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.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuchs, Lynn S.</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

**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>
</thead>
<tbody>
<tr>
<td>Johns Hopkins University</td>
<td>BA</td>
<td>1972</td>
<td>Humanities</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>1981</td>
<td>Educational Psychology</td>
</tr>
</tbody>
</table>

**A. Positions and Honors**

1981 – 1985  Assistant Professor, Wheelock College, Boston, Massachusetts
1985 – 1990  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**

solving: Are two tiers of prevention better than one? *Journal of Educational Psychology*, 100, 491-509. (NIHMS62377)

C. Research Support

**Ongoing Research Support**

<table>
<thead>
<tr>
<th>ID</th>
<th>Project Title</th>
<th>Role</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>R01 HD046154</td>
<td>Understanding/Preventing Math Problem-Solving Disability</td>
<td>PI</td>
<td>09/25/03 – 07/31/10</td>
</tr>
<tr>
<td>R01HD053714</td>
<td>Preventing and Understanding Math Disability</td>
<td>PI</td>
<td>08/05/07 – 05/31/12</td>
</tr>
<tr>
<td>R01 HD059179</td>
<td>Calculations, Word Problems, and Algebraic Cognition</td>
<td>PI</td>
<td>12/01/08 – 11/30/13</td>
</tr>
<tr>
<td>R305G040104</td>
<td>Scaling up Peer-assisted Learning Strategies to Strengthen Reading Achievement</td>
<td>Co-PI</td>
<td>09/01/04 – 08/31/10</td>
</tr>
</tbody>
</table>
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

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: Investigator

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: PI

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: Investigator

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

Completed Research Support

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

Project 2: Remediating Students’ Mathematics Disabilities (Fuchs L., Co-PI) (Parent: Cognitive, Instructional, and Neuroimaging Factors in Math)
The purpose of this project is to assess the potential and test methods for remediating the math deficits of students with two subtypes of math disability for whom developmental course, as well as cognitive and neural
correlates, are hypothesized to differ; those with comorbid math and reading disability and those with math
disability alone. Role: Project 2 PI (Vanderbilt 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.