted instruction and computer-managed instruction. In R. Gable & S. Warren (Eds.), Advances in Mental Retardation and Developmental Disabilities (pp. 49-70). London: Kingsley Publishers.

Fuchs, L.S., & Allinder, R.M. (1993). Computer applications in the schools with mildly handicapped students. In R. Gable & S. Warren (Eds.), Strategies for teaching students with mild to severe mental retardation (pp. 49-70). London: Kingsley.

Fuchs, L.S., Fuchs, D., Allinder, R.M., & Hamlett, C.L. (1992). Diagnostic spelling analysis within curriculum-based measurement: Implications for students with learning disabilities. In T.E. Scruggs & M.A. Mastropieri (Eds.), Advances in learning and behavioral disabilities (pp. 35-55). Greenwich, CT: JAI Press.

Fuchs, D., & Fuchs, L.S. (1992). Special education research and the scientific method. In W. Stainback & S. Stainback (Eds.), Perspectives on special education issues (pp. 315-322). Boston: Allyn & Bacon.

Simmons, D.C., Fuchs, D., & Fuchs, L.S. (1992). Instructional and curricular requisites of mainstreamed students with learning disabilities. In D. Carnine & E.J. Kameenui (Eds.), Higher order thinking: Designing curriculum for mainstreamed students (pp. 183-199). Austin, TX: PRO-ED.

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### **Letters to the Editor**

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Fuchs, L.S., Fuchs, D., & Deno, S.L. (1984). Sampling passages and student behavior for IRIs: A reply to Dufflemeyer. Reading Research Quarterly, 19(2), 248-249.

Fuchs, D., & Fuchs, L.S. (1984). Recommendations for Focus on Appraisal's rating system. Remedial and Special Education, 5(3), 5-6.

### **Reviews and Encyclopedia Entries**

Fuchs, L.S., & Fuchs, D. (2010). Progress monitoring. In P. Peterson, E. Baker, & B. McGaw (Eds.), Encyclopedia of Education (3rd ed., vol. 4, p. 102-11). Oxford: Elsevier.

Fuchs, L.S., & Fuchs, D. (2009). Curriculum-based assessment. In T. Good (Ed.), 21<sup>st</sup> century education: A reference handbook (vol. 1, p. 451-460). New York: Sage.

Fuchs, L.S. (2006 on line). Strategies to enhance young children's mathematical development. In Encyclopedia of early childhood development. Centre of Excellence for Early Childhood Development web site. [http://www.excellence-earlychildhood.ca/liste\\_theme.asp?lang=EN&act=32](http://www.excellence-earlychildhood.ca/liste_theme.asp?lang=EN&act=32).

Fuchs, L.S. (2000). Academic assessment-intervention link. In A.E. Kazdan (Ed.), Encyclopedia of psychology. Washington, DC: American Psychological Association. Oxford University Press.

Allinder, R.M., & Fuchs, L.S. (1992). Screening Academic Achievement: Review of the Peabody Individual Achievement Test-Revised. Learning Disabilities: Research and Practice, 7(1), 45-47.

Fuchs, L.S. (1990). Review of the Wechsler Intelligence Scale for Children-Revised. In D.D. Hammill, L. Brown, & B.R. Bryant (Eds.), A consumer's guide to tests in print.

Fuchs, L.S. (1990). Review of the Revised Illinois Test of Psycholinguistic Abilities. In D.D. Hammill, L. Brown, & B.R. Bryant (Eds.), A consumer's guide to tests in print.

Fuchs, L.S. (1989). Review of Assessment of Fluency in School-Age Children. In J.V. Mitchell (Ed.), The tenth mental measurements yearbook, 48-49.

Fuchs, L.S. (1989). Review of Clinical Articulation Profile. In J.V. Mitchell (Ed.), The tenth mental measurements yearbook, 182-184.

Fuchs, L.S. (1987). Review of [Psychological and Educational Perspectives on Learning Disabilities]. Exceptional Children, 53, 358-359.

Fuchs, L.S. (1987). Review of Assessment of Fluency in School-Age Children. Accession number AN-10170028, Buros Institute Database (Search Label MMYD), BRS Information Technologies.

Fuchs, L.S. (1987). Review of Clinical Articulation Profile. Accession number AN-10170100, Buros Institute Database (Search Label MMYD), BRS Information Technologies.

Fuchs, L.S., & Fuchs, D. (1987). Curriculum-based assessment. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1987). Robotics for the handicapped. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1987). Word-processing in special education. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1987). Trainable mentally retarded. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1987). Curriculum for the handicapped. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1987). Curriculum for the severely handicapped. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S., & Fuchs, D. (1987). Visual-motor integration. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S., & Fuchs, D. (1987). Learning disabilities marker variables project. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S., & Fuchs, D. (1987). Readability formulas. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S., & Fuchs, D. (1987). Use of goals. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, D., & Fuchs, L.S. (1987). Performance instability. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, D., & Fuchs, L.S. (1987). Institutes for Research on Learning Disabilities. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, D., & Fuchs, L.S. (1987). World Health Organization. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, D., & Fuchs, L.S. (1987). Cross modality training. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, D., & Fuchs, L.S. (1987). The Willowbrook case. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and youth. New York: John Wiley & Sons.

Fuchs, L.S. (1985). Review of Ekwall Reading Inventory. In J.V. Mitchell (Ed.), The ninth mental measurements yearbook, 541-542.

Fuchs, L.S. (1985). Review of Informal Evaluation of Oral Reading Grade Level. In J. V. Mitchell (Ed.), The ninth mental measurements yearbook, 687-688.

Fuchs, L.S. (1984). Review of Ekwall Reading Inventory. Accession number AN-09112410, Buros Institute Database (Search Label MMYD), Bibliographic Retrieval Services, Inc. (BRS).

Fuchs, L.S. (1984). Review of Informal Evaluation of Oral Reading Grade Level. Accession number AN-09112330, Buros Institute Database (Search Label MMYD), Bibliographic Retrieval Services, Inc. (BRS).

#### **GRANTS:**

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|-----------|---|
| 2015-2019 | Institute on Education Sciences (U.S. Department of Education): Embedding Working Memory Training within Math Problem Solving. R305A150200 (\$3,400,000); Principal Investigator.   |
| 2015-2019 | Office of Special Education Programs (U.S. Department of Education): National Center on Leadership in Intensive Intervention (\$7,500,000); Co-Director.  |
| 2014-2019 | National Institutes of Health: Preventing and Understanding Mathematics Disability; 2 R01 HD053714 (competitive renewal) (\$3,636,299); Principal Investigator.   |
| 2014-2019 | Office of Special Education Programs (U.S. Department of Education): Preparing Special Education Leaders Capable of Linking Intensive Instruction with Common Core State Standards; #H325D140073 (\$1,250,000); Co-Principal Investigator.          |
| 2013-2018 | Institute on Education Sciences (U.S. Department of Education): Improving Reading and Mathematics Outcomes for Students with Learning Disabilities: Next Generation Intensive Interventions; #R324D130003; \$10,000,000; Co-Principal Investigator. |
| 2012-2016 | National Institutes of Health: Word Problems, Language, and Comorbid Learning Disability, #R24HD075443 (\$1,917,525). Principal Investigator.   |
| 2012-2017 | Office of Special Education Programs (U.S. Department of Education): Preparing Special Educators Capable of Unifying Behavior and Academic RTI and Providing Intensive Instruction (Type A); #H325D120091 (\$1,250,00) Co-Principal Investigator.   |
| 2011-2016 | Institute on Education Sciences (U.S. Department of Education): Arithmetical and Cognitive Antecedents and Concomitants of Algebraic Skill; #R305A110067  |

(\$1,592,267). Vanderbilt Site Principal Investigator/Co-PI overall project.

- 2011-2014 Office of Special Education Programs (U.S. Department of Education: Addressing the Need for a Next Generation of Special Educators Capable of Providing Most Intensive Instruction (Type A); #H325D100027 (\$1,296,757) Co-Principal Investigator.
- 2010-2016 Institute on Education Sciences (U.S. Department of Education): Improving Understanding of Fractions among Students with Mathematical Learning Difficulties; #R324C100004 (\$3,470,999). Vanderbilt Principal Investigator.
- 2010-2016 Institute on Education Sciences (U.S. Department of Education): Predictors and Subtypes of Reading Disabilities: Implications for Instruction of "Late-Emergers"; #R305A100034 (\$1,598,687) Co-Principal Investigator.
- 2008-2015 National Institutes of Health RO1: Calculations, Word Problems, and Algebraic Cognition, #HD059179 (\$2,821,818). Principal Investigator.
- 2009-2014 Institute on Education Sciences (U.S. Department of Education): Dynamic Assessment to Predict First Graders' Mathematics Development, #R324A090039 (\$1,594,349). Principal Investigator.
- 2009-2014 Institute on Education Sciences (U.S. Department of Education): Responsiveness-To-Instruction to Strengthen the Academic Performance of Students with Reading and Math Disabilities, #R324A090052 (\$2,983,337). Co-Principal Investigator.
- 2009-2016 National Institutes of Health R01: RTI for Determining Risk, Providing Prevention, and Identifying Reading Disability, #HD056109 (\$3,436,134). Co-Principal Investigator.
- 2009-2014 Office of Special Education Programs (U.S. Department of Education: Addressing the Need for a Next Generation of Special Educators Capable of Providing Most Intensive Instruction (Type A); #H325D100027 (\$1,056,248). Co-Principal Investigator.
- 2007-2013 National Institutes of Health RO1: Preventing and Understanding Math Disability, #HD053714 (\$2,662,795). Principal Investigator.
- 2006-2010 Institute of Education Sciences (U.S. Department of Education): Response-to-Intervention as an Approach to Preventing and Identifying Disabilities in Reading, #R324G060036 (\$1,600,000). Co-Principal Investigator.
- 2005 American Educational Research Association—U.S. Department of Education, Institute for Education Sciences, Student-Initiated Grant to Susan J. Courey (\$15,000). Faculty Advisor.
- 2005-2009 U.S. Department of Education training grant: Leadership Training Program in LD: Randomized Intervention Research, University-School Partnerships, and Cultural Diversity. Grant #H325D040050 (\$800,000). Co-Principal Investigator.
- 2004-2009 Institute of Educational Sciences (U.S. Department of Education): Scaling-Up Peer-Assisted Learning Strategies to Strengthen Reading Achievement, Grant #R305G04104 (\$5,497,179). Co-Principal Investigator.
- 2004-2006 Federal field-initiated research grant (U.S. Department of Education): Identifying and Promoting Outcomes for Students with Disabilities in Mathematical Problem Solving, Grant #H324C030115 (\$540,000). Director and Principal Investigator.

- 2003-2009 National Institutes of Health RO1: Understanding/Preventing Math Problem-Solving Disability, #HD46154 (\$3,306,302). Principal Investigator.
- 2003-2009 National Institutes of Health, Program Project: Cognitive, Instructional, & Neuroimaging Factors in Math; P01046261 (\$7,491,518). Principal Investigator of Project 2 (Remediating Students' Mathematics Disabilities); Co-Principal Investigator of Core A (Administration).
- 2001-2009 National Research Center on Learning Disabilities (U.S. Department of Education). Federal research grant, Grant #324U01004 (\$3,500,000). Principal Investigator.
- 2001-2004 Federal directed-priorities research grant (U.S. Department of Education): Linking Decoding Instruction, Decodable Text, and Metacognitive Instruction to Effect Strong Reading Comprehension Outcomes for Children with Disabilities, Grant #324D010003 (\$540,000). Senior Investigator.
- 2000-2005 National Institutes of Health R01: The Role of Visual Expertise in Letter Perception (\$1,311,014). Co-Investigator.
- 2000-2004 Federal field-initiated research grant (U.S. Department of Education): Curriculum-Based Measurement with Diagnostic Analyses to Improve Reading Outcomes for Students with Disabilities, Grant #H324C000022 (\$540,000). Director and Principal Investigator.
- 2000-2004 Federal directed-priorities research grant (U.S. Department of Education): Project IMPACT: Individualizing and Monitoring Programs to Accelerate Children's Trajectories, Grant #H324D000033 (\$540,000). Director and Principal Investigator.
- 2000-2004 Federal directed-priorities research grant (U.S. Department of Education): Providing A Solid Foundation for Preschoolers with Disabilities to Learn to Read, Grant #H324D000030 (\$540,000). Co-Principal Investigator.
- 2000-2003 Federal technology innovation grant (U.S. Department of Education): Monitoring Authentic Problem Solving: MAPS to Enhance Outcomes for Students with Disabilities: Phase 2, Grant #H327A000035 (\$400,000). Director and Principal Investigator.
- 2000-2002 The Flora Foundation: Outreach for Peer-Assisted Learning Strategies (\$53,000); Co-Principal Investigator.
- 1999 State of Delaware research grant: The Validity of Test Accommodations for Students with Disabilities (\$15,750). Principal Investigator.
- 1999 Pew foundation: Assessment for Students with Learning Disabilities at the Turn of the Century (\$10,000). Principal Investigator.
- 1998-2003 Federal research grant (U.S. Department of Education): Center on Accelerating Student Learning (CASL), Grant #H324V980001 (\$3,515,150); Director and Principal Investigator.
- 1998-2002 Federal Leadership Training in Learning Disabilities, U.S. Department of Education, Grant #84.029D; U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel (\$881,096); Co-Principal Director.

- 1997-2001 Federal research grant (U.S. Department of Education): Gauging Outcomes to Accelerate Learning and Success: GOALS for Students with Disabilities, Grant #H023F70010 (\$739,720); Director and Principal Investigator.
- 1997-2000 Federal research grant (U.S. Department of Education): Postsecondary Adjustment, Literacy, and Socialization for Secondary Students with Mild/Moderate Disabilities, Grant #H133G90050 (\$374,838); Director.
- 1997-2000 Federal research grant (U.S. Department of Education): Upgrading Preparatory Work to Accelerate Reading Development: UPWARD, Grant #H023C70230 (\$540,000); Principal Investigator.
- 1997-1999 Federal research grant (U.S. Department of Education): Monitoring Authentic Problem Solving: MAPS for Enhancing Outcomes for Students with Disabilities, Grant #H180T70007 (\$399,994); Director and Principal Investigator.
- 1997 Vanderbilt University Computer Store Apple Partnership Program: Monitoring Authentic Problem Solving (one MacIntosh computer).
- 1996-2000 Federal research grant (U.S. Department of Education): Practitioners and Researchers Orchestrating Model Innovations to Strengthen Education: PROMISE, Grant #H023G50005 (\$887,188); Director and Principal Investigator.
- 1998-1999 Federal research grant (U.S. Department of Education): Problem-Solving Peer-Assisted Learning Strategies, Grant #H234B980051 (\$19,988); Project Director.
- 1995-1999 Metropolitan Nashville Public Schools/Title I: Contract to implement Peer-Assisted Learning Strategies in five schools (\$230,000); Co-Director.
- 1994-1997 Federal field-initiated research grant (U.S. Department of Education): Promoting Attention, Literacy, and Socialization (PALS) among Students with Emotional/Behavioral Disorders, Grant #H023C40001 (\$538,917); Director and Principal Investigator.
- 1993-1997 Federal school restructuring grant (U.S. Department of Education): Systemic Change to Orchestrate Reform Efforts, Grant #H023R20016 (\$597,884); Principal Investigator.
- 1994 Vanderbilt University Research Council to support a national research conference on Systematic Educational Reform and Students with Disabilities, held at Vanderbilt University (\$900).
- 1993-1996 Federal research grant (U.S. Department of Education): Improving Management, Planning, and Achievement through Computer Technology, Grant #H180E20004 (\$689,944); Director and Principal Investigator.
- 1993-1996 Federal field-initiated technology research grant (U.S. Department of Education): Studying Computer-Augmented Literacy Environments, Grant #H180G20009 (\$447,195); Director and Principal Investigator; declined award.
- 1993-1996 Federal research grant (U.S. Department of Education): Accommodating Student Diversity in General Education Classrooms: A Downward Extension of Classwide Peer Tutoring, Grant #H023N3003 (\$224,964); Co-Principal Investigator.



- 1993-1996 Federal research grant (U.S. Department of Education): Preventing Failure: Classwide Peer Tutoring for Beginning Readers (\$224,904); Co-Principal Investigator; declined award.
- 1991-1994 Federal field-initiated research grant (U.S. Department of Education): Responsible Reintegration of Mildly Handicapped Students, Grant #H023C10086 (\$453,138); Co-Director and Principal Investigator.
- 1993 National Cristina Foundation (U.S. Department of Education): Linking Teachers to Facilitate Sound Instructional Decision Making; 6 IBM Portable PCS with Modems; Director.
- 1992-1993 Federal field-initiated small research grant (U.S. Department of Education): Expanding Curriculum-Based Measurement to Incorporate a Comprehensive Math Curriculum, Grant #H023A10010 (\$74,999); Director and Principal Investigator.
- 1991 Vanderbilt University Research Council to support a national research conference on Teaching Planning for Students with Disabilities, held at Vanderbilt University (\$900).
- 1990 Federal research grant (U.S. Department of Education): Peer-Mediated Reading Instruction in Special Education Resource Settings, Grant #H023B00026 (\$18,929); Principal Investigator.
- 1990 Minnesota State Department of Education Effectiveness Grant: Planning, Reviewing, and Ongoing Assessment among Classroom Teachers (\$24,800); Principal Investigator.
- 1989-1993 Federal research grant for investigating teacher decision making (U.S. Department of Education): Planning, Reviewing, and Ongoing Assessment among Classroom Teachers: PROACT, Grant #H023E90020 (\$1,134,170); Director and Principal Investigator.
- 1989 Minnesota State Department of Education Effectiveness Grant (U.S. Department of Education): Effects of School-wide Implementation of Curriculum-Based Measurement (\$23,000); Principal Investigator.
- 1989 Apple Incorporated/Christopher Columbus Project (U.S. Department of Education): Development of Group Assessment Profiles; one MAC II computer with printer; Director.
- 1988-1992 Federal research grant for investigating effective school building practices (U.S. Department of Education): Redesigning Education for All Children: Project REACH, Grant #H023F80005 (\$721,110); Director and Principal Investigator.
- 1988 National Christina Foundation: Using Computer-Managed Instruction to Enhance the Achievement of Mildly Handicapped Students; 10 Apple Computers; Director.
- 1987-1990 Federal field-initiated research grant (U.S. Department of Education): Developing Computer-Managed Instruction to Enhance Special Education Effectiveness, Grant #G008730087 (\$440,129); Director and Principal Investigator.
- 1987-1991 Federal research grant for implementing promising practices (U.S. Department of Education): An Analysis of Variables that Influence the Translation and Implementation of Research Results, Grant #G008730208 (\$876,931); Principal Investigator.
- 1987-1990 Federal field-initiated research grant (U.S. Department of Education): Peabody Reintegration Project: Transitioning Mildly to Moderately Handicapped Students into

- Least Restrictive Environments, Grant #G008730082 (\$376,807); Co-Director and Co-Principal Investigator.
- 1987-1990 Federal research grant for investigating instructional alternatives (U.S. Department of Education): Melding and Enhancing Resource and General Educators' Roles: Project MERGER, Grant #G008730253 (\$546,398); Co-Director and Co-Principal Investigator.
- 1986 Spencer seed grant: Use of Goals with Handicapped Learners (\$6,890); Director and Principal Investigator.
- 1985-1986 Federal research grant (U.S. Department of Education): An analysis of the instructional and contextual variables that influence the efficacy of computer-based instruction for mildly handicapped students (\$350,000); Investigator.
- 1985-1988 Federal field-initiated research grant (U.S. Department of Education): Improving Data-Based Instruction through Computer Technology, Grant #G008530198 (\$350,218); Principal Investigator.
- 1985-1988 Federal research grant for enhancing instructional options (U.S. Department of Education): Mainstream Assistance Teams: Accommodating Difficult-to-Teach Students in Regular Classrooms, Grant #G008530158 (\$400,705); Investigator.
- 1985 Spencer seed grant: Development of a Measurement Procedure for Monitoring Reading Progress among Mildly Handicapped Intermediate and Secondary Pupils (\$6,500); Director and Principal Investigator.
- 1982 Training grant from the Massachusetts State Department of Education: Early Diagnosis and Management of Young Special Needs Children (\$11,000); Project Director.
- 1980 Research grant from the Minnesota Institute for Research on Learning Disabilities to investigate psychometric characteristics of simple measurement procedures (\$1,000); Dissertation Research.

#### **EDITORIAL POSITIONS:**

Coeditor, The Journal of Special Education, 1987-2003  
 Department Editor (Responsiveness-to-Intervention), The Reading Teacher, 2009-2010  
 Editorial Board Member, Journal of Educational Psychology, 1998-present  
 Editorial Board Member, Reading Research Quarterly, 2006-present  
 Editorial Board Member, Scientific Studies of Reading, 1995-2007; 2009-present  
 Editorial Board Member, International Perspectives on Effective Education, 1998-present  
 Editorial Board Member, School Psychology Review, 1997-2005; Scientific Advisory Panel, 2005-present  
 Editorial Board, Elementary School Journal, 1994-present  
 Editorial Board, Annals of Dyslexia, 2010-present  
 Consulting Editor, Learning Disability Quarterly, 1989-present  
 Consulting Editor, Journal of Learning Disabilities, 1986-present  
 Consulting Editor, Journal of Special Education Technology, 1985-present  
 Consulting Editor, Journal of Educational and Psychological Consultation, 1992-present  
 Associate Editor, Assessment for Effective Intervention (Diagnostique), 1984-present  
 Associate Editor, Learning Disabilities Research and Practice, 1991-present  
 Field Editor, Exceptional Children, 1984-1989; 1996-present  
 Advisory Board, Teaching Exceptional Children, 2002-present  
 Editorial Board Member, The Journal of Special Education, 1986-1987; 2003-present  
 Editorial Board Member, Annals of Dyslexia  
 Consulting Editor, Remedial and Special Education, 1990-1993

Guest Reviewer, Child Development, 2005-present  
 Guest Reviewer, Child Development Perspectives, 2008-present  
 Guest Reviewer, Journal of Experimental Child Psychology, 2009-present  
 Guest Reviewer, Journal of Cognitive Education and Psychology, 2009-present  
 Guest Reviewer, Developmental Psychology, 2010-present  
 Guest Reviewer, Learning and Instruction, 2010-present  
 Guest Reviewer, Journal for Research in Mathematics Education, 2010-present  
 Guest Reviewer, Journal of Abnormal Child Psychology, 2013-present  
 Guest Reviewer, Journal of Child Psychology and Psychiatry, 2013-present  
 Guest Reviewer, Psychological Bulletin, 2014-present  
 Guest Reviewer, Journal of Experimental Psychology: General, 2014-present  
 Editorial Board Member, Peabody Journal of Education, 1995-2000  
 Issue Editor, Learning Disabilities Research and Practice, 2003  
 Issue Editor, Journal of Special Education, 2005  
 Issue Editor, Journal of Learning Disabilities, 2010  
 Issue Editor, Exceptional Children, 1990  
 Issue Editor, School Psychology Review, 1986  
 Issue Editor, Preventing School Failure, 1991  
 Issue Editor, Journal of Educational and Psychological Consultation, 1991  
 Special Section Editor, Phi Delta Kappan, 1995  
 Editorial Board Member, Sycamore Publishing Company, 1990-1993

### **PRESENTATIONS: [Invited (\*) and Competitive]**

#### **2016**

\*Fuchs, D., & Fuchs, L.S. (2016). Is There a Role for Cognitive Processes in Academic Intervention? Invited talk in honor of the 2014 Distinguished Contributions to Research in Education Award, delivered at the 2016 annual meeting of the American Educational Research Association. Washington, DC.

Peng, P., Namkung, J., Fuchs, D., & Fuchs, L.S. Early Predictors of Calculation Development among Children At Risk for Learning Difficulties. In D. Fuchs (Chair). Math Instruction and Students with Disabilities. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Fuchs, L.S. (Chair). Response to Intervention. Symposium at the annual meeting of the American Educational Research Association. Washington, DC.

Fuchs, L.S. (2016). Does Evidence-Based Fractions Intervention Address the Needs of Very Low-Performing Students? Paper presented at the general session of the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Hendricks, E., Fuchs, D., Fuchs, L., Compton, D., Elleman, A., Peng, P., Patton, S., Yen, L., Zhang, W., Steacy, L., & Miller, A. (2016). How Do Linguistic Characteristics of Listening Comprehension Responses Relate to Reading Comprehension? Poster presented at the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Krowka, S.K., & Fuchs, L.S. (2016). Cognitive Profiles of At-Risk students as a Function of Responsiveness to Fraction Intervention. Poster session presented at the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Wang, A., Fuchs, L. S., & Gilbert, J. K. (2016). Irrelevant Information and Person Effects of Word Problem Performance. Poster presented at the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Patton, S. III, Fuchs, D., Fuchs, L., Peng, P., Davis, N., Elleman, A., Yen, L., & Compton, D.L. (2016). Investigating Cognitive Moderators of Reading Outcomes for Struggling Readers in the Elementary

Grades. Poster presented at the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Walsh, M., Fuchs, D., Fuchs, L. et al. (2016). Exploring the Value of Working Memory Training as an Adjunct Reading Comprehension Tutoring: An Experimental Study. Poster presented at the twenty-fourth annual meeting of the Pacific Coast Research Conference, Coronado, CA.

\*Fuchs, D., & Fuchs, L.S. (2016). A Critique of the Institute of Education Sciences' RTI evaluation. In D. Fuchs (Chair), Invited symposium on, "What Can We Conclude from the Recent National Evaluation of RTI?" Council for Exceptional Children. St. Louis, MO.

\*Fuchs, D., & Fuchs, L.S. (2016). Update to the National Center on Special Education Research (Institute of Educational Sciences) and the Office of Special Education Programs on findings from the first two years of work at the Center for Accelerating Academic Achievement of Students with Serious and Persistent Learning Difficulties. Washington, DC.

Peng, P., Namkung, N., Fuchs, D., Fuchs, L.S., Patton, S., Yen, L., Compton, D.L., Zhang, W., Miller, A., & Hamlett, C.L. (2016). Predictors of Calculation Development among Children At-Risk for Learning Difficulties. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Loehr, A., Rittle-Johnson, B., & Fuchs, L.S. (2016). The Role of Labels on Fraction Problem Solving. Poster presentation at the annual meeting of the American Educational Research Association. Washington, DC. Nominated by the Section Chairs for the Outstanding Graduate Student Poster.

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2016). Pathways to Third-Grade Competence in Word Reading versus Calculations: Are They More Alike or Different? Paper presented as part of a symposium, D. Fuchs (Chair), Exploring Similarities and Differences between Reading and Mathematics Difficulties. Annual meeting of the Scientific Society for the Study of Reading. Porto, Portugal.

Fuchs, D., Fuchs, L.S., & Compton, D.L. (2016). Does Improving Math Calculation Fluency Strengthen Word-Reading Competence in Children with Reading Difficulties? Paper presented as part of a symposium, D. Fuchs (Chair), Exploring Similarities and Differences between Reading and Mathematics Difficulties. Annual meeting of the Scientific Society for the Study of Reading. Porto, Portugal.

## **2015**

\*Fuchs, L.S. (2015). 40 Years of Progress in Educating Students with Disabilities: Our Accomplishments and Remaining Challenges. Invited presentation at the 40<sup>th</sup> Anniversary Celebration of the Individuals with Disabilities Education Act. U.S. Department of Education. Washington, DC.

\*Fuchs, L.S. (2015). Do Cognitive Processes Moderate the Effects of Mathematics Intervention? Invited talk at the annual Project Directors Meeting for Institute of Education Studies (U.S. Department of Education). Washington, DC.

\*Fuchs, L.S. (2015). Fraction Intervention for Students At-Risk for Mathematics Learning Disabilities: Lessons Learned from Five Randomized Control Trials. Invited talk at the annual Project Directors Meeting for Institute of Education Studies (U.S. Department of Education). Washington, DC.

\*Fuchs, L.S. (2015). Academic Intervention within Responsiveness to Intervention Systems. Invited talk at the Technical Workgroup Meeting: Evidence-based and Emerging Practices: State of Science and Practice for Children with Disabilities, co-sponsored by the National Center on Special Education Research in the Institute on Educational Sciences (U.S. Department of Education), the Eunice Kennedy Shriver National Institute on Child Health and Human Development (National Institutes of Health), and the Office of Special Education Programs (U.S. Department of Education). Washington, DC.

\*Fuchs, D., & Fuchs, L.S. (2015). Is There a Role for Cognitive Processes in the Academic Treatment of Learning Disorders. Invited Grand Rounds presented at the Columbia University Medical Center. New York.

\*Fuchs, L.S. (2015). The Role of Reading Comprehension in Math Problem-Solving Difficulty. Invited talk at the annual meeting of the Eunice Kennedy Shriver National Institute on Child Health and Human Development (National Institutes of Health) Learning Disabilities Research Centers and Hubs.

\*Fuchs, D., & Fuchs, L.S. (2015). Is There a Role for Cognitive Processes in Academic Intervention? Annual Special Education Scholars Lecture. Department of Educational Psychology, University of Minnesota, Minneapolis.

\*Fuchs, D. (2015). Data-Based Individualization as a Form of Intensive Intervention: What We Know and What We Need to Know. OSEP-IES Intensive Intervention Summit. Washington, DC.

\*Fuchs, D., & Fuchs, L.S. (2015). Does Speeded Training on Number Combinations Improve Reading Performance? Insights into comorbidity of reading and mathematics difficulty. Virtual seminar sponsored by Niilo Maki Institute and University of Jyväskylä; Jyväskylä, Finland.

\*Fuchs, L.S. (2014). Does Working Memory Moderate the Effects of Fraction Intervention? Invited talk at the Annual Conference of the Italian Society for Learning Disabilities. Lucca, Italy.

Fuchs, L.S. (2015). Can Aptitude-by-Treatment Interactions Provide Direction for Expanding Intervention Efficacy? Paper presented as part of Training Cognitive Processes and Academic Skills Together: Clever Synthesis or Fool's Errand. Symposium at the Pacific Coast Research Conference, Coronado, CA.

Fuchs, D., Elleman, A., Hendricks, E., Kim, W., Zhang, W., Davis, N., Fuchs, L., & Compton, D. (2015). Developing a Comprehensive Instructional Program to Strengthen Reading Comprehension among Struggling Readers. Paper presented as part of Training Cognitive Processes and Academic Skills Together: Clever Synthesis or Fool's Errand. Symposium at the Pacific Coast Research Conference, Coronado, CA.

Patton, S., Fuchs, D., Peng, P., Fuchs, L., & Compton, D. (2015). Training verbal working memory in dyads of first graders with reading difficulties. Poster session at the Pacific Coast Research Conference, Coronado, CA.

Wang, A., & Fuchs, L.S. (2015). Cognitive and Linguistic Predictors of Word Problems with and without Irrelevant Information. Poster session at the Pacific Coast Research Conference, Coronado, CA.

Seethaler, P.M., & Fuchs, L.S. (2015). Let's Find X! Teaching Primary-Grade Students with Math Difficulty to Solve Word Problems. Paper presentation at the annual international meeting of the Council for Exceptional Children. San Diego, CA.

Powell, S.R., & Fuchs, L.S. (2015). Aligning a Multi-Tier Framework for Students with Mathematics Difficulty. Paper presentation at the annual international meeting of the Council for Exceptional Children. San Diego, CA.

Fuchs, L.S. (2015). What Do I Do Now? Intensifying Academic Interventions When Standard Approaches Flop. Paper presentation at the annual international meeting of the Council for Exceptional Children. San Diego, CA.

Malone, A., Schumacher, R., & Fuchs, L.S. (2015). Teaching Fractions with Self-Explaining and Word problems. Paper presentation at the annual international meeting of the Council for Exceptional Children. San Diego, CA.

Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L.S., Compton, D., Patton, S., Steacy, L., Toste, J., & Miller, A. (2015). Exploring the Value of Working Memory Training When Combined with Skills-Based Instruction in Reading Comprehension for Young At-Risk Students. Paper presented at the biannual meeting of the Society for Research on Educational Effectiveness. Philadelphia, PA.

Miller, A.C., Fuchs, D., Fuchs, L.S., Compton, D.L., Preacher, K., Peng, P., Kearns, D., Elleman, A.M., Patton, S., Yen, L., Hamlett, C. (2015). Synergistic effects of a reading and math intervention. Interactive paper. Society for the Scientific Study of Reading. Hawaii.

## **2014**

\*Fuchs, L.S. (2014). Training early cognitive skills: Commentary. Invited discussant at European Association for Research in Learning and Instruction SIG 5 Conference. Jyväskylä, Finland.

\*Fuchs, L.S. (2014). Mathematics Intervention for At-Risk Students within an RTI Framework. Invited talk as part of the University of Jyväskylä and Niilo Mäki Institute meeting: Responsiveness-To-Intervention: Assessment and Evidence-Based Instruction Intertwined. Jyväskylä, Finland.

\*Fuchs, L.S. (2014). Building a Research Program. Invited talk at Virginia Commonwealth University, Richmond.

\*Fuchs, L.S. (2014). Can Aptitude-by-Interaction Effects Provide Insight into Directions for Expanding Intervention Efficacy? Invited paper at the Kent State University Meeting, Improving Student Achievement: A Summit on Learning and Education.

\*Fuchs, D., & Fuchs, L.S. (2014). The Changing Counterfactual in General Education Classrooms: Does Its Impact on Replication Differ for Very Low-Achieving Students? Invited talk at the Fourth Annual CBER Research Symposium. University of Connecticut, Storrs.

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2014). The Role of Language Comprehension in Early Word-Problem Performance. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Fuchs, L., Compton, D., Patton, S., Toste, J., & Miller, A. (2014). Reading Comprehension Instruction for First-Grade Struggling Readers: Findings from the Fourth Year of a Program of Research. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Fuchs, L.S., Schumacher, R., Namkung, J.M., Malone, A.S., & Fuchs, D. (2014) Do Individual Differences in Students' Working Memory Moderate the Effects of Fraction Intervention? Paper presented as part of a symposium (Math Learning among At-Risk Students from Preschool through Fourth Grade: Implications for Educational Policy and Practice) at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Toste, J.R., Compton, D.L., Fuchs, D., Fuchs, L.S., Gilbert, J., Cho, E., Barquero, L., & Bouton, B. (2014). What Does Responsiveness Look Like? Classification and Profiles of Adequate and Inadequate Responders to Reading Intervention. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

\*Fuchs, L.S., & Fuchs, D. (2014). Innovations in intervention research: Examining moderators of fraction intervention. Keynote, Fourth Annual Center for Behavioral Education Research Symposium. Neag School of Education, University of Connecticut. Storrs, CT.

\*Fuchs, D., & Fuchs, L.S. (2014). Discussing the Curious Case of Transfer: An Intensive Math Intervention Strengthens the Reading Performance of At-Risk First Graders. Keynote, Fourth Annual

Center for Behavioral Education Research Symposium. Neag School of Education, University of Connecticut, Storrs, CT.

\*Fuchs, L.S. (2014). Improving At-Risk Fourth Graders' Fraction Performance. Invited talk at the annual international meeting of the Council for Exceptional Children. Philadelphia, PA.

\*Fuchs, L.S., & H.L. Swanson (2014). The Role of Working Memory in Math Intervention. A Program Chair Featured session at the 2014 International Meeting of the Council for Exceptional Children.

\*Fuchs, L.S., & Fuchs, D. (2014). Expanding the Framework for Learning Disabilities Intervention. Invited annual talk presented by the DR-Kauffman-Hallahan Distinguished Researcher Award Recipients.

\*Fuchs, L.S. (2014). Addressing the Needs of Students with Persistent Math Difficulties through Intensive Intervention. Invited talk at the annual international meeting of the Council for Exceptional Children. Philadelphia, PA.

\*Fuchs, L.S., Schumacher, R.F. (2014). Improving Fraction Word-Problem Learning in Students With or at Risk for Mathematics Difficulties. Invited talk at the annual international meeting of the Council for Exceptional Children. Philadelphia, PA.

Seethaler, P.M., & Fuchs, L.S. (2014). Dynamic Assessment to Predict Mathematics Development First-Graders: Do ELLs Perform Differently? Poster session delivered at the annual international meeting of the Council for Exceptional Children. Philadelphia, PA.

Steady, L.M., Fuchs, D., Compton, D.L., Fuchs, L.S., Kearns, D.M., & Gilbert, J.K. (2014). Improving At-Risk First Graders' Lexicon of Sight words. Paper presented at the annual international meeting of the Council for Exceptional Children. Philadelphia, PA.

Fuchs, D., Compton, D.L., & Fuchs, L.S. (2014). Randomized Control Trial of the Value of Cognitive Training in a Reading Comprehension Program for Poor Readers in First Grade. Paper presented as part of a symposium, Fuchs, D. (Chair), Reading Comprehension: Exploring Determinants and How to Strengthen Them. Annual meeting of the Scientific Society for the Study of Reading. Santa Fe, NM.

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2014). The Role of Language Comprehension in Early Word-Problem Performance. Paper presented as part of a symposium, Fuchs, D. (Chair), Reading Comprehension: Exploring Determinants and How to Strengthen Them. Annual meeting of the Scientific Society for the Study of Reading. Santa Fe, NM.

Schumacher, R., Fuchs, L.S., Fuchs, D., Compton, D.L., Wehby, J., Gersten, R., & Jordan, N.C. (2014). Inclusive Fraction Instruction versus Specialized Fraction Intervention for Very Low-Performing Students. Paper presented as part of a symposium, Improving Early Math Outcomes for Students with Disabilities through Intensive Intervention at the bi-annual meeting of the Scientific Study of Educational Effectiveness, Washington DC.

### **2013**

\*Fuchs, L.S. (2013). College- and Career-Ready Standards: Implications for Students with Learning Disabilities. Invited talk at the U.S. Department of Education (Institute on Education Science's) two-day invited meeting on college- and career-ready standards. Washington, DC.

Compton, D.L., Fuchs, L.S., Fuchs, D., Seethaler, P.M., & Schuele, M. (2013). Concurrent Difficulty with Reading Comprehension and Mathematics Problem Solving: A Role for Language Comprehension. Paper presented at the bi-annual meeting of the Scientific Study of Educational Effectiveness, Washington DC.

Cirino, P., Tolar, T., & Fuchs, L.S. (2013). The Cognitive and Arithmetic Precursors of Algebra Skill. Paper presented at the bi-annual meeting of the Scientific Study of Education Effectiveness, Washington DC.

\*Fuchs, D., & Fuchs, L.S. (2013). New Directions for Intervention Research. Strand leaders. Invited at the annual international meeting of the Council for Exceptional Children, San Antonio, TX.

\*Fuchs, L.S. (2013). The Importance of Mediators and Moderators of Intervention Effects for Promoting Fraction Knowledge among At-Risk Learners. Invited talk at the annual international meeting of the Council for Exceptional Children, San Antonio, TX.

\*Fuchs, D., Fuchs, L.S., & Compton, D.L. (2013). New directions in educational research: Intervention 2.0. Vanderbilt-Kennedy Center Lecture Series. Vanderbilt University, Nashville.

Fuchs, L.S. (2013). Improving and Understanding the Development of Fraction Concepts. Opening plenary session at the Pacific Coast Research Conference. Mission Bay, CA.

Fuchs, D., Fuchs, L.S., Elleman, A., Kearns, D., Peng, P., Miller, A., Patton, S., Compton, D., Yen, L., & Zhang, W. (2013). Strengthening Reading Comprehension among At-Risk First Graders. Opening plenary session at the Pacific Coast Research Conference. Mission Bay, CA.

Peng Peng, Fuchs, D., Kearns, D., Elleman, A., & Fuchs, L. (2013). Exploring the Effects of a First-Grade Tutoring Program to Strengthen Word Reading and Comprehension for At-Risk Students. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Seethaler, P.M., & Fuchs, L.S. (2013). Dynamic Assessment: Predicting ELL and Non-ELL Students' First-Grade Mathematics Development. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Cirino, P., Tolar, T., & Fuchs, L.S. (2013). Applying Cognitive Science Principles to Improve Student Learning in Algebra. Symposium presented at the biannual meeting of the Society for Research on Educational Effectiveness. Washington, DC.

Miller, A., Fuchs, D., & Fuchs, L. (2013). Teaching Math to Improve Reading? A Combined Math and Reading Intervention for First Grade. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Malone, A., & Fuchs, L. (2013). Comparing the Contribution of Teacher versus Tutor Ratings of Inattentive Behavior in Predicting Mathematics Achievement. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Stacy, L., Fuchs, D., Fuchs, L., & Linstrom, E. (2013). Sight Word Acquisition: An Examination of Word- and Child-Level Predictors of the Number of Word Exposures Necessary for Mastery. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Toste, J., Fuchs, D., Peng Peng, & Fuchs, L. (2013). Quality of Relationship as a Regulator of Response to Intervention for Struggling Readers in the First Grade. Poster presented at Pacific Coast Research Conference. Mission Bay, CA.

Hansen, N.M., Jordan, N., Fuchs, L.S., Siegler, R.S., & Gersten, R. (2013). Developmental Predictors of Conceptual and Procedural Knowledge of Fractions. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Seattle.

**2012**



\*Fuchs, L.S., & Fuchs, D. (2012). Understanding the Cognitive Underpinnings of Responsiveness to Intervention: A Focus on Fractions and Reading Intervention. Invited talk at the annual Hilga Eng Presentation at the University of Oslo, Norway.

\*Fuchs, L.S. (2012). Translating Developmental Science to Intervention: At-Risk Learners. Invited talk for the Institute of Medicine/National Research Council Board on Children, Youth, and Families meeting on Bridging the Early Years to the Early Grades: A Planning Meeting. Washington, DC.

\*Fuchs, L.S. (2012). Understanding and Preventing At-Risk First Graders' Mathematics Difficulty: A Randomized Control Trial. Invited talk for the Institute of Education Science (U.S. Department of Education) Training Grant Program at the University of Virginia. Charlottesville, VA.

\*Fuchs, L.S. (2012). Arithmetic Combinations in First-Grade Children: The Effects of Intervention and the Processes by Which Effects Occur. Invited session, International Dyslexia Association. Baltimore, MD.

\*Fuchs, L.S. (2012). Mentoring Doctoral and Early Career Researchers. Invited talk for College of Education the at the University of Virginia. Charlottesville, VA.

\*Fuchs, L.S. (2012). Smart RTI: The Next Generation of Multi-Level Prevention Systems. Invited talk at the annual international meeting of the Council for Exceptional Children, Denver, CO.

Fuchs, L.S. (2012). The cognitive moderators of intervention efficacy among students at risk for mathematics difficulty in first grade. Paper presented at Pacific Coast Research Conference, Coronado, CA.

Tolar, T., Fuchs, L.S., & Fletcher, J.M. (2012). Cognitive profiles of mathematical problem solving learning disability (MPSD) for different definitions of disability. Poster presented at the International Neuropsychology Society Mid-Year 11<sup>th</sup> Nordic Meeting in Neuropsychology, Oslo, Norway.

Seethaler, P.M., & Fuchs, L.S. (2012). Using Curriculum-Based Measurement to Monitor Kindergarteners' Mathematics Development. Paper presented at the annual international meeting of the Council for Exceptional Children, Denver, CO.

Schumacher, R.F., & Fuchs, L.S. (2012). Does Understanding Relational Terminology Mediate Performance on Difference Word Problems? Paper presented at the annual international meeting of the Council for Exceptional Children, Denver, CO.

Schumacher, R.F., & Fuchs, L.S. (2012). Teaching Fractions for Understanding: Fraction Tutoring for Students At Risk for Mathematics Disabilities. Paper presented at the annual international meeting of the Council for Exceptional Children, Denver, CO.

Kearns, D., Fuchs, D., Compton, D., Fuchs, L.S. (2012). Adaptive Beginning Reading Intervention: The Effects of Rigor and Individualized Instruction. Paper presented at the annual international meeting of the Council for Exceptional Children, Denver, CO.

Kearns, D. M., Gilbert, J. K., Compton, D. L., Fuchs, D., & Fuchs, L.S. (2012, July). Frequency and consistency effects in the word processing skills among different types of developing readers. Poster presented at the annual meeting of the Society for the Scientific Study of Reading. Montreal, Canada.

\*Fuchs, D., & Fuchs, L.S. (2012). Smart RTI: Where we've been and where we're going. Graduate seminars. City University of New York, New York City.

Fuchs, D., Miller, A.C., Dion, E., Fuchs, L.S., & Eaton, S. (2012). Evidence of the Effectiveness of Peer-Assisted Learning Strategies in Preschool Classrooms. Society for the Scientific Study of Reading. Montreal, Canada.

Toste, J., Fuchs, D., McMaster, K.L., Fuchs, L.S., Svenson, E., & Thompson, A. (2012). A Peer-Mediated Approach to Fluency-Building in First Grade. Society for the Scientific Study of Reading. Montreal, Canada.

Toste, J., Compton, D., Gilbert, J., Fuchs, D., & Fuchs, L.S. (2012). Understanding Responsiveness: Exploring the Classification and Profiles of Adequate and Inadequate Responders to Reading Intervention. Poster session presented at the Vanderbilt-Kennedy Center Science Day. Nashville, TN.

Elleman, A.M., Fuchs, D., Kim, J.K., Fuchs, L.S., Compton, D.L., Peng Peng, Kearns, D.M., Patton, S.A., & Yen Haga, L. (2012). Considering sensitivity: A construct and psychometric evaluation of a battery of tests designed to assess comprehension growth for at-risk first graders. Society for the Scientific Study of Reading. Montreal, Canada.

Elleman, A., Fuchs, L., Compton, D., Patton, S., Miller, A., Zhang, W., & Yen, L. (2012). Exploring the Effects of a First-Grade Tutoring Program to Strengthen Word Reading and Comprehension for At-Risk Students. Society for the Scientific Study of Reading. Montreal, Canada.

## **2011**

\*Fuchs, L.S. (2011). Enhancing Data Use, Instruction Planning, and Student Learning with Data-Based Individualization: Lessons Learned. Invited MITER lecture at the University of Minnesota, Minneapolis, MN.

\* Fuchs, L.S. (2011). Seven Principles of Effective Mathematics Intervention for Students with Learning Disabilities. Keynote presentation at the Tennessee State Department of Education's annual meeting.

\*Fuchs, L.D. (2011). The Power and Limitations of Early Prevention of Mathematics Learning Disabilities. Invited session presented at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

\*Fuchs, L.S. (2011). The Cognitive and Academic Profiles of Reading and Mathematics Learning Disabilities. Paper presented at Pacific Coast Research Conference, Coronado, CA.

\*Fuchs, L.S. (2011). Responsiveness-To-Intervention: The Power and Limitations in Mathematics. Invited presentation at the Harvard University Learning Differences Conference, Boston.

\*Fuchs, L.S. (2011). Enhancing and Understanding First-Grade Mathematics Development among At-Risk Students. Paper presented at the bi-annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

\*Fuchs, L.S., Vaughn, S.R., & O'Connor, R. (2011). Future Directions for RTI. Invited Division of Learning Disabilities Showcase Session at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

\*Fuchs, D., & Fuchs, L.S. (2011). The Power and Limitations of Responsiveness-To-Intervention. Invited talk at Elon University, Elon, North Carolina.

\*Fuchs, L.S. (2011). Re-Interpreting Access to the General Education Curriculum to Ensure Meaningful Access. Invited roundtable session at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

Fuchs, L.S., Geary, D.C., Compton, D.L., Fuchs, D., Hamlett, C.L., Seethaler, P.M., & Schatschneider, C. (2011). Understanding and Promoting First-Grade Mathematics Development: A Randomized Control Trial. Paper presented at the annual meeting of the Society of Research on Educational Effectiveness. Washington, DC.

Fuchs, L.S. (2011). Reading and Cognitive Predictors of Whole Number Calculation Skill vs. Rational Number Performance. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.

Fuchs, L.S. (2011). Defining the Intersection of Reading and Mathematics Disability: Randomized Control Trials on Intervention Effects as a Function of Mathematics Disability Subtype. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.

Powell, S.R., & Fuchs, L.S. (2011). Regrouping in Addition and Subtraction: Two Different Approaches. Paper presented at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

Powell, S.R., & Fuchs, L.S. (2011). Equation Types in Elementary mathematics Series: implications for Equal-Sign Understanding. Paper presented at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

Zumeta, R.O., & Fuchs, L.S. (2011). Enhancing Quality of Early Literacy Screening with Phoneme Segmentation Assessment. Paper presented at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

Powell, S.R., & Fuchs, L.S. (2011). Word-Problem Instruction Using Algebraic Number Sentences: Whole-Class and Tutoring RTI Companion Programs. Paper presented at the annual international meeting of the Council for Exceptional Children, National Harbor, MD.

Cirino, P., Fuchs, L.S., Tolar, T., & Powell, S.R. (2011). Profile Analysis of Children with MD With and Without RD on Mathematical Competencies in 2nd and 3rd Grade. Annual Meeting of the Society for Research on Child Development. Montreal, Quebec.

Seethaler, P.M., & Fuchs, L.S. (2011). Predicting First Graders' Development of Calculation versus Word-Problem Performance: The Role of Dynamic Assessment. Paper presented at the bi-annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

## **2010**

\*Fuchs, L.S. (2010). Behavioral Phenotypes: Defining the Intersection of Reading and Mathematics Learning Disabilities. Invited presentation at the Defining the Intersection of Reading and Mathematics Learning Disabilities Workshop. Eunice Kennedy Shriver National Institute of Health and Human Services Rockville, MD.

\*Fuchs, L.S. (2010). Intervention: Defining the Intersection of Reading and Mathematics Learning Disabilities. Invited presentation at the Defining the Intersection of Reading and Mathematics Learning Disabilities Workshop. Eunice Kennedy Shriver National Institute of Health and Human Services Rockville, MD.

\*Fuchs, L.S. (2010). Building Effective Tutoring Programs to Address the Cognitive Characteristics of Students with Word-Problem Difficulty. Invited session at the annual meeting of the Learning Disabilities Association of American meeting, Baltimore.

\*Fuchs, D, & Fuchs, L.S. (2010). RTI. Keynote for the Tennessee Annual Special Education Conference. Tennessee Department of Education, Nashville.

Fuchs, L.S. (2010). The Contributions of Numerosity and Domain-General Abilities to Mathematics Development: Implications for Instructional Design? Paper presented at Pacific Coast Research Conference, Coronado, CA.

\*Fuchs, L.S. (2010). Screening and Progress Monitoring to Identify Students At Risk for Mathematics Difficulty. Invited session presented at the annual international meeting of the Council for Exceptional Children, Nashville.

Fuchs, L.S., Powell, S.R., & Schumacher, R.F. (2010). Investigating Word-Problem and Calculations Interventions within an RTI Framework: A Randomized-Control trial. Poster presented at Pacific Coast Research Conference, Coronado, CA.

Powell, S., Fuchs, L., Schumacher, R., & Zumeta, R. (2010). Responsiveness-to-Intervention in Second-Grade Computational Skill: A Randomized Control Trial. Paper presented at the annual international meeting of the Council for Exceptional Children, Nashville.

Powell, S., & Fuchs, L.S. (2010). Effect of Equal-Sign Instruction on Solving Equations and Word Problems. Poster presented at the annual international meeting of the Council for Exceptional Children, Nashville.

| Zumeta, R., Fuchs, L., Marrin, S., Powell, S., Schumacher, R., & Seethaler, P. (2010). Effects of Schema-Broadening Tutoring on Word-Problem Skill of Students with Risk for Math Difficulty. Poster presented at the annual international meeting of the Council for Exceptional Children, Nashville.

Seethaler, P., Fuchs, L., & Powell, S. (2010). Make It Count! Incorporating Effective Strategies into Math Tutoring Programs. Poster presented at the annual international meeting of the Council for Exceptional Children, Nashville.

| Schumacher, R., & Fuchs, L. (2010). Forecasting Mathematics Difficulties: Screening Measures for Upper Elementary School. Poster presented at the annual international meeting of the Council for Exceptional Children, Nashville.

\*Fuchs, D., McMaster, K., Saenz, L., Fuchs, L., Kearns, D., Yen, L. et al. (2010). Multi-Year, Multisite Randomized Control Trial of a Scaling Up Strategy: Is Bottom-Up vs. Top Down the Wrong Way to Think about Bridging Research to Practice? In C. O'Donnell & E. Doolittle (Chairs), Laying the Foundation for Scaling Up during Development. Institute of Education Sciences Annual Conference. Oxon Hill, MD.

McMaster, K., Fuchs, D., Fuchs, L.S., Saenz, L., & Yen, L. (2010). Scaling up PALS : A comparison of top-down versus bottom-up approaches. Institute of Education Sciences Annual Conference. Oxon Hill, MD.

Kearns, D. M., Fuchs, D., Fuchs, L. S., Compton, D. L., & Patton, S. A. (2010). Distinguishing subtypes of reading disability: Cognitive correlates reading, math, and attention problems in elementary-age students. Institute of Education Sciences Annual Conference, Oxon Hill, MD.

## **2009**

\*Fuchs, L.S. (2009). Responsiveness to Intervention: A Multi-Level Approach to Instruction. Keynote presentation at the International Conference on Special Education: Creating a New Era of Inclusive Education, Taipei, Taiwan.

- \*Fuchs, L.S. (2009). Peer-Assisted Learning Strategies in Mathematics. Invited presentation at the International Conference on Special Education: Creating a New Era of Inclusive Education, Taipei, Taiwan.
- \*Fuchs, L.S., & Fuchs, D. (2009). Responsiveness to Intervention: A Multi-Level Approach to Instruction. Invited presentation at Beijing Normal University, Beijing, China.
- \*Fuchs, D., & Fuchs, L.S. (2009). Peer-Assisted Learning Strategies. Invited presentation at Beijing Normal University, Beijing, China.
- \*Fuchs, L.S., & Fuchs, D. (2009). Curriculum-Based Measurement and Data-Based Decision Making. Invited presentation at Beijing Normal University, Beijing, China.
- \*Fuchs, L.S. (2009). Is the efficacy of word-problem tutoring for students with mathematics disabilities moderated by reading disability? Invited talk at the Meadows Center for Reading at the University of Texas, Austin.
- \*Fuchs, L.S. (2009). Responsiveness to Intervention and Curriculum-Based Measurement. Invited keynote presented at the Ao Congresso Internacional “Perturbacoes do Desenvolvimento da Infancia a Idade Adulta.” Sponsored by the Centre de Apoio ao Desenvolvimento Infantil (CADIn), Lisbon, Portugal.
- \*Fuchs, L.S. (2009). Peer-Assisted Learning Strategies in Mathematics. Invited workshop presented at the Ao Congresso Internacional “Perturbacoes do Desenvolvimento da Infancia a Idade Adulta.” Sponsored by the Centre de Apoio ao Desenvolvimento Infantil (CADIn), Lisbon, Portugal.
- \*Fuchs, L.S. (2009). Directions for Reauthorizing IDEA and ESEA to Enhance Outcomes for Students with Learning Disabilities: Creating Opportunities for Intensive Intervention. Invited Keynote at the Annual Project Directors Meeting, U.S. Department of Education, Office of Special Education Programs, Washington, DC.
- \*Fuchs, L.S. (2009). Assessment in the Context of Response to Intervention. Invited session at the annual meeting of the Council for Exceptional Children, Seattle.
- \*Fuchs, D., & Fuchs, L.S. (2009). Responsiveness-to-Intervention as a Means of Reforming General and Special Education. Keynote presentation at the Response to Intervention and Reading First Connections New York Statewide Conference, Albany.
- \*Fuchs, L.S. (2009). Aligning word-problem instruction with primary and secondary prevention to enhance student learning at third grade. Paper presented at the Response to Intervention and Reading First Connections New York Statewide Conference, Albany.
- \*Fuchs, L.S., & Fuchs, D. (2009). Responsiveness to Intervention. City University of New York, New York City.
- \*Fuchs, D., & Fuchs, L.S. (2009). Researching Key Components of an RTI Framework: Dynamic Assessment’s Role in Screening and Standard Treatment Protocols’ Role in Secondary Prevention. Developmental Disabilities Roundtable of the Vanderbilt-Kennedy Center, Nashville.
- \*Fuchs, L.S. (2009). Dynamic Assessment: A Tool for Addressing the Screening Challenges in RTI? Invited colloquium at Teachers College, Columbia University, New York City.
- \*Fuchs, L.S. (2009). Addressing the Challenges of Identifying Students for Secondary Prevention within RTI. Invited colloquium at City University of New York, New York City.

Zumeta, R., Finelli, R., & Fuchs, L.S. (2009) Pirate Math: Finding X and solving Word problems Using Schema-Broadening Instruction. Poster presented at the annual meeting of the Council for Exceptional Children, Seattle.

Powell, S.R., Seethaler, P.M., & Fuchs, L.S. (2009). Effects of Math Fact Tutoring on Students with Math Difficulties. Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Powell, S.R., Seethaler, P.M., & Fuchs, L.S. (2009). Benefits of Math Fact Practice Embedded within a Word Problem-Solving Program. Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Hollenbeck, K., & Fuchs, L.S. (2009). Galaxy Math: Concept-Based Tutoring for At-Risk First Graders. Paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Fuchs, L.S. (2009). Dynamic Assessment of Algebraic Cognition for Predicting Word-Problem Performance. Keynote presentation at the annual meeting of the Pacific Coast Research Conference, San Diego.

Seethaler, P.M., & Fuchs, L.S. (2009). The predictive Utility of Kindergarten Screening for Math Difficulty: When Should It Occur and What Should We Look For? Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

Powell, S.R., & Fuchs, L.S. (2009). Contribution of Equal Sign Instruction beyond Word Problem-Solving Intervention for Third-Grade Students with math Difficulties. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

Logan, J., Purpura, D., Schatschneider, C., & Fuchs, L.S. (2009). Measurement Properties of the SWAN ADHD Rating Scale: Evidence of Two Separate Constructs. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

Kearns, D.M., Fuchs, D., Fuchs, L.S. Compton, D.L., & Patton S.A. (2009). Cognitive Profiles of Students with Reading Disability: Comparison of Three Reading Disability Subtypes. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston.

Varol, A.H., Subramani, M., Compton, D.L., Fuchs, L.S., & Fuchs, D. (2009). Early Prediction of Reading Disability using Machine Learning. Paper presented at the annual symposium of the American Medical Informatics Association, San Francisco.

## **2008**

Fuchs, L.S. (2008). (Chair). Feasibility and Effectiveness of Early Preventive Reading Interventions. Symposium presented at the annual meeting of the Scientific Society for the Study of Reading, Ashville, NC.

Fuchs, L.S. (2008). Dynamic Assessment of Algebraic Learning in Predicting Third Graders' Development of Mathematical Problem-Solving Skill. Symposium presented at the annual meeting of the Scientific Society for the Study of Reading, Asheville, NC.

Fuchs, L.S. (2008). Effects of Schema-Broadening Instruction at Tier 1 and Tier 2. Paper presented at the Pacific Coast Research Conference, San Diego.

Fuchs, D., Saenz, L., McMaster, K., Yen, L., Taylor, K., Lemons, C., Fuchs, L., Compton, D.L., & Schatschneider, C. (2008). Scaling-up Kindergarten Peer-Assisted Learning Strategies: A Multi-Site Randomized Control Trial. Paper presented at the Pacific Coast Research Conference, San Diego.

Davis, N., Cannistraci, C., Fuchs, L., Rogers, B., Schrader, W., Anderson, A., Gatenby, C., Gore, J. (2008). An fMRI Study of the Neural Correlates for Exact and Approximate Calculations in Children. Poster presentation at the 36<sup>th</sup> annual meeting of the International Neuropsychological Society, Waikoba, Hawaii.

Zhaoying, N., Fuchs, L., Anderson, A., Cannistraci, C., Davis, N., & Gore, J. (2008). Analyses and Anatomic Variability in Children with Low Mathematical Skills. Abstract presented at conference on Physiology, Function, and Structure from Medical Images, San Diego.

Fuchs, L.S., Powell, S.R., Seethaler, P.M., & Zumeta, R.O. (2008). Interventions to Enhance Math Problem Solving and Number Combination Fluency for Third-Grade Students with Math Difficulties: A Field-Based Randomized Control Trial. Paper presented at the annual meeting of the American Educational Research Association, New York.

\*Fuchs, L.S., & Fuchs, D. (2008). Using Randomized Control Trials to Develop Reading and Math Programs with Robust Effects: Studies of Efficacy and Effectiveness. Paper presented at IES Predoctoral Program Lecture Series, University of Pennsylvania, Philadelphia.

\*Fuchs, L.S., & Fuchs, D. (2008) Twenty-Five Years of Research on Formative Assessment and Adaptive Instruction: Lessons Learned. Paper presented at Consortium for Policy Research in Education's (CPRE's) Center on Continuous Instructional Improvement, Philadelphia.

\*Fuchs, L.S. (2008). Responsiveness-To-Intervention. Invited session at the annual meeting of the Council for Exceptional Children, Boston.

Powell, S.R., Fuchs, L.S., & Seethaler, P. (2008). Teaching Students to Know Math Facts in a Flash. Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

Seethaler, P., & Fuchs, L.S. (2008). How to Conduct Reliable, Valid, and Instructionally Helpful Screening at Kindergarten. Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

Seethaler, P., Fuchs, L.S., Powell, S.R., & Zumeta, R.O. (2008). Let's Find X! Using "Pirate Math" to Teach Word Problems. Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

Fuchs, L.S., Craddock, C., & Holleneck, K. (2008). Hot Math: Teaching Word-Problem Solving to Elementary Students. Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

\*Fuchs, L.S. (2008) Enhancing the Mathematical Problem solving of Students with Mathematics Disabilities. Paper presented at the annual meeting of the Pennsylvania Branch of the International Dyslexia Association, Philadelphia.

\*Fuchs, L.S. (2008). Student Assessment in the Context of Responsiveness-to-Intervention, Keynote presentation at the annual meeting of the Pennsylvania Branch of the International Dyslexia Association, Philadelphia.

Han, Z., Fuchs, L.S., Davis, N., Cannistraci, C., Anderson, A.W., Gore, J.C., & Dawant, B.N. (2008). Deformation Based Morphometry of Brain Structure in Children with Difficulties in Mathematics. Paper presented at the scientific sessions of the ISMRM, Toronto.

**2007**

\*Fuchs, D., & Fuchs, L.S. (2007). Responsiveness-To-Intervention as a Vehicle for Special Education and General Education Systems Change. Keynote presentation at the International Forum on Special Education, Lima, Peru.

Han, Z., Fuchs, L.S., Davis, N., Cannistraci, C., Anderson, A., Gore, J., & Dawant, B.M. (2007). Atlas-Based Differences Analyses on MRI Brain Images for Children with Math Difficulty. SPIE Medical Imaging Conference, San Diego.

Davis, G.N., Lorang, C., Gore, J., Fuchs, L.S., Anderson, A., Cannistraci, C., & Compton, D. (2007). An Investigation of Neuronal Connectivity in Reading and Math Processes. Poster presentation at the annual meeting of International Dyslexia Association, Dallas.

\*Fuchs, L.S. (2007). Randomized Control Trials: Perspective from the Field. Invited panel participant at the Summer Research Training Institute. Institute on Education Sciences/NCSE Summer Training Institute, Nashville.

Seethaler, P.M., & Fuchs, L.S. (2007). The Cognitive Correlates of Computational Estimation Skill among Third-Grade Students. Poster session at the international meeting of the Council for Exceptional Children, Louisville.

\*Fuchs, L.S. (2007). Remediating Mathematics Disability. Paper presented at the international meeting of the Council for Exceptional Children, Louisville.

\*Fuchs, D., & Fuchs, L.S. (2007). Evaluating of Effectiveness of Responsiveness-To-Intervention. Paper presented at the international meeting of the Council for Exceptional Children, Louisville.

Lemons, C., Bouton, B., Compton, D., Fuchs, D., & Fuchs, L.S. (2007). Dynamic Assessment Versus Progress Monitoring in Predicting Reading Growth: An Alternative Conceptualization of RTI. Paper presented at the international meeting of the Council for Exceptional Children, Louisville.

Powell, S.R., Fuchs, L.S., & Seethaler, P. (2007). Pirate Math: Teaching Word-Problem Solving to Students with Math Disabilities. Paper presented at the international meeting of the Council for Exceptional Children, Louisville.

Fuchs, L.S. (2007). The Course of Mathematics Development: Predicting End-of-Second-Grade Disability. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

\*Fuchs, D., & Fuchs, L.S. (2007). Using Responsiveness-to-Intervention to Identify Students with Learning Disabilities. Invited presentation as part of the Learning Sciences Institute's colloquium series, Nashville.

Fuchs, D., Compton, D.L., & Fuchs, L.S. (2007) Alternative Approaches to "Responsiveness-to-Intervention" as a Method of Identifying Reading Disabilities. Dynamic assessment and event response potential. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Prague.

Davis, G.N., Lorang, C., Gore, J., Fuchs, L., Anderson, A., Cannistraci, C., & Compton, D. (2007). An Investigation of the Effects of Neural Connectivity on Math and Reading Ability. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Prague.

\*Fuchs, D., & Fuchs, L.S. (2007) Models of Responsiveness-to-Intervention. Presentation to New York City Board of Education, Manhattan, NY.

Fuchs, L.S., Fuchs, D., & Compton, D. (2007). Innovations in identifying learning disabilities using responsiveness to intervention. Pacific Coast Research Conference. Coronado, CA.



\*Fuchs, D., Fuchs, L.S., & Compton, D.L. (2007). Evidence-based practices for implementing RTI. Metro-Nashville Public Schools. Nashville.

\*Fuchs, L.S., & Fuchs, D. (2007). Redefining special education in an RTI context. Exceptional Student Services' Second Annual Conference on RTI. Phoenix, AZ.

Lemons, C., Key, A., Fuchs, D., Fuchs, L., Williams, S., Mathiesen, S., Compton, D., & Bouton, B. (2007). Differentiating reading ability and predicting reading growth with event-related potentials. Society for Research on Child Development. Boston.

\*Fuchs, L.S., Fuchs, D., Hintze, J., & Lembke, E. (2007). Progress monitoring in an RTI framework. National Center on Student Progress Monitoring's Annual Summer Institute. Nashville, TN.

\*Fuchs, D., & Fuchs, L.S. (2007). Responsiveness-to-Intervention: Implications for the Identification and Treatment of Learning Disabilities. Bar-Ilan University, Israel.

\*Fuchs, D., & Fuchs, L.S. (2007). Responsiveness-to-Intervention: Implications for parents and teachers. Technical Assistance ALLIANCE for Parent Centers' annual conference. Washington, DC.

## **2006**

\*Fuchs, L.S. (2006). Curriculum-Based Measurement. Keynote address presented at the Center for Advancement in Special Education's 2<sup>nd</sup> International Conference, Hong Kong.

\*Fuchs, L.S. (2006). On the History, Politics, Purposes and Procedures, and Track Record of Responsiveness-to-Intervention. Workshop presented to the Maine Special Education Directors' Academy, Bar Harbor, ME.

\*Fuchs, L.S. (2006) Remediating Students' Mathematics Difficulties. Paper presented at the 3<sup>rd</sup> Annual PI Meeting, National Institute of Child Health and Human Development, Rockville, MD.

\*Fuchs, L.S. (2006). Understanding/Preventing Math Problem-Solving Disability. Paper presented at the 3<sup>rd</sup> Annual PI Meeting, National Institute of Child Health and Human Development, Rockville, MD.

\*Fuchs, D., & Fuchs, L.S. (2006). National Research Center on Learning Disabilities: Five-Years of Research Findings. Invited talk: Education Policy Briefing Series, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S., & Fuchs, D. (2006). Procedures for Implementing Responsiveness-To-Intervention. Invited workshop, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S., & Fuchs, D. (2006). Preventing and Identifying Learning Disabilities. Keynote address at the New York University Steinhardt Conference on Responsiveness-to-Intervention, New York City.

\*Fuchs, L.S. (2006). Assessment to Identify Learning Disabilities. Invited talk at Town Hall Meeting on Responsiveness-to-Intervention, New York University, New York City.

\*Fuchs, L.S., Fuchs, D., Hintze, J., & Lembke, E. (1006). Progress Monitoring within the Context of RTI. Invited workshop, National Center on Student Progress Monitoring, Kansas City.

Fuchs, L.S. (2006). Growth Trajectories of First-Grade Math Development. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

\*Fuchs, D., & Fuchs, L.S. (2006). Responsiveness-to-Intervention: An Overview. Invited presentation, New York Branch of the International Dyslexia Association, New York City.

\*Fuchs, L.S., & Fuchs, D. (2006). Progress Monitoring: An Essential Component of Responsiveness-to-Intervention. Invited presentation, National Research Center on Learning Disabilities Symposium, Kansas City.

\*Fuchs, D., & Fuchs, L.S. (2006). Data Utilization within Responsiveness-To-Intervention as Prevention and Identification of Learning Disabilities. Invited presentation, National Research Center on Learning Disabilities Symposium, Kansas City.

\*Fuchs, L.S. (2006). Responsiveness-To-Intervention in Math: What Does the Research Tell Us? Invited presentation at the annual meeting of the Council for Exceptional Children, Salt Lake City.

## **2005**

\*Fuchs, L.S. (2005). Operationalizing Response within RTI in terms of Sensitivity, Specificity, and Severity. Presentation made at the National Research Council Symposium on Learning Disabilities Classification, Kansas City.

\*Fuchs, L.S., & Fuchs, D. (2005). Responsiveness-To-Intervention. Workshop presented to Region 2, New York City Public Schools, Bronx.

\*Fuchs, D., Fuchs, L.S. (2005). Implementing RTI: The Dos and Don'ts. Workshop presented to the State Department of Education, Nashville.

\*Fuchs, L.S., & Fuchs, D. (2005). Randomized Field Trials to Develop Effective Instruction for At-Risk Students. Invited colloquium, The Institute on Education Sciences Experimental Education Research Training Program Lecture Series. Inaugural lecture, Vanderbilt University, Nashville.

\*Fuchs, L.S. (2005). Responsiveness-To-Intervention as a New Method for LD Identification. Keynote talk at the 2005 Annual Special Education Conference, State Department of Education, Nashville.

\*Fuchs, D., & Fuchs, L.S. (2005). Enhancing Children's Reading and Math Performance: Two Programs of Randomized Controlled Trials. Invited colloquium, New York University, New York.

\*Fuchs, L.S. (2005). Preventing Mathematics Disability with First-Grade Intervention: An Experimental Study. Invited talk at the international meeting of the Council for Exceptional Children, Baltimore.

\*Fuchs, L.S. (2005). Progress Monitoring: An overview. Strand introduction at the international meeting of the Council for Exceptional Children, Baltimore.

\*Fuchs, L.S. (2005). Using Progress Monitoring within a Response-To-Intervention Framework for LD Classification. Invited talk at the international meeting of the Council for Exceptional Children, Baltimore.

\*Fuchs, L.S. (2005). The Prevention, Identification and Cognitive Determinants of Mathematics Difficulty. Invited research colloquium at the University of Delaware, Newark.

\*Fuchs, D., & Fuchs, L.S. (2005). Moving Forward Response-To-Intervention in Reading and Math with Randomized Controlled Trials. Invited talk at the 32<sup>nd</sup> Annual Conference on Dyslexia and Related Learning Disabilities, New York City.

\*Fuchs, D., Compton, D.L., & Fuchs, L.S. (2005). Response-To-Intervention as a Framework of Reading Disability Identification. Invited research colloquium by the Vanderbilt University Kennedy Center.

Fuchs, L.S. (2005). The Prevention, Identification and Cognitive Determinants of Mathematics Disability. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

Stecker, P.M., & Fuchs, L.S. (2005). Technical Features of a Progress Monitoring Measure for Decoding Skills. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.

## **2004**

\*Fuchs, L.S., & Fuchs, D. (2004). Summer Institute: Student Progress Monitoring for Reading. Workshop leaders for OSEP's National Center on Student Progress Monitoring, Washington, D.C.

\*Fuchs, D., & Fuchs, L.S. (2004). Large-Scale Programmatic Research to Accelerate Student Learning: Two Research Programs. Invited talk presented at the Kennedy-Krieger Institute, Johns Hopkins University, Baltimore.

\*Fuchs, L.S. (2004). Progress Monitoring: What, Why, How. Invited presentation at the 9<sup>th</sup> Annual Scientific Conference on Current Research on Learning Disabilities. The Lab School, Washington, DC.

\*Fuchs, L.S., & Fuchs, D. (2004). Randomized Controlled Field Trials to Improve Learning for At-Risk Students. Invited talk at the University of Maryland, College Park.

\*Fuchs, L.S., & Fuchs, D. (2004). Empirically-Validated Approaches to Progress Monitoring. Invited workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City.

\*Fuchs, D., & Fuchs, L.S. (2004). Peer-Assisted Learning Strategies: An Empirically-Validated Reading Practice. Invited workshop presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City.

Fuchs, L.S. (2004). Expanding Schema-Based Instruction to Enhance Third Graders' Mathematical Problem Solving. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

\*Fuchs, L.S. (2004). Quality Indicators in Special Education Research: Randomized Controlled Trials. Invited paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

\*Fuchs, L.S., & Fuchs, D. (2004). CEC Researcher of the Year Award Talk: From Pilot Studies to Randomized Controlled Trials for Conducting Programmatic Instructional Research. Invited paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

\*Fuchs, D., Fuchs, L.S., & Yen, L. (2004). Peer-Assisted Learning Strategies in Reading: A Research-Validated Supplementary Reading Program for the Elementary Grades. Invited paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

McMaster, K., Fuchs, D., Fuchs, L.S., & Compton, D. (2004). Supplemental intervention for nonresponders to classwide reading instruction: Comparing curricular modifications to individual tutoring. American Educational Research Association, San Diego.

Morgan, P., Fuchs, D., Fuchs, L., & Compton, D. (2004). Does early reading decrease young children's reading motivation? An evaluation of the negative Matthew effects hypothesis. Society for the Scientific Study of Reading, The Netherlands.

\*Fuchs, D., Fuchs, L., Compton, D., Deshler, D., Mellard, D., & Reschly, D. (2004). National Research Center on Learning Disabilities: A first-grade classification study, focus-group research, and a national survey of the states. Council for Exceptional Children, New Orleans.

\*Fuchs, D., & Fuchs, L.S. (2004). What is Responsiveness-To-Instruction and is it a valid method of identifying children with reading disabilities? Scottish Rite Order of Masons Conference, Nashville, TN.

\*Fuchs, D., & Fuchs, L.S. (2004). Peer-Assisted Learning Strategies: Kindergarten, First-Grade, and Grades 2-6. South Carolina's State Improvement Grant Training Institute, Columbia, SC.

Fuchs, D., Fuchs, L., Reschly, D., Compton, D., Bryant, J., Yen, L., Mellard, D., & Deshler, D. (2004). National Research Center on Learning Disabilities: Four-pronged research on alternative methods of LD identification. Learning Disabilities Association, Atlanta.

Fuchs, D., Fuchs, L., Eaton, S., Young, C., Mock, D., & Dion, E. (2004). Hearing sounds in words: Preschoolers helping preschoolers in a downward extension of Peer-Assisted Learning Strategies. Learning Disabilities Association, Atlanta.

### **2003**

\*Fuchs, L.S. (2003). Testing Accommodations for Students with Learning Disabilities. Invited keynote address at annual meeting of the Council for Exceptional Children, Division of Learning Disabilities, Seattle.

\*Fuchs, L.S. (2003). Progress Monitoring. Invited workshop presented at annual meeting of the Council for Exceptional Children, Seattle.

\*Fuchs, D., & Fuchs, L.S. (2003). Nonresponders: What Do We Know? Invited paper presented at the annual meeting of the Council for Exceptional Children, Seattle.

Fuchs, L.S. (2003). Responsiveness to Mathematical Problem-Solving Instruction. Paper presented at the annual meeting of the Pacific Coast Research Conference, LaJolla.

Hosp, M.K., & Fuchs, L.S. (2003). Reading CBM: Criterion Validity for Decoding and Comprehension. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago.

Hosp, J., Hosp, M.K., & Fuchs, L.S. (2003). How Good are Teachers at Judging Student Reading Achievement? Paper presented at the annual meeting of the National Association of School Psychologist, Chicago.

\*Fuchs, L.S., Fuchs, D., & Compton, D. (2003). Longitudinal Study of Alternative Methods of LD Identification. Paper presented at the Annual International Conference of the Learning Disabilities Association, Chicago.

\*Fuchs, D., Fuchs, L.S., Reschly, D., & Compton, D. (2003). Response-to-Treatment Approach to LD Identification. Paper presented at the Annual International Conference of the Learning Disabilities Association, Chicago.

\*Fuchs, L.S., & Fuchs, D. (2003). Curriculum-Based Measurement: Applications for School Psychologists. Workshop presented to the Maryland School Psychologists' Association. Rehobeth Beach, Delaware.

\*Fuchs, D., & Fuchs, L.S. (2003). Peer-Assisted Learning Strategies. Workshop presented to the Maryland School Psychologists' Association. Rehobeth Beach, Delaware.

\*Fuchs, D., & Fuchs, L.S. (2003). Rethinking Learning Disabilities; Implications for School Psychologists. Workshop presented to the Maryland School Psychologists' Association. Rehobeth Beach, Delaware.

\*Fuchs, D. & Fuchs, L.S. (2003). Peer-Assisted Learning strategies in Readings. Workshop presented to the State Improvement Grant Training personnel. Columbia, South Carolina.

\*Fuchs, L.S. (2003). Meet the Editors. Question/answer session at the annual project directors' meeting, Office of Special Education. U.S. Department of Education, Washington, DC.

## **2002**

\*Fuchs, D., Fuchs, L.S., & Compton, D.L. (2002). Defining Reading Disability as Inadequate Response to Treatment. Invited paper at the Reading Comprehension Assessment Conference, University of Michigan, Ypsilanti.

\*Fuchs, L.S. (2002). Strategies for Making Adequate Yearly Progress (AYP): Progress Monitoring. Invited workshop at the Student Achievement and School Accountability: No Child Left Behind Conference, Chicago.

\*Fuchs, L.S. (2002). Witness for the President's Commission on Excellence in Special Education. Vanderbilt University, Nashville.

\*Fuchs, L.S. (2002). Responsiveness to Mathematical Problem-Solving Instruction for Students with Mathematics Disabilities with and without Reading Disabilities. International Dyslexia Association, Atlanta.

\*Fuchs, L.S. (2002). Effecting Transfer for Mathematical Problem Solving. Distinguished Lecture Series, San Diego State University, La Jolla.

\*Fuchs, L.S. (2002). Enhancing Third Graders' Mathematical Problem Solving. Invited address at the annual meeting of the Council for Exceptional Children, New York.

\*Fuchs, D., Reschly, D., Fuchs, L., & Mellard, D. (2002). The National Research Center on Learning Disabilities. In R. Bradley (Chair), Research Initiatives of the Office of Special Education Programs. Council for Exceptional Children, New York.

\*Fuchs, L.S. (2002). Using Curriculum-Based Measurement to Identify Students with Learning Disabilities. Workshop presented to the Lincoln Public Schools school psychologists and the University of Nebraska Department of Educational Psychology, Lincoln, Nebraska.

\*Fuchs, L.S. (2002). Using Randomized Field Trials in Educational Research. Presentation at the Annual Project Directors' meeting, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S. (2002). Publishing for junior researchers. Presentation at the Annual Project Directors' meeting. U.S. Department of Education, Washington, DC.

Fuchs, L.S. (2002). Accelerating Student Learning in Mathematics. Paper presented at the annual meeting of the Council for Exceptional Children, New York.

Fuchs, L.S. (2002). Treatment Nonresponsiveness to Mathematical Problem Solving Instruction by Disability Type. Paper presented at the annual meeting of Pacific Coast Research Conference, La Jolla.

Hosp, M., & Fuchs, L.S. (2002). Using Curriculum-Based Measurement to Determine Instructional Needs in Reading. Paper presented at the annual meeting of the National Association of School Psychologists.

Calhoon, M.B., & Fuchs, L.S. (2002). Effects of Peer-Assisted Learning Strategies on Mathematics Performance for Secondary Students with Disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, New York.

McMaster, K., Fuchs, D., & Fuchs, L.S. (2002). How Can We Boost the Reading Achievement of Children Unresponsive to Early Literacy Intervention? Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago.

## **2001**

\*Fuchs, L.S., & Vaughn, S. (2001). Student Achievement in Reading. Strand Leader at the annual meeting of the Council for Exceptional Children, Kansas City.

Fuchs, L.S. (2001). Methods to Enhance Mathematical Problem Solving. Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City.

\*Fuchs, D., & Fuchs, L.S. (2001). Peer-mediated instruction and interventions revisited. In C. Utley (Chair), New paradigms for the 21<sup>st</sup> century. Symposium, Council for Exceptional Children, Kansas City.

\*Fuchs, L.S. (2001). Three Conceptualizations of “Treatment” within a Responsiveness-to-Treatment Framework for LD Identification. Sponsored by the Office of Special Education Programs, U.S. Department of Education, Washington, D.C.

\*Fuchs, D., Fuchs, L.S., Mathes, P., Lipsey, M., & Roberts, H. (2001). Does LD exist? Learning Disabilities Summit--Building a Foundation for the Future. Sponsored by the Office of Special Education Programs, U.S. Department of Education, Washington, D.C.

\*Fuchs, D., Fuchs, L.S., Mathes, P., Lipsey, M., & Roberts, H. (2001). Is “Learning Disabilities” Just a Fancy Term for Low Achievement?: A Meta-Analysis of Reading Differences between Students with and without the Label. In D. Fuchs (Chair), Rethinking Learning Disabilities: A Special Education Perspective. Symposium, 2001 OSEP Research Project Directors’ Meeting, Washington, D.C.

\*Fuchs, D., & Fuchs, L.S. (2001). Extending Classwide Peer Tutoring Down to Kindergarten and Up to High School. Invited session at the annual meeting of the Council for Exceptional Children, Kansas City.

\*Fuchs, D., Fuchs, L.S., Mathes, P., Lipsey, M., & Roberts, H. (2001). Is “learning disabilities” just a fancy term for low achievement: A meta-analysis of reading differences between students with and without the label. In D. Fuchs (Chair), Rethinking learning disabilities: A special education perspective. Symposium, 2001 OSEP Research Project Directors’ Conference, Washington, D.C.

\*Fuchs, D., & Fuchs, L.S. (2001). Increasing Reading Competence Among Kindergarten and First-Grade Children Using Peer-Assisted Learning Strategies. Invited session at the annual meeting of the American Educational Research Association, Kansas City.

Calhoon, B., Fuchs, L.S., & Hamlett, C.L. (2001). The Effects of Computer-Based Test Accommodations on Mathematics Performance Assessment Scores for Secondary Students with Learning Disabilities. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Fuchs, L.S. (2001). Interventions to Accelerate Academic Growth for Students with and without Disabilities in Grades K-3: Mathematics Problem Solving. Paper presented at the annual Pacific Coast Research Conference, La Jolla.

Fuchs, L.S., & Fuchs, D. (2001). Promoting Mathematical Problem Solving for Third Graders with Varying Achievement Histories. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Fuchs, L.S., & Fuchs, D. (2001). Evaluating a Peer-Mediated Approach to Increase Reading Fluency in Title I and non-Title I Schools. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder.

Fuchs, D., & Fuchs, L.S. (2001). The Contribution of Phonological Awareness and Decoding Instruction on Kindergarten Children's Reading Readiness. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boulder.

Calhoun, B., Fuchs, L.S., & Hamlett, C.L. (2001). Effects of Computer-Based Test Accommodations on Mathematics Performance Assessment Scores for Secondary Students with Learning Disabilities. Paper presented at the annual meeting of the Technology and Media Division (CEC) Conference, Albuquerque.

Hosp, M.K., & Fuchs, L.S. (2001). Using Curriculum-Based Measurement to Enhance Instructional Decision Making in Reading. Paper presented at the annual meeting of Teacher Education for Children with Behavior Disorders, Phoenix.

## **2000**

\*Fuchs, L.S., & Fuchs, D. (2000). Is Reading Important in Reading Readiness programs? Alumni Distinguished Faculty Scholar Aware Presentation, Peabody College of Vanderbilt University, Nashville.

\*Fuchs, L.S. (2000). Enhancing Children's Mathematics Development with Peer-Assisted Learning Conference. Keynote address delivered at the Successful Learning Conference, University of Western Sydney in collaboration with the New South Wales Department of Education and Training.

\*Fuchs, L.S. (2000). Curriculum-Based Measurement. Invited workshop at the annual conference of the Division of Learning Disabilities, Charleston.

\*Fuchs, L.S. (2000). Performance Assessment of Mathematics Problem Solving. Invited workshop at the annual conference of the Division of Learning Disabilities, Charleston.

Fuchs, L.S. (2000). Reading Connected Text vs. Isolated Words: What's the Difference? Paper presented at the eighth annual meeting of the Pacific Coast Research Conferences, San Diego.

Fuchs, L.S. (2000). Identifying Reading Test Accommodations for Students with Learning Disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, Vancouver.

\*Fuchs, L.S. (2000). Preserving the Meaningfulness and Validity of Test Scores with Accommodations: Is it possible? Paper presented at the annual meeting of the Council for Exceptional Children, Vancouver.

\*Fuchs, L.S. (2000). Reconceptualizing the Definition of Learning Disability as Inadequate Responsiveness to Treatment. Paper presented at the annual meeting of the Council for Exceptional Children, Vancouver.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (2000). Children Who Do Not Respond to Early Literacy Instruction: A Longitudinal Study. Paper presented at the International Conference of the Learning Disabilities Association, Reno.

\*Fuchs, L.S. (2000). The Center on Accelerating Student Learning. Session presented at the International Conference of the Learning Disabilities Association, Reno.

## **1999**

\*Fuchs, L.S. (1999). Peer-Assisted Learning Strategies in Reading. Paper presented at the 23<sup>rd</sup> Annual Conference on Severe Behavior Disorders of Children and Youth.

- \*Fuchs, L.S. (1999). Bridging Research and Practice. Invited Talk at the University of Virginia.
- \*Fuchs, L.S. (1999). Curriculum-Based Measurement and Student Progress toward Important Benchmarks. Keynote address to the Iowa Association of School Psychologists, Des Moines, IA.
- \*Fuchs, L.S. (1999). Peer-Assisted Learning Strategies in Reading. Keynote at annual meeting of the Iowa Association of School Psychologists, Des Moines, IA.
- \*Fuchs, L.S. (1999). Student Progress Monitoring. Series of presentations at the Visiting Scholars Week, University of Minnesota, Department of Educational Psychology, Minneapolis, MN.
- \*Fuchs, L.S. (1999). Peer-Assisted Learning Strategies in Reading. Paper presented at the annual meeting for Teacher Education for Children with Behavior Disorders, Phoenix.
- \*Fuchs, L.S. (1999). Peer-Assisted Learning Strategies in Reading. Invited colloquium, University of Illinois, Champaign, IL.
- \*Fuchs, L.S. (1999). Accommodating Student Diversity in General Education Classrooms. Workshop presented at Melrose Elementary School, Wooster, OH.
- \*Fuchs, L.S. (1999). Curriculum-Based Measurement and Peer-Assisted Learning Strategies in Math. Workshop presented to the Iowa Intermediate Agency 11, Des Moines, IA.
- \*Fuchs, L.S. (1999). Using PALS to Boost Student Achievement in Reading and Math. Workshop presented for the Westchester Putnam BOCES, White Plains, NY.
- \*Fuchs, L.S. (1999). Peer-Assisted Learning Strategies: A Research-Based Practice for Developing Reading Competence. Workshop presented to the Special Education Resource Center, Cleveland, OH.
- \*Fuchs, L.S. (1999). Understanding All Components of Individualized Educational Plans. Invited panel session at the Council for Exceptional Children annual international convention, Charlotte, NC.
- \*Fuchs, L.S. (1999). Combining Curriculum-Based Measurement and Peer-Assisted Learning Strategies to Promote Academic Achievement. Workshop presented to the Northeast Special Education Resource Center, Akron, OH.
- \*Fuchs, D., & Fuchs, L.S. (1999). Kindergarten Peer-Assisted Learning Strategies. Invited address to the College of Education, University of Oregon.
- \*Fuchs, L.S. (1999). Accommodating Student Diversity with Peer-Assisted Learning Strategies. Keynote address delivered at the second international, interdisciplinary, biennial conference, Evidence-Based Policies and System Indicators, University of Durham, England.
- \*Fuchs, L.S. (1999). Designing Group Research: Issues about Statistical Analysis. Session presented at the annual meeting of Research Project Directors, Office of Special Education, U.S. Department of Education, Washington, D.C.
- Fuchs, L.S., Fuchs, D., Eaton, S., & Karns, K. (1999). Test Accommodations for Students with Disabilities: Teacher Judgment vs. Data-Based Decision. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Fuchs, L.S., Fuchs, D., Kazdan, S., Karns, K., & Calhoun, B. (1999). The Effects of Workgroup structure and Size during Collaborative Groupwork on Complex Tasks. Paper presented at the annual meeting of the American Educational Research Association, Montreal.



Fuchs, L.S., & Fuchs, D. (1999). Exploring the Validity of Test Accommodations. Paper presented at the large-scale assessment conference of the Council of Chief State School Officers, Snowbird, UT.

Fuchs, L.S. (1999). Using DATA to Supplement Teacher Judgment about Test Accommodations. Paper presented at the large-scale assessment conference of the Council of Chief State School Officers, Snowbird, UT.

Fuchs, D., Fuchs, L.S., Mathes, P., Lipsey, M., Eaton, S., & Roberts, H. (1999). Is "Learning Disabilities" Just a Fancy Term for Underachievement? Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Fuchs, D., Fuchs, L.S., Thompson, A., Al Otaiba, S., Yen, L., & Braun, M. (1999). Strengthening Kindergartners' Reading Readiness in Title I and Non-Title I Schools: The Value-Added of Peer-Mediated Learning. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Fuchs, L.S. (1999). The Participation of Students with Mild Disabilities within General Education. Paper presented at the seventh annual meeting of the Pacific Coach Research Conference, San Diego.

Fuchs, L.S., & Fuchs, D. (1999). Test Accommodations: What Are They and How Do They Affect Validity? Paper presented at the annual meeting of the Council of Chief State School Officers, Snowbird, UT.

Fuchs, L.S. (1999). Identifying Fair, Appropriate Math Testing Accommodations for Students with Learning Disabilities. Paper presented at the Council for Exceptional Children annual international convention, Charlotte, NC.

## **1998**

\*Fuchs, L.S. (1998). Strengthening Early Reading Development with Peer-Assisted Learning Strategies. Workshop presented to the Heartland Intermediate Agency, IA.

\*Fuchs, L.S. (1998). "Standards: What Are They and What Do They Mean for Students with Exceptionalities?" Invited panel session at the Council for Exceptional Children annual international convention, Minneapolis, MN.

\*Fuchs, L.S. (1998). Increasing Benefits for Students with Learning Disabilities During Performance Assessment. Paper presented at the Council for Exceptional Children annual international convention, Minneapolis, MN.

\*Fuchs, L.S. (1998). Performance Assessment and Exceptional Learners: Linking Assessment to Instruction. Council for Exceptional Children February Institute, Baltimore.

\*Fuchs, L.S. (1998). Curriculum-Based Measurement. Workshop delivered to District #45, Villa Park, IL.

\*Fuchs, L.S. (1998). Using Curriculum-Based Measurement to Improve Instructional Planning. Annual School Psychologists' Retreat, Northeast Special Education Resource Center, Akron, OH.

\*Fuchs, L.S. (1998). A Conceptual Model of Instructionally-Based Assessment Workshop presented to the Shaklee Foundation, Wichita, KS.

\*Fuchs, L.S. (1998). Test Accommodations for Students with Disabilities. Invited session at the U.S. Department of Education, Office of Special Education Program's Institute on Assessment, New Orleans.

\*Fuchs, L.S. (1998). Combining Curriculum-Based Measurement and Peer-Assisted Learning Strategies to Enhance Reading Achievement in the Early Grades. Workshop presented to the Heartland Intermediate Agency, Des Moines, IA.

Fuchs, L.S. (1998). Curriculum-Based Measurement and Developmental Reading Norms. Paper presented at the sixth annual Pacific Coast Research Conference.

Fuchs, L.S. (1998). Increasing Benefits for Students with Learning Disabilities During Performance Assessment. Paper presented at the Council for Exceptional Children annual international convention, Minneapolis, MN.

Fuchs, L.S. (1998). The Shaklee Institute for Improving Special Education: A Collaborative Effort for Positive Change. Panel session at the Council for Exceptional Children annual international convention, Minneapolis, MN.

Fuchs, D., Fuchs, L.S., Dorn, S., Thompson, A., & Murphy, J. (1998). Special Education at Crockett Academy: A Principal's Divided Loyalties. International Conference of Learning Disabilities Association of American, Washington, DC.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (1998). Effects of Kindergarten Peer-Assisted Learning Strategies on the Development of Reading Readiness. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (1998). Effects of Peer-Assisted Learning Strategies on Kindergartners' Knowledge of Letter Names. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

## **1997**

\*Fuchs, L.S. (1997). Moving Research-Validated Practices for Students with Learning Disabilities into the Classroom. Invited Panel Session on Division Day for the Annual International Convention for the Council for Exceptional Children, Salt Lake City.

\*Fuchs, L.S. (1997). A Systematic Research Program that Bridges the Research-To-Practice Gap. Invited colloquium, Doctoral Leadership Grant, University of Maryland, College Park.

\*Fuchs, L.S. (1997). Curriculum-Based Measurement. Invited workshop for the leadership staff of the Knox County Schools, Knoxville.

\*Fuchs, L.S. (1997). Examining Early Childhood Educators' Adaptation Practices for Children with Disabilities. Invited paper, University of North Carolina, Chapel Hill.

\*Fuchs, L.S. (1997). Research into Practice. Invited presentation to the College of Education, University of Nebraska, Lincoln.

\*Fuchs, L.S. (1997). Building Student Capacity to Work Productively during Peer-Assisted Learning Activities in Reading. Invited presentation at the Guy Bond Commemorative Reading Conference, University of Minnesota, Minneapolis.

\*Fuchs, L.S. (1997). Curriculum-Based Measurement and Peer-Assisted Learning Strategies in Reading: Training the Trainers. Workshop presented to the Iowa State Department of Education, Des Moines.

\*Fuchs, L.S. (1997). Writing for Publication. Workshop presented to COMRISE scholars. University of Virginia, Charlottesville.

\*Fuchs, L.S. (1997). Using Curriculum-Based Measurement as a Research Tool. Session presented at the annual U.S. Department of Education's (OSEP) Research Project Directors' Meeting, Washington, DC.

\*Fuchs, L.S. (1997). Computer Applications to Curriculum-Based Measurement. Session presented at the annual U.S. Department of Education's (OSEP) Research Project Directors' Meeting, Washington, DC.

\*Fuchs, L.S. (1997). The National Academy of Science's Report on Standards-Based Reform and Children with Disabilities. Session presented at the annual U.S. Department of Education's (OSEP) Research Project Directors' Meeting, Washington.

Fuchs, L.S. (1997). Alternative Measures for Predicting Performance on Graduation Standards. Paper presented at the fifth annual Pacific Coast Research Conference, La Jolla, CA.

Fuchs, L.S. (1997). Using Performance Assessment to Improve Instructional Decisions for Students with disabilities. Paper presented at the Annual International Convention for the Council for Exceptional Children, Salt Lake City.

Fuchs, L.S., & Fuchs, D. (1997). Mathematics Performance Assessment in the Classroom: Effects on Teacher Planning and Student Learning. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fuchs, L.S., & Fuchs, D. (1997). Effects of Increasing Student Familiarity with Test Structure on Performance Assessment Scores. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fuchs, L.S., & Fuchs, D. (1997). Effects of Partners' Ability Status and Performance Assessment Experiences on Dyadic Interactions. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Dorn, S., Fuchs, D., Fuchs, L., Thompson, A., & Murphy, J. (1997). General Education Restructuring and A Special Education Perspective. Presentation at the annual meeting of Ethnographers in Education, Philadelphia.

## **1996**

\*Fuchs, L.S. (1996). Addressing the Needs of Students with Learning Disabilities with Peer Tutoring: Differences between High- and Medium-Ability Partners. Paper presented at the Council for Exceptional Children annual international convention, Orlando, FL.

\*Fuchs, L.S. (1996). Colleagueality and Interdependence among Students: Creating a Community of Learners with Peer Support. Paper presented at the Council for Exceptional Children annual international convention, Orlando, FL.

\*Fuchs, D., & Fuchs, L.S. (1996). What's Special about special education? Keynote address at the Greater Edmonton Teachers' Convention, Alberta, Canada.

\*Fuchs, L.S. (1996). Curriculum-Based Measurement. Workshop presented at the Greater Edmonton Teachers' Convention, Alberta, Canada.

\*Fuchs, D., & Fuchs, L.S. (1996). Educational Reform and Implications for Special Education. Keynote address at the Special Education Conference, Kananaskis Village, Alberta, Canada.

\*Fuchs, L.S. (1996). Peer-Assisted Learning Strategies. Workshop presented at the Special Education Conference '96 sponsored by the Special Education Branch, Alberta Education Department, Kananaskis, Alberta, Canada.

\*Fuchs, L.S. (1996). Three School-Building Models that Promote Inclusion: Outcomes for Students with Learning Disabilities. Paper presented at the Council for Learning Disabilities' 18th International Conference on Learning Disabilities.

\*Fuchs, L.S. (1996). Systemic School Restructuring: Implications for Students with Learning Disabilities. Paper presented at the Council for Learning Disabilities' 18th International Conference on Learning Disabilities.

\*Fuchs, L.S. (1996). Instructional Decisions for Students with Learning Disabilities: Can Performance Assessment Help? Paper presented at the Council for Learning Disabilities' 18<sup>th</sup> International Conference on Learning Disabilities.

Fuchs, L.S. (1996). Enhancing Achievement Motivation in General Education with Curriculum-Based Measurement and Peer Tutoring. Paper presented at the Council for Exceptional Children annual international convention, Orlando, FL.

Fuchs, L.S. (1996). Factors that Influence the Effectiveness of Curriculum-Based Measurement Procedures. Paper presented at the fourth annual Pacific Coast Research Conference, LaJolla, CA.

Fuchs, L.S., & Fuchs, D. (1996). Quality and Effectiveness of Children's Mathematical Explanations: Differences between High- and Average-Achieving Students. Paper presented at the annual meeting of the American Educational Research Association, New York.

Fuchs, L.S., & Fuchs, D. (1996). Effects of Task-Focused Goals on Low Achievers with and without Learning Disabilities. Paper presented at the annual meeting of the American Educational Research Association, New York.

Fuchs, D., & Fuchs, L.S. (1996). Longitudinal Analyses of the Reintegration of Students with Learning Disabilities. Paper presented at the annual meeting of the American Education Research Association, New York.

Bentz, J., & Fuchs, L.S. (1996). Students' Helping Behavior to Facilitate Learning during Mathematics Peer Tutoring. Paper presented at the annual meeting of the American Educational Research Association, New York.

## **1995**

\*Fuchs, L.S. (1995). Curriculum-Based Measurement. Workshop presented at 1995 Educational Research and Dissemination Program of the American Federation of Teachers, Nashville.

\*Fuchs, L.S. (1995). Addressing Academic Diversity in Today's Classrooms with Peer-Assisted Learning Strategies. Workshop presented at the Southeastern Ohio Special Education Regional Resource Center, Athens, OH.

\*Fuchs, L.S. (1995). Incorporating Curriculum-Based Measurement into the Eligibility Decision-Making Process: A Focus on Treatment Validity and Student Growth. Invited presentation to the National Academy of Sciences, National Research Council, Board on Testing and Assessment, Washington, DC.

\*Fuchs, L.S. (1995). Integrating Curriculum-Based Measurement and Peer Tutoring to Help Teachers Meet the Challenge of Student Diversity in Reading. Workshop presented to the Central Ohio Special Education Regional Resource Center, Columbus, OH.

\*Fuchs, L.S. (1995). Federal Research Initiatives and the Peer-Review System. Paper presented to Peer Review Task Force, U.S. Department of Education, Office of Special Education Programs, Washington, DC.

\*Fuchs, L.S. (1995). Peer-Assisted Learning Strategies in Reading and Math. Presentation to the Peabody Alumni Board, Nashville.

\*Fuchs, L.S. (1995). Assessing Student Progress: Can Computers Help? Invited talk at the Secretary's Conference, U.S. Department of Education, Office of Educational Research and Improvement, Washington, DC.

\*Fuchs, L.S. (1995). Strengthening Student Programs for Students with Disabilities with Curriculum-Based Measurement. Keynote presentation at the 29<sup>th</sup> Annual Conference on Special Education Effectiveness, University of Wisconsin, Osh Kosh, WI.

\*Fuchs, L.S. (1995). Helping General Educators Meet the Challenge of Student Diversity with Peer-Assisted Learning Strategies. Workshop presented to the MEO-Special Education Service Center, Akron, OH.

\*Fuchs, L.S. (1995). What Role Does Technology Play in Assessing Student Progress? Invited presentation at the Secretary's Conference on Educational Technology, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S. (1995). Expanding Curriculum-Based Measurement to General Education with Peer-Mediated Instruction. Workshop presented to the Cuyahoga Special Education Service Center, Cleveland.

Fuchs, L.S., & Fuchs, D. (1995). Enhancing the Quality of Student Interactions During Peer-Mediated Instruction. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, L.S. (1995). Modeling Academic Growth Within and Across Years for Students with and without Disabilities. Paper presented at the third annual Pacific Coast Research Conference, Laguna Beach, CA.

## **1994**

\*Fuchs, L.S. (1994). Linking Performance Assessment to Instructional Planning. Invited talk at the annual Project Directors' Meeting, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S. (1994). Facilitating Inclusion of Students with Mild Disabilities with Curriculum-Based Measurement and Classwide Peer Tutoring. Third Annual South Carolina Exceptional Education Institute, Lexington, SC.

\*Fuchs, L.S. (1994). Classwide Peer Tutoring: Helping General Educators Meet the Challenge of Student Diversity. Workshop presented to Medina County School District, Medina, OH.

\*Fuchs, L.S. (1994). Integrating Research on Instructional Variables Across Methodologies and Settings. Invited talk at special conference of the Division on Learning Disabilities, Research on Classroom Ecologies: Implications for Inclusion of Children with Learning Disabilities, Bandera, TX.

\*Fuchs, L.S. (1994). Innovative Assessment Strategies to Facilitate Inclusion. Keynote session at the annual meeting of the Massachusetts Council for Exceptional Children, Boston.

\*Fuchs, L.S. (1994). Inclusion: Metro Principals' Workshop. Conducted for the Metropolitan Nashville Public Education Foundation, Nashville.

\*Fuchs, L.S. (1994). Inclusion and the Leadership Role of Special Educators. Conducted for the Metropolitan Nashville Public Education Foundation, Nashville.

\*Fuchs, L.S. (1994). Inclusion and School Reform. Conducted for the Metropolitan Nashville Public Education Foundation, Nashville.

\*Fuchs, L.S. (1994). Using Curriculum-Based Measurement for Progress Monitoring and Improving Instruction. Paper presented at the annual international meeting of the Council for Exceptional Children, Denver.

\*Fuchs, L.S. (1994). Monitoring Student Progress with Curriculum-Based Measurement to Enhance Student Outcomes. Invited colloquium as part of the Distinguished Lecturer Series at the University of Nebraska, Omaha.

\*Fuchs, L.S. (1994). Curriculum-Based Measurement and Classwide Peer Tutoring. Workshop presented at the Region III Illinois Special Education Leadership Academy, East Moline, IL.

\*Fuchs, L.S. (1994). Integrating Curriculum-Based Measurement and Classwide Peer Tutoring. Workshop presented at the Northeast Regional Resource Center, Warren, OH.

\*Fuchs, L.S. (1994). Effective Instructional Practices. Paper presented at the U.S. Department of Education, Part E Reauthorization Workgroup, Washington, DC.

\*Fuchs, L.S. (1994). Using Curriculum-Based Measurement to Enhance General and Special Education Decision Making. Workshop presented at the Northwest Regional Resource Center, Toledo, OH.

\*Fuchs, L.S. (1994). Performance Assessment and Instructional Planning. Paper presented at the U.S. Department of Education Task Force on Performance Assessment, Washington, DC.

Mathes, P., Fuchs, D., Fuchs, L.S., & Phillips, N.B. (1994). Peabody Classwide Peer Tutoring: A Powerful Tool for Improving Reading Instruction in the Mainstream. Paper presented at the annual meeting of the Learning Disabilities Association, Washington.

Fuchs, L.S. (1994). General Educators' Instructional Adaptations for Students with Disabilities. Paper presented at the second annual Pacific Coast Research Conference, San Diego.

Fuchs, L.S., Fuchs, D., & Phillips, N.B. (1994). Integrating Peer-Mediated Instruction and Classroom-Based Assessment: Effects on Students with Varying Learning Histories. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, D., Mathes, P., Fuchs, L.S., & Dempsey, S. (1994). Peer-Mediated Learning: Adapting Instruction for All Students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, L.S., Karns, K., & Dutka, S. (1994). Combining Classwide Curriculum-Based Measurement with Peer Tutoring in Mathematics. Paper presented at the Tennessee Joint Conference on Disabilities, Nashville.

Fuchs, L.S. (1994). Classwide Peer Tutoring. Invited presentation at the meeting of the Tennessee Council on Learning Disabilities, Nashville.

### **1993**

\*Fuchs, L.S. (1993). Using Curriculum-Based Measurement and Classwide Peer Tutoring to Enhance Teacher Planning and Student Outcomes. Workshop presented at the Southeast Regional Resource Center, Louisville, OH.

\*Fuchs, L.S. (1993). General Educator Planning for Student with Learning Disabilities. Paper presented at the University of Pittsburgh Conference on Inclusion of Students with Mild Disabilities, Pittsburgh.

\*Fuchs, L.S. (1993). State-of-the-Art Assessment Practices: A Panel Discussion. Council for Educational Diagnosticians Showcase Session. Presented at the annual international meeting of the Council for Exceptional Children, San Antonio.

\*Fuchs, L.S. (1993). Setting a Research Agenda in Special Education for the Upcoming Decade. Part E Focus Group, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S. (1993). Integration Strategies for Students with Disabilities. Workshop presented at the Inclusion Conference II, Educating the Disabled with their Non-Disabled Peers, University of Wisconsin-Eau Claire.

\*Fuchs, L.S. (1993). Classwide Peer Tutoring in Reading to Help General Educators Face Student Diversity. Presentation to the 8<sup>th</sup> annual DuPage County Special Education Conference, Wheaton, IL.

\*Fuchs, L.S. (1993). Curriculum-Based Measurement Workshop presented to the Northeast Ohio Special Education Regional Resource Center, Warren, OH.

\*Fuchs, L.S. (1993). Psychosocial Treatments of ADHD Children. Presentation to the National Institute of Mental Health multisite intervention study, Rockville, MD.

\*Fuchs, L.S. (1993). Curriculum-Based Measurement. Presentation to the National Institute of Mental Health ADHD multisite intervention study, Rockville, MD.

\*Fuchs, L.S., & Fuchs, D. (1993). Promising Practices for Including Students with Disabilities within General Education. Workshop sponsored by Simon Fraser University and the Learning Center, Calgary, Alberta.

Fuchs, L.S. (1993). Innovative Applications of Peer Tutoring. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Fuchs, L.S. (1993). New Directions for Curriculum-Based Measurement: Moving Beyond Basic Skills and into Classwide Decision Making. Paper presented at the annual international meeting of the Council for Exceptional Children, San Antonio.

Fuchs, D., Fuchs, L.S., Roche, L., Mathes, P., & Scott, S. (1993). Effectiveness of Peer-Mediated Strategies in Reading and Math for Students with Disabilities in Resource and Mainstream Settings. Paper presented at the annual international meeting of the Council for Exceptional Children, San Antonio.

Fuchs, L.S., Fuchs, D., Bentz, J., & Bishop, N. (1993). The Nature of Peer-Tutoring Interaction With and Without Prior Training and Experience. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Fuchs, L.S., Fuchs, D., Bishop, N., & Bentz, J. (1993). Using Technology to Integrate Performance Assessment with Instructional Planning. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Fuchs, D., Fuchs, L.S., & Mathes, P. (1993). Peer-Mediated Learning Strategies: Effects on Learners at Different Points on the Reading Achievement Continuum. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Fuchs, D., Fuchs, L.S., & Bishop, N. (1993). Differences between Students Classified Learning Disabled and Low Achieving: Implications for Inclusive Schools. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Fuchs, L.S. (1993). School Building Models to Increase General Education's Capacity to Meet the Learning Needs of Students with Mild Disabilities. Paper presented at the Pacific Coast Research Conference, Redondo Beach, CA.

Fuchs, L.S. (1993). Methodological Issues in Applying and Extending the General Outcome Measurement Model Approach of Curriculum-Based Measurement. Paper presented at the Pacific Coast Research Conference, Redondo Beach, CA.

## **1992**

\*Fuchs, L. (1992). Linking Instruction with Performance Assessment: Lessons from the Past. Presentation to the U.S. Department of Education's Task Force on Authentic Assessment, Washington, DC.

\*Fuchs, L.S. (1992). Innovative Practices within Curriculum-Based Measurement. Workshop presented to the Bakersfield School District, Bakersfield, CA.

\*Fuchs, D., & Fuchs, L.S. (1992). Model Schools for Mainstream Instruction. Paper presented at the annual international conference of the Council for Exceptional Children, Baltimore.

\*Fuchs, L.S. (1992). Classwide Peer Tutoring Using Curriculum-Based Measurement in Resource and General Education Programs. Invited paper presented at the annual Iowa Conference on Innovative Practices in Special Education, State Department of Education, Cedar Rapids, Iowa.

\*Fuchs, L.S. (1992). Implementing Curriculum-Based Measurement: Issues, Actions, and Answers. Invited papers presented at the annual Iowa Conference on Innovative Practices in Special Education, State Department of Education, Cedar Rapids, Iowa.

\*Fuchs, L.S. (1992). Writing Research for Publication. Invited paper presented at the annual Research Project Directors' Meeting, Office of Special Education Programs, U.S. Department of Education, Washington, DC.

\*Fuchs, L.S., & Fuchs, D. (1992). Classwide Instructional Decision Making with Curriculum-Based Measurement. Paper presented at the regional meeting of the Council on Learning Disabilities, Ft. Lauderdale, FL.

\*Fuchs, D., & Fuchs, L.S. (1992). Where is the Research on Consultation Effectiveness? Paper presented at the regional meeting of the Council on Learning Disabilities, Ft. Lauderdale, FL.

\*Fuchs, D., & Fuchs, L.S. (1992). Collaborative Consultation: What Works, What Doesn't? Paper presented at the regional meeting of the Council on Learning Disabilities, Ft. Lauderdale, FL.

\*Fuchs, L.S., Fuchs, D. (1992). Classwide Peer Tutoring for At-Risk Students in Reading and Math. Invited presentation, The Peabody Seminar Series, sponsored by the Peabody Graduate Student Association and the Peabody Dean's Office.



Mathes, P., Fuchs, D., & Fuchs, L.S. (1992). Responsible Reintegration. Paper presented at the 15<sup>th</sup> annual conference of the Teacher Education Division of the Journal for Exceptional Children, Cincinnati.

Fuchs, L.S., Fuchs, D., & Hamlett, C.L. (1992). Computerized Curriculum-Based Measurement: New Applications to Help General Educators Plan More Effective Instruction for Mainstreamed Students with Disabilities. Paper presented at the Sixth Annual International Technology and Media Conference on Special Education and Technology, Albuquerque.

Fuchs, L.S. (1992). Helping General Educators Use Curriculum-Based Measurement to Plan More Effective Instruction for Mainstreamed Students with Disabilities. Paper presented at the annual international conference of the Council for Exceptional Children, Baltimore.

Fuchs, L.S., & Fuchs, D. (1992). Computer Applications to Curriculum-Based Measurement to Facilitate Classwide Instructional Decision Making. Paper presented at the annual Conference of the National Association of School Psychologists, Nashville.

Fuchs, L.S., & Fuchs, D. (1992). Classwide Instructional Decision Making with Curriculum-Based Measurement in Mathematics. Presented at the annual meeting of the Council for Learning Disabilities, Southeast Regional Conference, Ft. Lauderdale, FL.

Fuchs, D., & Fuchs, L.S. (1992). A conservative approach to mainstreaming: Its strengths and limitations. In N. Zigmond (Chair), Effective schoolwide approaches for mainstreaming academically handicapped students. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco.

## **1991**

\*Fuchs, L.S. (1991). Restructuring the Grant Review Process. Paper presented at a meeting sponsored by the U.S. Department of Education, Office of Special Education Programs, Washington, DC.

\*Fuchs, L.S., & Fuchs, D. (1991). Classwide Peer Tutoring: Making General Education Classrooms more Responsive to Learning Handicapped and At-Risk Students. Paper presented at the annual Tennessee State Supervisors' Conference, Nashville.

\*Fuchs, L.S. (1991). Curriculum-Based Measurement: Assessment and Intervention for Students with Learning Disabilities. Paper presented at the Fifth Annual Rutgers Invitational Symposium on Education (RISE): Learning Disabilities, New Brunswick, NJ.

\*Fuchs, L.S. (1991). National Educational Goals and Curriculum-Based Measurement. Invited session at the U.S. Department's annual meeting of state directors of special education, Washington, D.C.

\*Fuchs, L.S., & Fuchs, D. (1991). Identifying Valid and Useful a Measure for Monitoring Student Progression Reading. Invited session presented at the Council for Learning Disabilities Annual Conference, Minneapolis.

\*Fuchs, L.S., & Fuchs, D. (1991). Linking Assessment to Intervention in the Regular Classroom. Invited Preconvention Workshop: Third Annual Advanced Professional Training Workshop, presented at the annual meeting of the National Association of School Psychologists, Dallas.

\*Fuchs, L.S. (1991). Computers and Curriculum-Based Measurement: Six Years of Research and Development. Paper presented at the annual meeting of the Council for Exceptional Children, Atlanta.

\*Fuchs, D., Fuchs, L.S., Simmons, D., & Bishop, J.N. (1991). Integrating Quantitative and Qualitative Methodologies to Develop a Model of Teacher Planning. In J.R. Jenkins (Chair), Teacher Planning for

Students at Risk: Striking a Balance Between the Individual Learner and the Classroom Group. AERA invited symposium at the annual meeting of the American Educational Research Association, Chicago.

\*Fuchs, L.S., & Fuchs, D. (1991). Curriculum-Based Measurement. Paper presented at the Southeastern Regional Conference of the Council for Learning Disabilities, Nashville.

\*Fuchs, L.S. (1991). Instructional Decision Making with Curriculum-Based Measurement to Improve the Outcomes of Students At Risk for Academic Failure. Invited colloquium, John F. Kennedy Center for Human Development, Nashville.

## **1990**

\*Fuchs, L.S. (1990). Curriculum-Based Measurement and Expert Systems. Invited colloquium, University of Washington, Seattle.

\*Fuchs, L.S. (1990). Implementing Curriculum-Based Measurement in the Classroom. Full-day workshop sponsored by Washington Research Institute, Seattle.

\*Fuchs, L.S. (1990). Using Curriculum-Based Measurement to Improve Instruction: Keys to Success. Paper presented at the annual curriculum conference, State Department of Education, Cedar Rapids, Iowa.

\*Fuchs, L.S. (1990). Expert System Consultation: Effects on Teacher Planning and Student Achievement. Paper presented to the faculty of the Department of Educational Psychology, University of Minnesota, Minneapolis.

\*Fuchs, L.S. (1990). Research on the Use of Curriculum-Based Measurement for Instructional Design. Faculty research colloquium, Old Dominion University, Norfolk, VA.

\*Fuchs, L.S. (1990). Implementing Curriculum-Based Measurement in the Schools. Norfolk, VA Public Schools, Norfolk.

Fuchs, L.S., & Fuchs, D. (1990). The Contribution of Skills Analyses to Curriculum-Based Measurement. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Fuchs, L.S., & Fuchs, D. (1990). Effects of Computer-Managed Instruction on Teacher Planning and Student Achievement in Math. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Fuchs, D., & Fuchs, L.S. (1990). Case-By-Case Mainstreaming of Learning Disabled Students: An Experimental Investigation. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Simmons, D.C., Fuchs, D., & Fuchs, L.S. (1990). The Effects of Explicit Teaching and Peer-Mediated Instruction on Low-Performing and Mildly Handicapped Students' Reading Achievement. Paper presented at the annual meeting of the American Educational Research Association, Boston.

Bahr, M.W., Fuchs, D., & Fuchs, L.S. (1990). Implementing Prereferral Interventions: The Effects of Student Self-Monitoring Techniques on Teacher Behavior. Paper presented at the annual meeting of the Michigan Association of School Psychologists, Troy.

Fuchs, L.S. (1990). Facilitating Curriculum-Based Measurement Using Computers. Paper presented at the annual meeting of the Council for Exceptional Children.

Fuchs, L.S., Hamlett, C.L., & Fuchs, D. (1990). Use of Expert Systems within Curriculum-Based Measurement: Effects on Instructional Design and Student Achievement. Paper presented at the 1990

International Conference of the Technology and Media Division of the Council for Exceptional Children, Lexington.

Fuchs, D., Fuchs, L.S., & Hamlett, C.L. (1990). Computerized Curriculum-Based Measurement and Responsible Reintegration. Paper presented at the 1990 International Conference of the Technology and Media Division of the Council for Exceptional Children, Lexington.

Ferguson, C., Fuchs, L.S., & Hamlett, C.L. (1990). Validation of a Spelling Expert System: Extension of Curriculum-Based Measurement Procedures. Paper presented at the 1990 International Conference of the Technology and Media Division of the Council for Exceptional Children, Lexington.

## **1989**

\*Fuchs, L.S. (1989). Research Design in Special Education Evaluation. Featured speaker. U.S. Department of Education, Washington.

\*Fuchs, L.S. (1989). Curriculum-Based Assessment. University of California, Berkeley, 23rd Annual School Psychology Conference, Berkeley.

\*Fuchs, L.S. (1989). Exploring the Importance of Individual Differences to Special Education. Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education, Washington.

\*Fuchs, L.S. (1989). Curriculum-Based Measurement and Its Distinguishing Features. Colloquium, Purdue University, West Lafayette, IN.

\*Fuchs, L.S. (1989). Curriculum-Based Measurement and Instructional Planning. University of Oregon, Leadership Training Conference, Eugene.

\*Fuchs, L.S. (1989). The Contribution of Skills Analysis to Curriculum-Based Measurement. University of Washington Colloquium, Seattle.

\*Fuchs, L.S. (1989). Distinctions Among and Instructional Applications of Curriculum-Based Assessment. University of Illinois, College of Education Colloquium, Champaign.

\*Fuchs, L.S. (1989). Curriculum-Based Measurement: A Strategy for Monitoring Student Progress and Enhancing Instructional Programs. Curriculum and Supervision Program of Peabody College, Vanderbilt University, Nashville.

\*Fuchs, L.S. (1989). Instructional Research in Learning Disabilities: Session Chair. Annual meeting of the American Educational Research Association, San Francisco.

\*Fuchs, L.S. (1989). School-Based Research for Enhancing Special Services: Curriculum-Based Measurement. Invited session by the Division of Research presented at the annual meeting of the Council for Exceptional Children, San Francisco.

Fuchs, D., Fuchs, L.S., & Harris, A. (1989). Mainstream Assistance Teams: A Non-Radical Approach to Special Education Reform. Paper presented at the annual meeting of the Teacher Education Division, Council for Exceptional Children, Memphis.

Fuchs, D., Fernstrom, P., Reeder, P., Fuchs, L., Hamlett, C., & Gilman, S. (1989). Using Computers and Curriculum-Based Measurement to Achieve Responsible Mainstreaming. Paper presented at the annual meeting of the Teacher Education Division, Council for Exceptional Children, Memphis.

Fuchs, L.S. (1989). Implementing Curriculum-Based Measurement in School Settings: Effects of Computer Applications. Paper to be presented at the 12<sup>th</sup> Annual Teacher Education Division (TED/CEC), Memphis, TN.

Stecker, P.M., Whinnery, K., Fuchs, L.S., & Hamlett, C.L. (1989). Curriculum-Based Measurement: Effects of Computer Feedback on Student Achievement and Instructional Planning in Math. Paper presented at the annual Fall conference of the Council for Exceptional Children Tennessee Federation, Gatlinburg.

Fuchs, L.S. (1989). Computerized Diagnostic-Prescriptive Assessment. Annual Conference of Supervisors of Special Education Programs in Tennessee, Nashville.

Fuchs, L.S. (1989). Computerized Curriculum-Based Measurement. Annual Conference of Elementary Supervisors in Tennessee, Nashville.

Fuchs, L.S., & Fuchs, D. (1989). Effects of Reading Assessment on Instruction and Achievement. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, D., & Fuchs, L.S. (1989). Mainstream Assistance Teams: Three Years of Programmatic Research. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, L.S. (1989). Effects of Diagnostic Feedback within Curriculum-Based Measurement. Paper presented at the annual meeting of the National Association of School Psychologists, Boston.

Bahr, M., Fuchs, D., Stecker, P., & Fuchs, L. (1989). Students Nominated for Prereferral Intervention: Implications for Practice. Paper presented at the annual meeting of the National Association of School Psychologists, Boston.

Simmons, D., Fuchs, D., & Fuchs, L.S. (1989). Enhancing Mainstream Instruction for Special Needs Learners: A Merger of Resources. The Oregon Conference, Eugene.

## **1988**

\*Fuchs, L.S., Fuchs, D., Hamlett, C., & Ferguson, C. (1988). Using Computer-Mediated Curriculum-Based Assessment: Effects on Teacher Decision Making and Student Achievement. Invited session at the annual meeting of the Technology and Media Division, Council for Exceptional Children, Reno.

\*Fuchs, L.S. (1988). Making Effective Instructional Decisions: Curriculum-Based Measurement and the Microcomputer. Keynote session at the annual Phyllis K. Mirkin Lecture Series. University of Minnesota, Minneapolis.

\*Fuchs, L.S. (1988). Computer-Managed Curriculum-Based Measurement. Series of invited presentations at the Utah State University Eleventh Annual Intervention Procedures Conference, Logan, Utah.

\*Fuchs, L.S. (1988). Enhancing Instructional Programming and Student Achievement with Curriculum-Based Measurement. Invited presentation at the 1988 Buros Mental Measurements Institute Symposium on Curriculum-Based Assessment, Lincoln, Nebraska.

\*Fuchs, L.S. (1988). Meta-Analysis. Invited workshop at 1988 OSEP Research Project Directors' Conference, Washington, DC.

Hamlett, C.L., & Fuchs, L.S. (1988). Design and Implementation of an Expert System: Developing Effective Instructional Programs with Curriculum-Based Assessment. Paper presented at the annual meeting of the Technology and Media Division, Council for Exceptional Children, Reno.

Fuchs, L.S., Fuchs, D., & Hamlett, C.L. (1988). Computer-Managed Curriculum-Based Measurement, Instructional Planning and Student Achievement. Paper presented at the 10th Annual International Conference on Learning Disabilities, Louisville.

Fuchs, D., Fuchs, L.S., Bahr, M., Fernstrom, P., & Reeder, P. (1988). Mainstream Assistance Teams: A Self-Instructional Approach to Prereferral Intervention. Paper presented at the 10th Annual International Conference on Learning Disabilities, Louisville.

Fuchs, L.S., & Fuchs, D. (1988). Effects of Alternative Goal Structures within Computerized Formative Evaluation Systems. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, L.S., & Fuchs, D. (1988). Effects of Alternative Feedback Structures within Computer-Managed Instruction. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Bahr, C., Fuchs, L.S., & Rieth, H.J. (1988). Effects of Alternative Goal Structures and Performance Contingencies on Achievement. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, L.S. (1988). Improving Instruction with Curriculum-Based Measurement. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Fuchs, D., Fuchs, L.S., Fernstrom, P.J., & Bahr, M.W. (1988). Prereferral Intervention for Difficult-to-Teach Students in General Education. Paper presented at the annual meeting of the Council for Exceptional Children. Washington, DC.

Fuchs, L.S., Hamlett, C.L., Fuchs, D., & Ferguson, C. (1988). Using Computers to Collect, Manage, and Analyze Curriculum-Based Assessment Data. Paper presented at the 1988 Technology and Media Division of the Council for Exceptional Children conference, Baltimore.

Fuchs, D., Fuchs, L.S., Bahr, M., & Fernstrom, P. (1988). Contingency Contracts and Student Self-Monitoring as Prereferral Intervention. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago.

Bahr, M., Fuchs, D., Stecker, P., Goodman, R., & Fuchs, L.S. (1988). Characteristics of Students Targeted for Prereferral Intervention. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago.

## **1987**

\*Fuchs, L.S. (1987). Improving Curriculum-Based Measurement with Computer Technology. Invited paper presented at the Invitational Research Symposium on Special Education Technology, Washington, DC.

\*Fuchs, L.S. (1987). Strategies to Enhance Instruction through Curriculum-Based Measurement. Invited research presentation at the Curriculum-Based Measurement Training Institute, Minneapolis Public Schools, Minneapolis.

\*Fuchs, L.S., & Fuchs, D. (1987). Communicating Instructional Decisions Effectively with Curriculum-Based Measurement. Invited research presentation at the Curriculum-Based Measurement Training Institute, Minneapolis Public Schools, Minneapolis.

\*Fuchs, L.S., & Hamlett, C.L. (1987). Computer Applications to Progress Monitoring Systems. Invited paper presented at the annual meeting of the Technology and Media Division of the Council for Exceptional Children, Washington, DC.

Fuchs, D., & Fuchs, L.S. (1987). Mainstream Assistance Teams. In N. Safer (Chair), Directive vs. Nondirective Approaches to Prereferral Intervention: Implications for School-Based Consultation. Symposium presented at the annual meeting of Teacher Education Division of the Council for Exceptional Children, Washington, DC.

Fuchs, L.S., Hamlett, C., Fuchs, D., Stecker, P., & Ferguson, C. (1987). Using Computerized Feedback to Teachers Effectively. Paper presented at the annual Tennessee State Council for Exceptional Children conference, Nashville.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., Whinnery, K., Allinder, R., Hitchcock, R., & Creech, K. (1987). Writing Effective Goals to Enhance Student Achievement. Paper presented at the annual Tennessee State Council for Exceptional Children conference, Nashville.

Fuchs, L.S., Bahr, C., & Rieth, H.J. (1987). Involving Students in Goal Selection to Increase Achievement. Paper presented at the annual Tennessee State Council for Exceptional Children conference, Nashville.

Fuchs, D., Fuchs, L.S., Fernstrom, P.J., & Bahr, M.W. (1987). Prereferral Intervention for Nashville's Most Difficult-to-Teach Students. Paper presented at the state meeting of the Tennessee Council for Exceptional Children, Nashville.

Fuchs, L.S., Fuchs, D., & Hasselbring, T.S. (1987). Effects of Computer Management and Data-Utilization Strategies within Evaluation. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Maxwell, L., & Fuchs, L.S. (1987). Effects of Reading Mode, Measurement Format, and Scoring Procedures on Retell Performance of Mildly Handicapped Pupils. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Fuchs, D., & Fuchs, L.S. (1987). Maintaining Difficult-to-Teach Pupils in General Education through Collaborative Problem Solving. In N. Safer (Chair), Everybody Brings Something to the Party: General Education Approaches to Teaching Children at Risk for Special Education Placement. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.

Fuchs, D., & Fuchs, L.S. (1987). Precautions Regarding Merger: Is Research Keeping Pace with the Rhetoric? In M. Semmel (Chair), Prenuptial Agreements Necessary for Wedding Special Education to General Education. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.

Fuchs, D., & Fuchs, L.S. (1987). Test Procedure Bias with Black and Hispanic Children. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Fuchs, L.S. (1987). Technological Advances in Data-Based Instruction: Overview and Research Findings. Paper presented at the annual meeting of the Council for Exceptional Children, Chicago.

Fuchs, D., Fuchs, L.S., & Hasselbring, T.S. (1987). Multidisciplinary School-Based Consultation to Accommodate Behavior Disordered Pupils in the Mainstream. Paper presented at the annual meeting of the Council for Exceptional Children, Chicago.

Fuchs, L.S., & Fuchs, D. (1987). Applying Computer Technology to Enhance Curriculum-Based Instructional Monitoring. In M. Shinn (Chair), Non-Traditional Ways of Using Assessment Data in

Special Education. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans.

Fuchs, D., & Fuchs, L.S. (1987). Mainstream Assistance Teams: A Multi-disciplinary Approach to Prereferral Intervention. In M. Shinn (Chair), *Non-Traditional Ways of Using Assessment Data in Special Education*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans.

### **1986**

\*Fuchs, D., & Fuchs, L.S. (1986). Preliminary Findings from the Mainstream Assistance Teams Project. Invited address presented at a colloquium sponsored by the Oregon School Psychology Association and University of Oregon's Visiting Scholar Fund, Eugene, OR.

\*Fuchs, L.S. (1986). Curriculum-Based Assessment for Special Education Decision Making. Invited address at the Curriculum-Based Assessment and Instruction Conference, sponsored by the University of New Orleans and the State of Louisiana, New Orleans.

Fuchs, D., Fuchs, L.S., Palm, D., Stecker, P., & Hawley, J. (1986). Prereferral Intervention to Maintain Difficult-to-Teach Nonhandicapped Pupils in General Education. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Atlanta.

Fuchs, L.S. (1986). Computers and Data-Based Instruction. Paper presented at the annual meeting of the Tennessee Council for Exceptional Children, Nashville.

Fuchs, L.S., & Fuchs, D. (1986). Effects of Goal Monitoring Procedures on Student Achievement: A Meta-Analysis. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, D., Fuchs, L.S., Benowitz, S., & Barringer, K. (1986). Participation of Handicapped Children in the Development of Norm-Referenced Tests. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, D., Fuchs, L.S., Power, M.H., Dual, N., & Sacco, L. (1986). Importance of Context in Testing Children of Different Cognitive Competence. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, D., & Fuchs, L.S. (1986). Bias in Minority Assessment. Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans.

### **1985**

Fuchs, D., & Fuchs, L.S. (1985). Dear Psychometrician, You Can Take the Test Out of the Situation, But You Can't Always Take the Situation Out of the Test: Situational Bias in Minority Assessment. Paper presented at the Second Biennial Conference on Minority Assessment, Tucson, Arizona.

Fuchs, L.S., & Fuchs, D. (1985). Effects of Formative Evaluation on Student Achievement: A Meta-Analysis. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fuchs, L.S., Fuchs, D., & Deno, S.L. (1985). The Relation among Student Achievement, Goal Ambitiousness, and Goal Mastery. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fuchs, D., & Fuchs, L.S. (1985). The Importance of Context in Testing: A Meta-Analysis. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Power, M.A., Fuchs, D., & Fuchs, L.S. (1985). Effects of Positive, Neutral, and Negative Case History Information on Evaluating Test Performance. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fuchs, L.S. (1985). Systematic Monitoring of Student Progress toward IEP Goals: Implications for Student Achievement and Quality of Instruction. Paper presented at the annual meeting of the Council for Exceptional Children, Anaheim, CA.

## **1984**

Fuchs, D., & Fuchs, L.S. (1984). Effects of Examiner Familiarity on Handicapped and Nonhandicapped Children's Test Performance. Paper presented at the annual meeting of the Massachusetts Psychological Association, Worcester, Massachusetts.

Fuchs, L.S., Fuchs, D., & Deno, S.L. (1984). Variability of Performance: A "Signature" Characteristic of Learning Disabled Children? Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, L.S., Fuchs, D., & Warren, L.M. (1984). Teacher Preference for Unsystematic Student Evaluation: Misplaced Confidence in Judgment? Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, D., & Fuchs, L.S. (1984). Scorer Accuracy in the Evaluation of Handicapped Children's Test Performance. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, L.S., Fuchs, D., & Deno, S.L. (1984). Effects of Student Background on Estimates of Reading Passage Difficulty. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, D., Fuchs, L.S., Blaisdell, M., Dailey, A.M., & Power, M.H. (1984). Prediction of Suboptimal Performance Among Handicapped and Nonhandicapped Children. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Fuchs, D., Fuchs, L.S., Power, M.H., & Dailey, A.M. (1984). Systematic Bias in the Assessment of Handicapped Children. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Warren, L.M., & Fuchs, L.S. (1984). Special Education Practice in Evaluating Student Progress Toward Goals. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, DC.

Fuchs, D., & Fuchs, L.S. (1984). Test Procedure Bias. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia.

Tindal, G., Germann, G., Deno, S., Marston, D., Shinn, M., & Fuchs, L.S. (1984). A Measurement System for Integrating Assessment, Intervention, and Evaluation. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia.

## **1983**



Fuchs, L.S., Fuchs, D., & Warren, L.M. (1983). Special Education Practice in Evaluating Student Progress Toward Goals. Paper presented at the Massachusetts Federation Council for Exceptional Children Conference, Framingham, Massachusetts.

Fuchs, D., & Fuchs, L.S. (1983). Relative Instability of LD Children's Academic Performance: Implications for Diagnosis and Treatment. Paper presented at the annual meeting of the Northeast Educational Research Association, Ellenville, New York.

Tindal, G., Shinn, M., & Fuchs, L.S. (1983). Using Criterion-referenced Tests to Determine Mastery in Reading: Are the Decisions Sound? Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Fuchs, D., Fuchs, L.S., Power, M., & Dailey, A. (1983). Effects of Examiners' Professional and Personal Familiarity on Handicapped Preschoolers' Test Performance. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

## **1982**

\*Fuchs, L.S. (1982). Measurement in Learning and Instruction. Invited paper presented at the Twelfth Annual Conference on Leadership in Special Education, Minneapolis, Minnesota.

Fuchs, D., Zern, D.S., & Fuchs, L.S. (1982). A Microanalysis of Participant Behavior in Assessment: Does Examiner Familiarity Breed Contempt or Competence. Paper presented at the Third Annual Ethnography in Education Forum, University of Pennsylvania, Philadelphia.

Fuchs, L.S., Tindal, G., & Deno, S.L. (1982). Methodological Issues in Repeated Curriculum-based Assessment. Paper presented at the annual meeting of the American Educational Research Association, New York City.

Fuchs, L.S., Fuchs, D., & Deno, S.L. (1982). Reliability and Validity of Curriculum-based Informal Reading Inventories. Paper presented at the annual meeting of the American Educational Research Association, New York City.

Fuchs, D., Zern, D.S., & Fuchs, L.S. (1982). A Microanalysis of Examiner and Examinee Behavior in Testing. Paper presented at the annual meeting of the American Educational Research Association, New York City.

## **1981**

Fuchs, L.S., & Fuchs, D. (1981). Does Your Informal Reading Inventory Provide Accurate Information? Paper presented at the Massachusetts Federation Council for Exceptional Children Conference, Framingham, Massachusetts.

Fuchs, L.S. (1981). Designing a Continuous Evaluation System: Technical, Logistical, and Instructional Considerations. Paper presented on Division Day at the annual meeting of the Council for Exceptional Children, New York City.

Fuchs, D., Garwick, D., Featherstone, N., & Fuchs, L.S. (1981). Determinants and Prediction of Handicapped Children's Differential Test Performance. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles.

## **1980**

Fuchs, D., Fuchs, L.S., & Balow, B. (1980). An Experimental Investigation of the Short-term and Long-term Effects of Remedial Reading Instruction. Paper presented at the annual meeting of the Council for Exceptional Children, Philadelphia.

Fuchs, L.S., & Fuchs, D. (1980). A Team Approach to the Identification of Learning Disabled Children. Paper presented at the annual meeting of the Association for Children with Learning Disabilities, Milwaukee.

### **TEACHING:**

#### **Vanderbilt University Courses Taught**

Proseminar III: Research Design in Special Education (1989 to present)  
 ProSeminar II: Issues in Special Education Research (1992 to 2010)  
 ProSeminar I: Introduction to Special Education Research (1991)  
 Advanced Procedures for Specific Learning Disabilities (1985 to 1989)  
 Applied Behavior Analysis (1985 to 1988)

#### **Wheelock College Courses Taught**

Psychoeducational Assessment of Young Children (1983)  
 Designing Curriculum and Learning Environments for Children with Moderate Special Needs (1981 to 1985)  
 Special Education: Issues and Processes Seminar (1981 to 1985)  
 Practicum: Learning Environments for Children with Moderate Special Needs (1981 to 1985).  
 Supervised students in their special education practica.

#### **University of Minnesota Courses Taught**

Behavior Analysis Procedures with Mildly and Moderately Handicapped People (1980)  
 Assessing Progress on IEP Goals (1980)  
 Special Education Seminar: Consultation in the Schools (1979)

#### **Vanderbilt University Doctoral Student Advising**

##### Completed

Linn Maxwell (1987)	Mary Beth Calhoon (1999)
Rose Allinder (1990)	Carl Ferguson (2000)
Keith Whinnery (1991)	Jeanette Daniel (2000)
Laura Davis (1993)	Melinda Burch (2002)
Pamela Stecker (1993)	Michelle Hosp (2002)
Johnell Bentz (1993)	Laura Saenz (2002)
Patricia Mathes (1994)	Rhoda Owen (2004)
Susan Eaton (1996)	
Sue Courey (2006)	
Andrea Capizzi (2006)	
Pamela Seethaler (2008) Outstanding Dissertation Award, Council for Exceptional Children's Division of Learning Disabilities	
Sarah Powell (2009) Outstanding Dissertation Awards: (1) Council for Exceptional Children's Division of Learning Disabilities, (2) Council on Learning Disabilities	
Rebecca Zumeta (2010)	
Robin Finelli (2010)	
Jessica Namkung (2014) Outstanding Dissertation Awards: Council for Exceptional Children's Division of Learning Disabilities	
Amelia Malone (2014)	

##### Current

Amber Wang  
 Sarah Krowka

Lindsay James  
BrittanyLee Martin

Other Doctoral Student Awards

Loehr, A., Rittle-Johnson, B., & Fuchs, L.S. (2016). The Role of Labels on Fraction Problem Solving. Poster presentation at the annual meeting of the American Educational Research Association. Washington, DC. Nominated by the Section Chairs for the Outstanding Graduate Student Poster.

**SERVICE:**

**Mathematical Cognition and Learning Society**

Governing Board member, 2015-present.

**IES Meeting College- and Career-Reading Standards**

Institute of Education Sciences, Invited meeting to develop a research agenda on College- and Career-Reading Standards, 2013.

**IES Meeting on National Middle-School Study of Student Outcomes**

Institute of Education Sciences, Invited meeting to identify valid test accommodations for students with disabilities, as they participate in the IES on National Middle-School Study of Student Outcomes, 2014.

**NICHHD Workshop on Vision for Behavioral Research Initiatives**

Unice Kennedy Shriver National Institute of Health and Human Services, Workshop to develop NICHHD Behavioral Vision for Research Initiatives, 2011.

**NIH National Consensus Development Panel Member**

Consensus Development on Attention Deficit Hyperactivity Disorder: Diagnosis and Treatment, Subcommittee Chair: Impact on Family, Schools, and Social, National Institute on Drug Abuse, the National Institute of Mental Health, and the Office of Medical Applications of Research of the National Institutes of Health, 1998.

**Grant Review and Advisory Board Activities**

U.S. Department of Education, Institute for Education Studies, Standing Panel, principal member for the Mathematics and Science Review Panel, 2007-2010; Chair 2008, 2009, 2010

Florida Department of Education Initiative on Elementary Mathematics Formative Assessment, 2008-2013

Grant Reviewer, National Initiative Brain and Cognition, The Netherlands, 2011

U.S. Department of Education, Institute for Education Studies, NCSER, Statistical/Methodological Issues in Special Education Research Panel, 2006

Learning Disability Research Center Advisory Board, Yale-Kennedy Krieger, University of Maryland, 2005-2010

U.S. Department of Education, Office of Special Education Programs, Part D Comprehensive Planning Committee, 2005

Educational Testing Service, Expert Panel for "A Scientifically-Based Analysis of Reading Items and Their Alignment with NRP Domains," 2005-present

U.S. Department of Education, Office of Special Education Programs, Method Team to provide guidance on model demonstration projects, designs, and cross-site/cohort synthesis, 2005-present

Advisory Board of Directors, Learning Disabilities Worldwide, 2005-present

National Center for Learning Disabilities, Professional Advisory Board, 2005-present

Technical Work Group, Institute of Education Sciences, Randomized Field Trial in Math, 2005-present

U.S. Department of Education, Office of Special Education Programs, National Advisory Panel for Research Institutes on Progress Monitoring, 2004-present  
 Board Member, Society for the Advancement of Research on Educational Effectiveness, 2004-present  
 Kurzweil Educational System, Educational Advisory Board, 2003-2005  
 National Institutes of Health, NICHD Scientific Review Panel, CPDD, 2004, 2005, 2006  
 U.S. Department of Education, Office of Special Education Programs, Expert Panel on Technology to Provide Access to the General Education Curriculum, 2003-2004  
 Early Reading First, U.S. Department of Education, Task Force on Assessment, 2002-2003  
 Reading First Initiative, U.S. Department of Education, Task Force on Assessment, 2001-2002  
 Arkansas Reading Advisory Panel, 2001-present  
 National Review Committee, Texas Third-Grade Teacher Reading Academy, 2001-present  
 Data Management Advisory Board, National Institute of Child Health and Human Development (NICHD), 1998-2001  
 Advisory Board, Early Childhood Institute on Measuring Growth and Development, Universities of Kansas, Oregon, and Minnesota, 1997-2000  
 Site Review Team, Early Childhood Follow-Through Research, U.S. Department of Education, 1997  
 Special Emphasis Panel, National Institutes of Health, National Institute of Child Health and Human Development, 1997  
 Senior Scholar, The Shaklee Institute, 1996-1999  
 Expert Reviewer and Advisor, Office of Educational Research and Improvement, U.S. Department of Education, 1987-present  
 Reviewer, Office of Special Education Programs, U.S. Department of Education, 1987-present  
 External Reviewer, Juniper Garden's National Advisory Board, National Institute of Child Health and Human Development, Grant for the University of Kansas, 1991  
 External Reviewer, Curriculum-Based Assessment in Special Education, U.S. Dept. of Education, Grant for the University of Delaware, 1991, 1993

### **Book and Test Review Activities**

Book Reviewer, Exceptional Children, 1987  
 Book/Prospectus Reviewer, Allyn & Bacon, Inc., 1985-present  
 Book Reviewer, Macmillan Publishers, 1988-1995  
 Test Reviewer, The Ninth Mental Measurements Yearbook, 1984  
 Test Reviewer, The Tenth Mental Measurements Yearbook, 1985  
 Test Reviewer, A Consumer's Guide to Tests in Print, 1984

### **Conference Review Activities**

Conference Presentation Reviewer, American Educational Research Association, 1985, 1987, 1988, 1989, 1990, 1991, 1992, 1993  
 Conference Presentation Reviewer, Council for Exceptional Children, Technology and Media Division, 1991

### **Conference Planning**

Standing Member, Steering Committee for the Annual Mathematical Cognition Conference (National Institute for Child Health and Human Development) (2012 to present)  
 Chair, The Council for Exceptional Children's Annual Meeting (2010 and 2011).  
 Co-Chair, Society for Research on Education Effectiveness (SREE), At-Risk Strand September Meeting, 2011  
 Conference Planning Chair, U.S. Department of Education, Office of Special Education Programs, Annual Project Directors' Meeting (2002).  
 Conference Program Committee, Pacific Coast Research Conference (1999-2003, Chair, 2003).  
 Strand Leader, Annual Meeting of the Council for Learning Disabilities (1996).  
 Committee Member, Planning Committee Research Project Directors' Meeting, U.S. Department of Education, Office of Special Education (1995).

- Co-Chair, Annual Meeting of School Restructuring Grants, Sponsored by the U.S. Department of Education (1994).
- Co-Chair, Annual Meeting of Teacher Planning Research Grants, sponsored by the U.S. Department of Education (1991).
- Chair, Planning Committee, Research Project Directors' Meeting, U.S. Department of Education, Office of Special Education (1989).

### **Organizational**

- Council for Exceptional Children, Honors and Awards Committee (2004-2009).
- Task Force on Evidence-Based Interventions in School Psychology, American Psychological Association (2002-2004).
- Tennessee Chapter, International Dyslexia Association Liaison Board (2003-present).
- American Educational Research Association, Palmer O. Johnson Committee (to select the outstanding article that has appeared in an AERA publication) (2000-2002; Chair 2001-2002).
- Council for Exceptional Children, Division of Research, Early Career Awards Committee (2001-2004).
- Council for Exceptional Children, Division of Learning Disabilities, Publications Committee (1997-present).
- U.S. Department of Education/Office of Special Education Programs, Center to Identify and Meet the Technical Assistance Needs of Elementary and Middle Schools, Research Consultant (1997-2000).
- Council for Exceptional Children, Researchers as Resources on Reading Network (1995-2000).
- U.S. Department of Education, Review Activities for Implementing Part E Program Agenda Workgroup (1995-1998).
- Committee on Education Reform and the Inclusion of Students with Disabilities, National Academy of Sciences (1995-1996).
- Council for Exceptional Children, Division of Learning Disabilities, Committee on Research (1992-1997).
- U.S. Department of Education, IDEA Part E Program Agenda Development Panel (1993-1994).
- ERIC/Office of Special Education Programs, U.S. Department of Education, Special Project's Advisory Group (1990-1993).
- Council for Exceptional Children, Technology and Media Division, Committee on Research (1986-1992).
- Council for Exceptional Children, Technology and Media Division, Secretary (1990-1992).
- Council for Exceptional Children, Technology and Media Division, Chair, Nominations Committee (1987-1988).
- Council for Exceptional Children, Technology and Media Division, Research Agenda Task Force (1988-1989).
- American Association of College Teachers of Education, Institutional Representative (1987-1989).

### **State**

- Tennessee: Assessment Accommodations and Modifications Task Team (1998 TO 2000)
- Tennessee: Task Force to Study Dyslexia (1991 to 1992)
- Tennessee: The Advisory Council on Teacher Education and Certification: Subcommittee on Special Education (1987 to 1989)

### **Metropolitan-Nashville Public Schools**

- Independent Joyful Reader Project (1992 to 1995)
- Commitment to the Future Early Childhood Committee member (1995)

### **Vanderbilt University**

#### University

- Member, Trans-Institutional Programs Council (2014 to present)

Member, Search Committee for Director for the Vanderbilt Kennedy Center (2016 to present)  
 Member, Vanderbilt University's 2015 working group to redesign the pre-award administrative function in support of faculty grant proposals for extramural research (2015-2015)  
 Member, Quantitative Search in Psychology and Human Development (2010 to 2011)  
 Member, Peabody Endowed Chairs Search (2007 to 2009)  
 Member, Balance among Research, Service, and Training Committee, Kennedy Center (2007 to 2008)  
 Co-Chair, Vanderbilt Faculty-Staff Campaign (2006)  
 Ad-Hoc Grievance Committee (2005 to 2006)  
 Chair, Reappointment, Tenure, and Promotion Grievance Committee (2003 to 2005)  
 Ad-Hoc Grievance Committee (2005)  
 Vanderbilt Genomics Conference Local Advisory Committee (2002 to 2003)  
 Graduate Faculty Delegate Assembly (1989 to 2003)  
 Kennedy Center Director Search Committee (2000 to 2001)  
 University External Affairs Council (1992 to 2000)  
 University Promotion and Tenure Committee (1995 to 1999)  
 Committee on the Evaluation of the Vanderbilt Instructor/Course Form (1994 to 1997)  
 Graduate Faculty Delegate Assembly (1993 to 1995)  
 Committee to Recommend Procedures on Conflict of Interest in Research (1995)  
 Executive Committee of the Faculty School Graduate Council (1992 to 1994)  
 Student Affairs Committee of the Graduate Faculty Council (1989; 1992 to 1993)

#### College

Search Committee, Cognitive/Educational Psychology (2014 to 2015)  
 College Promotion and Tenure Committee (2010 to 2014)  
 Advisory Task Force on Quantitative Methods Curriculum in Doctor-Level Programs (2004 to 2007)  
 Search Committee, Department of Teaching and Learning, Senior Literacy Position (2004 to 2005)  
 Executive Committee, Vanderbilt IES Grant Predoctoral Research Training in Education Sciences (2004 to 2007)  
 Graduate Steering Committee (1993 to 2003)  
 Currey Ingram Chair Search Committee (2003 to 2004)  
 Search Committee, Mayborn Chair in Cognitive Studies (2001 to 2004)  
 Committee on the New Marketplace (2000 to 2001)  
 Curriculum Committee (1999 to 2000)  
 Advisory Board, Peabody Center for the Support of Professional Development in Education (1997 to 2000)  
 Psychology and Human Development Quantitative Psychologist Search Committee (1996 to 1998)  
 Budget Consultation Committee (1989 to 1991)  
 Undergraduate Administrative Council (1985 to 1988)  
 Affirmative Action Committee (1985 to 1990)  
 Undergraduate Admissions Committee (1985 to 1988)  
 Committee to Recommend Peabody's Promotion and Tenure Guidelines (1986)  
 Coordinating Committee on Teacher Education (1987 to 1988)  
 CASTLE Director Search Committee (1988 to 1989)  
 Missions and Priorities Committee (1988 to 1989)

#### Department of Special Education

Chair, Currey-Ingram Endowed Chair Search (2012 to present)  
 Member, Intensive Intervention Search (2012 to 2013)  
 Member, Applied Behavior Analysis Search (2012 to 2013)  
 Dunn Family Endowed Chair Search Committee (2011 to 2012)  
 Faculty Evaluation Committee (2010 to 2013)

Doctoral Studies Committee (1989 to present; Chair: 1989 to 2002; Co-Chair: 2002 to 2012; Chair 2012 to present)  
 High Incidence Program Curriculum Committee (1985 to present)  
 Mild/Moderate Positions Search (1999 to 2001)  
 MRL Space Committee (1995 to present; Chair: 1995 to 1996)  
 Search Committee for the Dunn Chair in Psychoeducational Assessment; Chair (1998 to 1999)  
 Mild/Moderate Instruction Position Search, Chair (1998 to 1999)  
 Executive Committee (1996 to 1998)  
 Special Education Mild/Moderate Senior Search Committee (1996 to 1998)  
 Special Education Search Committee: Mild/Moderate (1994 to 1995); Chair  
 Special Education Building Committee (1994 to 1995); Chair (1995)  
 Special Education Search Committee: Mild/Moderate Position; Chair (1993 to 1995)  
 Recruitment Committee (1985 to 1989; Chair: 1986 to 1989)  
 Department of Special Education's Admissions Committee (1986 to 1989; 1992 to 1993)  
 Special Education Search Committee: Junior Behavior Disorders Position (1990 to 1991); Chair (1991)  
 Special Education Search Committee: Senior Behavior Disorders Positions (1989 to 1991)  
 Special Education Search Committee: Field Placement Supervisor (1992)

#### Kennedy Center

Kennedy Center Membership Committee (2009-2011)  
 Lecture Committee (2002 to 2003)  
 Co-Director, Research Program on Learning Accommodations (1998 to 2002)  
 Kennedy Center Coordinating Committee (1993 to 2002)  
 Kennedy Center Membership Committee (1992 to 2001); Chair (1997 to 2002)  
 Kennedy Center User Committee for Technology and Media Service Core (1997 to 2001)  
 Kennedy Center Committee on Invited Speakers (1993 to 1997)  
 Committee to Evaluate Kennedy Center Scientific Awards Nominations (1994-1997)  
 Kennedy Center Committee on Video (1993)  
 Kennedy Center Long-Range Planning Committee (1991 to 1992)  
 Kennedy Center Director Search Committee (1990 to 1991)  
 Kennedy Center Senior Neuropsychology Position Search Committee (1990 to 1991)  
 Kennedy Center Senior MR Researcher Search Committee (1987 to 1989)  
 Kennedy Center Junior MR Researcher Search Committee (1987 to 1988)