

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2.
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|---|-----------------------------|-------|------------------------|
| NAME Fuchs, Lynn S. | POSITION TITLE Professor | | |
| 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.) | | | |
| INSTITUTION AND LOCATION | DEGREE (if applicable) | MM/YY | FIELD OF STUDY |
| Johns Hopkins University | BA | 1972 | Humanities |
| University of Pennsylvania | MS | 1973 | Elementary Education |
| University of Minnesota | PhD | 1981 | Educational Psychology |

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

1. Fuchs, L.S., Compton, D.L., Fuchs, D., Paulsen, K., Bryant, J.D., & Hamlett, C.L. (2005). The prevention, identification, and cognitive determinants of math difficulty. *Journal of Educational Psychology, 97*, 493-513.
2. Seethaler, P.M., & Fuchs, L.S. (2006). The cognitive correlates of computational estimation skill among third-grade students. *Learning Disabilities Research and Practice, 21*, 233-243.
3. Fuchs, L.S., Fuchs, D., Hamlett, C.L., Powell, S.R., Capizzi, A.M., & Seethaler, P.M. (2006). The effects of computer-assisted instruction on number combination skill in at-risk first graders. *Journal of Learning Disabilities, 39*, 467-475. (PMID17004677)
4. Fuchs, L.S., Fuchs, D., Finelli, R., Courey, S.J., Hamlett, C.L., Sones, E.M., & Hope, S.K. (2006). Teaching third graders about real-life mathematical problem solving: A randomized controlled study. *Elementary School Journal, 106*, 293-312.
5. Fuchs, L.S., Fuchs, D., Compton, D.L., Powell, S.R., Seethaler, P.M., Capizzi, A.M., Schatschneider, C., & Fletcher, J.M. (2006). The cognitive correlates of third-grade skill in arithmetic, algorithmic computation, and arithmetic word problems. *Journal of Educational Psychology, 98*, 29-43.
6. Fuchs, L.S., Fuchs, D., Compton, D.L., Bryant, J.D., Hamlett, C.L., & Seethaler, P.M. (2007). Mathematics screening and progress monitoring at first grade: Implications for responsiveness-to-intervention. *Exceptional Children, 73*, 311-330.
7. Fuchs, L.S., Fuchs, D., Powell, S.R., Seethaler, P.M., Cirino, P.T., & Fletcher, J.M. (2008). Intensive intervention for students with math disabilities: Seven principles of effective practice. *Learning Disability Quarterly, 31*, 79-92. (PMC2547080)
8. Fuchs, L.S., Fuchs, D., Craddock, C., Hollenbeck, K.N., Hamlett, C.L., & Schatschneider, C. (2008). Effects of small-group tutoring with and without validated classroom instruction on at-risk students' math problem

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

9. Fuchs, L.S., Fuchs, D., Stuebing, K., Fletcher, J.M., Hamlett, C.L., & Lambert, W.E. (2008). Problem-solving and computation skills: Are they shared or distinct aspects of mathematical cognition? *Journal of Educational Psychology*, 100, 30-47. (PMC2802329)

10. Fuchs, L.S., Compton, D.L., Fuchs, D., Hollenbeck, K.N., Craddock, C., & Hamlett, C.L. (2008). Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving. *Journal of Educational Psychology*, 100, 829-850. (PMC2600805)

11. Fuchs, L.S., Powell, S.R., Seethaler, P.M., Cirino, P.T., Fletcher, J.M., Fuchs, D., Hamlett, C.L., & Zumeta, R.O. (2009). Remediating number combination and word problem deficits among students with mathematics difficulties: A randomized control trial. *Journal of Educational Psychology*, 101, 561-576. (PMC2768320)

12. Fuchs, L.S., Powell, S.R., Seethaler, P.M., Cirino, P.T., Fletcher, J.M., Fuchs, D., & Hamlett, C.L. (2010). The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. *Learning and Individual Differences*, 20, 89-100. (PMJC150343)

13. Powell, S.R., & Fuchs, L.S. (in press). Contribution of equal-sign instruction beyond word-problem tutoring for third-grade students with mathematics difficulty. *Journal of Educational Psychology*. (PMC Journal, in process)

14. Fuchs, L.S., Compton, D.L., Fuchs, D., Hollenbeck, K., Hamlett, C.L., & Seethaler, P.M. (in press). Two-stage screening for math word-problem difficulty using dynamic assessment of algebraic learning. *Journal of Learning Disabilities*. (PMC Journal, in process)

15. Fuchs, L.S., Geary, D.C., Compton, D.L., Fuchs, D., Hamlett, C.L., & Bryant, J.V. (in press). The contributions of numerosity and domain-general abilities to school readiness. *Child Development*. (PMC Journal, in process)

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: PI

R01HD053714 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: PI

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: PI

R305G040104 Fuchs, D & L. (Co-PIs) 09/01/04 – 08/31/10

USDOE

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/NICHHD
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

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: PI

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: Investigator

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

Completed Research Support

H324U010004 Fuchs, D, Reschly, Fuchs, L, Compton (Co-PIs) 10/01/01 – 09/30/09
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

P01HD046261 Fletcher (PI) 09/26/03 – 07/31/09
NIH/NICHHD
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.