

Distinguished Research Scholar in Cognition and Neuroscience (emeritus)

09/01/2005 to 9/08.2014

Center for Brain Health

University of Texas, Dallas, TX

Duties: Research: Collaborated with neuroscientists and behavioral scientists in the design and conduct of research to determine the impact of treatment protocols for Post-Traumatic Stress Disorder (PTSD) and traumatic brain injury (TBI). Conducted neuroimaging studies using fMRI and Magnetic Source Imaging to map systems affected by PTSD. Served as part of a research team investigating specific treatment strategies to improve reasoning and problem solving abilities in adolescents and adults. Responsible for the selection and development of measures and/or tasks to assess specific linguistic, cognitive, behavioral, and memory functions in children and adults. Participate in studies of traumatic head injury among veterans wounded in Iraq and Afghanistan and collaborate in the design of treatment protocols to optimize cognitive functioning and problem solving ability. Lead and Collaborate in the development of research grants examining the role of specific neural and white matter systems in language and reading development using several neuroimaging modalities to include functional magnetic resonance imaging (fMRI), Diffusion Tensor Imaging (DTI) and electrophysiology (EEG).

Communication: Serve as lead and contributing author on scientific publications and present findings relevant to neuroscience in education to lay audiences, policy makers, and the press in easily understood language. Present scientific findings to conferences for neuroscientists, psychologists, and other behavioral and health disciplines. Provided 15 presentations addressing brain-behavior relationships since 2010.

Distinguished Professor and Associate Dean 09/08 – 06/12 (Emeritus)

Southern Methodist University-Dallas, TX

Duties-Research: As a federally funded CO-PI, designed and implemented experimental research methods to conduct randomized-control trials to determine the impact of technology based assessment and instructional programs on children's language learning. Developed practical implementation protocols to ensure that programs found to be effective were implemented in practical settings with fidelity. Developed professional development practices to provide education practitioners knowledge essential to determining whether educational programs had sufficient scientific support to expend funds for purchase. Developed and applied value-added modeling studies to determine the impact of graduate programs in leadership and policy on teacher behavior and student outcomes. Employed hierarchical linear modeling methods to identify multiple sources of influence on teacher and student outcomes through

nesting classrooms within schools, and within districts. Taught doctoral level students measurement and assessment concepts relevant to classification consistency, generalization theory, measurement scaling and error, multidimensionality, and psychometric models. Wrote and submitted grant proposals to the National Institutes of Health and the Institute of Education Sciences. Served as a reviewer on NIH and Department of Education panels assessing the merits of biobehavioral research proposals, treatment/intervention proposals, and traumatic head injury proposals. Published one book, four scientific articles and one book chapter during this time period.

Leadership and Development: Created new masters and doctoral programs in education policy and school leadership, urban school leadership, and higher education leadership. Recruited senior faculty and productive junior faculty members leading to high student satisfaction ratings, three federal grants proposed by three faculty members, one state grant, one local grant, two books, and 26 refereed journal articles over three years. Established rigorous admissions criteria and increased student enrollment from 12 graduate students to 75 students in three years. Established a system for mentoring junior faculty, developed collaborative teams to design course evaluation procedures, and led university wide efforts to develop standardized student performance metrics. Applied methodological and leadership abilities to create systems for acquisition, storage, analysis, and reporting of data for course evaluations and determining value-added impact of programs on graduates' employment outcomes.

Management: Supervised six faculty members, one postdoctoral fellow, and one program assistant. Evaluated faculty member's teaching, research, and service contributions on a yearly basis using the data to mentor, manage faculty loads and resources to increase productivity. Managed budgetary needs, developed proposals for increased resources, and ensured that all programs and courses met state and national certification and licensure criteria.

Administration: Served as chief academic officer of the School of education evaluating the teaching and research productivity of 160 full and part-time faculty members. Oversee design and implementation of new academic programs and initiatives across all School departments and programs. Administer course approval process and review all school catalogue entries for accuracy and clarity.

Teaching: Taught graduate courses in school leadership, research design and methods, policy research, diagnostic tests and measures, and advise three doctoral students in dissertation preparation.

Communication: Translated scientific findings into policy and position documents and presentations for policy makers, legislators, state and federal decision makers, and community leaders. Presented current scientific findings to a wide range of audiences. Serve as an advisor to

Education Secretaries in Arizona and Oklahoma. Provide interviews to local and national media on education.

Executive Vice President for Research and Evaluation 07/05– 07/07

Higher Ed Holdings - Dallas, TX

Duties- Research: Conducted studies examining the use of technology in distance and online learning and the application of acquired curriculum and content concepts in real and simulated environments. Applied measurement theory and psychometric models to determine the impact of specific instructional design and content variables on adult learning. Developed and implemented value-added research designs to assess direct and indirect impact of leadership characteristics on teacher behavior, and, in turn, student behavior. Published one book, three refereed journal articles, and one book chapter during this time period.

Leadership and Development: Designed and implemented research and evaluation program for a for-profit college of education with masters programs in curriculum and instruction, educational leadership, early college offerings, and international programs in Argentina, Mexico, Jordan, and Saudi Arabia. Led certification and accreditation efforts for all programs, drafted conceptual frameworks and self-study reports for all programs resulting in full accreditation by the state of Illinois and the North Central Higher Education Agency. Developed progress monitoring assessment systems for real-time analysis of student performance in all programs as well as research and analytic capacity for conducting value-added longitudinal research to determine short and long term impact of college programs.

Management: Recruited and managed methodologists, statisticians, technology experts, and measurement specialists to construct technology based assessment and evaluation data systems. Managed a team of accreditation writing experts and supervised drafting of all certification documents. Acquired essential technology, assessment, and instructional programs and guided their implementation at national and international levels.

Communication: Drafted and delivered presentations on the utilization of technology in distance learning, monitoring of student performance and adjustments in instruction based on assessment data. Developed presentations for international use ensuring that the technology and content platform language and concepts were aligned with each respective countries current capacity and resources. Collaborated with education experts in Mexico and Saudi Arabia in the design of teacher training programs delivered via technology within online learning contexts.

Neuroscientist and Chief 12/98 – 05/05

Child Development and Behavior Branch
National Institutes of Health, Bethesda, MD

Duties-Research: Designed and conducted multivariate classification studies to identify neuropsychological subtypes characterized by different neurophysiologic and behavioral attributes. Conducted longitudinal intervention research to identify subtype by treatment interactions. Carried out neuroimaging and behavioral studies to map cortical systems engaged in complex cognitive and linguistic behaviors including executive functions, linguistic development in phonology, semantics, and syntax, and reading development in children and adults.

Directed multidisciplinary teams composed of psychologists, cognitive neuroscientists, geneticists, and educators to review extant research in the neural foundations of cognition and language in children and adults and to identify gaps in the research. Employed this information to design research initiatives to close the research gaps. Published 19 refereed articles and 16 book chapters on research relevant to developmental neuroscience and education.

Leadership and Development: Developed and directed a research branch comprised of scientific programs in (1) normative cognitive, social, and affective development; (2) emotional, social, and behavioral disorders in children and adults, developmental psychobiology; (3) behavioral pediatrics; (4) development and disorders in language, reading, and attention; (5) child abuse and neglect; (6) bilingual education in language development; (7) early childhood development; mathematics development and disabilities. Increased funding for Branch research programs from an initial budget of \$62,902,000 in fiscal year 2000, to \$119,510,000 in fiscal year 2003. Conceptualized and directed a national 44-site Reading and language Research Network. Research findings from these sites served as the scientific basis for federal legislation in Head Start, Title I, and the No Child Left Behind Act (NCLB).

Management: Recruited supervised and evaluated seven scientific program directors (six PhD's, 1 MD), research fellows and assistants, and three program assistants. Conducted yearly evaluations of scientific and administrative productivity for each scientist. Designed and convened national and international scientific conferences addressing neuroimaging, genetics, human learning and behavior.

Administration: Administered \$119,510,000 yearly budget allocating funds to each of the seven research programs based on funding priorities and congressional requests. Administered grant and contract awards, developed requests for applications, and evaluated each award annually for productivity. Worked closely with principle investigators to prepare or revise grant submissions.

Communication: Wrote and presented testimony to House and Senate science and education committees on a yearly basis. Drafted remarks for President Bush and First Lady Laura Bush used in education speeches. Drafted congressional testimony for the Director of NICHD. Wrote speeches for the Secretary of Education relevant to NCLB, early childhood and adult education. Conducted interviews with CNN, NBC, CBS, PBS, Education Week, New York Times, Washington Post and other outlets. Co-wrote \$6 billion dollar Reading First Legislation. Served

as United States Representative to the UNESCO Decade for White House Literacy Delegation, Paris, France.

Advising: Served as scientific advisor to President Bush, Laura Bush and the Secretary of Education on education research and policy. Advised Chairman and staff of the Congressional House Education and Work Force Committee on Evidence-Based education. Served on the President's Commission on Excellence in Special Education.

Acting Chief 12/96 – 1997

Child Development and Behavior Branch
National Institutes of Health, Bethesda, MD

Duties- Research: Designed and conducted studies to predict the probability of response to treatment components for language and learning difficulties and intentional deficits among children and adults using cluster analysis, discriminant analysis and multiple regression methods. Designed studies to determine the relative effectiveness of several theoretically different instructional approaches for reading disorders. Conducted comprehensive literature review on the developmental course, prevalence, and treatment of attention and learning disorders in adults and children. Published six refereed journal articles and three book chapters during this time period.

Development and Leadership: Pioneered research initiatives designed to employ treatment modalities to identify the extent of neural plasticity vis-à-vis measuring neural changes that occurred as a function of well-defined interventions for language, memory and reading disorders. Expanded neuroimaging capacity in the Branch and recruited a neuroscientist to direct a new developmental neurobiology research program. Drafted new Request for Applications calling for multidisciplinary research centers to be staffed by experts across several disciplines including neurobiology, cognitive neuroscience, education, genetics, speech and language pathology, cognitive and developmental psychology, and classification science. Created new health research program designed to address head injuries in children, childhood obesity, and the impact of tobacco use on cognitive function. Received the 1998 National Institutes of Health (NIH) Director's Award for Scientific Leadership of Neurobiological and Behavioral Studies to Identify and Treat Critical Factors in Reading Development and Disorders. Received the 1999 NICHD Director's Staff Recognition Award for scientific leadership.

Management: Supervised three program directors (Ph.D. level) and one program assistant. Managed a portfolio of research programs in learning disabilities and disorders, dyslexia, and language disorders in adults and children. Designed and managed annual international and

national multidisciplinary conferences during this time period that resulted in three books summarizing findings presented at the meetings.

Communication: Testified yearly before House and Senate education and science committees providing summaries of advances in developmental neuroscience and its application to understanding and treating language, reading, and problem solving difficulties in adults and children during this time period. Provided interviews in these same topical areas to national and local press to include Time Magazine, Newsweek, PBS, BBC, the Washington Post, the Washington Times, The Wall Street Journal, The Dallas Morning News, The Baltimore Sun, The Los Angeles Times, The Boston Herald, The Chicago Tribune, The Chicago Sun, and other outlets resulting in national recognition of the role that NICHD and NIH played in the study of neurobiological and behavioral factors implicated in learning disabilities, dyslexia, and language disorders. Provided 25 presentations to scientific organizations and lay audiences adjusting the presentation vocabulary to meet the needs of each audience.

Neuroscientist, 02/92 – 07/96

National Institute of Child Health and Human Development
National Institute of Health Bethesda, MD

Duties-Research: Conducted research to develop a classification system for learning disorders in children and adults. Collaborated in studies designed to map the cortical components of neural systems engaged in phonological processing. Led the publication of new investigations addressing treatment components for disorders of attention and reading and wrote comprehensive reviews of these studies. Reviewed the literature and published a paper and book chapter on the developmental neuroanatomy and neurophysiology in normal and atypically developing children.

Leadership and Development: Proposed the development of a research program that addressed the impact of different well defined educational interventions on children's language and reading development and was subsequently funded by the NICHD. In 1992 the program supported the first two randomized control trials investigating the effectiveness of education programs on children's reading development and disorders in the history of the NIH. The impact that these studies had on the field led the NICHD to support subsequent proposals to establish major centers nationally that would bring multidisciplinary expertise to the study of learning and learning disabilities. Increased the number of centers and program projects research programs from three to nine and the annual budget from an initial \$5 million dollar amount to a \$64 million dollar yearly budget leading to receiving the 1998 - National Institutes of Health (NIH) Director's Award for Scientific Leadership of Neurobiological and Behavioral Studies to Identify and Treat Critical Factors in Reading Development and Disorders; the 1998 NICHD Director's Staff Recognition Award; the 1997 NICHD Director's Staff Recognition Award; and the 1995

National Institutes of Health (NIH) Director's Award for Scientific Leadership in Neuropsychology and Learning Disabilities
National Institutes of Health (NIH) Director's Award for Scientific Leadership in Neuropsychology and Learning Disabilities.

Management: Directed a research program in Human Learning and Learning Disabilities. Managed a research portfolio comprised of nine research centers and program projects, 56 individual research grants, 10 Small Business Innovative Research grants, and three training grants.

Communication: Developed and provided 55 presentations to national and international scientific groups, state and federal government agencies, parent and community groups, and business organizations customizing the presentation style and technical vocabulary to meet the needs and backgrounds of each audience. Published six books, 14 journal articles, and 14 book chapters during this time period. Provided numerous interviews to both print and television media.

PREVIOUS EMPLOYMENT (1978-1991)

1978 – 1980: Assistant Professor and Director of the Educational Clinic
University of Alabama, Birmingham. Birmingham, AL

1980 - 1983: Assistant Professor and Director of the Neuropsychology Laboratory,
Northwestern University. Evanston, IL

1983-1985: Director of Research, Stern Center for Language and Learning. Burlington, VT

1983-1991. Clinical Associate Professor of Neurology. University Of Vermont Medical School,
Burlington, VT

1985-1991. Neuropsychologist. Private Practice, Underhill Center, VT

OTHER PROFESSIONAL RESPONSIBILITIES:

National Service

Co-Editor- Annals of Dyslexia (2010-2013)

Advisor to President George W. Bush on Child Development and Education Policy (2000 -
2005) (Concurrent with duties at the NIH)

Advisor to First Lady Laura Bush on Child Development Issues and Programs (December 2000 -
2005) (Concurrent with duties at the NIH)

Advisor to Secretary of Education Margaret Spellings (January 2005-July 2005) (Concurrent with duties at the NIH)

NIH Science Liaison to Congressional Committees Addressing Science Policy, Child Development, and Education Policy (House Education and Work Force Committee; House Science Committee; Senate Health and Education Committee [HELP])

Member, President's Commission on Excellence in Special Education (2001-2002)

United States Science Representative to the UNESCO Decade (White House Appointment) Paris, France.

Consulting Scientist and Reviewer - NICHD, NIH (1982-1991)

Member of Maternal and Child Health Research Committee (Per Review Study Section), NICHD, NIH (1988 -1992)

Expert Appointment to the NICHD in Neuropsychology and Neuroscience (5/90 - 9/90)

Chairman, Scientific Review Committees (Study Section) for Learning Disabilities Research Centers and Program Projects, NICHD, NIH (1987 - 1991)

Chairman, Scientific Review Committee (Study Section) for Research Programs in Reading Development, Reading Difficulties, and Reading Instruction, NICHD, NIH (1985-1991).

Chairman, Research Committee, Division for Children with Learning Disabilities, Council for Exceptional Children (1987 - 1990)

Advisory Board Member, National Center for Learning Disabilities (1985 - 1994)

Advisory Board Member, National Center for Literacy (1993 -2005)

Advisory Board Member, Center for Development and Learning (1998 - present)

Ad Hoc Extramural Reviewer, Office of Special Education Research (1978 - 1982)

Member - Interagency Educational Research Initiative Advisory Group (1998 - 2004)

Member, Interagency Advisory Group for the National Institute of Literacy (2002-2005)

PUBLICATIONS:

BOOKS:

Fletcher, J.M., Lyon, G.R., Fuchs, L., & Barnes, M. (in press)). Learning disabilities: From identification to intervention. (Second Edition) New York: Guilford Press.

Fletcher, J.M., Lyon, G.R., Fuchs, L., & Barnes, M. (2007). Learning disabilities: From identification to intervention. New York: Guilford Press. (4th Printing)

Riccards. P., Blaunstein, P. & Lyon, G.R. (2015). Why kids can't read: Challenging the status quo in education (Second Edition). Boston: Rowan & Littlefield.

Blaunstein, P. & Lyon, G.R. (2006). Why kids can't read: Challenging the status quo in education. Boston: Rowan & Littlefield.

Krasnegor, N.A., Lyon, G.R., Goldman-Rakic, P. (1997). Development of the pre-frontal cortex: Evolution, neurobiology, and behavior. Baltimore: Paul H. Brookes.

Thatcher, R.W., Lyon, G.R., Rumsey, J., & Krasnegor, N.A. (Eds.) (1996). Developmental neuroimaging: Mapping the development of brain and behavior. New York: Academic Press.

Lyon, G.R. & Krasnegor, N.A. (1996). Attention, Memory and Executive Function. Baltimore: Paul H. Brookes.

Lyon, G.R. & Rumsey, J. (1996). Neuroimaging: A Window to the Neurological Foundations of Learning and Behavior in Children. Baltimore: Paul H. Brookes.

Lyon, G.R. (Ed.) (1994). Frames of reference for the assessment of learning disabilities: New views on measurement issues. Baltimore: Paul H. Brookes Publishing Company.

Lyon, G.R., Gray, D.B., Krasnegor, N.A., & Kavanagh, J.F. (Eds.) (1993). Better understanding learning disabilities: New views from research and their implications for education and public policies. Baltimore: Paul H. Brookes Publishing Company.

PEER-REVIEWED JOURNAL ARTICLES:

Farris, E.A., Ring, J., Black, J., Lyon, R., & Odegard, T.(2016) Predicting Growth in Word Level Reading Skills in Children With Developmental Dyslexia Using an Object Rhyming Functional Neuroimaging Task. *Developmental Neuropsychology*, 41, pp. 145-166.

Gamino, J.F., Motes, M.M., Riddle. R., Lyon, G.R., Spence, J.S., & Chapman, S.B. (2014) Enhancing inferential abilities in adolescence: new hope for students in poverty. *Frontiers in Human Neuroscience*, 8, 924-936.

Gamino, J.F., Chapman, S.B., Hull, E.L., & Lyon, G.R. (2010). Effects of Higher-order Cognitive Strategy Training on Gist Reasoning and Fact Learning in Adolescents. *Frontiers in Psychology*, 1, 1-16

Lyon, G.R. & Weiser, B. (2009). Teacher Knowledge, Instructional Expertise, and the Development of Reading Proficiency. *Journal of Learning Disabilities*, 42, 475-480

Fletcher, J.M. & Lyon, G.R. (2008). Dyslexia: Why precise definitions are important. *Perspectives on Language and Literacy*, 34, 27-34.

Shaywitz, B.A., Lyon, G.R., & Shaywitz, S.E. (2006). The role of functional magnetic resonance imaging in understanding reading and dyslexia. *Developmental Neuropsychology*, 30, 613-632.

Lyon, G.R. (2005). Why scientific evidence must guide educational policy and instructional practices in learning disabilities. *Learning Disabilities Quarterly*, 28 (2), 140-145.

Francis, D.J., Fletcher, J.M., Stuebing, K.K., Lyon, G.R., Shaywitz, B.A., & Shaywitz, S.E. (2005). Psychometric approaches to the identification of learning disabilities: IQ and achievement scores are not sufficient. *Journal of Learning Disabilities*, 38, 98-108.

Fletcher, J.M., & Lyon, G.R. (2005). Learning disabilities. In B. Maria (Ed.), *Current therapy in child neurology* (pp. 232-239). Hamilton, Ontario: B.C. Decker.

Fletcher, J.M., Francis, D.J., Morris, R.D., & Lyon, G.R. (2005). Evidence-based assessment of learning disabilities in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34, 506-522.

Shaywitz, B.A., Shaywitz, S.E., Blachman, B., Pugh, K.R., Fulbright, R.K., Skudlarski, P., Mencil, W.E., Constable, R.T., Holahan, J.M., Marchione, K.E., Fletcher, J.M., Lyon, G.R., Gore, J.C. (2004). Development of left occipito-temporal systems for skilled reading following phonologically-based reading intervention in children. *Biological Psychiatry*, 55, 926-933.

Lyon, G.R. & Chhabra, V. (2004). The science of reading research. *Educational Leadership*, 61, 12-17.

Lyon, G.R., Fletcher, J.M., Torgesen, J.K., Shaywitz, S.E., & Chhabra, V. (2004). Preventing and remediating reading failure: A response to Allington. *Educational Leadership*, 6, 86-87.

Lyon, G.R. (2003). What principals need to know about reading development, reading difficulties, and reading instruction. *Principal*, November/December, 14-18.

Lyon, G.R., Shaywitz, S.E., & Shaywitz, B.A. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-15.

Shaywitz, S.E., Shaywitz, B.A., Fulbright, R., Skudlarski, P., Mencl, E., Constable, R.T., Pugh, K., Holahan, J. Marchione, K., Fletcher, J.M., Lyon, G.R., & Gore, J.C. (2003). Neural Systems for compensation and persistence: Young adult outcome of childhood reading disability. *Biological Psychiatry*, 54, 25-33.

Shaywitz, B.A., Shaywitz, S.E., Pugh, K.R., Mencil, E., Fulbright, R., Skudlarski, P., Constable, T., Marcxhione, K., Fletcher, J.M., Lyon, G.R., & Gore, J. (2002). Disruption of posterior brain systems for reading in children with developmental dyslexia. *Biological Psychiatry*, 52, 101-110.

Steubing, K., Fletcher, J.M., LeDoux, J.M., Lyon, G.R., Shaywitz, S.E., & Shaywitz, B.A. (2002). Validity of IQ-discrepancy classifications of reading disabilities: A meta-analysis. *American Educational Research Journal*, 39, 469-518.

Sternberg, R.J., & Lyon, G.R. (2002). Making a difference to education: Will psychology pass up the chance? *Monitor on Psychology*, 33, 76-78.

Lyon, G.R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues. *Journal of School Psychology*, 40, 3-6.

Lyon, G.R. & Fletcher, J.M. (2001). Early warning system: How to prevent reading disabilities. *Education Matters*, summer, 22-29.

Lyon, G.R. & Fletcher, J.M. (2001). The Diagnosis and management of learning disabilities. *Annales Nestle* 59, 112-120.

Lyon, G.R. & Fletcher, J.M. (2001). Early intervention for children at risk for reading failure. *Basic Education*, 46, 12-15.

Shaywitz, B.A., Shaywitz, S.E., Pugh, K.R., Fullbright, R.K., Mencl, W.E., Constable, R.T., Skudlarski, P., Fletcher, J.M., Lyon, G.R., Gore, J.C. (2001). The neurobiology of dyslexia. *Clinical Neuroscience Research*, 1, 291-299.

Vellutino, F.R., Scanlon, D.M., & Lyon, G.R. (2000). IQ scores do not differentiate between difficult to remediate and readily remediated poor readers: More evidence against the IQ-

Lyon, G.R. (1999). In celebration of science in the study of reading development, reading difficulties, and reading instruction: The NICHD perspective. *Issues in Education: Contributions from Educational Psychology*, 5, 85-115.

Morris, R.D., Steubing, K., Fletcher, S., Lyon, G.R., et al. (1998). Subtypes of reading disability: Variability around a phonological core. *Journal of Educational Psychology*, 90, 347-373.

Fletcher, J.M., Francis, D.J., Shaywitz, S.E., Lyon, G.R., Foorman, B.R., Stuebing, K.K., & Shaywitz, B.A. (1998). Intelligent testing and the discrepancy model for children with learning disabilities. *Learning Disabilities Research and Practice*, 13, 186-203.

Lyon, G.R. (1998). Why reading is not a natural process. *Educational Leadership*, March, 14-18.

Lyon, G.R. (1998). Current scientific knowledge about reading development and reading disorders: Congressional testimony. *Their World*, January, 1-10.

Lyon, G.R., & Moats, L.C. (1997). Critical conceptual and methodological considerations in reading intervention research. *Journal of Learning Disabilities*, 30, 578-588.

Lyon, G.R. & Alexander, D. (1997). The NICHD research program in learning disabilities. *Their World*, 10, 13-15.

Lyon, G.R., Alexander, D., & Yaffe, S. (1997). Progress and promise in research in learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 8, 1-6.

Moats, L.C., & Lyon, G.R. (1996). Wanted: Teachers with Knowledge of Language. *Topics in Language Disorders*, 16, 73-86.

Lyon, G.R. & Chhabra, V. (1996). The current state of science and the future of specific reading disability. *Mental Retardation and Developmental Disabilities Research Reviews*, 2, 2-9.

Lyon, G.R. (1995a). Toward a definition of dyslexia. *Annals of Dyslexia*, 45, 3-27.

Lyon, G.R. (1995b). Learning disabilities: Past, present, and future perspectives. *The Future of Children*, 6, 24-46.

Lyon, G.R. (1995c). Research initiatives in learning disabilities contributions from scientists supported by the National Institute of Child Health and Human Development. *Journal of Child Neurology*, 10, 120-127.

Lyon, G.R. & Kavanagh, J.F. (1995). The relationship between disorders of attention and the development and disorders of language. *Topics in Language Disorders*, 15, 4-7.

Morris, R., Lyon, G.R., Alexander, D., Gray, D.B., & Kavanagh, J. (1994). Proposed guidelines and criteria for the description of samples of learning disabled persons. *Journal of Clinical and Experimental Neuropsychology*, 12, 107-111.

Moats, L. & Lyon, G.R. (1993). Learning disabilities in the United States: Advocacy, science, and the future of the field. *Journal of Learning Disabilities*, 26, 282-294.

Lyon, G.R. & Gray, D.B. (1992). NICHD Learning Disability Research Centers. *Learning Disabilities: A Multidisciplinary Journal*, 4, 3-4.

Lyon, G.R. (1989). IQ is irrelevant to the definition of Learning Disabilities: A position in search of logic and data. *Journal of Learning Disabilities*, 22, 504-512.

Lyon, G. R., Vaassen, M., & Toomey, F. (1989). Teacher perceptions of their undergraduate and graduate training. *Teacher Education and Special Education*, 12, 164-169.

Lyon, G.R. & Moats, L. (1988). Critical issues in the instruction of the learning disabled. *Journal of Consulting and Clinical Psychology*, 56, 830-835.

Lyon, G.R. (1988). The concept of severe discrepancy in the diagnosis of learning disabilities: Theoretical, developmental, psychometric, and educational implications. *Learning Disabilities Research*, 3, 1, 9-11.

Thousand, J., & Lyon, G.R. (1988). Addressing individual differences in the classroom: Are we up to the job? *Teacher Education and Special Education*, 3, 1, 22-29.

Lyon, G.R. (1985). Identification and remediation of learning disability subtypes. *Learning Disability Focus*, 1, 32-51.

Bailet, L. & Lyon, G.R. (1985). Deficient rule application in a learning disabled speller: A case study. *Journal of Learning Disabilities*, 18, 162-165.

Lyon, G. R. (1985). Neuropsychology and learning disabilities. *Neurology and Neurosurgery*, 5, 1-8.

Lyon, G.R. & Podhajski, B. (1985). Diagnosis and remediation of learning disabilities. *Neurology and Neurosurgery*, 5, 1-12.

Lyon G. R. & Toomey, F. (1985). Neurological, neuropsychological, and cognitive-developmental approaches to learning disabilities. *Topics in Learning disabilities*, 1, 1-10.

Lyon, G.R. (1985). Attention deficit disorders in children. *Topics in Learning Disabilities*, 2, 3-10.

Lyon, G.R., Stewart, N., & Freedman, D. (1982). Neuropsychological characteristics of subgroups of learning disabled readers. *Journal of Clinical and Experimental Neuropsychology*, 4, 343-365.

Pasternack, R. & Lyon, G.R. (1982). Clinical and empirical identification of learning disabled juvenile delinquents. *Journal of Correctional Education*, Summer, 1-5.

Lyon, G. R. & Watson, B.L. (1981). Empirically derived subgroups of learning disabled readers: Diagnostic characteristics. *Journal of Learning Disabilities*, 14, 256-261.

Lyon, G.R. Rietta, S., Watson, B.L., Porch, B., & Rhodes, J. R. (1981). Selected linguistic and perceptual abilities of empirically derived subgroups of learning disabled readers. *Journal of School Psychology*, 19, 152-166.

Lyon, G.R. (1977). Auditory perceptual training: The state of the art. *Journal of Learning Disabilities*, 10, 35-43.

Lyon, G. R. (1977). Neuropsychological functional systems and reading disability. *Learning Disabilities Research*, Fall, 16-24.

Lyon, G. R. (1976). Use of the Premack principle to modify classroom attendance behavior in a severely retarded individual. *Research and the Retarded* 3, 28-34.

Lyon, G. R. (1976). Eliminating vomiting behavior in a profoundly retarded individual. *Research and the Retarded*, 3, 24-27.

Lyon, G.R. (1975). A follow-up study of clients transferred from a sheltered workshop. *Research and the Retarded*, 2, 1-14.

Lyon, G.R. (1975). Down's syndrome: A review and critique of the literature. *Research and the Retarded*, 2, 24-35.

BOOK CHAPTERS:

Lyon, G.R. & Weiser (2014). The state of the science in learning disabilities: Research impact on the field from 2001 to 2011. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities*. New York: Guilford Press.

Fletcher, J.M., Lyon, G.R., & Morris, R (2014). Classification and definition of learning disabilities. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of learning disabilities*. New York: Guilford Press.

Lyon, G.R., & Esterline, (2007). Advancing education through research: False starts, broken promises, and light on the horizon. In M. Welsh-Ross, & L. Fasig (Eds.), *Handbook on Communicating and Disseminating Behavioral Science*. New York, Sage.

Lyon, G.R., Shaywitz, S., & Shaywitz, B. (2007). Dyslexia and specific reading disabilities. In R. Kliegman, R. Behrman, H. Jenson, & B. Stanton (Eds.), *Nelson testbook of pediatrics* (18th edition) (pp. 125-127). New York: Saunders.

Blaunstein, P. & Lyon, R. (2006). The crisis in our classrooms. In Blaunstein, P., and Lyon, R. (eds.), *Why kids can't read: Challenging the status quo in education*. (pp. 3-9). Oxford, UK: Rowan & Littlefield

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MANUALS

Lyon, G. R., & Weiser, B. L. (2013). School leadership and effective teachers. In *Middle School Initiative: Specifications for Excellence in the Research-based Middle School*, George W. Bush Institute at Southern Methodist University (Dallas, TX) and Edvance Research, Inc. (San Antonio, TX).

CONTRIBUTIONS TO FEDERAL POLICY AND LEGISLATION

Co-Authored the Reading Excellence Act Federal Legislation

Co-Authored the Reading First legislation within the No Child Left Behind Act

CONGRESSIONAL TESTIMONY:

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Lyon, G.R. (March 2001). Measuring success: Using assessments and accountability to raise student achievement. U.S. House of Representatives Committee on Education and the Workforce, United States Congress. Washington, D.C.: Congressional Printing Office.

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Lyon, G.R. (September 1997). NICHD research findings in learning disabilities. U.S. House of Representatives Committee on Education and the Workforce, United States Congress. Washington, D.C.: Congressional Printing Office.

Honors, Awards

2013 – Excellence in the Sciences Award for Research in the Neurobiology of PTSD and Traumatic Brain Injury. Vietnam Veterans of America

2011 - Life-Time Achievement Award for Research and Leadership in Learning and Learning Disorders. Center for Development and Learning, New Orleans, LA

2010 - Life-Time Achievement Award for Research in Dyslexia. International Dyslexia Association, Baltimore, MD

2006 - National Center for Learning Disabilities Distinguished Education Achievement Award for Scientific Contributions in Reading Research

2006 - Named fourth most influential person shaping education policy in the past decade by the Editorial Projects in Education Research Center (Education Week) following Bill Gates, President George W. Bush, and Katie Haycock.

2005 - American Psychological Association Meritorious Research Service Commendation for the Translation of Scientific Research into Federal Policies awarded by the APA Board of Scientific Affairs

2002 - New England Lifetime Achievement Award for Contributions to Research in Reading and Learning Disabilities

2000 - The Samuel T. Orton Award from the International Dyslexia Association for Outstanding Contributions to Reading and Dyslexia Research

MILITARY SERVICE:

Branch: U.S. Army – Paratrooper (Recon)

Dates of Service: May, 1967 to May, 1970.

Combat Service: Republic of Vietnam, January, 1968 to May, 1969: Rifleman, Recon Scout and Squad Leader

Combat Unit(s): 3rd Brigade, 82nd Airborne Division; 2nd Brigade, 101st Airborne, Division (OPCON)

Military Awards:

Combat Infantryman Badge; Parachute Badge; Bronze Star; Army Commendation Medal; Vietnam Service Medal; Vietnam Campaign Medal (4 Campaigns); Vietnamese Cross of Gallantry with Palm; Vietnam Civic Action Medal