BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Fuchs, Douglas

POSITION TITLE
Professor

eRA COMMONS USER NAME (credential, e.g., agency login)
DOUGFUCHS

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
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<tbody>
<tr>
<td>Johns Hopkins University</td>
<td>BA</td>
<td>1971</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>MS</td>
<td>1973</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>PhD</td>
<td>1978</td>
<td>Educational Psychology</td>
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</tbody>
</table>

A. Positions and Honors
1980 – 1985  Assistant Professor, Department of Education, Clark University, Worcester, Massachusetts
1983 – 1984  Co-Director, Clark Psychoeducational Center, Clark University
1985 – 1990  Assistant and Associate Professor, Department of Special Education, Vanderbilt University
1990 – 2010  Nicholas Hobbs Professor of Special Education and Human Development, Vanderbilt University
9/1/2010  Professor, Departments of Teaching/Learning and Applied Psychology, New York University

Selected Honors
2003  Council for Exceptional Children (CEC) Career Research Award
2005  Earl Sutherland Award for Distinction in Research, Vanderbilt University.
2006  University of Minnesota, College of Education and Human Development, Distinguished Alumni
2008  CEC Jeannette Fleischner Award for Outstanding Contributions to Field of Learning Disabilities

B. Selected Peer-Reviewed Publications


### C. Research Support

**Ongoing Research Support**

**R01 HD046154**  Fuchs, L. (PI)  09/25/03 – 07/31/10  
NIH/NICHD  
Understanding/Preventing Math Problem-Solving Disability  
The major goals of this project are to identify determinants of and to prevent math problem-solving disability.  
Role: Investigator

**R01 HD053714**  Fuchs, L. (PI)  08/05/07 – 05/31/12  
NIH/NICHD  
Preventing and Understanding Math Disability  
The purpose of this project is to increase understanding about and decrease the prevalence of learning disabilities in mathematics.  
Role: Investigator

**R01 HD059179**  Fuchs, L. (PI)  12/01/08 – 11/30/13  
NIH/NICHD  
Calculations, Word Problems, and Algebraic Cognition  
This project addresses the relations among calculations, word problems, and algebraic cognition and these three forms of mathematics disability.  
Role: Investigator

**R305G040104**  Fuchs, D & L. (Co-PIs)  09/01/04 – 08/31/10  
USDLOE  
Scaling up Peer-assisted Learning Strategies to Strengthen Reading Achievement  
The purpose of this project is to study how a feasible and demonstrably effective reading practice can be scaled up and to identify the variables associated with successful scaling.  
Role: Co-PI

**R324G060036**  Compton (PI)  09/01/06 – 08/31/10  
IES  
Response-to-intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading
This project addresses the key measurement issues associated with the response-to-intervention (RTI) process of LD identification.

Role: Investigator

R01 HD056109  Fuchs, D. (PI)  03/01/09 – 02/28/14
NIH/NICHD
RTI for Determining Risk, Providing Prevention, and Identifying Reading Disability
This project examines how the nature of 1st-grade intervention affects the prevalence of reading disability (RD) subtypes, with and without ADHD, and explores the prevalence of those subtypes and evaluates RTI as a 1st-grade classification and prevention model against an external criterion for RD.

Role: PI

R324A090039  Fuchs, L. (PI)  07/01/09 – 06/30/13
IES
Dynamic Assessment to Predict First Grader's Mathematics Development
The purpose of this project is to develop and examine the tenability of a dynamic assessment of first-grade students’ potential to learn mathematics.

Role: Investigator

R324A090052  Fuchs, D. (PI)  09/01/09 – 08/31/13
IES
Responsiveness-to-Instruction to Strengthen the Academic Performance of Students With Reading and Math Disabilities
This project examines efficient and effective means of intervention with students who experience comorbid risk for reading and mathematics disabilities.

Role: PI

R305A100034  Compton (PI)  09/01/10 – 08/31/14
IES
Predictors and Subtypes of Reading Disabilities: Implications for Instruction of “Late-Emergers”
This project examines the behavioral phenotypes of five different subtypes of children: Typically developing, early identified RD, late emerging RD in word reading, late emerging RD in reading comprehension, and late emerging RD in word reading and reading comprehension.

Role: Investigator

H324U010004  Fuchs, D, Reschly, Fuchs, L, Compton (Co-PIs)  10/01/01 – 09/30/10
USDOE
National Research Center on Learning Disabilities
major goal of this project is to investigate methods for the identification of students with learning disabilities.

Role: Co-PI

Completed Research Support

P01 HD46261  Fletcher (PI)  09/26/03-07/31/09
NIH/NICHD
Cognitive, Instructional, & Neuroimaging Factors in Math
The major goals of this project is to provide studies of cognitive processes, response to instruction, and neuroimaging studies (magnetic source imaging, fMRI, aMRI) of children with math difficulties

Role: Project PI (VU site)

R305G050101  Compton (PI)  06/01/05 – 05/31/09
IES
Evaluating a Multicomponent Reading Program Designed to Add
The goal of this project is to develop a multicomponent reading program to address the diverse needs of late elementary school students who are struggling readers.
Role: Investigator