

## 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.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	MM/YY	FIELD OF STUDY
Johns Hopkins University	BA	1971	Psychology
University of Pennsylvania	MS	1973	Elementary Education
University of Minnesota	PhD	1978	Educational Psychology

### A. Positions and Honors

1980 – 1985 Assistant Professor, Department of Education, Clark University, Worcester, Massachusetts  
 1983 – 1984 Co-Director, Clark Psychoeducational Center, Clark University 1981 – 1985  
 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

1. Fuchs, D., Fuchs, L.S., Thompson, A., Al Otaiba, S., Yen, L., Yang, N., Braun, M., & O'Connor, R. (2001). Is reading important in reading-readiness programs?: A randomized field trial with teachers as program implementers. *Journal of Educational Psychology, 93*, 251-267.
2. Fuchs, D., & Fuchs, L.S. (2005). Peer-Assisted Learning Strategies: Promoting word recognition, fluency, and comprehension in young children. *Journal of Special Education, 39*, 34-44.
3. McMaster, K.L., Fuchs, D., Fuchs, L.S., & Compton, D.L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children, 71*, 445-463.
4. McMaster, K.L., Fuchs, D., & Fuchs, L.S. (2006). Research on Peer-Assisted Learning strategies: Peer mediation's promise and limitations. *Reading and Writing Quarterly, 22*, 5-25.
5. Dion, E., Fuchs, D., & Fuchs, L.S. (2005). Differential effects of Peer-Assisted Learning Strategies on students' social preference and friendship making. *Behavioral Disorders, 30*, 421-429.
6. Compton, D.L., Fuchs, D., Fuchs, L.S., & Bryant, J.D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology, 98*, 394-409.
7. Caffrey, E., Fuchs, D., & Fuchs, L.S. (2008). The predictive validity of dynamic assessment: A review. *Journal of Special Education, 41*, 254-270.
8. Morgan, P.L., Fuchs, D., Compton, D.L., Cordray, D.S., & Fuchs, L.S. (2008). Does early reading failure decrease children's reading motivation? *Journal of Learning Disabilities, 41*, 387-404. (PMID 18768772)
9. Compton, D.L., Fuchs, D., Fuchs, L.S., & Bryant, J.D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. *Journal of Educational Psychology, 98*, 394-409.

10. Compton, D.L., Fuchs, D., Fuchs, L.S., Elleman, A.M., & Gilbert, J.K. (2008). Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. *Learning and Individual Differences, 18*, 329-337.
11. Fuchs, D., Compton, D.L., Fuchs, L.S., & Davis, G.C. (2008). Making “secondary intervention” work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal study at the National Research Center on Learning Disabilities. *Reading and Writing: A Contemporary Journal, 21*, 413-436.
12. Fuchs, D., Fuchs, L.S., & Stecker, P.M. (2010). The “blurring” of special education in a new continuum of general education placements and services. *Exceptional Children, 76*, 301-323.
13. Lemons, C.J., Key, A.P.F., Fuchs, D., Yoder, P.J., Fuchs, L.S., Compton, D.L., Williams, S.M., & Bouton, B. (in press). Predicting reading growth with event-related potentials: Thinking differently about indexing responsiveness. *Learning and Individual Differences*.
14. Fuchs, D., Compton, D.L., Fuchs, L.S., Bouton, B., & Caffrey, E. (in press). The construct and predictive validity of a dynamic assessment of young children learning to read: Implications for RTI frameworks. *Journal of Learning Disabilities*.
15. Compton, D.L., Fuchs, D., Fuchs, L.S., Bouton, B., Gilbert, J.K., Barquero, L.A., Cho, E., & Crouch, R.C. (in press). Selecting at-risk first-grade readers for early intervention: Eliminating false positives and exploring the promise of a two-stage gated screening process. *Journal of Educational Psychology*. (PMC Journal-in process).

### **C. Research Support**

#### **Ongoing Research Support**

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|--|----------------------------|
| <p>R01 HD046154 Fuchs, L. (PI)<br/>NIH/NICHD<br/>Understanding/Preventing Math Problem-Solving Disability<br/>The major goals of this project are to identify determinants of and to prevent math problem-solving disability.<br/>Role: Investigator</p>   | <p>09/25/03 – 07/31/10</p> |
| <p>R01HD053714 Fuchs, L. (PI)<br/>NIH/NICHD<br/>Preventing and Understanding Math Disability<br/>The purpose of this project is to increase understanding about and decrease the prevalence of learning disabilities in mathematics.<br/>Role: Investigator</p>  | <p>08/05/07 – 05/31/12</p> |
| <p>R01 HD059179 Fuchs, L. (PI)<br/>NIH/NICHD<br/>Calculations, Word Problems, and Algebraic Cognition<br/>This project addresses the relations among calculations, word problems, and algebraic cognition and these three forms of mathematics disability.<br/>Role: Investigator</p>  | <p>12/01/08 – 11/30/13</p> |
| <p>R305G040104 Fuchs, D &amp; L. (Co-PIs)<br/>USDOE<br/>Scaling up Peer-assisted Learning Strategies to Strengthen Reading Achievement<br/>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.<br/>Role: Co-PI</p> | <p>09/01/04 – 08/31/10</p> |
| <p>R324G060036 Compton (PI)<br/>IES<br/>Response-to-intervention as an Approach to Preventing and Identifying Learning Disabilities in Reading</p>   | <p>09/01/06 – 08/31/10</p> |

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 1<sup>st</sup>-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 1<sup>st</sup>-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