

CURRICULUM VITA

CONTACT INFORMATION:

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CURRENT APPOINTMENTS:

Professor and Nicholas Hobbs Chair in Special Education and Human Development, Department of Special Education, Peabody College of Vanderbilt University; **Professor of Pediatrics**, Vanderbilt University Medical Center; **Senior Investigator**, Vanderbilt-Kennedy Center; **Visiting Fellow**, American Institutes of Research.

AREAS OF SPECIALIZATION:

Instruction of students at risk because of low income or disability; reading and math disabilities; peer-mediated learning; classroom assessment; school improvement and school reform; urban education; special education policy.

EDUCATION:

- Ph.D. UNIVERSITY OF MINNESOTA, Department of Psychoeducational Studies,
Minneapolis, Minnesota (1978)
Major Educational Psychology
- M.S. UNIVERSITY OF PENNSYLVANIA, Graduate School of Education,
Philadelphia, Pennsylvania (1973)
Major Elementary Education
- B.A. JOHNS HOPKINS UNIVERSITY, College of Liberal Arts,
Baltimore, Maryland (1972)
Major Psychology

PROFESSIONAL EXPERIENCE:

Nicholas Hobbs Chair in Special Education and Human Development (2003-), Professor (1991-), Associate Professor (1987-1991), Assistant Professor (1985-1987), Department of Special Education, Peabody College of Vanderbilt University; Professor, Department of Pediatrics, Vanderbilt Medical Center (2014-); Member, Vanderbilt-Kennedy Center (1986-).

Visiting Fellow, American Institutes of Research, Washington, DC (2017-2018).

Visiting Scholar, Steinhardt School of Education, Culture, and Human Development, New York University (2013).

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

Director, Vanderbilt-Kennedy Center Reading Clinic (1993-2008).

Assistant Professor, Department of Education, Clark University, Worcester, Massachusetts (1980-1985).

Co-Director, Clark Psychoeducational Center, Clark University (1983-1984).

Postdoctoral Associate, Institute for Research on Learning Disabilities, University of Minnesota, Minneapolis, Minnesota (1979-1983).

Staff Psychologist, Special Education Preschool Programs, Minneapolis Public Schools, Minneapolis, Minnesota (September, 1977-June, 1980). Directed the Minneapolis Public Schools' assessment program for 2 to 4 year olds. Provided long-term one-to-one tutorials with moderately and severely disabled preschoolers in academic readiness and self-help skills; therapeutic play sessions; parent guidance; and supervised University of Minnesota undergraduate and graduate students in special education and school psychology.

Staff Psychologist, (part-time), Program for Autistic and Other Exceptional Children, Mental Health Unit, Children's Health Center and Hospital, Minneapolis (November, 1979 to August, 1980). Offered family counseling and assisted teachers in the development and evaluation of individualized programs.

Postdoctoral Clinically Supervised Experience, Mental Health Unit, Children's Health Center and Hospital, Minneapolis (Summer, 1978, 25 hours per week and September, 1978 to August, 1980, 3 to 5 hours each week). Provided family counseling and long- and short-term psychotherapy to children from preschool through adolescence. Received supervision from staff psychologists and psychiatrists.

Education Specialist, Hennepin County Medical Center, Minneapolis (Advanced practicum, school years, 1974 to 1975, 10 hours per week). As a staff member of the Child-Adolescence Unit, administered educational achievement and diagnostic tests and planned individualized educational programs.

Teacher, Wayne Elementary School, Wayne, Pennsylvania (School year, 1973 to 1974). Taught a fourth grade classroom.

Director-Teacher, Strawbridge Methodist Church, Baltimore, Maryland (Summer, 1972). Started and ran an academic and recreational summer program funded by the city of Baltimore for 25 inner-city children, ages 5 to 13 years.

Assistant Teacher, Children's Guild Inc., Baltimore, Maryland (School year, 1971 to 1972). Taught a kindergarten/first grade classroom for children with moderate and severe behavior disorders.

HONORS:

Learning Disabilities Association of American, Lifetime Achievement Award, 2018.

Identified by Thomson Reuters as among the most highly cited in the social sciences, 2018.

International Literacy Association's (formerly, International Reading 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," 2015.

Distinguished Contributions to Research in Education Award, American Educational Research Association. The award's purpose "is to publicize, motivate, encourage, and suggest models for educational research at its best," 2014.

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," 2013.

Nietzel Visiting Distinguished Faculty, University of Kentucky, Lexington, 2013.

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

Identified by Thomson Reuters as among the 250 most frequently cited in the social sciences in the United States, 2000-2010, inclusive.

One of 14 "revolutionary educators" named by Forbes Magazine, 2009.

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

James M. Kauffman Award in Special Education "for scholarly work leading to exemplary practices"; presented by the Special Education Faculty, University of Virginia, 2008.

Inaugural Fellow, American Educational Research Association, 2008.

Among "100 Distinguished Alumni" in the first 100 years of the College of Education and Human Development of the University of Minnesota, 2006.

Earl Sutherland Prize for Achievement in Research, Vanderbilt University, 2005.

Distinguished Research Award from the Special Education Research SIG of the American Educational Research Association, 2005.

Career Research Award, Council for Exceptional Children, 2003.

Joe B. Wyatt Distinguished University Professor Award, Vanderbilt University, 2001

Best Paper Award from the National Association of School Psychologists (for article published in School Psychology Review), 2001.

Peabody College Alumni Distinguished Faculty Scholar, 2000.

Samuel A. Kirk Award for best practitioner article published in Learning Disabilities Research and Practice, 2000.

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

Educator of the Year, Mayor's Advisory Committee for People with Disabilities, Nashville, TN, 1998.

Palmer O. Johnson Memorial Award for best paper in an American Educational Research Association publication (American Educational Research Journal), 1997.

Award in the “learned article” category, Education Press Association of America (Ed Press), for a publication in Theory into Practice, 1997.

School Psychology Quarterly/American Psychological Association’s Division 16 Fellows award for best article, 1997.

Fellow of American Psychological Association’s Division 15 (Educational Psychology) and Division 16 (School Psychology), 1991.

Everett Hill Memorial Teaching Award, Department of Special Education, George Peabody College, Vanderbilt University, 1989.

Honored Nominee for Professor of the Year, The Council for Advancement and Support of Education, 1988.

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

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

HONORS OF FORMER DOCTORAL STUDENTS (AND POST-DOC ASSOCIATES):

Peng Peng, 2018 International Dyslexia Association’s Early Career Award.

Kristen McMaster, 2016 Sara Evans Faculty Woman Scholar/Leader Award, sponsored by the Office of the Executive Vice-President and Provost and the Women’s Center, University of Minnesota; 2010 Council for Exceptional Children’s Distinguished Early Career Research Award; and 2003 Division for Learning Disabilities’ (Council for Exceptional Children) Outstanding Dissertation Award.

Christopher Lemons, 2016 Pueschel/Tjossem Memorial Research Award from the National Down Syndrome Congress; 2016 Presidential Early Career Award for Scientists and Engineers, sponsored by the National Science and Technology Council; and 2013 Council for Exceptional Children’s Early Career Publication Award (co-sponsored by the Council’s Division of Research).

Paul Morgan, 2011 Council for Exceptional Children’s Distinguished Early Career Research Award; and 2005 Division for Learning Disabilities’ (Council for Exceptional Children) Outstanding Dissertation Award.

Stephanie Al Otaiba, 2009 Council for Exceptional Children’s Distinguished Early Career Research Award; 2001 International Reading Association’s Outstanding Dissertation Award; and co-author with her on a paper earning “Student Research Award” from American Educational Research Association, Division C, 1999.

Deborah Simmons (Postdoc) 2001 Jeannette E. Fleischner Award for Outstanding Contributions to the Field of Learning Disabilities, The Council for Exceptional Children’s Division for Learning Disabilities.

Patricia Mathes (Postdoc), 2001 Council for Exceptional Children’s Distinguished Early Career Research Award.

Jill Allor, 2000 Council for Learning Disabilities’ Outstanding Doctoral Research Award; and co-recipient with her of the 1999 Outstanding Proud Project Award, Learning Disabilities Association of American.

Co-recipient with **Sherman Dorn** (Postdoc) of award in the “learned article” category, Education Press Association of America (Ed Press), for a publication in Theory into Practice, 1997.

Co-author with **Samuel Dempsey** of “Best Doctoral Student Research Paper,” Special Interest Group in Special Education Research of the American Educational Research Association, 1992.

PUBLICATIONS:

Books

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

Book Chapters

Peterson, A., Walker, M., & Fuchs, D. (in press). Introduction to intensive intervention: A step-by-step guide to data-based individualization. In A.G. Gandhi, L. Danielson, & R. Z. Zumeta (Eds.), Essentials of intensive intervention. New York: Guilford.

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.

Morgan, P. L., & Fuchs, D. (in press). Does poor reading performance undermine young children’s motivation? For G. Sideridis & T. A. Citro (Eds.), Best practices in learning disabilities: Bridging the gap between research and practice. Boston, MA: Learning Disabilities Worldwide.

Morgan, P.L., Young, C.L., & Fuchs, D. (in press). Using Peer-Assisted Learning Strategies to reverse Matthew Effects in reading. In M. Riley (Ed.), The experts speak: Parenting children with learning disabilities. Boston: Learning Disabilities Worldwide.

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

Fuchs, L.S., Malone, A.S., Seethaler, P.M., Powell, S.R., & Fuchs, D. (2018). Intervention to improve arithmetic, word-problem, and fraction performance in students with mathematics disabilities. In J.M. Kauffman, D.P. Hallahan, & Pullen, P.C. (Eds.). Handbook of special education (2nd ed.; pp. 558-570). Oxford, UK: Routledge.

Fuchs, D., Patton, S. III, Fuchs, L.S., Gilbert, J.K., Walsh, M., Lute, N., Haga, L., Peng, P., & Elleman, A. (2018). Combining reading comprehension instruction with cognitive training to provide intensive instruction to at-risk students (pp. 198-217). In M. Kennedy & P. Pullen (Eds.), Handbook on RTI and MTSS. Boston: Routledge.

Fuchs, D., McMaster, K.L., & Kearns, D.M. (2017). Evidence-based interventions for reading disabilities in children and adolescents. In L.A. Theodore (Ed.), Handbook of evidence-based interventions for children and adolescents (pp. 85-97). New York: Springer.

Malone, A.S., Fuchs, L.S., & Fuchs, D. (2016). A research-validated program for helping at-risk

students' fractions fraction magnitude understanding, word-problem solving, and explanations. In R. Schiff & R. Malatesha Joshi (Eds.), Interventions in learning disabilities: A handbook on systematic training programs for individuals with learning disabilities (pp. 207-226). New York: Springer.

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 (2nd ed.; pp. 253-268). New York: Springer.

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 (2nd ed.; pp. 306-328). New York: Springer.

Kearns, D.M, Fuchs, D., Fuchs, L.S., McMaster, K.L., & Saenz, L. (2015). Peer-Assisted Learning Strategies to improve children's word recognition and reading comprehension. In K.R. Harris & L. Meltzer (Eds.), The power of peers in the classroom (pp. 143-187). New York: Guilford.

Kearns, D.M., Lemons, C., Fuchs, D., & Fuchs, L.S. (2014). Essentials of a tiered intervention system to support unique learners: Recommendations from research and practice. In J.T. Mascolo, V.C. Alfonso, & D.P. Flanagan (Eds.), Essentials of planning, selecting, and tailoring interventions for unique learners (pp. 56-91). Hoboken, NJ: Wiley.

Fuchs, D., McMaster, K.L., Fuchs, L.S., & Al Otaiba, S. (2013). 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 (2nd ed.) (pp. 526-549). New York: Guilford.

Miller, A., Toste, J., Fuchs, D., & Fuchs, L.S. (2013). RTI: Timely support for struggling learners: Response to intervention. In D.R. Reutzler (Ed.), Handbook of research-based practice in early childhood education (pp. 161-174). New York: Guilford.

Fuchs, D., & Bradley, R. (2012). A review of Deno and Mirkin's Special Education Resource Teacher (SERT) model: An early effort to reconcile the right to social integration with a need for effective instruction. In C.A. Espin, K.L. McMaster, S. Rose, & M.M. Wayman (Eds.), A measure of success: The influence of curriculum-based measurement on education (pp. 27-36). Baltimore: Brookes.

Fuchs, D. (2012). Responsiveness-To-Instruction/Responsiveness-To-Intervention. In J.A. Banks (Ed.), Encyclopedia of diversity in education (Vol. 1; pp. 1858-1862). Sage: Thousand Oaks, CA.

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 disability. In J.M. Kauffman & D.P. Hallahan (Eds.), Handbook of special education. NY: Routledge.

Fuchs, D., Fuchs, L.S., Shamir, A, Dion, E., Saenz, L., & McMaster, K. (2010). 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, D., Fuchs, L.S., & Vaughn, S. (2008). An introduction. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), Response to intervention: A framework for reading educators (pp. 1-4). Newark, DE: International Reading Association.

Fuchs, L.S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), Response to intervention: A framework for reading educators (pp. 27-49). Newark, DE: International Reading Association.

Fuchs, D., Stecker, P., & Fuchs, L.S. (2008). Tier 3: Why special education must be the most intensive tier in a standards-driven, No-Child-Left-Behind world. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), Response to intervention: A framework for reading educators (pp. 71-104). Newark, DE: International Reading Association.

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. Grigorenko (Ed.), Educating individuals with disabilities: IDEIA 2004 and beyond (pp. 115-135). New York: Springer.

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 (pp. 2147-2164) (Vol. 5). Bethesda, MD: National Association of School Psychologists.

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.), Handbook of special education (pp. 450-459). London: Sage.

Fuchs, L.S., & Fuchs, D. (2007). The role of assessment within a multi-tiered approach to reading instruction. In Haager, D., Vaughn, S., & Klingner, J. (Eds.), Validated practices for three tiers of intervention (pp. 29-44). Baltimore: Brookes.

Fuchs, L.S., & Fuchs, D. (2007). Instruction on 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, D. (2006). Cognitive profiling of children with genetic disorders and the search for a scientific basis of differentiated education. In P. Alexander & P. Winne (Eds.), Handbook of educational psychology (2nd ed., pp. 187-206). Mahwah, NJ: Erlbaum.

Morgan, P. L., Young, C., & Fuchs, D. (2005). Peer-Assisted Learning Strategies: An effective intervention for young readers. In G. Sideridis (Ed.), Research to practice: Effective interventions for children with learning disabilities (pp. 123-143). Boston: Learning Disabilities Worldwide.

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). Whitefish Bay, WI: Knowledge by Design.

Dorn, S., & Fuchs, D. (2004). Trends in placement issues. In A.M. Sorrells, H.J. Rieth, & P.T. Sindelar (Eds.), Critical issues in special education (pp. 57-72). Boston: Pearson.

Morgan, P., Young, C., & Fuchs, D. (2004). Using Peer-Assisted Learning Strategies to reverse Matthew effects in reading. In M. K. Riley & T. Citro (Eds.), Best practices for the inclusionary classroom: Leading researchers talk directly with teachers (pp. 38-47). Boston: Learning Disabilities Association of Massachusetts.

Allinder, R.M., Fuchs, L.S., & Fuchs, D. (2004). Issues in assessment. In A.M. Sorrells, H.J. Rieth, & P.T. Sindelar (Eds.), Critical issues in special education (pp. 106-124). Boston: Pearson.

Fuchs, D., Fuchs, L.S., & McMaster, K.N. (2003). Monitoring children who do not respond to generally effective instruction. In L. Swanson, K.R. Harris, & S. Graham (Eds.), Handbook of learning disabilities (pp. 431-449). New York: Guilford.

Fuchs, L.S., & Fuchs, D. (2003). Can diagnostic 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.

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 of learning disabilities (pp. 306-322). New York: Guilford.

Fuchs, D., Fuchs, L.S., Mathes, P.G., Lipsey, M.L., & Roberts, P.H. (2002). Is "learning disabilities" just a fancy term for low achievement? A meta-analysis of reading differences between low achievers with and without the label. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), Identification of learning disabilities. (pp. 737-762). Mahwah, NJ: Erlbaum.

McMaster, K.N., Fuchs, D., & Fuchs, L.S. (2002). Using peer tutoring to prevent early reading failure. In J. Thousand, R.A. Villa, & A. Nevin (Eds.), Creativity and collaborative learning: The practical guide to empowering students, teachers, and families (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, D., & Fuchs, L.S. (2000). Inclusion versus full inclusion. In W.L. Heward (Ed.), Exceptional children: An introduction to special education (6th ed.) Englewood Cliffs, NJ: Prentice Hall/Merrill.

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Lipsey, M.W. (2000). Reading differences between low-achieving students with and without learning disabilities: A meta-analysis. In R. Gersten & S. Vaughn (Eds.), Issues and research in special education (pp. 81-104). Hillsdale, NJ: Erlbaum.

Fuchs, L.S., & Fuchs, D. (2000). Curriculum-based and performance assessment. In E.S. Shapiro & T.R. Kratochwill (Eds.), Behavioral assessment in schools: Theory, research, and clinical foundations (2nd edition, 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 Brock (Eds.), Reading and meaning: Fostering reading comprehension in the middle grades (pp. 95-115). New York: Teachers College Press.

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

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: Papers in honor of Barbara K. Keogh (pp. 199-222). Hillsdale, NJ: Erlbaum.

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

Howard, J., Fuchs, D., & Mathes, P. (1998). What is lexical retrieval and why might it be important? In T. Citro (Ed.), The experts speak: Parenting the child with learning disabilities (pp. 77-81). Boston: Learning Disabilities Association of Massachusetts.

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. 106-129). New York: John Wiley & Sons.

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.

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

Fuchs, D., Dempsey, S., Roberts, H., & Kintch, A. (1995). Best practices in school reintegration. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology-III (pp. 879-891). Washington, DC: National Association of School Psychologists.

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 (pp. 363-378). Hillsdale, NJ: Erlbaum.

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). Springer-Verlag.

Fuchs, D. (1994). An experimental approach to preventing school failure. In L.C. Wilkinson (Ed.), Learning disabilities assessment: Translating research into practice (pp. 197-220). Boston: Allyn & Bacon.

Fuchs, D., & Fuchs, L.S. (1994). Inclusive schools movement and the radicalization of special education reform. In J.M. Kauffman & D.P. Hallahan (Eds.), The illusion of full inclusion (pp. 231-242). Austin, TX: PRO-ED.

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

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

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

Fuchs, D. (1991). Mainstream Assistance Teams: A pre-referral intervention for difficult-to-teach students. In G. Stoner, M. Shinn, & H. Walker (Eds.), Interventions for achievement and behavior problems (pp. 241-267). Washington, DC: National Association of School Psychologists.

Fuchs, D., & Fuchs, L.S. (1991). Framing the REI debate: Abolitionists versus conservationists. In J. Lloyd, A. Repp, & N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 241-255). DeKalb, IL: Sycamore.

Simmons, D.C., Fuchs, D., & Fuchs, L.S. (1991). Instructional and curricular requisites for mainstreamed students with disabilities. In D. Carnine & E.J. Kameenui (Eds.), Higher-order thinking: Designing curriculum for mainstreamed students (pp. 183-199). Austin, TX: PRO-ED.

Fuchs, L.S., & Fuchs, D. (1990). Traditional assessment - An overview. In R.A. Gable & J.M. Hendrickson (Eds.), Error patterns (pp. 1-13). New York: Longman.

Fuchs, L.S., & Fuchs, D. (1990). Curriculum-based assessment. In C. Reynolds & R. Kamphaus (Eds.), Handbook of psychological and educational assessment of children (Vol. 1): Intelligence and achievement (pp. 435-455). New York: Guilford Press.

Fuchs, D., & Fuchs, L. S. (1988). Mainstream Assistance Teams to accommodate difficult-to-teach students in general education. In J.L. Graden, J.E. Zins, & M.J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students (pp. 49-70). Washington, DC: National Association of School Psychologists.

Fuchs, D., & Balow, B. (1980). The relationship between reading gain and school behavior among intermediate grade disabled readers. In W.M. Cruickshank (Ed.), Approaches to learning (Vol. 1) (pp. 39-50). Syracuse, NY: Syracuse University Press.

Special Journal Issues

Fuchs, D., & Fuchs, L.S. (Eds.) (in press). Moderator analysis as a method of understanding for whom validated reading and math interventions work. Exceptional Children.

Hale, B., & Fuchs, D. (Eds.) (2011). Cognitive and neuro-psychological assessment data that inform educational intervention. Journal of Learning Disabilities, 44(2).

Fuchs, D., & Fuchs, L.S. (Eds.) (2007). Responsiveness-to-Intervention. Teaching Exceptional Children, 39(5).

Mellard, D.F., Deshler, D.D., Byrd, S.E., Compton, D.L., Fuchs, D., Fuchs, L.S., & Reschly, D.J. (Eds.) (2005). Research topics in responsiveness to intervention: Part 1. Journal of Learning Disabilities, 38(6).

Fuchs, L.S., Fuchs, D., Graham, S., Harris, K., & Williams, J. (Eds.) (2005). Center for Accelerating Student Learning: Five years of research. The Journal of Special Education, 39(1).

Fuchs, D., Deshler, D., & Reschly, D. (Eds.) (2004). National Research Center on Learning Disabilities: Multi-method approaches to the study of LD identification and classification. Learning Disability Quarterly, 27,(4).

Fuchs, D., & Fuchs, L.S. (Eds.). (1995). Special education and school reform. Phi Delta Kappan.

Fuchs, D., & Fuchs, L.S. (Eds.). (1992). Challenging the conventional wisdom in school consultation. Journal of Educational and Psychological Consultation, 3(2).

Fuchs, L.S., & Fuchs, D. (Eds.). (1992). Applications of curriculum-based measurement. Preventing School Failure, 36(2).

Fuchs, D., & Fuchs, L.S. (Eds.). (1990). Enhancing the education of difficult-to-teach children in the mainstream: Federally sponsored research. Exceptional Children, 57(2).

Fuchs, L.S., & Fuchs, D. (Eds.). (1986). Linking assessment to instructional intervention. School Psychology Review, 15(3).

Journal Articles

In Press

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Fuchs, L.S., Tindal, G., Shinn, M., Fuchs, D., Deno, S.L., & Germann, G. (1983). The technical adequacy of a basal reading series mastery test: The Ginn 720 Series (Research Report No. 122). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. 236 195)

Tindal, G., Shinn, M., Fuchs, L.S., Fuchs, D., Deno, S.L., & Germann, G. (1983). The technical adequacy of a basal reading series mastery test (Research Report No. 113). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. 236 191)

Fuchs, D., Fuchs, L.S., Dailey, A.M., & Power, M.H. (1983). Effects of pretest contact with experienced and inexperienced examiners on handicapped children's performance (Research Report No. 110). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities.

Fuchs, D., & Dailey, A.M. (1982). Importance of examiner familiarity to speech/language-impaired children's performance: Does it breed contempt or competence? Proceedings of the Boston University Conference on Language Development, 29-30.

Fuchs, D., Zern, D.S., & Fuchs, L.S. (1982). A microanalysis of participant behavior in assessment. Proceedings of Ethnography in Education Research Forum, 2-3.

Fuchs, D., Dailey, A.M., & Fuchs, L.S. (1982). Examiner familiarity and the relation between qualitative and quantitative indices of expressive language (Research Report No. 83). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 224 199)

Fuchs, L.S., Fuchs, D., & Warren, L.M. (1982). Special education practice in evaluating student progress toward goals (Research Report No. 81). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 224 197)

Fuchs, D., Zern, D., & Fuchs, L.S. (1982). A microanalysis of participant behavior in familiar and unfamiliar test conditions (Research Report No. 70). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 219 499)

Warren, L.M., Fuchs, L.S., & Fuchs, D. (1982). Assessing and managing young children with special needs: Trainer's and participant's manuals. Quincy, MA: State Department of Education.

Fuchs, L.S., Fuchs, D., & Deno, S.L. (1981). Reliability and validity of curriculum-based informal reading inventories (Research Report No. 59). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities.

Fuchs, D., Featherstone, N., Garwick, D.R., & Fuchs, L.S. (1981). The importance of situational factors and task demands to handicapped children's test performance (Research Report No. 54). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 217 046)

Fuchs, D., Garwick, D.R., Featherstone, N., & Fuchs, L.S. (1980). On the determinants and prediction of handicapped children's differential test performance with familiar and unfamiliar examiners (Research Report No. 42). Minneapolis: University of Minnesota Institute for Research on Learning Disabilities. (ERIC Document Reproduction Service No. ED 203 587)

Fuchs, L.S., Fuchs, D., & Harker, L. (1980). Continuous evaluation procedures for the Pine County special education preschool program. St. Paul: Minnesota State Department of Education.

RESEARCH GRANTS (or other external funding):

2017-2021 National Institutes of Health: Word Problems, Language, and Comorbid Learning Disability, #2 P20 HD075443 (\$2,224,252). Principal Investigator.

2017-2021 National Institutes of Health: Word Problems, Language, and Comorbid Learning Disability, #2 P20 HD075443 (\$2,224,252). 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.
- 2015-2019 Institute on Education Sciences (U.S. Department of Education): Embedding Working Memory Training within Math Problem Solving. R305A150200 (\$3,400,000). Co-Principal Investigator.
- 2014-2019 National Institutes of Health: Preventing and Understanding Mathematics Disability; 2 R01 HD053714 (competitive renewal) (\$3,636,299); Co-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; Principal Investigator and Director.
- 2012-2016 National Institutes of Health R24: Word Problems, Language, and Comorbid Learning Disability, #R24HD075443 (\$1,917,525). Co-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 (\$1,250,000) Co-Principal Investigator.
- 2011-2015 Institute on Education Sciences (U.S. Department of Education): Arithmetical and Cognitive Antecedents and Concomitants of Algebraic Skill; #R305A110067 (\$1,592,267). Co-Principal Investigator.
- 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.
- 2010-2014 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.
- 2008-2014 National Institutes of Health RO1: Calculations, Word Problems, and Algebraic Cognition, Grant #RO1HD059179 (\$2,821,818). Co-Principal Investigator.
- 2009-2013 Institute on Education Sciences (U.S. Department of Education): Dynamic Assessment to Predict First Graders' Mathematics Development, Grant #R324A090039 (\$1,594,349). Co-Principal Investigator.
- 2009-2013 Institute on Education Sciences (U.S. Department of Education): Responsiveness-To-Instruction to Strengthen the Academic Performance of Students with Reading and Math Disabilities, Grant #R324A090052 (\$2,983,337). Principal Investigator.
- 2009-2013 National Institutes of Health R01: RTI for Determining Risk, Providing Prevention, and Identifying Reading Disability, Grant #HD056109 (\$3,436,134). Principal Investigator.

- 2007-2012 National Institutes of Health RO1: Preventing and Understanding Math Disability, Grant#1 RO1 HD053714 (\$2,662,795). Co-Principal Investigator.
- 2006-2010 Institute of Education Sciences (U.S. Department of Education): Response-to-Intervention as an Approach to Preventive and Identifying Disabilities in Reading, Grant #R324G060036 (\$1,600,000). Co-Principal Investigator.
- 2005-2009 Federal training grant, U.S. Department of Education, Leadership Training Program in LD: Randomized Intervention Research, University-School Partnerships, and Cultural Diversity. Grant #H325D040050 (\$800,000). Co-Principal Investigator.
- 2004-2006 Field-initiated research grant: Identifying and Promoting Outcomes for Students with Disabilities in Mathematical Problem Solving, Grant #H324C030115 (\$540,000). Principal Investigator.
- 2004-2005 Supplement to National Research Center on Learning Disabilities: Federal research grant. Grant #324U010004 (\$337,282). Director and Principal Investigator.
- 2003-2008 National Institute of Health RO1: Understanding/Preventing Math Problem-Solving Disability, Grant #1 RO1 HD46154-01 (\$3,306,302)
- 2003-2008 National Institute of Health Program Project: Cognitive, Instructional, & Neuroimaging Factors in Math ((\$7,491,518). Principal Investigator of Project 2 (Remediating Students' Math Disabilities); Co-principal Investigator of Core B (Subject Evaluation and Recruitment).
- 2002-2003 Federal student-initiated research grant: Reversing the Matthew Effects: Using peer-assisted learning strategies to promote reading skills, reading motivation, and reading practice by children with learning disabilities (\$19,998). Grant #H324B020093. Director and Principal Investigator.
- 2001-2006 National Research Center on Learning Disabilities. Federal research grant. Grant # 324U010004 (\$3,500,000). Director and Principal Investigator.
- 2000-2003 Federal directed-priorities research grant: Providing A Solid Foundation for Preschoolers with Disabilities to Learn to Read (\$540,000). Director and Principal Investigator.
- 2000-2003 Federal directed-priorities research grant: Project IMPACT: Individualizing and monitoring programs to accelerate children's trajectories (\$540,000). Co-Principal Investigator.
- 2000-2003 Federal field-initiated research grant: Curriculum-Based Measurement with Diagnostic Analyses to Improve Reading Outcomes for Students with Disabilities (\$540,000). Co-Principal Investigator.
- 2000-2002 Federal technology innovation grant: Monitoring Authentic Problem Solving: MAPS to Enhance Outcomes for Students with Disabilities: Phase 2 (\$400,000). Co-Principal Investigator.
- 2000-2002 The Flora Family Foundation: Outreach for Peer-Assisted Learning Strategies (\$53,000); Director and Principal Investigator.
- 1999 State of Delaware research grant: The Validity of Test Accommodations for Students with Disabilities (\$15,750); Principal Investigator.

- 1999 Pew Charitable Trusts: Assessment for Students with Learning Disabilities at the Turn of the Century (\$10,000); Principal Investigator.
- 1998-2003 Federal research grant: Center on Accelerating Student Learning (CASL), Grant #H324V980001 (\$3,500,000); Director and Principal Investigator.
- 1998-1999 Metro-Nashville Public Schools/Title I: Contract to implement Peer-Assisted Learning Strategies in two schools (\$28,000); Director and Principal Investigator.
- 1997-2000 Federal research grant: Postsecondary Adjustment, Literacy, and Socialization for Secondary Students with Mild/Moderate Disabilities, Grant #H023G70050 (\$374,838); Co-Principal Investigator.
- 1997-2001 Federal research grant: Gauging Outcomes to Accelerate Learning and Success: GOALS for Students with Disabilities, Grant #H023F70010 (\$739,720); Co-Principal Investigator.
- 1997-2000 Federal research grant: Upgrading Preparatory Work to Accelerate Reading Development: UPWARD, Grant #H023C70230 (\$540,000); Director and Principal Investigator.
- 1997-1999 Federal research grant: Monitoring Authentic Problem Solving: MAPS for Enhancing Outcomes for Students with Disabilities, Grant #H180T70010 (\$399,994); Co-Principal Investigator.
- 1996-2000 Federal research grant: Practitioners and Researchers Orchestrating Model Innovations to Strengthen Education: PROMISE, Grant #H023G50005 (\$887,188); Director and Principal Investigator.
- 1996-1998 OSEP/USDE research grant: "Is learning disabilities nothing more than an oversophistication of low achievement?" Grant #H023E50004 (\$188,341); Director and Principal Investigator.
- 1995-1998 Metropolitan Nashville Public Schools/Title I: Contract to implement Peer-Assisted Learning Strategies in five schools (\$180,000); Director and Principal Investigator.
- 1994-1997 Federal field-initiated research grant: Promoting Attention, Literacy, and Socialization (PALS) among Students with Emotional/Behavioral Disorders, Grant #H023C40001 (\$538,917); Principal Investigator.
- 1993-1997 OSEP/USDE demonstration grant for facilitating school restructuring: Systemic Change Organizing Reform Efforts; Grant #H023R20016 (\$597,884); Director and Principal Investigator.
- 1993-1996 OSEP/USDE research grant for investigating the contribution of contextual features to the efficacy of promising technological practices: "Improving Management, Planning, and Achievement through Computer Technology: Project IMPACT," Grant #H180E20004 (\$674,967); Co-Director and Principal Investigator.
- 1993-1996 Federal research grant: Accommodating Student Diversity in General Education Classrooms: A Downward Extension of Classwide Peer Tutoring, Grant #H023N3003 (\$224,964); Co-Principal Investigator.

- 1994 Vanderbilt University Research Council to support a national research conference on Systemic Educational Reform and Students with Disabilities, held at Vanderbilt University (\$900).
- 1991-1994 OSEP/USDE field-initiated research grant: Responsible Reintegration of Mildly Handicapped Students, Grant #H023C10086 (\$453,138); Co-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).
- 1989-1992 OSEP/USDE research grant for investigating teacher decision making: Planning, Reviewing, and Ongoing Assessment among Classroom Teachers: PROACT, Grant #H023E90020-91 (\$1,139,822); Director and Principal Investigator.
- 1988-1992 OSEP/USDE research grant for investigating effective school building practices: Redesigning Education for All Children: Project REACH, Grant #H02380005-91 (\$712,110); Director and Principal Investigator.
- 1991-1992 OSEP/USDE research grant: Social and Academic Effects of Cooperative Learning in Elementary School Resource Rooms, Grant #H023B0056 (\$13,730); Principal Investigator.
- 1989-1992 OSEP/USDE research grant for investigating instructional alternatives: Melding and Enhancing Resource and General Educators' Roles: Project MERGER, Grant #G008730253-89 (\$546,398); Co-Director and Principal Investigator.
- 1987-1990 OSEP/USDE field-initiated grant: Developing Computer-Managed Instruction to Enhance Special Education Effectiveness, Grant #G008730087-89 (\$440,129); Investigator.
- 1987-1990 OSEP/USDE field-initiated grant: Peabody Reintegration Project: Transitioning Mildly and Moderately Handicapped Students into Least Restrictive Environments, Grant #G008730082-89 (\$376,807); Co-Director and Co-Principal Investigator.
- 1985-1988 OSEP/USDE grant for enhancing instructional options: "Mainstream Assistance Teams: Accommodating Difficult-to-Teach Students in Regular Classrooms;" Grant #G008530158 (\$409,115); Director and Principal Investigator.
- 1985-1988 OSEP/USDE field-initiated grant: "Improving Data-Based Instruction through Computer Technology;" Grant #G008530198 (\$350,168); Investigator.
- 1986 OSEP/USDE grant: "An Analysis of the Instructional and Contextual Variables that Influence the Efficacy of Computer-Based Instruction for Mildly Handicapped Secondary School Students;" Investigator.
- 1985 Spencer Foundation Seed Grant: "System-Level and Classroom-Based Analyses of Schools and Teachers with High and Low Referral Rates to Special Education;" (\$6,290); Director and Principal Investigator.
- 1984 Worcester State College Community Research Grant (\$700); Project Director.
- 1983 Clark University Faculty Development Grant (\$1,450); Project Director.

- 1982 Clark University seed money for the establishment of the Clark University Psychoeducational Center (\$60,000); Project Co-Director.
- 1982 Worcester State College Community Research Grant (\$600); Project Director.
- 1981 Worcester State College Community Research Grant (\$750); Project Director.
- 1980 Minnesota State Department of Education Mini-Grant for a state-wide conference on meeting the educational needs of American Indian children (\$2,000); Project Director.
- 1979 Minnesota Preschool Incentive Grant for research on assessing handicapped children (\$2,000); Project Director.
- 1978 Minnesota Preschool Incentive Grant for research on assessing handicapped children (\$2,000); Project Director.
- 1977 Special Research Grant, Graduate School, University of Minnesota (\$500); Dissertation Research.

INVITED (*) AND UNSOLICITED PRESENTATIONS:

2019

Fuchs, D. (2019). Embedding cognitive training in an explicit reading comprehension program for intermediate-grade poor readers: A randomized control trial. In K. McMaster (Chair), The role of language and cognitive factors in text comprehension. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D., & Fuchs, L.S. (2019). On attempting to strengthen reading and math programs for children with significant learning problems by adding cognitive-training (reading) and language-learning components. Keynote. Research to Practice Symposium, AIM Institute for Learning & Research, Conshohocken, PA.

*Fuchs, D. (2019). Policies and practices in the testing, identification, and treatment of children with serious reading problems. Keynote. Southwest Branch of the International Dyslexia Association. Albuquerque, NM.

2018

*Fuchs, L.S., Fuchs, D., Malone, A., & Walsh, M. (2018). Challenges associated with data-based decision-making for students with disabilities. Invited Lorentz Center Workshop on “Data-based decision-making in education: Why aren’t we using the data we have?” Sponsored by Computational Science and NIAS-Lorentz Advisory Boards and Leiden University. The Netherlands.

*Fuchs, D., & Fuchs, L.S. (2018). Identification, intervention, and individualization. Keynote. Fulfilling the Promise of IDEA in the 21st Century: Connecting Research, Policy, and Practice to Improve Outcomes for Students with Disabilities. American Institutes for Research, Washington, DC.

*Fuchs, D. (2018). Response to Intervention methods of disability identification are invalid: Or why the meaningfulness of the “R” is dependent on the integrity of the “I.” Seminar leader for members of the National Joint Committee on Learning Disabilities. Rockville, MD.

*Fuchs, D., & Fuchs, L.S. (2018). Implications of college- and career-readiness standards for students with disabilities. Invited talk at the invitational meeting of the U.S. Department of Education, Institute on Education Science's Center for Standards, Achievement, Instruction, and Learning. Washington, DC.

*Fuchs, L.S., & Fuchs, D. (2018). Word problems, language, and comorbid learning disabilities. Invited talk at the Annual Meeting of the National Institute of Health and Human Development's Consortium of Learning Disabilities Innovation Hubs. Bethesda, MD.

*Fuchs, D. (2018). Response to Intervention and LD identification. Keynote. Learning Disabilities Association's Invited Symposium, Is RTI producing promised results? Has it changed the construct of specific learning disabilities? Atlanta.

*Fuchs, D., & Fuchs, L.S. (2018). The changing counterfactual in intervention research: When "business-as-usual" isn't. Fellows Forum. American Institutes for Research. Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2018). Recent research in the Metropolitan Nashville Public Schools to accelerate students' progress in reading and math. Invited presentation to the Nashville Schools' central administration. Nashville.

*Fuchs, D., Patton, S. III, Fuchs, L.S., Walsh, M., Gilbert, J., Haga, L., & Peng, P. (2018). Multicomponent instruction and cognitive training to strengthen reading comprehension. Invited conference: Embedding Cognitive Training in Direct Skills Instruction. National Center on Special Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Fuchs, D., Patton, S., Fuchs, L., Walsh, M., Gilbert, J., Haga, L., & Peng, P. (2018). Differential effects of two reading interventions on the reading comprehension of students at two grade levels with varying attention ratings. In D. Fuchs (Chair), *Explaining Difficult-to-Remediate Students: The Role of Mediators and Moderators in Understanding Findings and Customizing Treatments*. Pacific Coast Research Conference. Coronado, CA.

Patton, S., Fuchs, D., Fuchs, L. S., Gilbert, J., Hendricks, E., Walsh, M....Pennell, A. (2018). Near and mid-transfer measures for comprehension: Evidence from randomized control trials of nonfiction comprehension strategies. American Educational Research Association Conference, New York, NY.

Peng, P., Fuchs, D., Gilbert, J., Cho, E., Fuchs, L.S. et al. (2018). Early word reading and reading comprehension development among at-risk readers. American Educational Research Conference, New York, NY.

Kim, W., Fuchs, D., & Fuchs, L.S. (2018). Cognitive and linguistic predictors of reading comprehension in the elementary grades. Vanderbilt University's Science Day presentation. Nashville, TN.

Patton, S., Fuchs, D., Fuchs, L. S., Gilbert, J., Hendricks, E., Zhang Tracy, W....Kim, W. (2018). Reading comprehension measures of transfer: A systematic review of research. Poster. Pacific Coast Research Conference, Coronado, CA.

*Danielson, L., Fuchs, L.S., & Fuchs, D. (2018) Using intensive intervention to improve special education services. Project Directors' Meeting. Office of Special Education Programs, U.S. Department of Education. Arlington, VA.

*Fuchs, D., & Fuchs, L.S. (2018). Using intensive intervention to improve special education services. (Keynote.) National Center on Intensive Intervention state leadership collaboration summit.

American Institutes of Research, Washington, DC.

Patton, S., Fuchs, D., Fuchs, L. S., Walsh, M., Hendricks, E., Zhang Tracy, W., & Pennell, A. (2018). Utility of near and mid-transfer measures of reading comprehension: Evidence from a randomized control trial of strategies for expository texts. Council for Exceptional Children, Tampa.

Walsh, M.E., & Fuchs, D., (2018). Using media to activate, supplement, or extend the background knowledge of struggling readers. Council for Exceptional Children, Tampa, FL, and SLP Conference, Nashville.

Walsh, M.E., Fuchs, D., Patton, S.A., & Lehman, P. (2018). Improving the comprehension of struggling third grade readers. Mid-South Educational Research Association annual meeting, Pensacola.

Walsh, M.E., Fuchs, D., Patton, S., & Fuchs, L.S. (2018) Developing a comprehensive comprehension intervention for struggling 3rd grade readers: A pilot study. Poster. Vanderbilt-Kennedy Center Science Day.

Walsh, M.E., Fuchs, D., Patton, S., & Fuchs, L.S. (2018) Developing a comprehensive comprehension intervention for struggling 3rd grade readers: A pilot study. Middle Tennessee State University Annual Literacy Conference, Murfreesboro, TN.

Hendricks, E., Fuchs, D., Fuchs, L., Compton, D., Elleman, A., Kearns, D....Miller, A. (2018). Effects of a reading comprehension intervention for at-risk first graders are moderated by syntactic ability. Council for Exceptional Children, Tampa.

2017

*Fuchs, D., & Arno, M. (2017). The Promise and peril of a national policy of inclusion. Invited conference (“Using Educational Research and Innovation to Address Inequality and Achievement Gaps in Education”), co-sponsored by the Organization for Economic Cooperation and Development (OECD) and Institute of Educational Sciences. Washington, DC.

*Fuchs, D. & Fuchs, L.S. (2017). Importance of cognitive processes for intervention with children at risk of school failure. Human Development Fall Colloquia. Teachers College. NYC, NY.

*Fuchs, D. & Fuchs, L.S. (2017). Is there a role for cognitive processes in interventions for at risk students with and without learning disabilities? Department of Counseling, Higher Education, and Special Education. University of Maryland, College Park.

*Fuchs, D. (2017). Connections between calculation fluency and reading fluency: Findings from a longitudinal study. In symposium (S. Braisel, Chair), Neurobiological basis and comorbidity of learning disabilities. STEM Education, Learning Disabilities, and the Science of Dyslexia. National Science Foundation, Washington, DC.

*Fuchs, D. (2017). Research as an ethical activity: Comments on the life and career of Stan Deno. Stanley L. Deno Memorial Conference. University of Minnesota, Minneapolis.

Fuchs, D., Fuchs, L.S., et al. (2017). Exploring effective and efficient interventions for children with reading difficulties. In (L. Fuchs, Chair), Understanding and intervening with children with complex learning problems. Pacific Coast Research Conference. Coronado, CA.

Patton, S., Fuchs, D., Peng, P., Fuchs, L., Gilbert, J., Yen, L., Lute, N., Davis, N., Hendricks, E.,

Walsh, M., & Compton, D. (2017). Investigating moderators of working memory performance for struggling readers in elementary grades. Pacific Coast Research Conference. Coronado, CA.

Walsh, M. E., Fuchs, D., Fuchs, L.S., Gilbert, J., Patton, S., Yen, L., Davis, N., Hendricks, E., Zhang, W., Lute, N., Compton, D. & Peng, P. (2017). Exploring the differential efficacy of comprehension intervention for students in grades 3 and 4. Pacific Coast Research Conference. Coronado, CA.

* Fuchs, D., & Fuchs, L.S. (2017). The challenges of implementing RTI/MTSS. National Center on Intensive Intervention conference for the states. American Institutes of Research, Atlanta.

*Fuchs, D., Fuchs, L.S., et al. (2017). Intensifying reading interventions. Symposium (D. Fuchs, Chair) on Intensive instruction in reading, writing, and mathematics: Who should teach what and where? Council for Exceptional Children. Boston.

Fuchs, D., Hendricks, E., Patton, S., & Walsh, M. (2017). A multi-component program to develop poor readers' comprehension of informational text. Council for Exceptional Children. Boston.

*Fuchs, D. (2017). Panel discussant. In (L. Mason, Chair), RTI for elementary, reading, writing, and mathematics: Contributions and future directions. Council for Exceptional Children. Boston.

Fuchs, D. (2017). Panel discussant. In (A. Gandhi, Chair), Intensive intervention: Lessons learned from 5 years of technical assistance. Council for Exceptional Children. Boston.

Patton, S., Fuchs, D., Walsh, M., Fuchs, L., Peng, P., & Compton, D. (2017). Embedding working memory into a nonfiction comprehension intervention for struggling elementary readers. MTSU Literacy Research Conference. Murfreesboro, TN.

2016

*Fuchs, D., & Fuchs, L.S. (2016). AERA Distinguished Contributions to Research in Education Award Address: The changing counterfactual in classrooms: Implications for educational research. American Educational Research Association. Washington, DC.

*Fuchs, D. (2016). Research on reading disabilities in a Responsiveness-To-Intervention framework. (Keynote.) The Tri-Annual Nordic Conference on Special Education (Nordisk Specialpedagogisk Konferens). Reykjavik, Iceland.

*Fuchs, D. (2016). The importance of “moderator analyses” to understand First-Grade PALS effects. Tri-Annual Nordic Conference on Special Education (Nordisk Specialpedagogisk Konferens). Reykjavik, Iceland.

*Fuchs, D., & Fuchs, L.S. (2016). Peer-Assisted Learning Strategies in Iceland. Invited talk with PALS trainers and teachers. Reykjavik, Iceland.

Fuchs, D., Fuchs, L.S., & Compton, D.L. (2016). Does improving math calculation fluency strengthen word-reading competence in children with reading difficulties? In symposium (D. Fuchs, Chair) on exploring similarities and differences between reading and mathematics difficulties in Finnish and American samples. Society for the Scientific Study of Reading. Porto, Portugal.

*Fuchs, D. (2016). Intensive intervention in reading. In K. Lane & J. McLaughlin (Chair), Identifying key ingredients for intensive intervention. Principal Investigators' Meeting, National Center for Education Research/National Center for Special Education Research. U.S. Department of Education,

Washington, DC.

*Fuchs, L.S., & Fuchs, D. (2016). Initial 50-state findings from the Center on Standards, Alignment, Instruction, and Learning (C-SAIL). Principal Investigators' Meeting. National Center for Education Research/National Center for Special Education Research. U.S. Department of Education, Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2016). What we can and can't conclude from the recent national evaluation of RTI. Project Directors Meeting of the U.S. Department of Education's Office of Special Education. Washington, DC.

*Fuchs, L.S., & Fuchs, D. (2016). College and career readiness standards reform for students with disabilities. Conference on College-and Career-Readiness Standards. The Center on Standards, Alignment, Instruction, and Learning (C-SAIL). American Institutes of Research, Washington, DC.

*Fuchs, D. (2016). Two reasons why RD students perform so poorly. (Keynote). Annual Conference of the International Dyslexia Association, New Jersey Branch. Somerset, NJ.

*Fuchs, D. (2016). Exploring the value of working memory training when combined with skills-based instruction in reading comprehension. Annual Conference of the International Dyslexia Association, New Jersey Branch. Somerset, NJ.

*Fuchs, D. (2016). Thirty years of failing to provide effective special education services. Where we've gone wrong. (Keynote.) Learning Disabilities Association. Orlando, FL.

*Fuchs, D. (2016). A brief and selective history of special education since 1975. National Center on Leadership in Intensive Intervention. Southern Methodist University. Dallas, TX.

*Fuchs, D., & Fuchs, L.S. (2016). The University of Missouri Chancellor's Distinguished Lecture Series: The Future of Research in Special Education: A Panel Presentation. Columbia, MO.

Fuchs, D. (2016). Fuzzy thinking; wishful thinking. In S. Vaughn (Chair), Panel on "Forging ahead in intervention research: What's in our way?" Pacific Coast Research Conference, Coronado, CA.

Kim, W., Fuchs, D., Elleman, A., Zhang, W., Davis, N., & Hendricks, E. (2016). Developing a comprehensive program to strengthen reading comprehension among struggling readers. 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 session. 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 comprehension outcomes for struggling readers in the elementary grades. Poster session. Pacific Coast Research Conference, Coronado, CA.

Walsh, M., Fuchs, D., Patton, S., Yen, L., Fuchs, L., Compton, D., Davis, N., Zhang, W., Hendrix, E., Kim, W., Elleman, A., & Peng, P. (2016). Moderators of response to reading comprehension instruction. Poster session. Pacific Coast Research Conference, Coronado, CA.

Fuchs, D. (2016). Is there a role for cognitive processes in academic interventions for at-risk students? Keynote. Annual Literacy Conference. Middle Tennessee State University, Murfreesboro, TN.

*Fuchs, D., & Fuchs, L.S. (2016). There are better questions to ask than “does RTI work?” In D. Fuchs (Chair), What can we conclude from the recent national evaluation of RTI? Invited symposium. Council for Exceptional Children. St. Louis.

Fuchs, D., Patton III, S., & Walsh, M. (2016). Developing an intensive reading comprehension program for poor readers. Council for Exceptional Children. St. Louis.

Fuchs, D., & Fuchs, L.S. (2016). Updating staff at 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, J., Fuchs, D., Fuchs, L., Patton, S., Yen, L. Compton, D., Zhang, W., Miller, A., and Hamlett, C. (2016). Early predictors of calculation development among children at risk for learning disabilities. In D. Fuchs (Chair), Special education research: Math instruction and students with disabilities. American Educational Research Association, Chicago.

2015

*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, D., & Fuchs, L.S. (2015). Is there a role for cognitive processes in treating learning disabilities? Summaries of two recent programs of research. Department of Psychiatry’s Grand Rounds. Columbia University Medical Center, New York City.

*Fuchs, D. (2015). On the changing nature of the counterfactual in educational research. Invited Conference on Null Effects in Educational Research. National Science Foundation, Washington, DC.

*Fuchs, D. (2015). Underestimating the severity of learning problems and overestimating the effects of inclusive instruction: Two reasons for students with disabilities’ poor academic performance. Morcom Meeting on Reading Disability. Florida State University, Tallahassee, FL.

*Fuchs, D., & Fuchs, L.S. (2015). Is there a role for the training of cognitive processes in academic instruction? Annual Special Education Scholars Lecture. Department of Educational Psychology, University of Minnesota, Minneapolis.

*Fuchs, D. (2015). Scaling-up an evidence-based educational practice: Findings from a 6-year multi-site longitudinal study. Vanderbilt-Kennedy Center’s Clinical and Translational Research Lecture. Vanderbilt University, Nashville.

*Fuchs, D. (2015). A popular *non-intensive* behavioral intervention. National Center for Leadership on Intensive Intervention. Vanderbilt University, Nashville

Fuchs, D., Peng, P., Elleman, A., Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy, L., Toste, J., & Miller, A. (2015). Explaining the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students. SREE Spring Conference, Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2015). Is there a role for cognitive processes in reading and math intervention? In D. Fuchs & L. Fuchs (Chair), *Intensifying instruction for students with severe reading and math difficulties by embedding cognitive or linguistic training: Two parallel programs of R&D*. SREE Fall Conference. Washington, DC.

*Fuchs, D. (2015). *Beyond data-based instruction: Intensifying standard protocols for persistently unresponsive children*. OSEP-IES Intensive Intervention Summit. Washington, DC.

*Fuchs, D. (2015). *Why and how we should expect more of special education (Keynote)*. Midwest Educational Leadership Conference. Breckenridge, CO.

*Fuchs, D. (2015). *Why special education should “own” intensive intervention*. Midwest Symposium for Leadership in Behavioral Disorders. Kansas City, MO.

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.

Fuchs, D., Fuchs, L., Barnes, M., Speece, D., & Vaughn, S. (2015). *Panel discussion: Training cognitive processes and academic skills together: Clever synthesis or fool’s errand?* 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*. Pacific Coast Research Conference. Coronado, CA.

Hendricks, E., Fuchs, D., Elleman, A., & Kim, W. (2015). *Developing a comprehensive instructional program to strengthen reading comprehension among struggling readers*. Pacific Coast Research Conference. Coronado, CA.

*Danielson, L., & Fuchs, D. (2015). *Improving outcomes for students with severe learning and behavior problems. What will it take?* Council for Exceptional Children. San Diego.

*Fuchs, D., & Wehby, J. (2015). *Town Hall Meeting (Leader): Why intensive intervention will be special education’s next big thing*. Council for Exceptional Children. San Diego.

*Gersten, R., Fuchs, D., Vaughn, S., & Wehmeyer, M. (2015). *Four educational researchers discuss professional experiences that shaped their careers*. Council for Exceptional Children. San Diego.

2014

*Fuchs, D. (2014). *New directions in research on interventions for children with severe learning problems (Keynote)*. Annual Conference of the Italian Society for Learning Disabilities. Lucca, Tuscany.

*Fuchs, D. (2014). *Combining cognitive training with skills instruction to strengthen the reading comprehension of young struggling readers: Results from a Randomized Control Trial*. In P. Bjorn (Chair), *Symposium on relationships between cognitive training and reading performance*. International Conference on Early Childhood Education. University of Jyväskylä; Jyväskylä, Finland.

*Fuchs, D. (2014). *Thirty years of misguided effort to instruct students with disabilities on the United States: Implications for RTI (Keynote)*. *Assessment and Evidence-Based Instruction Together in RTI*. Niilo Maki Institute and University of Jyväskylä; Jyväskylä, Finland.

*Fuchs, D. (2014). A multi-site, multi-year longitudinal study of bringing an evidence-based practice to scale. Annual Porter Endowed Lecture. College of Education, Eastern Michigan University, Ypsilanti, MI.

*Fuchs, D., & Fuchs, L.S. (2014). The changing counterfactual in general education classrooms: Does its impact on replication differ for very low-achieving students? Keynote, Fourth Annual Center for Behavioral Education Research Symposium. Neag School of Education, University of Connecticut, Storrs, CT.

Fuchs, D., Fuchs, L., Compton, D., Elleman, A., Kearns, D., Peng, P., Miller, A., & Steacy, L. (2014). Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade. In D. Fuchs (Chair), Symposium on Reading comprehension: Exploring determinants and how to strengthen it. Society for the Scientific Study of Reading, Sante Fe, NM.

*Fuchs, D. (2014). Back to the future: A case for a “new” special education. The Ray Graham Memorial Lecture, Illinois Council for Exceptional Children. Naperville, IL.

*Fuchs, D. (2014). Intensive intervention: Moving learning forward for students with learning disabilities. Keynote, Teachers Leading Cobb Forward Conference. Cobb County, Ga.

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. Scientific Study of Educational Effectiveness. Washington DC.

Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Fuchs, L., Compton, D., Patton, S., Toste, J., Steacy, L., & Miller, A. (2014). Reading comprehension instruction for first-grade struggling readers: Findings from the fourth year of a program of research. In D. Fuchs (Chair), Reading comprehension: Possible determinants and a program to strengthen it. Pacific Coast Research Conference. Coronado, CA.

Toste, J., Fuchs, D., Peng, P., Fuchs, L., Compton, D., Patton III, S., Elleman, A., Kearns, D., & Peterson, D. (2014). Do students’ reading skills differentially predict teacher perceptions in first through third grades? Pacific Coast Research Conference. Coronado, CA.

Peng, P., Fuchs, D., Patton, S., & Fuchs, L.S. (2014). Drill and practice vs. strategy training: Two approaches to strengthen working memory in first graders. Pacific Coast Research Conference. Coronado, CA.

Fuchs, L.S., Fuchs, D., & Compton, D.L. (2014). The role of language comprehension in early word-problem performance. In D. Fuchs (Chair), Reading comprehension: Possible determinants and a program to strengthen it. In D. Fuchs (Chair), Reading comprehension: Possible determinants and a program to strengthen it. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D. (2014). What we’ve learned from a decade of RTI research about directions for policy, practice, and research. In J. McLaughlin (Chair), Ten years after reauthorization of IDEA: Progress made in educating children with disabilities and lessons learned from research. Institute of Education Sciences Spring PI Meeting. Washington, DC.

*Fuchs, L.S., & Fuchs, D. (2014). The importance of moderators of intervention effects for student with serious learning problems. Leadership, Policy, and Organization Research Colloquium. Vanderbilt University, Nashville.

*Fuchs, D., & Fuchs, L.S. (2014). New directions in intervention research. The Kauffman-Hallahan Distinguished Researcher Award Lecture. The Council for Exceptional Children, Philadelphia.

*Fuchs, D., & Yell, M. (2014). Why and how we should expect more from special education. The Council for Exceptional Children, Philadelphia.

*Fuchs, D. (2014). Intensive instruction: The promise and the challenge. In R. Zumeta (Chair), *Confronting implementation challenges when providing intensive intervention*. Panel presentation. The Council for Exceptional Children, Philadelphia.

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. The Council for Exceptional Children, Philadelphia.

Peng P., Fuchs, D. et al. (2014). Verbal working memory training and its transfer to listening comprehension among young children. American Educational Research Association. Philadelphia.

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., Schumacher, R., Namkung, J.M., Malone, A.S., & Fuchs, D. (2014) Do individual differences in students' working memory moderate the effects of fraction intervention? In C. Curran (Symposium Chair) *Math learning among at-risk students from preschool through fourth grade: Implications for educational policy and practice*. American Educational Research Association, Philadelphia, PA.

2013

*Fuchs, D., & Fuchs, L.S. (2013). New directions in intervention research: The role of mediators and moderators in developing evidence-based programs in reading and mathematics. University of Kentucky, Lexington.

*Danielson, L., Fuchs, D., Zumeta, R., & Kearns, L. (2013). Intensive intervention: A first year report from the National Center on Intensive Intervention. Briefing for the Office of Special Education Programs, U.S. Department of Education. Washington, DC.

*Fuchs, D. (2013). Inclusive versus intensive instruction: Addressing our abysmal failure to educate students with disabilities. Kennedy Krieger Institute. Baltimore.

Fuchs, D., Kearns, D., Elleman, A., Fuchs, L., Peng, P., Miller, A., Patton, S., Compton, D., Patton, S., Yen, L., & Zhang, W. (2013). Strengthening reading comprehension among at-risk first graders. In D. Fuchs (Chair), *New directions in intervention research*. Pacific Coast Research Conference. Mission Bay, CA.

Miller, A. C., Fuchs, D., Cho, E., Steady, L. M., Patton, S., Zhang, W., Haga, L. H. (2013). Reading ability and picture naming: A look at phonological and semantic processing. Poster presented at the Society for the Scientific Study of Reading, Hong Kong.

Steady, L. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Gilbert, J. K., Elleman, A., & Kearns, D. (2013). Sight word acquisition: Word- and child-level predictors of the number of word exposures necessary for mastery. Poster presented at the annual Society for the Scientific Study of Reading, Hong Kong.

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.

Steady, 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.

Fuchs, L.S., & Fuchs, D. (2013). New directions in intervention research: The role of mediators and moderators in developing evidence-based programs in reading and mathematics. The Council for Exceptional Children, San Antonio.

*Fuchs, D. (2013). Tier 3 of Responsiveness-To-Intervention: What should it be and why? Inservice for school psychologists in the Metro-Nashville Public Schools. Nashville.

Fuchs, D. & McMaster, K. (2013). New directions in intervention research: Exploring how to scale up evidence-based practices. The Council for Exceptional Children, San Antonio.

*Fuchs, L.S., & Fuchs, D. (2013). Annual report to the Metro-Nashville Public Schools' Research and Evaluation Department on the Fuchs's instructional research. Nashville, TN.

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, TN.

Peng, P., & Fuchs, D. (2013). The efficacy of reading and math tutoring programs for first graders at risk for learning difficulties. The Council for Exceptional Children, San Antonio.

Kearns, D. M., Fuchs, D., & Patton III, S. A. (2013, June). RD versus RD+MD: A different way of thinking about the distinction between reading disability and garden-variety low achievement. Poster presented at the Annual Conference of the International Academy of Research in Learning Disabilities, Boston.

Al Ghanem, R., Kearns, D., & Fuchs, D. (2013). Reading self-concept and its impact on the reading achievement of 2nd, 3rd, and 4th grade students with typical achievement and reading disabilities. International Reading Association. San Antonio.

2012

*Fuchs, D., & Fuchs, L.S. (2012). Understanding the cognitive underpinnings of at-risk learners' responsiveness to intervention. Helga Eng Lectures. Oslo Norway.

*Fuchs, D. (2012). The future of special education. Keynote, Special Education Directors Conference. Sponsored by the Washington Association of State Administrators. Tacoma, WA.

*Fuchs, D. (2012). "Intensive instruction": What is it and why we need it. American Speech and Hearing Association. Atlanta.

*Fuchs, D. (2012). Taking educational interventions to scale: Top-down, bottom-up, or a third way? Invited Symposium, Society for Research on Educational Effectiveness, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

*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.

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.

Peng Peng, Fuchs, D., Kearns, D., Elleman, A., & Fuchs, 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.

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. (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.

Peng P., Fuchs, D., Kearns, D., 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.

Cho, E., Compton, D.L., & Fuchs, D. (2012). Predictive validity of dynamic assessment of decoding in forecasting responsiveness to intervention. Society for the Scientific Study of Reading. Montreal, Canada.

*Fuchs, D. (2012). Chair, CEC roundtable discussion on accessing the general education curriculum: A legal, pedagogical, and empirical discussion of what it means. Council for Exceptional Children, Denver.

Kearns, D., Fuchs, D. et al. (2012). Adaptive beginning reading intervention: The effects of rigor and individualized instruction. Council for Exceptional Children, Denver.

*Fuchs, D. (2012). Tertiary prevention. In L. Fuchs (Chair), Smart RTI: A next-generation approach to multi-level prevention. Council for Exceptional Children, Denver.

Fuchs, D., Kearns, D.M., Elleman, A.M., Fuchs, L.S., Compton, D.L., Miller, A.C., Peng Peng, Patton, S., Yen Haga, L., & Zhang, W. (2012). Working memory as a moderator of responsiveness to a first-grade reading comprehension intervention. In L.S. Fuchs (Chair), Cognitive mediators and moderators of skills-based instruction. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D. (2011). Panel member: "Building on IDEA: Policy solutions to improve U.S. special education." Brookings Institution. Washington, DC.

*Fuchs, D. (2011). Panel member. Congressional staff briefing on IDEA. Capitol Hill, Washington, DC.

*Fuchs, D. (2011). Smart RTI: A next generation approach to multi-level prevention. Keynote. Conference on Back to the Future of Special Education: Individualizing Education through Data-Based Programming. Department of Educational Psychology, University of Minnesota. Minneapolis.

*Fuchs, D. (2011). Overview of RTI. Plenary Session of the United Federation of Teachers' RTI conference. Bronx, NY.

*Fuchs, D. (2011). Scaling-up an evidence-based practice: Findings from an IES Goal 4 study. U.S. Department of Education (Office of Special Education Program's) Annual Project Directors' Conference. Washington, DC.

Fuchs, D. (2011). First-grade cognitive abilities as long-term predictors of reading comprehension and disability status. In L. Fuchs (Chair), Longitudinal analyses of the cognitive characteristics and academic performance of students who do and do not respond to instruction. Pacific Coast Research Conference. Coronado, CA.

Peng, P., Fuchs, D., Cho, E., Compton, D., Kearns, D., Fuchs, L., & McMaster, K. (2011). Rethinking fidelity-of-treatment implementation: Conceptual and practical implications. Pacific Coast Research Conference. Coronado, CA.

Kearns, D., & Fuchs, D. (2011). Cognitive profiling of very low-achieving students. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D. (2011). Panel member addressing "Is this intervention ready for testing under scale-up effectiveness? Society for Research on Educational Effectiveness: Spring Conference. Washington, DC.

McMaster, K.L., & Fuchs, D. (2011). Scaling up an evidence-based reading program. In M. Davison (Chair), Scaling-Up: From the Laboratory to the Field Site to Multiple Sites. Society for Research on Educational Effectiveness: Fall Conference. Washington, DC.

*Fuchs, D. (2011). A longitudinal study of bringing an evidence-based reading program to scale: Top-down versus bottom-up. Society for the Scientific Study of Reading. St. Petersburg, FL.

Barquero, L., Compton, D., Gilbert, J., Chou, E., Fuchs, D., Fuchs, L., & Bouton, B. (2011). Upside-down RTI: Reversing Tier 2 and Tier 3 for lowest achieving students. Society for the Scientific Study of Reading. St. Petersburg, FL.

Kearns, D. M., Fuchs, D., Compton, D. L., Fuchs, L. S., Stuebing, K. K., & Patton III, S. A. (2011). Describing the cognitive correlates of reading disability. Society for the Scientific Study of Reading. St. Petersburg, FL.

Peng, P., & Fuchs, D. (2011). Linear logistic test modeling of fidelity-of-treatment data to explore a treatment's "active ingredient." Society for the Scientific Study of Reading. St. Petersburg, FL.

*Fuchs, D. (2011). Peer-Assisted Learning Strategies in the elementary grades: Bottom-up versus top-down approaches to scaling up an evidence-based practice. Learning Differences Conference, Harvard Graduate School of Education. Cambridge, MA.

*Fuchs, D., & Fuchs L. (2011). Responsiveness-To-Intervention: Promises and problems. Sponsored by Teaching Fellows, School of Education, and Kappa Delta of Elon University. Elon, NC.

*Fuchs, L., & Fuchs, D. (2011). Progress Monitoring. Sponsored by Teaching Fellows, School of Education, and Kappa Delta of Elon University. Elon, NC.

*Fuchs, D. (2011). Disability identification in RTI frameworks. In S. Vaughn (Chair), Strand on RTI: Where have we been and where are we going? Council for Exceptional Children. National Harbor, MD.

*Fuchs, D. (2011). Town Hall (leader) on the professional role of special educators. Council for Exceptional Children. National Harbor, MD.

*Fuchs, D. (2011). Roundtable (co-leader) on the vanishing expertise in special education. Council for Exceptional Children. National Harbor, MD.

*Fuchs, D. (2011). Tribute to Don Deshler. Pioneer Division. Council for Exceptional Children. National Harbor, MD.

*Fuchs, D. (2011). RTI's primary, secondary, and tertiary levels of prevention. Keynote. School Administrators' Conference on RTI and CBM. Salt Lake City, UT.

*Fuchs, D. (2011). Primary, secondary, and tertiary prevention in a Smart RTI framework. Keynote. Capitol Region Education Council's Leadership Network Conference. East Windsor, CT.

2010

*Fuchs, D. (2010). Responsiveness-To-Intervention: Two perspectives. Learning Disabilities Association of Quebec Annual Conference. Montreal.

*Fuchs, D. (2010). In 2010, who's responsible for delivering expert instruction in the schools (and why should we care)? Keynote. Office of Special Education Program's (U.S. Department of Education) Annual Project Directors' Conference. Washington, DC.

*Fuchs, D. (2010). Capitol Hill briefing on transforming ESEA to meet the needs of all learners. Forum on Educational Accountability. Washington, DC.

*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 conference. National Harbor, 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 conference. National Harbor, 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 conference, National Harbor, MD.

Dion, D., Lemire-Théberge, L., Guay, M., Dubé, I., Brodeur, M., & Fuchs, D. (2010). Improving at-risk second-graders' reading comprehension through vocabulary or strategy instruction: A randomized field study. Society for the Scientific Study of Reading. Berlin, Germany.

Fuchs, D. (2010). Multi-year, multi-site, randomized control trial of a scaling up strategy for a best evidence practice in reading. In L. Fuchs (Chair), Three randomized control trials: Preventing reading difficulty, scaling up PALS, and preventing mathematics difficulty. Pacific Coast Research Conference. Coronado, CA.

Kearns, D., & Fuchs, D. (2010). Performance profiles of poor readers co-morbid for MD or ADHD. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D. (2010). Disability identification in RTI frameworks. RTI Action Network's Leadership Forum. Washington, DC.

*Fuchs, D. (2010). What should be the role of special educators' in RTI frameworks? Two perspectives. Keynote. Tennessee Annual Special Education Conference. Tennessee Department of Education. Nashville.

*Fuchs, D. (2010). Instructional strategies for students at risk because of low income or disability. Hubert H. Humphrey Fellowship Program. Vanderbilt University, Nashville.

*Fuchs, D. (2010). What role for special educators post NCLB: A "virtual" discussion with faculty and students. University of Kansas, Lawrence, KS.

*Fuchs, D. (2010). Is "bottom-up versus top-down" a false dichotomy that misleads practitioners, researchers, and policymakers? Pediatric Grand Rounds, Vanderbilt Medical School. Nashville.

*Fuchs, D. (2010). Two perspectives on RTI, two views of Tier 2. In D. Fuchs (Chair), RTI: Design, implementation, and policy considerations. Topical Public Policy Workshop. Learning Disabilities Association annual conference. Baltimore.

*Fuchs, D. (2010). Are learning disabilities real...and should we care? In L. Danielson (Chair), The future of learning disabilities: RTI, NCLB, and whatever comes next. Convention of the Council for Exceptional Children. Nashville.

*Fuchs, D. (2010). What's happening in Washington, DC: Emerging issues in education reform. Convention of the Council for Exceptional Children. Nashville.

*Fuchs, D. (2010). Problems with the LD construct. In D. Hallahan (Chair), The LD construct: Can it be saved? Is it worth saving? Convention of the Council for Exceptional Children. Nashville.

2009

*Fuchs, D. (2009). Collaborative problem solving as a subset of problem solving approaches to inclusion. Keynote. National conference sponsored by the Department of Special Education and Special Education Center, Chung Yuan Christian University. Jhongli, Taiwan.

*Fuchs, D. (2009). Peer-Assisted Learning Strategies in Reading. Chung Yuan Christian University. Jhongli, Taiwan.

*Fuchs, L.S., & Fuchs, D. (2009). Responsiveness-To-Intervention in reading and mathematics. Beijing Normal University. Beijing, China.

Fuchs, D., & Fuchs, L.S. Dynamic assessment and event-related potential: Alternate ways of indexing responsiveness. Beijing Normal University. Beijing, China.

*Fuchs, D., & Fuchs, L.S. (2009). RTI. First International Conference, Centre for Children with Developmental Disabilities. Lisbon, Portugal.

*Fuchs, L.S., & Fuchs, D. (2009) CBM. First International Conference, Centre for Children with Developmental Disabilities. Lisbon, Portugal.

*Fuchs, D. (2009). RTI: Implications for assessment and identification issues. Annual Workshop for the College Board's Services for Students with Disabilities Review Panel. New York, NY.

*Fuchs, D. (2009). Top down versus bottom up approaches to intervention. Distinguished Lecture Series, Meadows Center for Preventing Education Risk. University of Texas, Austin.

*Fuchs, D. (2009). How far can we take the maxim, "good instruction is good instruction"? Challenging assumptions implicit in Responsiveness-To-Instruction. Haskins Laboratories. New Haven, CT.

*Fuchs, D., & Fuchs, L.S. (2009) Response to Intervention. Keynote. RTI and Reading First Connections Statewide Conference. New York State Education Department. Albany, NY.

*Fuchs, D. (2009). The most intensive instructional tier in RTI frameworks. RTI and Reading First connections statewide conference. New York State Education Department. Albany, NY.

*Fuchs, D. (2009). Inclusion, RTI, and private schools for children with disabilities. Keynote. National Association of Private Special Education Centers Annual Leadership Conference, Captiva, FL.

*Fuchs, D. (2009). Panelist. Equity Forum on the Causes of Disproportionality in Special Education and Responsiveness to Intervention. Metropolitan Center for Urban Education, NYU. New York City.

*Fuchs, D., & Fuchs, L.S. (2009). Researching key components of an RTI framework: Dynamic assessment's role in screening; standard treatment protocols' role in secondary prevention. Developmental Disabilities Roundtable of the Vanderbilt-Kennedy Center. Nashville.

*Fuchs, D. (2009). Bottom-up and top-down approaches to school reform: False dichotomy? Professional Student Colloquium Series. Peabody College, Nashville.

*Fuchs, D. (2009). Multi-site randomized control trial exploring the scaling-up of a best practice. Department of Human Development, Teachers College. New York City.

*Fuchs, D. (2009). What does "scientifically-based" mean in the phrase "scientifically-based instruction"? Graduate Study Center of the City University of New York. New York City.

Kearns, D., Fuchs, D., Fuchs, L., Compton, D., Patton, S. (2009). Cognitive profiles of students with reading disability: comparison of three reading disability subtypes. Society for the Scientific Study of Reading. Boston.

Fuchs, D. (2009). Dynamic assessment and RTI. Pacific Coast Research Conference, Coronado, CA.

Kearns, D., Zhang, W., & Fuchs, D. (2009). Scaling Up PALS for grades 2-6: Results from a multi-site randomized control trial. Pacific Coast Research Conference. Coronado, CA.

Kearns, D. M., Fuchs, D., Meyers, C., Berends, M., McMaster, K., Saenz, L. S., et al. (2009, June). Factors predicting sustainability of evidence-based practices: Findings from the Peer-Assisted Learning

Strategies scaling-up study. Poster. Institute of Education Sciences Annual Conference. Washington, D.C.

Fuchs, D., McMaster, K., Kearns, D. M., Saenz, L. S., & Fuchs, L. S. (2009, June). Methodological challenges to analysis of scaling-up research: The case of the PALS Goal 4 study. Poster. Institute of Education Sciences Annual Conference, Washington, DC.

Kearns, D. M., & Fuchs, D. (2009, February). Can cognitive assessment lead to better interventions for non-responders? Learning Disabilities Association of American Annual Conference, Salt Lake City.

Lemons, C., & Fuchs, D. (2009). Exploring the effectiveness of phonics instruction for children with Down Syndrome. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D. (2009). RTI: Implications for administrators. Sponsored by the Dowling College Student Chapter for CEC. Oakdale, New York.

Varol, A.H., Subramani, M., Compton, D.L., Fuchs, L.S., & Fuchs, D. (2009). Early prediction of reading disability using machine learning. American Medical Informatics Association. San Francisco.

*Fuchs, D. (2009). RTI's "secondary prevention": Identification vs. prevention; standard protocol vs. problem solving. Annual meeting of the Council for Exceptional Children, Seattle.

*Fuchs, D. (2009). Town hall meeting on RTI. Annual meeting of the Council for Exceptional Children. Seattle.

McMaster, K.L., Saenz, L., Fuchs, D. et al. (2009). Scaling up Peer-Assisted Learning Strategies: Findings from 3 years of research. Annual meeting of the Council for Exceptional Children. Seattle.

2008

*Fuchs, L., & Fuchs, D. (2008). Using randomized control trials to develop reading and math programs with robust effects: Studies of efficacy and effectiveness. IES Predoctoral Program Lecture Series. University of Pennsylvania, Philadelphia.

*Fuchs, D. (2008). Congressional briefing: Understanding Response to Intervention: Implications for No Child Left Behind. Sponsored by The Council for Exceptional Children. Washington, DC.

*Fuchs, L., & Fuchs, D. (2008). Twenty-five years of research on formative assessment and adaptive instruction: Lessons learned. Consortium for Policy Research in Education's (CPRE's) Center on Continuous Instructional Improvement. Philadelphia, PA.

*Fuchs, D. (2008). RTI: A context for reforming special and general education. Symposium on Changing Conceptions of Special Education. University of Delaware, Newark, DE.

Fuchs, D., Saenz, L., McMaster, K., Yen, L., Fuchs, L., Compton, D., & Lemons, C. (2008). Scaling up an evidence-based reading program for kindergartners. In L. Fuchs (Chair), Feasibility and effectiveness of early preventive reading interventions. Symposium presented at the Society for the Scientific Study of Reading conference, Asheville, NC.

Gilbert, J., Petscher, Y., Compton, D., Schatschneder, C., Fuchs, D., & Fuchs, L. (2008). Exploring the necessity of modeling cross-validated effects on students' reading growth across elementary grades. Society for the Scientific Study of Reading conference, Asheville, NC.

Elleman, A., Compton, D., Fuchs, D., Fuchs, L. (2008). Exploring dynamic assessment as a means of identifying children at risk of developing comprehension difficulties. In D. Compton (Chair), Symposium on the utility of dynamic assessment in predicting concurrent and future academic performance. Society for the Scientific Study of Reading conference, Asheville, NC.

Compton, D., Fuchs, D., & Fuchs, L. (2008). Dynamic assessment of decoding as a predictor of future reading skill in developing readers. In D. Compton (Chair), Symposium on the utility of dynamic assessment in predicting concurrent and future academic performance. Society for the Scientific Study of Reading conference, Asheville, NC.

Fuchs, L., Fuchs, D., & Compton, D. (2008). Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem-solving skill. In D. Compton (Chair), Symposium on the utility of dynamic assessment in predicting concurrent and future academic performance. Society for the Scientific Study of Reading conference, Asheville, NC.

Fuchs, D., Saenz, L., McMaster, K., Yen, L., Taylor, K., Lemons, C., Fuchs, L., Compton, D., & Schatschneider, C. (2008). Scaling-up Kindergarten Peer-Assisted Learning Strategies: A multi-site randomized control trial. Pacific Coast Research Conference. Coronado, CA

Lemons, C., Fuchs, D., & Fuchs, L.S. (2008). Evidence of kindergarten children's improved reading across 9 years in an urban school district: Implications for educational research and policy. Pacific Coast Research Conference. Coronado, CA.

Kearns, D., Fuchs, D., Berends, M., McMaster, K., & Saenz, L. (2008). Factors contributing to teachers' sustained use of Peer-Assisted Learning Strategies. Pacific Coast Research Conference. Coronado, CA.

*Fuchs, D., & Fuchs, L.S. (2008). RTI in the Metro-Nashville Public Schools. Presented to the Mayor's Task Force on Special Education. Nashville.

*Fuchs, D., & Fuchs, L.S. (2008). Response to Intervention: What, why, and how valid is it? National Title I Conference. Nashville.

Kearns, D.M., & Fuchs, D. (2008). On the importance of cognitive assessment in an RTI framework. Learning Disabilities Association. Chicago.

*Fuchs, D. (2008). Research from the National Research Center on Learning Disabilities. In M. Toombs (Chair), RTI: Policy to practice. Learning Disabilities Association. Chicago.

*Fuchs, D., & Fuchs, L.S. (2008). Responsiveness-To-Intervention as a method for preventing and identifying learning disabilities. Department of Counseling and Applied Educational Psychology, Northeastern University. Boston.

Kearns, D.M., & Fuchs, D. (2008). What is the value of cognitive assessment in an RTI framework? Council for Exceptional Children. Boston.

*Fuchs, D. (2008). Research on RTI: Prevention, remediation, and implications for special educators. Program Chair's Invited Session. Council for Exceptional Children. Boston.

*Fuchs, L., & Fuchs, D. (2008). Just in time: The intersection of Universal Design for Learning, Responsiveness-To-Intervention, and progress monitoring. Council for Exceptional Children. Boston.

*Fuchs, D., & Fuchs, L.S. (2008). RTI. Developmental Disabilities Grand Rounds, Vanderbilt-Kennedy Center. Nashville.

Fuchs, D., McMaster, K., Saenz, L., Yen, L., Taylor, K., Lemons, C., Fuchs, L., Compton, D., & Schatschneider, C. (2008). Scaling-up Kindergarten PALS: A multi-site randomized control trial to explore how much teacher support is necessary. In D. Fuchs (Chair), *Scaling-up Kindergarten Peer-Assisted Learning Strategies and students' reading achievement: A multi-site longitudinal randomized control trial*. American Educational Research Association. New York City.

Lemons, C., Fuchs, D., Saenz, L., McMaster, K., Yen, L., Taylor, K., Fuchs, L., Compton, D., & Schatschneider, C. (2008). When "controls" perform as "experimentals": Documenting and exploring the improved reading performance of kindergartners in the Nashville Public Schools from 1997 to 2005. In D. Fuchs (Chair), *Scaling-up Kindergarten Peer-Assisted Learning Strategies and students' reading achievement: A multi-site longitudinal randomized control trial*. American Educational Research Association. New York City.

Kearns, D.M., Fuchs, D., Meyers, C., Berends, M., McMaster, K. Saenz, L. et al. (2008). Factors contributing to teachers' sustained use of Kindergarten PALS. In D. Fuchs (Chair), *Scaling-up Kindergarten Peer Assisted Learning Strategies and students' reading achievement: A multi-site longitudinal randomized control trial*. American Educational Research Association. New York City.

Stein, M., Berends, M., Fuchs, D., McMaster, K., Saenz, L., Yen, L., Fuchs, L., & Compton, D. (2008). Factors related to fidelity of Kindergarten PALS. In D. Fuchs (Chair), *Scaling-up Kindergarten Peer Assisted Learning Strategies and students' reading achievement: A multi-site longitudinal randomized control trial*. American Educational Research Association. New York City.

*Fuchs, D. (2008). RTI: Context for reforming general education and special education. Michigan Association of Administrators of Special Education. Lansing, MI.

*Fuchs, D., & Fuchs, L.S. (2008). Primary, secondary, and tertiary interventions. Workshop for the St. Louis FSSM/RTI Collaborative. Maryville University, St. Louis, MO.

*Fuchs, D. (2008). RTI workshop. Rowan University's 18th Annual Symposium for Learning Consultants. Maple Shade, NJ.

Fuchs, D. (2008). Curriculum-Based Measurement and RTI. Workshop for college/university instructors of preservice special educators. National Center on Student Progress Monitoring. Washington, DC.

2007

*Fuchs, L., & Fuchs, D. (2007). Responsiveness-To-Intervention: A new context for special education and general education reform. International Special Education Forum, sponsored by Centro Ann Sullivan del Peru and the Division of International Special Education and Services of The Council for Exceptional Children. Lima, Peru.

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

*Fuchs, D. (2007). RTI in theory and practice. Yale University Symposium on Responsiveness-to-Instruction, Intelligent Testing, and Specific Learning Disabilities. New Haven, CT.

Dion, E., Roux, C., Landry, D., Fuchs, D., & Wehby, J. (2007). Preventing reading disabilities among disadvantaged first-graders: A two-pronged approach. Society for the Scientific Study of Reading. Prague

*Fuchs, D. (2007). RTI: Beyond the basics. USDE Office of Special Education Programs' RTI Summit. Washington, DC.

*Fuchs, D. (2007). National Research Center on Learning Disabilities work on RTI: Implications for policy and practice. Maryland State Department of Education Seminar on RTI. Columbia, MD.

*Fuchs, L.S., & Fuchs, D. (2007). The role of assessment in RTI. New York City Public Schools Advisory Group on RTI. New York, NY.

*Fuchs, D. (2007). RTI: A new framework for general and special education? Third Annual Clinical Symposium on Special Education in Region 5 of the New York City Public Schools. Brooklyn, NY.

Saenz, L., McMaster, K., Fuchs, D., Yen, L., & Berends, M. (2007). Findings from a multi-site randomized control study of scaling up an evidence-based reading practice for kindergartners. Council for Exceptional Children. Louisville, KY.

Caffrey, E., Fuchs, D., Fuchs, L., Compton, D., Bouton, B., & Lemons, C. (2007). Dynamic assessment vs. progress monitoring in predicting reading growth: An alternative conceptualization of RTI. Council for Exceptional Children. Louisville, KY.

Yang, J., Fuchs, D., & Lipsey, M. (2007). Effects of fluency-building reading interventions for elementary-school students: A meta-analysis. Council for Exceptional Children. Louisville, KY.

Fuchs, D. (2007). Program of research on assessment-identification-classification at the National Research Center on Learning Disabilities. In L. Danielson (Chair), Office of Special Education Program's Technical Assistance Strand. Council for Exceptional Children. Louisville, KY.

Young, C., & Fuchs, D. (2007). On the irrelevance of intelligence in predicting responsiveness to reading intervention. Council for Exceptional Children. Louisville, KY.

*Fuchs, L., & Fuchs, D. (2007). Data-based methods of evaluating intervention effectiveness in an RTI context. In J. Lloyd & D. Hallahan (Co-Chairs), RTI meets the road: Unaddressed issues in implementation. Council for Exceptional Children. Louisville, KY.

Saenz, L., Fuchs, D., McMaster, K., Yen, L., & Berends, M. (2007). Scaling up Kindergarten Peer-Assisted Learning Strategies (K-PALS): Studies of control students' reading progress over 8 years; of relations between professional development and student responsiveness to K-PALS; and K-PALS effects on English-language learners. IES Research Conference, Washington, DC.

*Fuchs, D., Fuchs, L., & Compton, D. (2007). Reading and math assessment in an RTI context. Conference of the Tennessee Chapter of the International Dyslexia Association. Nashville, TN.

Fuchs, D. (2007). Scaling up Peer Assisted Learning Strategies and early reading achievement. In D. Fuchs (Chair), Scaling up Peer Assisted Learning Strategies and early reading achievement: A multi-method and longitudinal randomized control trial. American Educational Research Association. Chicago.

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

*Fuchs, D. (2007). Rethinking special education in an RTI framework. Learning Disabilities Worldwide Annual Conference. Boston, MA.

*Fuchs, D. (2007). Identification of LD in an RTI context. Southwest Branch of the International Dyslexia Association. Albuquerque, NM.

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., Caffrey, E., & Lemons, C. (2007). RTI and LD: Some alternative approaches. Learning Disabilities Association. Pittsburgh, PA.

*Fuchs, D. (2007). Program of research to accelerate student learning in the Metro-Nashville Public Schools. Vanderbilt-Kennedy Center Leadership Council. Nashville.

*Fuchs, D., Key, S. (2007). Reading and the brain. Vanderbilt-Kennedy Center Science Day. Nashville, TN.

2006

*Fuchs, D., & Fuchs, L.S. (2006). What the inclusion movement and responsiveness-to-intervention say about high-incidence disabilities. Keynote. Inaugural International Conference of the University of Hong Kong's Center for Advancement in Special Education. Hong Kong.

*Fuchs, D. (2006). The National Research Center on Learning Disabilities' longitudinal work on prevention and disability identification: Implications for RTI. Keynote. The University of Minnesota's Phyllis Mirkin Conference, Minneapolis, MN.

*Fuchs, L., & Fuchs, D. (2006). Responsiveness-to-intervention: What, why, and how valid is it? Keynote at the New York University's conference on "RTI: Local, Regional, and National Issues." New York, NY.

Fuchs, D., & Fuchs, L.S. (2006). Early intervention for students at risk of school failure. Office of Special Education Programs' Education Policy Briefing Series. Washington, DC.

Dion, E., Brodeur, M., Fuchs, D., Wehby, J., Roux, C., & Bergeron, L. (2006). Apprendre a lire a deux: Peer tutoring in first grade. Canadian Language and Literacy Research Network Conference. Charlottetown, Prince-Edward Island.

*Fuchs, L., Fuchs, D., Hintze, J., & Lembki, E. (2006). Responsiveness-to-intervention workshop. National Center on Student Progress Monitoring's Summer Institute on Student Progress Monitoring. Kansas City, MO.

Fuchs, D., Berends, M., Yen, L., Fuchs, L., Compton, D., Saenz, L., & McMaster, K. (2006). Scaling-up Peer-Assisted Learning Strategies: A longitudinal, multi-site randomized control trial to determine necessary on-site technical assistance to teacher implementers. IES Research Conference. Washington, DC.

*Fuchs, D. (2006). Issues in data collection. In M. Haegerich (Chair), Lessons learned in conducting large scale evaluations. Symposium at IES Research Conference. Washington, DC.

*Fuchs, D., & Fuchs, L. (2006). The National Research Center on Learning Disabilities' work on disability identification in an RTI framework. Office of Special Education Program's Colloquium. Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2006). RTI as a method of disability identification in reading and math: Assumptions, principles, and recommended practices. International Dyslexia Association Conference. New York, NY.

*Fuchs, L.S., & Fuchs, D. (2006). On the history, politics, purposes, procedures, and track record of RTI. Keynote address at the Directors' Academy. Bar Harbor, ME.

*Compton, D.L., Fuchs, D., & Mellard, D. (2006). What research says about RTI and early intervention: Implications for practice. National Association of School Psychologists. Anaheim, CA.

Caffrey, E., Lemons, C., Fuchs, D., Fuchs, L.S., Compton, D., & Bouton, B. (2006). Predicting reading growth with dynamic assessment. Society for the Scientific Study of Reading. Vancouver, Canada.

*Fuchs, D. (2006). Responsiveness-To-Intervention: What is responsiveness? What is intervention? What role for special education? Division of Learning Disabilities Conference. San Francisco.

*Fuchs, D. (2006). The National Research Center on Learning Disabilities' programmatic studies on RTI: Implications for school psychologists. Keynote address at the Greater Rochester Area School Psychologists Conference. Rochester, NY.

*Fuchs, L.S., & Fuchs, D. (2006). Progress monitoring and data-based decision-making. National Research Center on Learning Disabilities' Conference for SEAs on SLD Determination. Kansas City, MO.

*Fuchs, D. (2006). Policy, advocacy, and overview of RTI strand. Council for Exceptional Children. Salt Lake City, UT.

*Fuchs, D. (2006). What research says about RTI as early intervention and as a method of LD identification. Council for Exceptional Children. Salt Lake City, UT.

*Fuchs, D. (2006). Learning disabilities. Seminar for Child Fellows. Vanderbilt University Medical Center. Nashville.

*Fuchs, D., & Fuchs, L.S. (2005). Experimental studies of non-responders in reading and math. Plenary session at Office of Special Education Programs (U.S. Department of Education) Project Directors' Conference. Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2005). Acceptance speech for the Special Education Research SIG's Distinguished Researcher Award. American Educational Research Association. Montreal.

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, 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, NY.

*Fuchs, D. (2005). What, why, and how valid is RTI? Eagle Hill School's Symposium on Learning Disabilities. Greenwich, CT.

*Fuchs, D. (2005). RTI as early intervention: Considerations for scaling-up the practice. Eagle Hill School's Symposium on Learning Disabilities. Greenwich, CT.

*Fuchs, D., McMaster, K., Saenz, L., Yen, L., & Berends, M. (2005). Scaling up Peer-Assisted Learning Strategies in reading. Institute of Education Sciences' Reading Comprehension Principal Investigators' Meeting. Washington, DC.

*Fuchs, D. (2005). Responsiveness-to-Intervention: A framework for LD prevention and identification. In E. Dickman, (Chair), Expanding capacity: Teaching reading to students at risk in public schools. International Dyslexia Association's Advances in Reading and Literacy Conference. Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2005). Response-to-Intervention: Preventing and Identifying LD. Region 2 (Bronx, NY) Conference. New York, NY.

*Fuchs, L., & Fuchs, D. (2005). Responsiveness-to-Intervention. New York Branch of the International Dyslexia Association. New York, NY.

*Mellard, D., Fuchs, D., Reschly, D., Fuchs, L., Compton, D., Deshler, D., & Bradley, R. (2005). Alternative methods of learning disabilities identification: Research and practice. Learning Disabilities Association. Reno, NV.

Lindo, E., & Fuchs, D. (2005). How small must "small" be in small group instruction? Learning Disabilities Association. Reno, NV.

*Fuchs, D., Fuchs, L., Compton, D. (2005). Answering questions about identification/classification within an RTI framework from year 1 database from longitudinal reading study. National Research Center on Learning Disabilities' Topical Forum: Applying RTI to SLD Determination Decisions. Kansas City, MO.

*Fuchs, D. (2005). Response-To-Intervention Panel. Office of Special Education (U.S. Department of Education) Leadership Conference. Washington, DC.

Young, C.L., & Fuchs, D. (2005). On the irrelevance of intelligence in predicting responsiveness to reading intervention. Council for Exceptional Children. Baltimore.

Fuchs, D., Fuchs, L.S., Yen, L., & Bryant, J. (2005). The do's and don'ts. Workshop on RTI presented to the Tennessee State Department of Education. Nashville.

Caffrey, E., & Fuchs, D. (2005). Differential learning of students with learning disabilities and mild mental retardation: Implications for categorical instruction. Council for Exceptional Children. Baltimore.

*Fuchs, L., Fuchs, D. (2005). What progress monitoring is and how it can benefit you and your students. Council for Exceptional Children. Baltimore.

*Fuchs, D., & Fuchs, L.S. (2005). Applying progress monitoring to RTI prevention and identification. Council for Exceptional Children. Baltimore.

*Mellard, D., Deshler, D., Fuchs, D., & Fuchs, L. (2005). Alternative methods of learning disabilities identification: Research and practice. Council for Exceptional Children. Baltimore.

*Compton, D.L., Fuchs, D., & Fuchs, L.S. (2005). Responsiveness-to-Intervention and the identification of children with reading disabilities. Vanderbilt-Kennedy Center Lecture Series on Bridging Research to Policy and Practice. Nashville, TN.

2004

*Fuchs, D., & Fuchs, L.S. (2004). Large-scale randomized field trials to develop effective instruction for at-risk students: Two programs of research. University of Maryland, College Park, MD.

*Fuchs, D. (2004). Models of Responsiveness-To-Instruction. International Dyslexia Association's Special Forum on Building Capacity for Multi-Tier RTI in Reading. Chicago, IL.

*Fuchs, D. (2004). Is explicit training in phonological awareness necessary when kindergartners participate in a beginning decoding program? Findings from two large-scale randomized field trials. Signature Lecture Series, Texas A & M, College Station, TX.

*Fuchs, L.S., & Fuchs, D. (2004). Curriculum-based measurement as progress monitoring. A workshop for the National Center on Student Progress Monitoring, Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2004). Large-scale randomized field trials to develop instructional programs in reading and math. Kennedy Krieger Institute. Baltimore, MD.

*Fuchs, D. (2004). Are learning disabilities real? Learning Disabilities Association of Massachusetts, Waltham, MA.

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 failure decrease young children's reading motivation: An experimental evaluation of the negative Matthew effects hypothesis. Society for the Scientific Study of Reading. The Netherlands.

*Fuchs, D., Fuchs, L.S., & Yen, L. (2004). Peer-Assisted Learning Strategies: A research-validated supplementary reading program for the elementary grades. Council for Exceptional Children, New Orleans.

*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). Pilot studies, randomized field trials, and scaling up: A program of research to develop and disseminate effective instructional procedures for children with high-incidence disabilities. CEC Research Award Winners' Address. 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. (2004). A primer and perspective on Responsiveness-To-Intervention as a method of LD identification. Learning Disabilities Association of Michigan, East Lansing, MI.

*Fuchs, D., & Fuchs, L.S. (2003). 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. (2004). Problem solving through response to intervention: An emerging model. In Lokerson (Chair), LD identification and eligibility: Exploring the models. 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.

*Oxaal, I., & Fuchs, D. (2004). Federal update on learning disabilities. Learning Disabilities Association, Atlanta.

Sideridis, G., Botsas, G., Morgan, P., & Fuchs, D. (2004). Identification of students with learning difficulties based on metacognition, motivation, emotions, and psychopathology: A ROC analysis. Fifth World Congress of Dyslexia, Thessaloniki, Greece.

*Fuchs, D. (2004). Overidentification issues in learning disabilities. Vision for the Future Conference, Clark County School District, Las Vegas, NV.

*Fuchs, L.S., & Fuchs, D. (2004). Curriculum-based measurement: Scientifically validated classroom assessment for students with and without disabilities. Workshop at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

*Fuchs, D., & Fuchs, L.S. (2004). Peer-mediated approaches to reading instruction for the elementary grades. Workshop at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

2003

*Fuchs, D. (2003). The National Research Center on Learning Disabilities' collaboration with Regional Resource Centers on responsiveness-to-intervention. The Office of Special Education Programs' Leadership Conference, Washington, DC.

*Fuchs, D., & Fuchs, L.S. (2003). Peer-Assisted Learning Strategies in reading and mathematics: Accommodating academic diversity in general education. Maryland School Psychology Association's Summer Training Institute, Bethany, DE.

*Fuchs, D. (2003). Rethinking the identification of learning disabilities. Maryland School Psychology Association's Summer Training Institute, Bethany, DE.

*Fuchs, D., & Fuchs, L.S. (2003). Peer-Assisted Learning Strategies: Kindergarten, First-Grade, and Grades 2-6. South Carolina's State Improvement Grant Training Institute, Columbia, SC.

*Fuchs, D., & Compton, D.L. (2003). RTI as a method of LD identification and early intervention: Preliminary findings from the LD Center's first-grade study. Office of Special Education Programs' Project Directors' Meeting, Washington, DC.

Morgan, P.L., & Fuchs, D. (2003). Reversing Matthew Effects: Small group tutoring of first-grade students at risk for failure and their self-concept, motivation, and task engagement. Office of Special Education Programs' Project Directors' Meeting, Washington, DC.

Young, C., McMaster, K., Morgan, P., Yang, N., Yen, L., & Fuchs, D. (2003). Identifying and treating students unresponsive to generally effective instruction: A new approach. Council for Exceptional Children. Seattle, WA.

*Fuchs, D. (2003). IDEA issues: Identification of learning disabilities. Learning Disabilities Association's Leadership Training and Policy Seminar, Washington, DC.

*Fuchs, D. (2003). How should secondary intervention be formulated? Invitational Conference on Responsiveness-To-Intervention, sponsored by the National Research Center on Learning Disabilities, Kansas City, KS.

*Fuchs, D. (2003). A primer on responsiveness-to-intervention. Dallas School District, Irving (TX) School District, and Highland Park (TX) ISD.

*Fuchs, D. (2003). What do we know about responsiveness-to-instruction as an effective early intervention program. Lab School of Washington Conference on Learning Disabilities, Washington, DC.

*Fuchs, D. (2003). Responsiveness-To-Intervention: A new method of identifying students with learning disabilities. Division of Learning Disabilities' (CEC) National Conference, Nashville, TN.

*Fuchs, D. (2003) Importance of phonological awareness in early literacy programs. Nashville Association for the Education of Young Children, Nashville, TN.

*Fuchs, L.S., Fuchs, D., & Compton, D.L. (2003). Longitudinal study of alternative methods of LD identification. Learning Disabilities Association Conference, Chicago.

*Fuchs, D., Fuchs, L., Reschly, D., Compton, D., Deshler, D., & Mellard, D. (2003). The Response-To-Treatment approach to LD identification. Learning Disabilities Association Conference, Chicago.

*Fuchs, D. (2003). Technical considerations in a responsiveness-to-intervention approach to LD identification. In L. Fuchs (Chair), Accelerating reading, writing, and math growth among primary grade students with academic difficulties. Pacific Coast Research Conference, La Jolla, CA.

*Fuchs, L., & Fuchs, D. (2003). Progress monitoring: Its role in strengthening academic achievement and in identifying students eligible for special education. Central administration of the Metro-Nashville Public Schools, Nashville, TN

*Fuchs, D., & Fuchs, L.S. (2003). Inservice on alternative methods of LD identification. Central administration of the Metro-Nashville Public Schools, Nashville, TN.

*Fuchs, D. & Fuchs, L.S. (2003). Issues and trends in learning disabilities: Nonresponsiveness to intervention as a method of LD identification. Council for Exceptional Children's Convention (Division of Learning Disabilities Showcase Presentation), Seattle.

*Fuchs, D., Deshler, D., & Reschly, D. (2003). Combining research, policy, and practice to formulate a responsible definition of learning disabilities. Council for Exceptional Children's Convention (Program Chair Invited Session), Seattle.

McMaster, K., Morgan, P., Yen, L., Fuchs, D., & Yang, N. (2003). Identifying and treating students unresponsive to generally effective instruction: A new approach. Council for Exceptional Children's Convention, Seattle.

*Fuchs, D., Fuchs, L., Morgan, P., Young, C., & McMaster, K. (2003). Improving literacy results for students unresponsive to effective programs in Grades K-3. Council for Exceptional Children's Convention (The Office of Special Education Programs' Strand on Research to Practice), Seattle.

*Fuchs, D., & Fuchs, L.S. (2003). Peer-Assisted Learning Strategies as "tier 1" in a responsiveness-to-intervention approach to LD identification. School psychology interns seminar, Metro-Nashville Public Schools, Nashville, TN.

*Fuchs, D. (2003). The rise of responsiveness-to-intervention and the fall of IQ-achievement discrepancy: Implications for the learning disabilities construct. Illinois Learning Disabilities Association State Conference, Chicago.

*Fuchs, D. (2003). What we know about primary and secondary interventions and the relationships between them in an RTI model. Illinois Learning Disabilities Association State Conference, Chicago.

*Fuchs, D. (2003). Research on relationships between IQ and learning: Implications for the LD construct. Texas Learning Disabilities Association Conference, Austin, TX.

2002

*Fuchs, D. (2002). Responsiveness-to-treatment model for LD identification: Implications for professional development. International SIMS Trainers' Conference, University of Kansas, Lawrence, KS.

*Fuchs, D. (2002). PALS: An evidence-based early literacy program. International SIMS Trainers' Conference, University of Kansas, Lawrence, KS.

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

*Fuchs, D., Mastropieri, M., Deshler, D., Reschly, D., Compton, D., & Mellard, D. (2002). National Research Center on Learning Disabilities. U.S. Office of Special Education's Annual Project Directors' Conference, Washington, DC.

*Fuchs, D., Harris, K., Graham, S., Williams, J., & Fuchs, L. (2002). Scientific-based evidence and special education research: The Center for Accelerating Student Learning. U.S. Office of Special Education's Annual Project Directors' Conference, Washington, DC.

Morgan, P.L., Young, C., & Fuchs, D. (2002). Effects of tutoring on the reading performance of treatment resistant children. Society for the Scientific Study of Reading, Chicago.

*Fuchs, D. (2002). Does a good beginning decoding program render explicit phonological testing unnecessary? International Dyslexia Association, Atlanta.

*Fuchs, D. (2002). Nonresponsiveness-to-treatment model: A viable method of LD identification? In Emerson Dickman (Chair), Research on reading of students with learning disabilities. International Dyslexia Association, Atlanta.

*Fuchs, D. (2002). An analysis of the responsiveness-to-treatment model for early identification of reading disabled children. The University of Michigan's Invited Conference on Assessment in Reading, Ann Arbor, MI.

*Fuchs, D. (2002). K-PALS: A workshop for teachers and administrators. Heartland AEA 11, Johnston, IA.

Fuchs, D. (2002). CASL: Promoting word reading and fluency development in first grade children. Learning Disabilities Association, Denver.

*Fuchs, D. (2002). From IQ-achievement discrepancy to responsiveness-to-treatment: The evolution (or devolution) of the learning disabilities construct. Learning Disabilities Association of Massachusetts, Boston.

*Fuchs, D. (2002). What do we know about accommodating students with disabilities in mainstream classrooms? Lesley University, Boston.

*Fuchs, D. (2002). Learning disabled or low achieving? American Speech and Hearing Association's Schools 2002 Conference, Nashville.

Fuchs, D. (2002). Is explicit training in phonological awareness necessary when kindergarten students with and without disabilities participate in a beginning decoding program? In L. Fuchs (Chair), Accelerating reading, writing, and math growth among primary-grade students. Symposium, Pacific Coast Research Conference, La Jolla, CA.

Al Otaiba, S., & Fuchs, D. (2002). Students who do and do not benefit from early reading instruction. In L. Gelzheiser (Chair), Sustained effects of tutoring programs: Who benefits? Symposium, Pacific Coast Research Conference, La Jolla, CA.

*Fuchs, D., & McMaster, K.N. (2002). Peer-Assisted Learning Strategies for K-2 students with and without disabilities. Preconvention workshop, Council for Exceptional Children. New York City.

Fuchs, D. (2002). On the importance of reading fluency to comprehension. In D. Fuchs (Chair), Accelerating students' progress in reading, writing, and math in grades K-3. Council for Exceptional Children's Convention, New York City.

*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's Convention, New York City.

McMaster, K., Fuchs, D., Fuchs, L., & Compton, D. (2002). An experimental analysis of the effects of alternative instructional programs for students unresponsive to beginning reading instruction. Society for the Scientific Study of Reading, Chicago.

*Fuchs, D. (2002). Responsiveness-to-treatment: What is it? Where did it come from? Is it a better method of LD identification? Professional Advisory Board Meeting of the National Center for Learning Disabilities, New York City.

*Fuchs, D., & Compton, D.L. (2002). Introducing the National Research Center on Learning Disabilities. Kennedy Center Breakfast Lecture. Vanderbilt University, Nashville.

*Fuchs, D. (2002). Peer-Assisted Learning Strategies and Early Reading. Keynote address to the Peabody Alumni Leadership Group. Vanderbilt University, Nashville.

2001

*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' Conference, Washington, D.C.

*Fuchs, D. (2001). A school-university partnership to develop an effective early reading program for children in Title I and non-Title I schools. Conference on Research to Practice in Urban Schools, sponsored by the Urban Special Education Leadership Collaborative, Detroit, MI.

Fuchs, D., & Fuchs, L.S. (2001). Promoting reading fluency for first graders with varying achievement histories. American Educational Research Association, Seattle, WA.

Fuchs, L.S., & Fuchs, D. (2001). Promoting mathematical problem solving for third graders with varying achievement histories. American Educational Research Association, Seattle, WA.

*Fuchs, D. (2001). Peer-mediated approaches to beginning reading instruction. Workshop, Division of Learning Disabilities Second Annual Conference, San Antonio, TX.

*Fuchs, D., & Fuchs, L.S. (2001). Increasing reading competence among kindergarten and first-grade children using Peer-Assisted Learning Strategies. Council for Exceptional Children, Kansas City, MO.

*Fuchs, D., McMaster, K., & Al Otaiba, S. (2001). Children who do not respond to Peer-Assisted Learning Strategies: Implications for research and practice. In K. Harris (Chair), When best practices are not enough: Identifying and educating nonresponders. Division of Research Showcase Session, Council for Exceptional Children, Kansas City, MO.

Fuchs, D. (2001). Peer-mediated instruction to promote reading fluency in first-grade students with and without disabilities. In D. Fuchs (Chair), Promoting success in reading, writing, and math in grades K-3. Symposium, Council for Exceptional Children, Kansas City, MO.

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

Fuchs, L., & Fuchs, D. (2001). Evaluating a peer-mediated approach to increase reading fluency in Title I and non-Title I schools. Society for the Scientific Study of Reading, Boulder, CO.

Fuchs, D., & Fuchs, L.S. (2001). The respective contributions of phonological awareness and decoding to reading development in Title I and non-Title I schools. Society for the Scientific Study of Reading, Boulder, CO.

Compton, D.L., & Fuchs, D. (2001). The effects of test format on first-grade children's RAN performance. Society for the Scientific Study of Reading, Boulder, CO.

Fuchs, D. (2001). Interventions to accelerate academic growth for students with and without disabilities in grades K-3. Pacific Coast Research Conference, La Jolla, CA.

Al Otaiba, S., & Fuchs, D. (2001). Characteristics of children unresponsive to early literacy intervention: A literature review. Pacific Coast Research Conference, La Jolla, CA.

Fuchs, D., Kazdan, S., Al Otaiba, S., McMaster, K., & Yang, N. (2001). Peer-Assisted Learning Strategies. Workshop, International Reading Association, New Orleans, LA

Morgan, P., & Fuchs, D. (2001). Effects of student choice on student behavior: A review of the literature. Teacher Education for Children with Behavior Disorders, Tempe, AZ

Morgan, P., & Fuchs, D. (2001). A critical review of preference and choice as interventions to improve outcomes for students with problem behaviors. Council for Children with Behavior Disorders, Atlanta.

2000

*Fuchs, D., & Fuchs, L.S. (2000). Is reading important in reading readiness programs? The Third Annual Alumni Distinguished Faculty Lecture. Peabody College of Vanderbilt University, Nashville.

*Fuchs, D. (2000). Peer-Assisted Learning Strategies: The potential of peer-mediated learning. Keynote presented at the Successful Learning Conference: Language and Literacy. Sponsored by the University of Western Sydney and New South Wales Department of Education, Sidney, Australia.

*Fuchs, D. (2000). Promoting Equity and Excellence with Research and Leadership. Invited colloquium for the University of Minnesota's College of Education faculty, Minneapolis.

*Fuchs, D. (2000). Abolitionists versus conservationists: A zero-sum game for the disability community? Keynote, Learning Disorders Conference, Harvard Graduate School of Education, Cambridge, MA.

*Fuchs, D. (2000). Peer-Assisted Learning Strategies in Reading. Workshop, First Annual Division of Learning Disabilities Conference, Charleston, SC.

McMaster, K.N., & Fuchs, D. (2000). Does cooperative learning improve achievement of students with learning disabilities? International Dyslexia Association, Washington, D.C.

*Fuchs, D. (2000). What does the research say about accommodating all children in the mainstream? Keynote, Learning Disabilities Association of Massachusetts, Framingham, MA.

*Fuchs, D. (2000). Peer-Assisted Learning Strategies and Curriculum-Based Measurement. IRIS Seminar for Alliance 2000, Nashville.

Fuchs, D., Thompson, A., Al Otaiba, S., Yen, L., Svenson, E., Braun, M., & Yang, N. (2000). Exploring effective and efficient reading readiness programs in Title I and non-Title I schools. Pacific Coast Research Conference, La Jolla, CA.

*Fuchs, D. (2000). A meta-analysis of reading differences between underachieving students with and without the "LD" label. In D. Fuchs (Chair), *Conceptualizing LD: Past and Future*. Symposium, Council for Exceptional Children's annual conference, Vancouver, B.C.

*Fuchs, D. (2000). Thinking critically about the LD definition. Keynote, Tennessee Learning Disabilities Association, Memphis.

Fuchs, D., Thompson, A., Svenson, E., Nyman, K., Yen, L., Al Otaiba, S., Yang, N., & Braun, M. (2000). Teaching young children with and without disabilities to read: A longitudinal study. Council for Exceptional Children, Vancouver, B.C.

*Fuchs, D. (2000). Inclusion versus full inclusion. In E. Martin (Chair), *Taking Stock of Ten Years of "Inclusion."* Symposium, Council for Exceptional Children, Vancouver, B.C.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (2000). Describing children who do not respond to generally effective early literacy instruction. Council for Exceptional Children, Vancouver, B.C.

Al Otaiba, S., Fuchs, D., & Fuchs, L. (2000). Children who do not respond to early literacy instruction: A longitudinal study. Learning Disabilities Association, Reno, NV.

*Fuchs, D. (2000). The promise and limitations of special education reform. Keynote address, Alabama CEC Super Conference, Tuscaloosa, AL.

Al Otaiba, S., Fuchs, D., Fuchs, L.S., & Kovalchick, W. (2000). What is a "treatment resistor" anyway? A longitudinal study of children who do not respond to early literacy instruction. Tennessee Joint Conference on Children and Youth with Disabilities, Nashville.

Fuchs, D., Fuchs, L.S., Thompson, A., Svenson, E., Yen, L., Al Otaiba, S., Nyman, K., & Yang, N. (2000). Strong foundations: Boosting reading achievement in K-1 using PALS. Tennessee Joint Conference on Children and Youth with Disabilities, Nashville.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (2000). Children who are unresponsive to effective beginning reading instruction. American Educational Research Association, New Orleans, LA.

1999

*Fuchs, D., & Fuchs, L.S. (1999). Peer-Assisted Learning Strategies: A program of experimental classroom-based research. Keynote, second international conference on "Evidence-Based Policies and Indicator Systems," University of Durham, England.

*Fuchs, D., & Fuchs, L.S. (1999). Programmatic research on early literacy: Bridging research and practice. Colloquium for the faculty in the Ruffner School of Education, University of Virginia, Charlottesville.

*Fuchs, D. (1999). Bridging research and practice: Forging university-school partnerships for low-income children in the Metro-Nashville Public Schools. University of Oregon Conference for Teachers, Eugene, OR.

Fuchs, D. (1999). Developing reading-readiness programs and appropriate evaluation methods. Pacific Coast Research Conference, La Jolla, CA.

*Fuchs, D., & Horowitz, S. (1999). Current research in learning disabilities: Presentation at Literacy Volunteers of American's annual convention, Nashville, TN.

*Fuchs, D. (1999). Rates of classroom participation and the validity of sociometry. Teacher Educators for Children with Behavior Disorders Conference, Scottsdale, AZ.

*Fuchs, D. (1999). Peer-Assisted Learning Strategies in reading: Bridging research and practice. Virginia Learning Disabilities Association Conference, Richmond, VA.

Fuchs, D., Fuchs, L., Mathes, P., Lipsey, M., Eaton, S., & Roberts, H. (1999). Is learning disabilities just a fancy term for underachievement? In E. Schiller (Chair), Meta-analysis of instructional practices in special education. Symposium, American Educational Research Association, Montreal.

Fuchs, D., Fuchs, L., 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 decoding. American Educational Research Association, Montreal.

Fuchs, L., Fuchs, D., Eaton, S., & Karns, K. (1999). Test accommodations for students with disabilities: Teacher judgments vs. data-based decisions. American Educational Research Association, Montreal.

Fuchs, L., Fuchs, D., Kazdan, S., Karns, K., & Calhoun, B. (1999). The effects of workgroup structure and size during collaborative groupwork on complex tasks. American Educational Research Association, Montreal.

Fuchs, D., Thompson, A., Yen, L., Al Otaiba, S., & Braun, M. (1999). Peer-Assisted Learning Strategies: An emergent-literacy program in kindergarten. Learning Disabilities Association, Atlanta, GA.

*Fuchs, D. (1999). States and local districts that are making it. Panel discussion. National Center for Learning Disabilities Summit on Research in Learning Disabilities, Washington, DC.

Fuchs, D., Thompson, A., Yen, L., Al Otaiba, S., & Braun, M. (1999). The Value-added of peer-mediated, decoding activities in a reading readiness program. Exceptional Children, Charlotte, NC.

Fuchs, D., Fuchs, L.S., & Mathes, P.G. (1999). Comparing the reading achievement of low-achieving students with and without LD: A meta-analysis. National Forum on Reading. Sponsored by the Office of Special Education Programs (USDE), Washington, D.C.

Fuchs, L., Tindal, G., & Fuchs, D. (1999). Test accommodations and what are they and how do they affect student performance? Chief State School Officers' National Conference on Large-Scale Assessment, Snowbird, UT.

*Fuchs, D., & Fuchs, L.S. (1998). Effects of a reading-readiness program for young children with disabilities in inclusive settings. Presented to program officers in the Office of Special Education Programs, USDE, Washington, DC.

*Fuchs, D. (1998). Writing for publication. Presentation to young scholars of color at a meeting of the Center of Minority Researchers in Special Education, University of Virginia, Charlottesville, VA.

*Fuchs, D. (1998). The Promise and limitations of an inclusive approach to instruction. Wisconsin Association for Children with Behavior Disorders, Madison, WI.

*Fuchs, D. (1998). Helping children learn to read with peer-assisted learning strategies. Wisconsin Association for Children with Behavior Disorders, Madison, WI.

*Fuchs, D., Zigmond, N., & Jenkins, J. (1998). Special education in reform-minded schools: Findings from three multi-year studies. Keynote, Learning Disabilities Association, Washington, D.C.

*Fuchs, D. (1998). How ExpAndable is general education? How ExpEndable is special education? Tennessee Education Association's Spring Symposium on Professional and Personal Renewal to Energize Teaching and Learning, Gatlinburg, TN.

*Fuchs, D. (1998). Is LD just a fancy term for underachievement? Council for Exceptional Children, Minneapolis, MN.

*Fuchs, D. (1998). Peer-Assisted Learning Strategies: Accommodating diversity in regular classrooms. Keynote, Learning Disabilities Association of Massachusetts, Waltham, MA.

*Fuchs, D., & Fuchs, L. (1998). The Center for Accelerating Student Learning. Peabody Alumni Board, Vanderbilt University, Nashville, TN.

*Fuchs, D. (1998). Peer-mediated approaches to reading. Symposium for Learning Consultants. Sponsored by The Graduate Program in Learning Disabilities and Education Institute of Rowan University, Bridgeport, NJ.

*Fuchs, D. (1998). The science and politics of reading disability. Paper presented as part of "Conversations on Language and Literacy," sponsored by The Language and Literacy Program, Vanderbilt University.

*Fuchs, D. (1998). A special place. Commencement address at graduation program of Harris-Hillman Special Day School, Metro-Nashville Public Schools.

*Fuchs, D., & Fuchs, L.S. (1998). Peer-Assisted Learning Strategies: Responding to diversity in our public schools. Presentation part of "Strengthening American's Youth." Sponsored by Vanderbilt/CASE Media Fellowship Program, Nashville, TN.

*Fuchs, D. (1998). Behavioral Consultation. Two-day workshop for all special educators in Franklin Special School district, Franklin, TN.

*Fuchs, D., & Fuchs, L.S. (1998). Preventing reading failure. "Community Crossroads" presentation sponsored by the John F. Kennedy Center, Vanderbilt University, Nashville, TN.

Fuchs, D., Fuchs, L.S., Dorn, S., Thompson, A., & Murphy, J. (1998). Special education at Crockett Elementary: A principal's divided loyalties. Learning Disabilities Association, Washington, D.C.

Fuchs, D. (1998). Inclusion and collaboration. Distance Education Program, University of Louisville, KY.

Dorn, S., & Fuchs, D. (1998). "The Lord sent Cain and Abel": Heroic myths in special education. American Educational Research Association, San Diego, CA.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (1998). Peer-Assisted Learning Strategies for kindergarten. American Educational Research Association, San Diego, CA.

Al Otaiba, S., Fuchs, D., & Fuchs, L.S. (1998). A peer-mediated approach to strengthening phonological awareness in kindergarten. Society for Scientific Study of Reading, San Diego, CA.

Fuchs, D. (1998). Research programs that bridge the research-to-practice gap: Revisiting the (much-maligned) "transmission" model of knowledge diffusion. Pacific Coast Research Conference, LaJolla, CA.

Fuchs, D., & Mathes, P.G. (1998). Meta-analysis of differences in reading achievement between learning disabled and nondisabled low-achieving students. Council for Exceptional Children, Minneapolis, MN.

1997

*Fuchs, D. (1997). Conceptualizing and measuring the effect of research on practice: A panel discussion. Office of Special Education Program's Research Project Directors' Conference, Washington, DC.

*Fuchs, D., & Mathes, P.G. (1997). A meta-analytic study of learning disabilities versus "garden variety" underachievement. Paper presented at the Office of Special Education Program's Research Project Directors' Conference, Washington, DC.

*Fuchs, D. (1997). Perspectives on state-level assessment and accountability programs. Paper presented at the Chancellor's Conference on School Excellence and Accountability, Peabody College of Vanderbilt University, Nashville, TN.

*Fuchs, D., & Fuchs, L.S. (1997). Peer-Assisted Learning Strategies in reading and math. Paper presented to the Peabody Superintendents' Seminar, Peabody College of Vanderbilt University, Nashville, TN.

*Fuchs, D. (1997). Peer-Assisted Learning Strategies. Paper presented as part of celebration of The Lloyd Dunn Chair in Psychoeducational Assessment, Peabody College of Vanderbilt University, Nashville, TN.

*Fuchs, D. (1997). Peer-Assisted Learning Strategies in reading: Research into Practice. Invited address to College of Education faculty, University of Nebraska, Lincoln, NE.

*Fuchs, D., & Fuchs, L.S. (1997). Special education's role in educational reform: A perspective from two researchers. Presentation to the College of Education, University of Maryland, College Park, MD.

*Fuchs, D., & Fuchs, L.S. (1997). PALS research in the Metro-Nashville Public Schools. In A. Stone (Chair), Moving research-validated practices for students with learning disabilities into the classroom. Invited symposium, Council for Exceptional Children, Salt Lake City, UT.

*Fuchs, D. (1997). Research on inclusion. In R. Gersten (Chair), Setting priorities for research. Symposium, Council for Exceptional Children, Salt Lake City, UT.

Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). Peer-Assisted Learning Strategies: The Peabody classwide peer tutoring model. In L. Maheady (Chair), Four classwide peer tutoring models: Commonalities, differences, and implications for research and practice. Symposium, Association for Behavior Analysis, Chicago, IL.

Dorn, S., Fuchs, D., Fuchs, L.S., Thompson, A., & Murphy, J. (1997). General education restructuring and a special education perspective. Annual Ethnography in Education Research Forum, University of Pennsylvania, PA.

Fuchs, D. (1997). Mainstream Assistance Teams: A Cautionary Tale. In D. Fuchs, Why is there a gap between what we know and do in special education? Symposium, Pacific Coast Research Conference, LaJolla, CA.

Fuchs, D., Thompson, A., & Burns, S. (1997). Research to practice: School-university partnership to develop outcomes-based inclusive education. Council for Exceptional Children, Salt Lake City, UT.

Fuchs, D., & Mathes, P. (1997). Is "learning disabilities" just a fancy term for "underachievement"? A review of the literature. Learning Disabilities Association, Chicago, IL.

Fuchs, D., & Burns, S. (1997). Restructuring in an urban elementary school: Case study of knowledge utilization. In D. Fuchs (Chair), School-university partnerships bridging the research-to-practice gap: Four studies of restructuring. Symposium, American Educational Research Association, Chicago, IL.

Fuchs, D. (1997). Discussant. In P. Sindelar (Chair), Conceptual framework for reform and policy in special education. Symposium, American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1997). Mathematics performance assessment in the classroom: Effects on teacher planning and student learning. American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1997). Effects of increasing student familiarity with test structure on performance assessment scores. American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1997). Effects of partners' ability status and performance assessment experiences on dyadic interactions. American Educational Research Association, Chicago, IL.

1996

*Fuchs, D. (1996). Peer-Assisted Learning Strategies: Making classrooms more responsive to diversity. Invited paper presented at the Twelfth Annual Learning Disorders Conference, Graduate School of Education, Harvard University, Cambridge, MA.

*Fuchs, D. (1996). Building the inclusive school. International Conference on Learning Disabilities, Nashville, TN.

*Fuchs, D., & Fuchs, L.S. (1996). CBM and PALS: Accountability for the schools. Presented to the Metro-Nashville Public Schools' School Board, Nashville, TN.

*Fuchs, D. (1996). Inclusion: An idea whose time has come? Occasional Conversation, John F. Kennedy Center, Vanderbilt University, Nashville, TN.

*Fuchs, D., & Fuchs, L.S. (1996). Peer-Assisted Learning Strategies in Reading and Math. Greater Edmonton Teachers' Convention, Alberta Canada.

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

*Fuchs, D. (1996). Can general education provide special education to all? Special Education Conference, Kananaskis Village, Alberta, Canada.

*Fuchs, D. (1996). Is special education collaboration just a feel-good approach? Special Education Conference, Kananaskis Village, Alberta, Canada.

*Fuchs, D., Fleishner, J., Torgesen, J., & Vaughn, S. (1996). Intervention research. Learning Disabilities Association of America, Dallas, TX.

*Fuchs, D., & Fuchs, L.S. (1996). Peer-mediated instruction. In J. Schrag (Chair), Innovative inclusive education. Invited symposium, Council for Exceptional Children, Orlando, FL.

*Fuchs, D. (1996). School reform in Nashville: A view from Title I schools. Nashville Phi Delta Kappa Chapter.

Fuchs, D., Fuchs, L.S., Roberts, H., & Bowers, J. (1996). Longitudinal analysis of the reintegration of students with learning disabilities. American Educational Research Association, New York, NY.

Fuchs, L.S., & Fuchs, D. (1996). Quality and effectiveness of children's mathematical explanations: Differences between high- and average-achieving students. American Educational Research Association, New York, NY.

Fuchs, L.S., & Fuchs, D. (1996). Effects of task focused goals on low-achievers with and without learning disabilities. American Educational Research Association, New York, NY.

Fuchs, D. (1996). Reintegrating students with learning disabilities into the mainstream: A two-year study. Learning Disabilities Association of America, Dallas, TX.

Fuchs, D., & Dempsey, S. (1996). Reintegrating students with learning disabilities into the mainstream: A two-year study. The Council for Exceptional Children, Orlando, FL.

Fuchs, D. (1996). Intelligence: More trouble than it's worth in defining and identifying learning disabilities? Pacific Coast Research Conference, La Jolla, CA.

Fuchs, D., & Fuchs, L.S. (1996). PALS research in Metro-Nashville's elementary and middle schools: An enduring partnership. Nashville Forum, Vanderbilt University, Nashville, TN.

1995

*Fuchs, D. (1995). Resolved: Special education is an effective and viable service delivery system. Debate participant during the general session of the Office of Special Education Programs' Research Project Directors' Conference, Washington, DC.

*Fuchs, D. (1995). Abolitionists versus conservationists: Where to educate special-needs children and other issues. Invited presentation at a meeting of the Carnegie Foundation's Task Force on Learning in the Primary Grades, New York, NY.

*Fuchs, D. (1995). Foundational perspectives on “appropriate education”: The Law, History, and Research. In D. Fuchs (Chair), Defining “appropriate education” in a time of reform: Legal Historical, Empirical, and Personal Perspectives and Implications for Staff Development. Invited symposium, Council for Exceptional Children, Indianapolis, IN.

*Fuchs, D. (1995). Making classrooms more accommodating of student diversity. Keynote presented at the Annual Classic Conference of the Special Education District of Lake County, Gurnee, IL.

*Fuchs, D. (1995). Peer-Assisted Learning Strategies in Reading. Full-day workshop for psychologists and special educators in Waterford County, MI.

*Fuchs, D. (1995). How expandable is general education; how expendable is special education? Presented at the Phylis K. Mirkin Colloquium, sponsored by the Department of Educational Psychology, University of Minnesota, Minneapolis, MN.

*Fuchs, D., & Fuchs, L.S. (1995). Peer-Assisted Learning Strategies in Reading and Math. Peabody College Alumni Board.

Fuchs, L.S., & Fuchs, D. (1995). Enhancing the quality of student interactions during peer-mediated instruction. American Educational Research Association, San Francisco, CA.

Fuchs, D. (1995). The Peabody Reintegration Project. In N. Zigmond (Chair), Longitudinal studies of placement of students with learning disabilities. Symposium, Pacific Coast Research Conference, Laguna Beach, CA.

1994

*Fuchs, D. (1994). Building partnerships for diversity. Keynote presented at CEC's Inclusive Schools Institute, Orlando, FL.

*Fuchs, D. (1994). Inclusion and the least restrictive environment. Keynote, Vermont Speech and Hearing Association Fall Conference, Fairlee, VT.

*Fuchs, D. (1994). A critique of full inclusion. Keynote, United Cerebral Palsy of New York State, Albany, NY.

*Fuchs, D. (1994). Inclusive Schools Movement: Just another “ISM”? Keynote presented at the American Federation of Teachers' Leadership Conference on Educational Reforming, Washington, DC.

*Fuchs, D. (1994). On the importance of finding a middle ground in the special education policy debate. Paper presented at the School of Education, Northwestern University, Evanston, IL.

*Fuchs, D. (1994). A primer on special education reform. Keynote presented at a conference on special education reform, sponsored by the Texas Education Agency, Austin, TX.

*Fuchs, D. (1994). CBM and changes in placement decisions. In M. Shinn & S. Deno, Co-Chairs, Curriculum-based measurement and problem-solving assessment. Council for Exceptional Children, Denver, CO.

*Fuchs, D. (1994). How expandable is general education? How expendable is special education? Learning Disabilities Association of America, Washington, DC.

*Fuchs, D., & Fuchs, L.S. (1994). Peabody classwide peer tutoring in reading and math. Lexington County School District Three. Batesburg-Leesville, SC.

*Fuchs, D. (1994). Inclusion ... How far? How Fast? Keynote presented at Special Olympics International Leadership Conference, New Haven, CT.

*Fuchs, D., & Fuchs, L.S. (1994). Inclusive schooling: What's sensible? What's not? Keynote presented at Massachusetts's CEC state conference, Boston, MA.

Dorn, S., Murphy, J., Fuchs, D., & Fuchs, L. (1994). School site-based management in historical perspective. Social Science History Association, Atlanta, GA.

Fuchs, D., Dempsey, S., Dutka, S., Howard, J., & Locke, W. (1994). No pain, no gain. A deliberate and comprehensive approach to mainstreaming. Council for Exceptional Children, Denver, CO.

Fuchs, D., Fuchs, L.S., Mathes, P., & Dempsey, S. (1994). Peer-mediated learning in reading: Adapting instruction for all students. American Educational Research Association, New Orleans, LA.

Fuchs, L.S., Fuchs, D., & Bishop, N. (1994). Integrating peer-mediated instruction and classroom-based assessment: Effects on students with varying learning histories. American Educational Research Association, New Orleans, LA.

Fuchs, D. (1994). Databased approaches to inclusionary education: Strategies for the policymakers? Pacific Coast Research Conference, La Jolla, CA.

Dempsey, S., Fuchs, D., Howard, J., Locke, W., & Siegel, A. (1994). Peabody Reintegration Project. Tennessee Joint Conference on Children with Disabilities, Nashville, TN.

Mathes, P., Fuchs, D., Sanders, A., & Abbagnaro, F. (1994). Restructuring mainstream reading instruction through Peabody classwide tutoring and curriculum-based measurement. Tennessee Joint Conference on Children with Disabilities, Nashville, TN.

Fuchs, D. (1994). Making sense of inclusion: What is it? Who's for it? How will it affect special education? Tennessee Joint Conference on Children with Disabilities, Nashville, TN.

Thompson, A., Fuchs, D., Gift, C., Turbeville, J., Bridewell, J., Roche, L., & Dorn, S. (1994). Restructuring to improve educational outcomes. Tennessee Joint Conference on Children with Disabilities, Nashville, TN.

Dempsey, S., Fuchs, D., Dutka, S., Stewart, M., & Howard, J. (1994). A case-by-case approach to mainstreaming students with learning disabilities. Learning Disabilities Association of America, Washington, DC.

1993

*Fuchs, D. (1993). Limits to reforming mainstream classrooms: Lessons learned from special education research. Curry School of Education, University of Virginia, Charlottesville, VA.

*Fuchs, D. (1993). How to develop a support system. Staff Development Conference for Special Educators, Williamson County, TN.

*Fuchs, D. (1993). A case for case-by-case mainstreaming. Illinois Administrators of Special Education (Fall conference), Peoria, IL.

*Fuchs, D., & Fuchs, L.S. (1993). Merging cooperative learning and performance assessment in regular classrooms. Metro School's Inservice for Special Educators, Nashville, TN.

*Fuchs, D., Dempsey, S., Dutka, S., Howard, J., Stewart, M., & Locke, W. (1993). Responsible reintegration of students with mild/moderate disabilities: Collaboration between Peabody/Vanderbilt and Metro-Nashville Public Schools. Sixth Annual LRE Conference, Nashville, TN.

*Fuchs, D. (1993). Perspectives on restructuring. Office of Special Education Programs' (USDE) Annual Leadership Conference for State Directors of Special Education, Washington, DC.

*Fuchs, D. (1993). Accommodating student diversity in general education: Desirable, yes, but how feasible? The Regular Education Initiative: Challenges to Personnel Preparation, Springfield and Chicago, IL (sponsored by the Illinois State Board of Education).

*Fuchs, D. (1993). Classwide peer tutoring. Metro School's Inservice for General Educators, Nashville, TN.

*Fuchs, D. (1993). Are there limits to educational reform? Implications for a policy of inclusion. Inclusion Conference II: Educating the Disabled with their Non-Disabled Peers, University of Wisconsin-Eau Claire, Eau Claire, WI.

*Fuchs, D. (1993). Evaluating Classroom-based integration strategies. Inclusion Conference II: Educating the Disabled with their Non-Disabled Peers, University of Wisconsin-Eau Claire, Eau Claire, WI.

*Fuchs, D. (1993). How to mainstream: Case-by-case or large-scale? Ingham Intermediate School District's Workshop on Integration, Mason, MI.

*Fuchs, D. (1993). When one of your students has a disability. Vanderbilt University Teaching Services. Sponsored by the Center for Teaching, Nashville, TN.

*Fuchs, D. (1993). Classwide peer tutoring in Nashville's Public Schools. Metro-Nashville's District-wide Special Education Inservice, Whites Creek, TN.

*Fuchs, D. (1993). Politics, myth making, and collaborative consultation. In D. Fuchs (Chair), Questioning popular beliefs about collaborative consultation. Invited symposium, Council for Exceptional Children, San Antonio, TX.

*Fuchs, D. (1993). The Council for Exceptional Children's President's Panel on Special Education Reform. Council for Exceptional Children, San Antonio, TX.

*Fuchs, D. (1993). How might we know whether education works for students with disabilities? In J. Yesseldyke (Chair), Outcomes-based education and state and national policy issues. Invited symposium, Council for Exceptional Children, San Antonio, TX.

Fuchs, D. (1993). CEC President's Panel on Special Education Reform draft statement on inclusive schools, Logan, UT.

Fuchs, D. (1993). Classwide peer tutoring and reintegration of students with learning disabilities. In E.S. Shapiro (Chair), Innovative applications of peer tutoring. National Association of School Psychologists, Washington, DC.

Fuchs, D. (1993). Qualitative research on school change. Pacific Coast Research Conference, Redondo Beach, CA.

Fuchs, D., Fuchs, L.S., & Mathes, P. (1993). Peer-mediated learning strategies: Effects on learners at different points on the reading achievement continuum. American Educational Research Association, Atlanta, GA.

Fuchs, D., Fuchs, L.S., & Bishop, N. (1993). Differences between students classified learning-disabled and low-achieving: Implications for inclusive schooling. American Educational Research Association, Atlanta, GA.

Fuchs, L.S., Fuchs, D., Bentz, J., & Bishop, N. (1993). The nature of peer interaction with and without prior training and experience. American Educational Research Association, Atlanta, GA.

Fuchs, L.S., Fuchs, D., Bishop, N., & Bentz, J. (1993). Using technology to integrate performance assessment with instructional planning. American Educational Research Association, Atlanta, GA.

Fuchs, D., Fuchs, L.S., Roche, L., Mathes, P., & Scott, S. (1993). Effectiveness of peer-mediated strategies in reading and math for students with learning disabilities in resource and mainstream settings. Council for Exceptional Children, San Antonio, TX.

1992

*Fuchs, D., Littlejohn, B., Lewis, L., & Sindelar, P. (1992). America 2000 and special education reform: A report on the work of the President's Panel on Special Education Reform. Council for Exceptional Children, Baltimore, MD.

*Fuchs, D. (1992). School building models for mainstream instruction. In T. Scruggs (Chair), Mainstream modifications from multiple perspectives. Invited symposium, Council for Exceptional Children, Baltimore, MD.

*Dempsey, S., & Fuchs, D. (1992). "Flat" versus "weighted" reimbursement formulas: A longitudinal analysis of statewide special education funding practices. American Educational Research Association, San Francisco, CA.

*Fuchs, D., & Fuchs, L.S. (1992). Classwide peer tutoring in reading and math: Accommodating difficult-to-teach children in the mainstream. Sponsored by Simon Fraser University and The Learning Center, Calgary, Alberta.

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, American Educational Research Association, San Francisco, CA.

Fuchs, L.S., & Fuchs, D. (1992). Curriculum-based measurement. In K.R. Harris & T.A. Gravois (Co-Chairs), New modes of assessment: Embracing the complexities. Symposium, American Educational Research Association, San Francisco, CA.

Fuchs, D. (1992). Mainstreaming students with learning disabilities through professional collaboration, computer applications, and peer tutoring. Learning Disabilities Association, Atlanta, GA.

Fuchs, D. (1992). Where is the research on consultation effectiveness?: A 30-year review. Presented at The Council for Learning Disabilities Spring Conference, Fort Lauderdale, FL.

Mathes, P., Fuchs, D., & Fuchs, L.S. (1992). Responsible reintegration in reading. Teacher Education Division of the Council for Exceptional Children, Cincinnati, OH.

Mathes, P., Fuchs, D., & Fuchs, L.S. (1992). Linking transenvironmental programming with classwide peer tutoring to facilitate mainstreaming. Presented at the Council for Learning Disabilities Fall Conference, Kansas City, MO.

Fuchs, L.S., & Fuchs, D. (1992). Computer applications to curriculum-based measurement to facilitate classwide instructional decision making. National Association of School Psychologists, Nashville, TN.

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. Sixth Annual International Technology and Media Conference on Special Education and Technology, Albuquerque, NM.

Fuchs, D., & Fuchs, L.S. (1992). School consultation effectiveness: Describing a 30-year database. National Association of School Psychologists, Nashville, TN.

Fuchs, D., Fuchs, L.S., Bishop, N., & Mathes, T. (1992). Accommodating student diversity in the mainstream through classwide peer tutoring. Tennessee's 5th Annual Leadership Conference on Least Restrictive Environment, Nashville, TN.

1991

*Fuchs, L.S., & Fuchs, D. (1991). Identifying a valid and useful measure for monitoring student reading progress. Invited session, Council for Learning Disabilities annual conference, Minneapolis, MN.

*Fuchs, D., & Fuchs, L.S. (1991). Advanced professional training workshop: Linking assessment to intervention in the regular education setting. National Association of School Psychologists, Dallas, TX.

*Fuchs, D., Fuchs, L.S., Simmons, D.C., & Bishop, N. (1991). Integrating quantitative and qualitative methodologies to develop a model of teacher planning. In J. Jenkins (Chair), Teacher planning for students at risk: Striking a balance between the individual learner and classroom group. Invited Symposium, American Educational Research Association, Chicago, IL.

*Fuchs, D. (1991). The Council for Exceptional Children's President's panel on special education reform. Ninth Invitational Forum of the Institute for Special Education Studies, Washington, D.C.

*Fuchs, D. (1991). Classwide peer tutoring in reading and math: Making general education classrooms more responsive to learning handicapped and at-risk students. Invitational conference on "Responding to the Regular Education Initiative." Sponsored by the National Education Association, Miami, FL.

*Fuchs, L.S., & Fuchs, D. (1991). Curriculum-based measurement. Southeastern Regional Conference of the Council for Learning Disabilities, Nashville, TN.

*Fuchs, D., & Dempsey, S. (1991). Peabody Reintegration Project: A responsible approach to mainstreaming middle-school students with mild handicaps. Intermediate Grades Conference sponsored by the Tennessee State Department of Education, Nashville, TN.

*Fuchs, D., & Fuchs, L.S. (1991). Classwide peer tutoring and curriculum-based measurement. Special education supervisors' conference, Nashville, TN.

Fuchs, D., Fuchs, L.S., Jenkins, J.R., & Jenkins, L. (1991). Role of peers in developing school building models to educate handicapped and at-risk students in the mainstream. In M. Kaufman (Chair), School building models research. Symposium, American Educational Research Association, Chicago, IL.

Simmons, D., Fuchs, L.S., Fuchs, D., Pate, J., & Mathes, P. (1991). The effects of component complexity and learner role in a classwide peer-mediated reading program. In R. Gersten (Chair), Accommodating academic diversity in the classroom: Effects and implications of peer-mediated learning structures. Symposium, American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1991). Effects of expert system consultation within curriculum-based measurement using a reading maze task. American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1991). Effects of expert system consultation and systematic assessment on teacher planning and student achievement. American Educational Research Association, Chicago, IL.

Fuchs, L.S., Fuchs, D., Hamlett, C.L., & Ferguson, C. (1991). Computers and curriculum-based measurement: Individualizing instruction within group settings. Technology and Media Division of the Council for Exceptional Children, Kansas City, KS.

Fuchs, D., Fernstrom, P., Reeder, P., Bowers, J., & Blanton, M. (1991). Mainstreaming learning disabled students through peer tutoring, professional collaboration, and computer applications. Council for Exceptional Children, Atlanta, GA.

Bahr, M.W., Fuchs, D., & Fuchs, L.S. (1991). Effects of prereferral intervention on the behavior of mainstream teachers. National Association of School Psychologists, Dallas, TX.

Bahr, M.W., Fuchs, D., & Fuchs, L.S. (1991). Teacher considerations in implementing prereferral interventions with difficult-to-teach pupils. Annual Michigan CEC Conference, Detroit, MI.

1990

*Fuchs, D. (1990). Peabody Reintegration Project: A responsible approach to mainstreaming. Department of Special Education's Distinguished Lecture Series, University of Kentucky, Lexington, KY.

*Fuchs, D. (1990). An experimental approach to reforming education for at-risk students: Mainstream Assistance Teams. College of Education's Distinguished Lecture Series, University of Missouri, Columbia, MO.

*Fuchs, D. (1990). REI: Implications for instruction. Paper presented at Partnerships for teaching: At-risk and special needs students in general education classrooms. Sponsored by the University of Wisconsin-Milwaukee School of Education Outreach, Milwaukee, WI.

*Fuchs, D. (1990). Mainstream Assistance Teams to accommodate difficult-to-teach students in general education. Invited address presented to special and general educators of the Black Hawk Area Special Education District, East Moline, IL.

*Fuchs, D. (1990). Teamwork--2001. Students, Society and Education. Sponsored by the Pennsylvania State Education Association, Lancaster, PA.

Bahr, M.W., Fuchs, D., & Fuchs, L.S. (1990). Implementing prereferral interventions: Effects of student self-monitoring techniques on teacher behavior. Paper presented at the annual meeting of the Michigan Association of School Psychologists, Troy, MI.

Fuchs, D., & Ferguson, C. (1990). Finding your way through the maze of academia. Paper presented at the annual meeting of the Council for Exceptional Children, Toronto, Canada

Fuchs, D., Fernstrom, P., Reeder, P., Bowers, J., & Gilman, S. (1990). Using computers and curriculum-based measurement to achieve responsible mainstreaming. Paper presented at the annual meeting of the Council for Exceptional Children, Toronto, Canada.

Fuchs, D., & Pugach, M. (1990). Evolution or revolution in special education: Developing a unified agenda for the 1990's. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Fuchs, D., & Fuchs, L.S. (1990). Case-by-case mainstreaming of LD students: An experimental investigation. In M. Semmel (Chair), Educating learning disabled students in regular education settings. Symposium presented at the annual meeting of the American Educational Research Association, Boston, MA.

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, MA.

Fuchs, L.S., & Fuchs, D. (1990). The contributions of skills analysis to curriculum-based measurement. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

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, MA.

Fuchs, D., Fernstrom, P., Fuchs, L.S., Reeder P., Gilman, S. & Hamlett, C. (1990). Using transenvironmental programming and curriculum-based measurement to achieve responsible reintegration. Paper presented at the International Conference of the Technology and Media Division of the Council for Exceptional Children, Lexington, KY.

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, KY.

1989

*Fuchs, D. (1989). Mainstreaming. Invited address, Doctoral Seminar, University of Washington, Seattle, WA.

*Fuchs, D. (1989). Let's not be "buffaloed" by the REI: A debate with Alan Gartner. Invited address, Beyond Mainstreaming, sponsored by the American Association of Mental Retardation, Buffalo City SETREC, Buffalo Public Schools, BOCES SETREC of Eric #1 and Eric #2, Parent Network Center, SUNY College at Buffalo, and NYS Developmental Disabilities Planning Council, Buffalo, NY.

*Fuchs, D. (1989). Standards and strategies in publication. Paper presented at the annual Office of Special Education Research Project Directors' Conference, Washington, D.C.

*Fuchs, D. (1989). Conducting evaluation research. Paper presented at the Sixth Invitational Institute for Special Education Studies, sponsored by the Office of Special Education Programs, USDE, Arlington, VA.

*Fuchs, D. (1989). An experimental approach to economizing innovation: Mainstream Assistance Teams. Invited address, Division for Research, presented at the annual meeting of the Council for Exceptional Children, San Francisco, CA.

*Fuchs, D., (1989). Mainstream Assistance Teams: A non-radical approach to special education reform. Invited address presented at the Special Education District of Lake County Staff Development Day, Libertyville, IL.

*Fuchs, D. (1989). REI: How expandable is regular education? How expendible is special education? Invited address presented at the Special Education District of Lake County Staff Development Day, Libertyville, IL.

*Fuchs, D. (1989). Self-instruction in the LRE. Paper presented at the University of Illinois--Champaign-Urbana, IL.

Fuchs, D., Fuchs, L.S., & Harris, A. (1989). Mainstream Assistance Teams: Four Years of R & D on prereferral intervention. Paper presented at the 12th Annual TED/CEC Conference, Memphis, TN.

Fuchs, D., Fernstrom, P., Reeder, P., Fuchs, L.S., Hamlett, C., & Gilman, S. (1989). Responsible mainstreaming: What is it and one way to achieve it. Paper presented at the 12th Annual TED/CEC Conference, Memphis, TN.

Fuchs, D., Hill, G., Fernstrom, P., & Moore, P. (1989). Peabody Reintegration Project: Developing a procedure for transitioning students with serious behavior problems into LREs. Paper presented at the annual meeting of The Council for Exceptional Children, San Francisco, CA.

Fuchs, D., Fuchs, L.S., & Bahr, M.W. (1989). Mainstream Assistance Teams: A systematic search for an effective and efficient prereferral intervention. In B. Keogh (Chair), Enhancing instruction for difficult-to-teach students: Three years of sponsored research in the mainstream. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

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, CA.

Fuchs, D., Gilman, S., & Reeder, P. (1989). Managing disruptive behavior in the classroom. Paper presented at the annual conference of Supervisors of Special Education in Tennessee, Nashville, TN.

Bahr, M.W., Fuchs, D., Stecker, P., & Fuchs, L.S. (1989). Students nominated for prereferral intervention: Implications for practice. Paper to be presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

1988

*Fuchs, D. (1988). Prereferral assessment and intervention: A non-radical approach to special education reform. Paper presented at the University of Tennessee - Knoxville Annual Conference on Assessment, Knoxville, TN.

*Fuchs, D. (1988). Mainstream Assistance Teams: Procedures for consultation; materials for intervention. Paper presented at the Annual Intervention Workshop, Utah State University, Logan, UT.

*Fuchs, D. (1988). Prereferral intervention in inner-city public schools: An example of cautious reform. Invited address, Least Restrictive Environment Conference sponsored by the Delaware Department of Public Instruction, Mid-South Regional Resource Center, and National LRE Network, Dover, DE.

*Fuchs, D. (1988). Mainstream Assistance Teams Project. Invited address, Fulfilling the Promise for Every Child: A Shared Responsibility. Sponsored by the Massachusetts Department of Education and the Northwest Regional Resource Center, Danvers, MA.

*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, D.C.

Fuchs, D. (1988). Implications of research for service delivery in special education. Paper presented at a meeting of The Middle Tennessee Chapter of Phi Delta Kappa, Nashville, TN.

Fuchs, D., & Fuchs, L.S. (1988). How valid is handicapped preschoolers' test performance? Paper presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Nashville, TN.

Fuchs, L.S., Hamlett, C., Fuchs, D., Ferguson, C. (1988). Using computer mediated curriculum-based assessment: Effects on teacher decisionmaking and student achievement. Paper presented at the CEC/TAM Conference on Special Education and Technology, Reno, NV.

Fuchs, D., Fuchs, L.S., Bahr, M.W., Fernstrom, P., & Reeder, P. (1988). Mainstream Assistance Teams: A self-instructional approach to prereferral intervention. Paper presented at the annual meeting of the Council for Learning Disabilities, Louisville, KY.

Fuchs, L.S., Fuchs, D., & Hamlett, C.L. (1988). Computer-managed curriculum-based measurement, instructional planning, and student achievement. Paper presented at the annual meeting of the Council for Learning Disabilities, Louisville, KY.

Fuchs, D., Fuchs, L.S., Bahr, M.W., & 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, IL.

Bahr, M.W., Fuchs, D., Stecker, P.M., 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, IL.

Fuchs, D. (1988). How to succeed in academia. Paper presented at the annual meeting of the Council for Exceptional Children, Washington, D.C.

Fuchs, D., Fuchs, L.S., Bahr, M.W., & Fernstrom, P. (1988). Mainstream Assistance Teams: Student-teacher contracts as prereferral intervention. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

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, LA.

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, LA.

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, MD.

1987

*Fuchs, D. (1987). Mainstream Assistance Teams: Accommodating difficult-to-teach students in general education. Invited Research Colloquium on Human Development, John F. Kennedy Center for Research on Education and Human Development, Peabody College, Vanderbilt University, Nashville, TN.

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 the Teacher Education Division of the Council for Exceptional Children, Washington, D.C.

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, TN.

Bahr, M.W., Fuchs, D., Stecker, P.M., & Fernstrom, P.J. (1987). Who are our most difficult-to-teach pupils in the mainstream? Paper presented at the state meeting of the Tennessee Council for Exceptional Children, Nashville, TN.

Fuchs, D., Dulan, J., Fernstrom, P.J., & Jackson, J. (1987). Effectiveness of school consultation: Salient dimensions of the database. Paper presented at the state meeting of the Tennessee Council for Exceptional Children, Nashville, TN.

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, TN.

Fuchs, L.S., Fuchs, D., Hamlett, C., 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, TN.

Fuchs, D., & Fuchs, L.S. (1987). Maintaining difficult-to-teach pupils in general education through collaborative problemsolving. 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, D.C.

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, D.C.

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, D.C.

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, D.C.

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, LA.

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, LA.

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, IL.

Fuchs, D., & Fuchs, L.S. (1987). Communicating instructional decisions effectively with curriculum-based measurement. Invited research presentation of the Curriculum-Based Measurement Training Institute, Minneapolis Public Schools, Minneapolis, MN.

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's Fund, Eugene, OR.

Fuchs, D., Fuchs, L.S., Palm, K., Stecker, P., & Hawley, J. (1986). Pre-referral 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, GA.

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, CA.

Fuchs, D., Fuchs, L.S., Power, M.H., Duval, 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, CA.

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, CA.

Fuchs, L.S., Fuchs, D., Stecker, P., Hadden, S., & Macklin, B. (1986). Computer applications to data-based instruction. Paper presented at the state meeting of the Tennessee Council for Exceptional Children, Nashville, TN.

Fuchs, D., Fuchs, L.S., Alcalá, D., Maniere, K., Pillow, J., & Wright, B. (1986). Special education teacher as consultant: How desirable? How likely? Paper presented at the state meeting of the Tennessee Council for Exceptional Children, Nashville, TN.

Fuchs, D. (1986). Contextual bias in the assessment of ethnic minority children. In D.S. Goh (Chair), Ethnic minority issues and content in school psychology. Symposium presented at the annual meeting of the American Psychological Association, Washington, D.C.

Fuchs, D. (1986). Bias in minority assessment. Paper presented at the annual meeting of the Council for Exceptional Children, New Orleans, LA.

1985

*Fuchs, D. (1985). Test scores and what they really mean in educational policy: A response to George Madaus. Invitational conference sponsored by the Central Massachusetts Citizens Involved in Education.

Fuchs, D., & Fuchs, L.S. (1985). Dear psychometrician, you can take a test out of a situation, but you can't always take the situation out of a test: Situational bias in minority assessment. Paper presented at the Second Biennial Conference on Minority Assessment, Tucson, AZ.

Fuchs, D., Benowitz, S., & Barringer, K. (1985). Exploring the norm in norm-referenced tests. Paper presented at the annual meeting of the Council for Exceptional Children, Anaheim, CA.

Fuchs, D., & Fuchs, L.S. (1985). The importance of context in testing: A meta-analysis of examiner familiarity effects. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Fuchs, L.S., & Fuchs, D. (1985). Effects of formative evaluation procedures on student achievement: A meta-analysis. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

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, IL.

Power, M.H., 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, IL.

Reed, M.H., & Fuchs, D. (1985). Responses of elementary school principals to staff reductions: A validity study of the Kolb-Froman model. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Finkel, J.F., Fuchs, D., & Herzog, J. (1985). An ethnography of two principals of instructionally effective urban schools. Paper presented at the Sixth Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

1984

Fuchs, D. (1984). Eliciting optimal test performance from language-impaired preschoolers. Workshop presented at the annual meeting of the Council for Exceptional Children, Washington, D.C.

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

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, LA.

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, LA.

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, LA.

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, LA.

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, LA.

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, LA.

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, MA.

1983

Fuchs, L.S., Fuchs, D., & Warren, L.M. (1983). Special education practice in evaluating student progress toward goals. Paper presented at the state meeting of the Massachusetts Council for Exceptional Children, Framingham, MA.

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, NY.

Fuchs, D. (1983). Roundtable participant in I. Strum (Chair), Test selection in special education. Roundtable presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Fuchs, D. (1983). Testing, logical positivism, and the tooth fairy. Paper presented at the Fourth Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.

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, Ellenville, NY.

1982

Fuchs, D. (1982). Stress in testing: The importance of examiner familiarity in the assessment of young children. In R.C. Hardy (Chair), *Stress in children*. Symposium presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

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, PA.

Fuchs, D., & Dailey, A.M. (1982). Effects of examiner familiarity on language-impaired children's test performance: A case of who, not what you know? Paper presented at the Seventh Annual Boston University Conference on Language Development, Boston, MA.

Fuchs, D., Dailey, A.M., & Power, M. (1982). Examiners' professional vs. personal familiarity with handicapped children: Which is more important to valid assessment? Paper presented at the annual meeting of the New England Psychological Association, Worcester, MA.

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, NY.

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, NY.

1981

Fuchs, D., Zern, D., D'Amelio, C., Goldberg, R., & Lerman, J. (1981). Handicapped children's differential performance with familiar and unfamiliar examiners: Are the testers responsible? Paper presented at the state meeting of the Massachusetts Council for Exceptional Children, Framingham, MA.

Fuchs, L.S., & Fuchs, D. (1981). Does your informal reading inventory provide accurate information? Paper presented at the state meeting of the Massachusetts Council for Exceptional Children, Framingham, MA.

Fuchs, D., Garwick, D.R., 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, CA.

Fuchs, D. (1981). Differential responses of preschool language-handicapped children to familiar and unfamiliar testers as a function of task complexity, length of acquaintanceship, and sex of child. In V. Shipman (Chair), *Client identification and issues of validity: The influence of situational variables on children's cognitive performance*. Symposium presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.

1980

Rubin, R.A., Fuchs, D., & Balow, B. (1980). SES and stability of achievement: A longitudinal study. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Fuchs, D., Featherstone, N., Hambidge, L., & Gallick, M.E. (1980). Handicapped preschoolers in categorical and non-categorical classrooms: Effects on pupils and teachers. Paper presented at the Council for Exceptional Children's Topical Conference on Seriously Emotionally Disturbed, Minneapolis, MN.

Fuchs, D. (1980). Academic achievement and behavioral improvement among reading disabled American Indian and Anglo-American pupils: Implications for American Indian education. Paper presented at the annual meeting of the Association for Children with Learning Disabilities, Milwaukee, WI.

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, WI.

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, PA.

1979

Fuchs, D. (1979). Remedial reading and formal feedback as means of improving behavior in special and regular classroom settings. Paper presented at the annual meeting of the Association for Children with Learning Disabilities, San Francisco, CA.

1978

Fuchs, D. (1978). A case for clinicians conducting research in applied settings. Paper presented at the spring meeting of the Minnesota Speech and Hearing Association, Duluth, MN.

Fuchs, D. (1978). Remedial reading as a means of improving performance on a perceptual-motor test. Paper presented at the annual meeting of the Association for Children with Learning Disabilities, Kansas City, KS.

TEACHING:

Vanderbilt University Courses Taught

Research Methods (graduate level)
School Consultation Procedures: Bridging Special and General Education (graduate level)
Advanced Trends and Research in Learning Disabilities (graduate level)
Introduction to Exceptionality (undergraduate level)
Accommodating Diversity in the Classroom (undergraduate level)

Clark University

The Child and the Educative Process (undergraduate level)
Psychology and Education of Handicapped Children and Youth (undergraduate level)
Diagnosis and Treatment of Children with Learning Problems (graduate level)
Case Studies in the Assessment of Special Needs Children (graduate level)
Issues and Problems in Special Education and School Psychology (graduate level)
Research Seminar I and II (graduate level)

University of Minnesota

Education of Learning Disabled Students (graduate/undergraduate level)

University of Victoria

Diagnosis and Remediation of Learning Difficulties and Practicum (graduate level)

SERVICE:

Professional Memberships

American Educational Research Association (Fellow, 2008-present; Divisions C, D, G, and H and SIG/Special Education Research Group), 1981-present.

American Psychological Association (Fellow of Divisions 16, Educational Psychology, and Division 17, School Psychology), 1980-present.

Council for Exceptional Children (CEDS, DLD, TED), 1979-present.

Council for Learning Disabilities, 1987-present.

International Reading Association, 1984-present.

International Academy for Research in Learning Disabilities (Fellow), 2000-2011.

Massachusetts Federation of the Council for Exceptional Children, 1980-1985.

Massachusetts Psychological Association (Fellow), 1983-1985.

Minnesota School Psychologists Association, 1978-1981.

Northeastern Educational Research Association, 1981-1985.

Phi Delta Kappan, 1986-2005.

Society for the Scientific Study of Reading, 2000-present.

Tennessee Federation of the Council for Exceptional Children, 1986-2000.

Tennessee Psychological Association, 1986-1989.

Editorial Positions

Co-Editor, *Journal of Special Education*, 1987-2003.

Associate Editor, *Exceptional Children*, 2003-2016.

Associate Editor, *Teaching Exceptional Children* 2002-2010.

Associate Editor, *Journal of Special Education*, 1986-1987.

Editorial Board, *Reading Research Quarterly*, 2006-

Editorial Board, *Elementary School Journal*, 1993-

Editorial Board, *Exceptional Children*, 1986-1989; 2016-

Editorial Board, *Journal of Special Education*, 2003-

Editorial Board, *Learning Disabilities Research and Practice*, 1990-

Editorial Board, *Teaching Exceptional Children*, 1986-1989; 2014-

Editorial Board, *Journal of Learning Disabilities*, 1986-

Editorial Board, *International Journal of Learning Disabilities*, 2003-

Editorial Board, *Learning Disability Quarterly*, 1989-2011

Editorial Board, *Journal of Educational Psychology*, 2001- 2008

Editorial Board, *American Educational Research Journal*, 2000-2007

Editorial Board, *School Psychology Quarterly*, 1997-2006

Editorial Board, *Journal of Educational and Psychological Consultation*, 1992-2006

Editorial Board, *Contemporary Educational Psychology*, 2000-2004

Editorial Board, *Peabody Journal of Education*, 1995-2001

Editorial Board, *Journal of Special Education Technology*, 1985-2000

Editorial Board, *School Psychology Review*, 1990-1994

Editorial Board, *Remedial and Special Education*, 1985-1989
Editorial Board, *Journal of Psychoeducational Assessment*, 1987-1989

Issue Editor, *Exceptional Children*, 2017
Issue Editor, *Journal of Learning Disabilities*, 2011
Issue Editor, *TEACHING Exceptional Children*, 2007
Issue Editor, *Journal of Learning Disabilities*, 2004
Issue Editor, *Journal of Special Education*, 2004
Issue Editor, *Learning Disability Quarterly*, 2004
Issue Editor, *Phi Delta Kappan*, 1995
Issue Editor, *Journal of Educational and Psychological Consultation*, 1992
Issue Editor, *Preventing School Failure*, 1991
Issue Editor, *Exceptional Children*, 1990
Issue Editor, *School Psychology Review*, 1986

Guest Reviewer: *Child Development*, *Journal of Educational Psychology*; *Society for the Scientific Study of Reading*; *Journal of School Psychology*; *Educational Research and Evaluation*; *The ERIC Review*; *Perceptual-Motor Skills*; *American Journal of Mental Retardation*; *American Educational Research Journal*; *Educational Evaluation and Policy Analysis*; *Elementary School Journal*; *Psychological Bulletin*; *Journal of Applied Developmental Psychology*; *School Psychology Review*; *Exceptional Children*; *Education and Treatment of Children*; *Remedial and Special Education*; and *Exceptional Education Quarterly*.

National and Regional

Member, American Educational Research Association Delegation to Capitol Hill, lobbying for the Institute on Education Sciences, 2018.
Member, OSEP-WestEd's Thought Leader Forum on Measuring and Assessing Progress toward SIMRs, San Francisco, 2015.
Chair, Review Panel for Reading and Writing, Institute of Education Sciences, 2012, 2013.
Member, Commissioner's Technical Work Group on Special Education Research, National Center on Special Education, Institute of Education Sciences, 2011-2014.
Member, Special Education Advisory Committee, Kennedy Krieger Institute, Baltimore, 2011- present.
Program Co-Chair of The Council for Exceptional Children's Annual Conference, 2011 (Washington, DC) and 2010 (Nashville)
Member, Search Committee for the Editor of *Elementary School Journal*, 2008, 2011.
Member, Review Panel for Reading and Writing, Institute of Education Sciences, 2010-2013.
Member, Technical Work Group on IDEA Assessment, Institute of Education Sciences contract to American Institutes of Research, 2010-present.
Member, Advisory Board of the National Center for Learning Disabilities' RTI Action Network, 2008-2013
Member, Awards Committee, Council for Exceptional Children, 2008-2010
Ad-hoc Member, Review Panel for Policy Grants, Institute of Education Sciences, 2009
Chair, Review Panel for Reading and Writing, Institute of Education Sciences, 2007
Member, Technical Work Group on Design of the National Assessment of Progress under the Individuals with Disabilities Education Improvement Act, Westat/Abt Associates, 2007
Member, Highly Qualified Expert Advisory Group to the Council for Exceptional Children's Policy and Advocacy Services on Responsiveness-to Instruction, 2007
Member, Institute of Education Sciences Standing Review Panel for Reading and Writing, 2005-2008
Chair, Review Panel for Teacher Quality Research Grants-Reading, Institute of Education Sciences, 2005, 2006
Member, Expert Panel on Assessment National Education Association, 2005-2006

Member, Technical Review Panel on Progress in International Reading Literacy Study (PIRLS), National Center for Educational Statistics, 2005-2006

Member, Office of Special Education Programs, U.S. Department of Education, Planning Committee for Research Directors' Conference, 2004

Member, Expert Panel on Academic Instruction for After-School Programs, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, 2003-

Member, Expert Panel on Adolescent Literacy, Institute on Education Science grant to U of Kansas, 2003-

Member, Institute of Education Science panel to review grants awarded by the Office of Special Education Programs in the U.S. Department of Education, 2002

Member, Office of Special Education Programs Standing Panel for discretionary grant applications, 1998-

Member, Duke University Executive Session on Deviant Peer Contagion, 2002-present

Member of the Board and Chair, Publications Committee of the Division of Learning Disabilities, CEC, 1998-2004

Member, Professional Advisory Board of the National Center for Learning Disabilities, 1998-2004

Member, Learning Disabilities Association's Professional Advisory Board, 1994-1997; 1997-2000; 2003-2008

Member, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Work Group on Learning Disabilities Initiative, 2001-2002

Member, Office of Special Education Programs Work Group on Review and Dissemination Project, 2001-2002

Member, Office of Special Education Programs Work Group on Model Demonstration Grants, 2000

Member, Tennessee Reading and Literacy Advisory Council, 2000-2002

Member, Tennessee Reading Collaboration of the Reading Excellence Act Grant, 2000-2002

Member, Office of Special Education Programs (USDE) Planning Committee for the Research Directors' Conference, 2000

Mentor, American Educational Research Association/Spencer Foundation Mentoring Program, 1997-1999

Chair, The Council for Exceptional Children's Presidential Task Force on Special Education Effectiveness, 1996-1998

Governor, Division of Learning Disabilities, Council of Exceptional Children, 1996-1998

Member, Carnegie Task Force on Learning in the Primary Grades, 1994-1996

Chair, The Council for Exceptional Children's President's Panel on Special Education Reform, 1991-1993

Member of CEC Search Committee for editor of Exceptional Children, 1989

Member of Standing Committee on Professional Development, Council for Exceptional Children, 1988-1993

Member of Committee on Ethnic Minority Affairs, Division of School Psychology, American Psychological Association, 1985-1988

Member of Council for Exceptional Children's Publications Committee, 1984-1988; Vice-Chair, 1985-1988

Member of Council for Exceptional Children's National Task Force on Journals, 1983-1988; Co-Chair, 1984-1988

Member of CEC Search Committee for editor of TEACHING Exceptional Children, 1986

Member of Program Committee, Northeastern Educational Research Association, 1983-1985

State and Local

Board of Directors

Elm Park Center for Early Childhood Education, Worcester, MA, 1981-1985.

Hennepin County, MN Family Daycare Association, 1979-1980.

Greater Minneapolis Daycare Association, 1979-1980.

Committees

Human Rights Committee for Community Residence, Inc., Worcester, MA (Residence program for MR adults), 1982-1985.
Member of Evaluation Team for Worcester Public Schools' Substance Abuse Program, 1982.
Chairperson, state-wide conference on "Meeting the Educational Needs of American Indian Children," sponsored by the Minnesota State Department of Education, 1980.
Chairperson, Ad-hoc Committee on Research and Evaluation for the West Metropolitan area, Minnesota State Department of Education, 1979-1980.
Staff Member, Center for Early Education and Development, University of Minnesota, 1978-1980.

Vanderbilt University

Special Education Executive Committee, 1995, 1998-1999, 2011-2012; 2013-present.
Special Education Faculty Evaluation Committee, 1985-1991 (Chair, 1988-1990), 1992-99, 2001-06, 2013-present (Chair 2014-present).
Special Education Reading/Math Disabilities Search Committee, Chair, 2015-present.
Special Education Endowment Committee, 2012-2014.
Special Education Behavior Disorders Search Committee, 2012-14.
Special Education "Intensive Instruction" Search Committee, Chair, 2012-14.
Special Education Currey-Ingram Endowed Chair Search Committee, 2012-14.
Special Education, Dunn Family Endowed Chair Search Committee, Chair, 2011-12.
Special Education High-Incidence Program Committee, Chair, 1994-2009; Acting Chair, 2011.
Special Education, Planning Committee, Chair, 2002-2004.
Special Education Behavior Disorders Search Committee, Co-Chair, 1999-2000.
Special Education High-Incidence Program Search Committee, 1999-2000.
Special Education Visual Disabilities Search Committee, 1998-2001.
Special Education/Teaching and Learning Joint Committee, 1996-2000.
Special Education "High-Incidence Disability" Search Committee, Chair, 1996-1998.
Special Education Ad Hoc Faculty Governance Committee, 1995.
Special Education Recruitment Committee, 1995.
Special Education Masters Committee, Chair, 1994-1995.
Special Education "Mild/Moderate Disability" Search Committee, 1993-1994.
Special Education Space Committee, 1993-1996.
Special Education "At-Risk Students" Search Committee, Chair, 1991-92; 1992-93.
Special Education "Behavior Disorders" Search Committee, Chair, 1991.
Special Education Futures Committee, Chair, 1990-1992; 1993-1994.
Special Education Admissions and Recruitment Committee, 1991-1992.
Special Education Curriculum Committee, 1985-1990; Chair, 1987-1990.

Peabody Research Institute, search committee member for Director, 2015-
College ExPERT Steering Committee, 2013-present
College nomination committee for the Peabody Distinguished Alumnus/Alumni Award, 2014-2017.
College search committee to fill the Lloyd Dunn Chair, 2001-2002.
College Affirmative Action and Diversity Committee, 1999-2000.
College Faculty Council, 1990-1993; 1996-1999.
Faculty Council's Executive Committee, 1996-1999.
Faculty Council's Academic Affairs Committee, Chair, 1997-1999.
Faculty Council's Task Force on Governance, Chair, 1997-1999.
College Martin Luther King Day Planning Committee, 1996-1998.
Dean's Advisory Committee on Promotion and Tenure, 1995-1998
Senior Educational Policy Search Committee, 1993-1995.
Joint Special Education/Teaching and Learning Committee, 1985-1987.
College Search Committee for Director of Peabody Education Policy Center, 1994-1995.

College Curriculum Committee, Chair, 1991-1993.
New American School Development Corporation Planning Group, 1991-1993.
College Faculty Affairs Committee, Chair, 1990-1992.
College Committee on Curriculum and Educational Studies, 1986-1990.
Peabody-Metro Schools Learning Communities, 1992-1994.
College Ph.D. Executive Committee, Chair, 1987-1988.

Vanderbilt-Kennedy Center Reading Clinic, Director, 1993-2008.
Kennedy Center Chair of Human Research Participants and Scientific Communication Services care user committee, 1998-1999.
Kennedy Center Henderson Training Series, 1996-1999.
Kennedy Center Inclusion Committee, 1995-1998.
Kennedy Center Steering Committee, 1991-1999.
Kennedy Center Long-Range Planning Committee, 1991-1998.
Kennedy Center Mental Retardation Research Training Program, 1986-present.
Kennedy Center Space Committee, 1992-1994.
Kennedy Center Lectures Committee, 1991-1992.
Kennedy Foundation Fellowship Applications Review Committee (Chair), 1992.

University-wide Faculty Awards Review Committee, 2004-2006.
University Faculty-Staff Campaign (Chair), 2006.
University Promotion and Tenure Grievance Committee, 1999-2000.
University Promotion and Tenure Review Committee, 1992-1995.
University Football Mentor Program, 1991-1992.
University Committee on Rate Setting for Indirect Costs, 1990-1992.
University Committee on Learning Disabilities, 1986-1991.
University Committee on Lectures, 1986-1991.

Clark University

Graduate School Board, 1980-1985.
Human Subjects Committee, 1983-1985.

Consulting

Government Accounting Office, Education, Workforce & Income Security Group, 2018.
International Rescue Committee, Education Division, 2018.
New York City Department of Education, 2007-2008, 2010-2011, 2013-
The State of Israel, Ministry of Education, Chief Scientist Office, 2016-
Consultant, Center on Standards, Alignment, Instruction and Learning (C-SAIL), an IES-funded National Research and Development Center, 2014-
Advisory Board Member, International Charter School of New York City, 2014-
Reviewer, W.T. Grant Foundation, 2015.
Senior Consultant, Kennedy-Krieger Institute, Baltimore, 2013.

National Center on Learning Disabilities, New York City, 2013.

Reviewer, Israel Science Foundation, 2013.

Senior Advisor, National Center on Intensive Intervention, American Institutes of Research, 2011-

United Federation of Teachers, New York, 2010-2011.

Senior Advisor, National Technical Assistance Center for Responsiveness-to-Intervention, American Institutes of Research, 2007-2012.

Pennsylvania State Department of Education's Modified Academic Achievement Standards Initiative, 2007-2009.

Special Education Advisory Panel of Pennsylvania, 2007-2009.

Edison Schools' "Beta-Test of Special Education Model," 2007-2009.

Member of The Council for Exceptional Children's work groups on NCLB assessment and RTI, 2007-2008.

Consulting Editor for "Reforms Inclusion, and Teacher Education: Towards an Era of Special, Education in the Asia-Pacific Regions," published by the Center for the Advancement of Special Education, University of Hong Kong, 2007.

Special Education Society of Hong Kong, 2006-2010.

Tennessee Department of Education's Division of Special Education, 2006-2009.

Jackson State University, 2006.

Job Corp in the Employment and Training Administration in the U.S. Department of Labor, 2005-2006.

Member, National Expert Panel for the Baltimore City Public Schools, 2004-2006.

Lab School of Washington, 2004.

Advisor to the Independent Monitor's Office for Outcome Development for Los Angeles Unified School District Re. The Chanda Smith Modified Consent Decree, 2003-2006.

Office of Exceptional Children, South Carolina State Department of Education, 2003-2006.

Advisor to American Institutes for Research Center to Improve Access to the General Education Curriculum for Students with Disabilities at the Elementary and Middle School Levels, 2003-present.

Member, Quality Review Panel for the National Association of State Directors of Special Education Project on Specific Learning Disabilities, 2003.

Grant Reviewer, Institute on Education Sciences, 2002.

Reviewer, Office of Special Education Programs' "Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities" grants, 2002.

Advisor to the Office of Special Education Programs on its reading initiative, 1999-2001.

Member of Technical Review Panel for the National Center on Education Statistics' Early Childhood Longitudinal Study, 1999.

Advisory to the Chancellor's Office of the New York City Public Schools on its inclusion initiative, 1999.

Technical Research Advisor to SRI International/Office of Special Education Programs (USDE) "Special Education Elementary Longitudinal Study", 1998-2002.

National Center to Improve the Tools of Educators (NCITE), 1998-2001

Board of Distinguished Visitors, Teachers College, Ball State University, 1998-2000.

Consultant to the Office of the Attorney General Commonwealth of the Pennsylvania, on Gaskins vs. The Commonwealth of Pennsylvania, 1998-2000.

Consultant to the Office of Special Education Programs on 1998-1999 priorities for model demonstration and outreach grant program, 1997.

Center for Minority Researchers, University of Virginia, 1996-2001.

Office of Special Education Programs' Working Group on Research Syntheses, 1996-1999.

National Conference of State Legislatures, 1996-1997.

Consultant to the Social Sciences and Humanities Research Council of Canada, 1996.

Carnegie Corporation of New York: Reviewing grants, 1994-1997.

Office of Special Education Programs, U.S. Department of Education Task Force on Educational Placement Data, 1994.

Education Subcommittee of the NIMH Multi-site Treatment Study for Children with ADD, National Institute of Mental Health - U.S. Department of Education, 1993.

Division of Innovation and Development in the Office of Special Education Programs, U.S. Department of Education, regarding reauthorization of Part E of IDEA, 1993.

Reviewer and Advisor, Office of Special Education Programs, U.S. Department of Education, 1993.

Member of Steering Committee exploring the impact of inclusive school system initiatives on the education of students with disabilities. Sponsored by Project FORUM, National Association of State Directors of Special Education, Washington, DC, 1992.

Member of Common Destiny Alliance consensus panel on synthesizing research on detracking, Marathon Key, FL, 1992.

Eugene (OR) Research Institute, 1992.

Educational Research and Services Center on a USDE-funded study on home-school collaboration, 1992.

Consultant to the Center of Policy Options in Special Education, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, 1991.

Black Hawk Area Special Education District. Trained district-wide consultants in prereferral intervention procedures, East Moline, IL, 1990.

Reviewer and Advisor, Office of Special Education Programs. U.S. Department of Education, 1990.

Mount Vernon School District. Provided district staff with inservice training in prereferral intervention, Mt. Vernon, Washington, 1989.

Testified before the Special Study Committee on Discipline in Tennessee Schools (Senate Joint Resolution No. 175), Tennessee State Legislature, Nashville, 1989.

Reviewer and Advisor, Office of Special Education Programs. U.S. Department of Education, 1989.

National Education Association. Participated in a seminar on the Regular Education Initiative, Washington, DC, 1989.

Decision Resources Corporation under contract to the Office of Special Education Programs to provide technical assistance to State/Federal Special Education Evaluation Project, 1989.

California Association of School Psychologists. Provided information on non-biased assessment procedures, 1988.

Reviewer and Advisor, Office of Special Education Programs. U.S. Department of Education, 1988.

Reviewer and Advisor, Office of Special Education Programs. U.S. Department of Education, 1987.

Metro Nashville-Davidson County Public Schools. Provided school psychologists with a presentation on prereferral intervention, 1987.

Williamson County, TN Public Schools. Gave a series of inservices on school consultation and prereferral intervention, 1986-1988.

Comprehensive Developmental Evaluation Center, Vanderbilt University Hospital. Conducted an inservice for staff psychologists, psychiatrists, and medical interns on psychoneurological testing of learning disabled children, 1986.

Effective Advocacy for Citizens with Handicaps, Inc. Conducted an inservice for staff on instructional programming for learning disabled pupils, Nashville, 1986.

Tennessee Department of Education. Formulated a data-based evaluation of the Department's Project ADOPT, a diagnostic-prescriptive model for working with high-risk students in selected state-wide K-6 grade classrooms, Nashville, 1986.

University of Oregon, Resource Consultant Training Model grant preparing inservice graduate level special educators, Eugene, OR, 1986.

CERTIFICATION:

Minnesota Elementary Education: K-6
Minnesota School Psychologist
Pennsylvania Instruction I Elementary Education

LICENSURE:

Massachusetts Licensed Psychologist
Minnesota Licensed Consulting Psychologist