

G. Reid Lyon Ph.D.

5711 Preston Fairways Dr.
Dallas, TX., 75252
214-717-9889
Reading4all@tx.rr.com

Combat Veteran: Army: 1967-1970 (Vietnam, 1968-1970)

Marital Status: Married to Diane Lyon; four children, Heather, Matthew,
Jodie, Kyle

EDUCATION:

December 1978 PhD

Special Education and Psychology (Combined Doctoral Program)

University of New Mexico, Albuquerque

Concentrations: Neuropsychology and Learning Disabilities

Awarded with Distinction and Dissertation Honors

Dissertation Title: Neuropsychological Characteristics of
Subgroups of Learning Disabled Readers

August 1974 MA

Learning Disabilities/Educational Diagnostician Program

University of New Mexico, Albuquerque

Concentrations: Psychometrics, Learning Disabilities

December 1973 BA

Experimental Psychology (Learning and Perception)

North Carolina Wesleyan College

Summa Cum Laude

PROFESSIONAL EXPERIENCE:

Current: Distinguished Professor of Education Leadership and Policy
Southern Methodist University – Dallas, Texas

Leads the development of new graduate programs in Executive Education Leadership and Education Policy Studies

Current: Distinguished Scientist in Brain and Behavior Science
Center for Brain Health, University of Texas-Dallas

Collaborates with a team of neuroscientists, educators, and psychologists in the development and conduct of research studies to identify brain-behavior relationships responsible for complex cognitive and linguistic abilities.

Current: President and CEO, Synergistic Education Solutions
Dallas, Texas

SYNERGISTIC EDUCATION SOLUTIONS (SES) is a resource designed to provide guidance and professional development services for research, educational assessment and instructional practices, and education policy in partnership with state departments of education, school districts, individual schools, professional organizations, parent organizations, for-profit education companies, and higher education entities. A primary focus of SES is to assist educators and policy makers in translating the most current education and biobehavioral research into educational practices and policies and to implement these practices and policies at scale.

2005-2007: Executive Vice President for Research and Evaluation
Higher Ed Holdings, LLC - Dallas, Texas

DUTIES: Collaborated with a team of business leaders and educators to develop a highly innovative college of education unique in its provision of graduate programs through development and implementation of advanced technology and instructional design. Senior author of Conceptual Framework, Program Proposal, and Institutional Report essential to receiving accreditation from the Illinois State Board of Education. Co-author of American College of Education Self-Study for the North Central Association. Directed a comprehensive assessment and evaluation program for three for-profit entities: The American College of Education, Epic/Early College, and Whitney International University. Managed a team of research scientists and measurement specialists to develop assessment models and protocols

for continuous measurement of student performance, faculty performance and college/university operations. Served as a scientific liaison to the King Faisal Foundation in Saudi Arabia and was significantly involved in the development of teacher preparation programs in the Kingdom.

May 1997 to July, 2005

Psychologist and Chief (Title 42)
Child Development and Behavior Branch
Center for Research for Mothers and Children
National Institute of Child Health and Human Development
National Institutes of Health

DUTIES: Managed a scientific research branch composed of scientific programs in (1) normative cognitive, social, and affective development; (2) developmental psychobiology and cognitive neuroscience; (3) behavioral pediatrics and health promotion research; (4) development and disorders in language, reading, and attention; (5) child abuse and neglect and family violence; (6) bilingual (Spanish/English) language and reading development; (7) early childhood development and school readiness; and, mathematics development and disabilities. Supervised seven program directors (six PhD's, one MD), a varying number of research fellows and assistants, and three program assistants/secretaries.

Directed 44-site NICHD Reading Research Network (Annual Budget: \$46 million dollars). Administered \$140 million dollar annual Branch budget.

Provided Congressional testimony and scientific briefings to the White House on matters related to child development, learning disorders, and reading development and disorders.

July 1996 - May 1997

Psychologist and Acting Chief (GS-15-6)
Learning Disabilities, Cognitive, and Social Development Branch
Center for Research for Mothers and Children
National Institute of Child Health and Human Development
National Institutes of Health

February 1992 - July 1996

Neuropsychologist (0180) GS-14-10 Level (2/92-12/95) GS-15-6
Human Learning and Behavior Branch

Center for Research for Mothers and Children
National Institute of Child Health and Human Development
National Institutes of Health

September, 1983 - February, 1992

Clinical Associate Professor
Department of Neurology
University of Vermont, Burlington, Vermont

September, 1983 - August, 1991

Adjunct Associate Professor
Department of Communication Science and Disorders
University of Vermont, Burlington, Vermont

September, 1990 - February, 1992

Associate Professor of Education
Johnson State College, Johnson, Vermont

September 1983 - February 1992

Private Practice: School Psychology, Reading Instruction, and
Neuropsychology
Underhill Center, Vermont

August, 1988 - May, 1989

Research Scientist and Visiting Professor (sabbatical)
Gundersen Medical Foundation
LaCrosse, Wisconsin

September 1983 - May 1985

Director of Research and Training
Stern Center for Language and Learning
Burlington, Vermont

August 1983 - June 1992

Consulting Psychologist (Reading Difficulties/Disorders)
Consulting Neuropsychologist

Chittendon East Supervisory Union
Richmond, Vermont

August 1980 - August 1983

Assistant Professor and Director of the Neuropsychology
Laboratory
Department of Communication Sciences and Disorders
Northwestern University
Evanston, Illinois

August 1979 - August 1980

Assistant Professor and Director of the Educational/Reading Clinic
Department of Special Education
University of Alabama
Birmingham, Alabama

September 1976 - December 1978

Educational Psychologist
Manzanita Center
University of New Mexico
Albuquerque, New Mexico

September 1975 - May 1977

Third Grade Classroom Student Teacher
Special Education Student Teacher (Class for Severe Reading
Disabilities)
Albuquerque Public Schools
Albuquerque, New Mexico

August 1974 - August 1975

Psychologist and Special Educator
O'Berry Center
Goldsboro, North Carolina

OTHER PROFESSIONAL RESPONSIBILITIES:

National Service

Advisor to President George W. Bush on Child Development and Education (2000 - 2005)

Advisor to First Lady Laura Bush on Child Development Issues and Programs (December 2000 -2005)

Advisor to Secretary of Education Margaret Spellings (January 2005-July 2005)

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

United States Representative to the UNESCO Decade for White House Literacy Delegation, 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 Developmental Neuropsychology (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. (2007). Learning disabilities: From identification to intervention. New York: Guilford Press.

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:

Lyon, G.R. & Weiser, B. (in press). Teacher Knowledge, Instructional Expertise, and the Development of Reading Proficiency. Journal of Learning Disabilities.

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., Mencl, E., Fulbright, R., Skudlarski, P., Constable, T., Marchione, 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-achievement discrepancy definition of reading disability. Journal of Learning Disabilities, 33,223-238.

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:

Fletcher, J.M. & Lyon, G.R. . (2009). Learning disabilities. In B. Maria (ed.), Current therapy in child neurology (4th ed; pp: 277-285) Hamilton, Ontario: B.C. Decker.

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 textbook 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

Lyon, G.R., Fletcher, J.M., Fuchs, L., & Chhabra, V. (2006). Learning disabilities. In E. Mash & R. Barkley (Eds.), Treatment of childhood disorders (3rd Ed., pp. 512-591). New York: Guilford.

Blaunstein, P., & Lyon, R. (2006). The last word. In Blaunstein, P., & Lyon, R. (eds.), Why kids can't read: Challenging the status quo in education (175). Oxford, UK: Rowman & Littlefield.

Shaywitz, S.E., Lyon, G.R., & Shaywitz, B.A. (2006). Dyslexia (Specific reading disability). In F.D. Burg, J.R. Ingelfinger, R.A. Polin, & A.A. Gershon (Eds.) Gellis & Kagan's Current, Vol. 17. Philadelphia: W.B. Saunders.

Lyon, G.R. (2005). Why converging scientific evidence must guide educational policies and practices. In J.S. Carlson & J.R. Levin (Eds.), The No Child Left Behind legislation: Educational research and federal funding (pp. 77-88) . Greenwich, CT: Information Age Press

Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., & Chhabra, V. (2005). Evidence-based reading policy in the United States: How scientific research informs instructional practices (pp. 209-250). Washington, DC: Brookings Institute Press.

Lyon, G.R., Fletcher, J.M., Fuchs, L., & Chhabra, V. (2005). Treatment of learning disabilities. In E. Mash & R. Barkley (Eds.), Treatment of Childhood Disorders (3rd Edition) (pp. 512-594). New York City, NY: Guilford Press.

Fletcher, J.M. & Lyon, G.R. (2005). Learning disabilities: Education and management. In B. Maria (Ed.) Current management in child neurology (3rd edition).

Lyon, G.R. (2005). Dyslexia. In R. Kliegman, R. Behrman, H. Jenson, & B. Stanton (Eds.), Nelson testbook of pediatrics (18th edition). New York: Saunders.

Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A., & Chhabra, V. (2005). Evidence-based reading policy in the United States: How scientific research informs instructional practices (pp.209-249). Washington, DC: Brookings Institute Press.

Lyon, G.R. (2004). How converging scientific evidence guides educational policies and practices in the United States. In Gavin Reid & Angela Fawcett (eds.), Dyslexia in context: Research, policy and practice (pp. 70-85) London: Cambridge University Press.

Lyon, G.R. (2004). Closing comments. In P. McCardle & V. Chhabra (eds.), The voice of evidence in reading research (pp. 479-481). Baltimore: Paul H. Brookes.

Lyon, G.R., Fletcher, J.M. & Barnes, M. (2003). Learning Disabilities. In E. Mash & R. Barkley (Eds.), Child Psychopathology - Second edition (pp. 520-588). New York: Guilford Press.

Fletcher, J.M., Morris, R.D., & Lyon, G.R. (2003). Classification and definition of learning disabilities: An integrative approach. In H. Lee Swanson (Ed.), Assessment of learning disabilities (31-56). New York: Guilford Press.

Shaywitz, S.E., Shaywitz, B.A., Fullbright, R.K., Skudlarski, P., Mencil, W.E., Constable, R.T., Pugh, K.R., Fletcher, J.M., Lyon, G.R., & Gore, J.C. (2003). The neuropsychology of dyslexia. In S.J. Segalowitz & I. Rapin (Eds.), Handbook of neuropsychology, 2nd edition (pp. 659-670). Amsterdam: Elsevier.

Fletcher, J.M., Lyon, G.R., Barnes, M., et al. (2002). Classification of learning disabilities: An evidenced-based evaluation. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), Identification of learning disabilities: Research to Practice (185-250). Mahwah, NJ: Erlbaum.

Shaywitz, S.E., Lyon, G.R., & Shaywitz, B.A. (2002). Dyslexia (Specific Reading Disability). In F.D. Burg, J. Ingelfinger, R. Polin, & A. Gershon (Eds.), Current pediatric therapy (pp. 385-386). Philadelphia: W.B. Saunders Co.

Lyon, G.R., Fletcher, J.M. Shaywitz, S.E., Shaywitz, B.A., Wood, F.B., Schulte, A., Olson, R.K., & Torgesen, J.K. (2001). Learning disabilities: An evidence-based conceptualization. Rethinking special education for a new century (pp. 259-287). Washington, D.C.: Fordham Foundation and Progressive Policy Institute.

Lyon, G.R. & S.E. Shaywitz (2000). Dyslexia. In R. Behrman, R. Kleigman, & A. Arvin (Eds.), Nelson textbook of pediatrics - 16th edition (pp. 203-205). New York: Saunders.

Lyon, G.R. (1999). Programmatic Research in learning disabilities. In R. Gallimore, L. Bernheimer, D. MacMillan, D. Speece, & S. Vaughn (Eds.), Developmental perspectives on children with high incidence disabilities (pp. 261-274). Mahwah, NJ: Erlbaum.

Fletcher, J.M., & Lyon, G.R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in Americas classrooms (pp. 49-90). Stanford, CA: Hoover Institution Press.

Lyon, G. R., & Cutting, L. (1998). Treatment of learning disabilities. In E. Mash & R. Barkley (Eds.), Treatment of childhood disorders (pp. 468-500). New York: Guilford.

Lyon, G.R. (1998). Overview of reading and literacy research. In S. Patton & M. Holmes (Eds.), The keys to literacy (pp. 1-15). Washington, DC: Council for Basic Education Press.

Fletcher, J.M., Morris, R.D., Lyon, G.R., Steubing, K., Shaywitz, S.E., Shankweiler, D., Katz, L., & Shaywitz, B.A. (1997). Subtypes of dyslexia: An old problem revisited. In B. Blachman (Ed.), Foundations of reading acquisition and dyslexia (pp. 95-114). Mahwah, NJ: Erlbaum.

Lyon, G.R. (1996a). Foundations of neuroanatomy and neuropsychology. In G.R. Lyon & J. Rumsey (Eds.), Neuroimaging: A window to the neurological foundations of learning and behavior in children (pp. 3-24). Baltimore: Paul H. Brookes.

Lyon, G.R. (1996b). Neuroimaging and developmental disorders. . In G.R. Lyon & J. Rumsey (Eds.), Neuroimaging: A window to the neurological foundations of learning and behavior in children (pp. 225-227). Baltimore: Paul H. Brookes.

Lyon, G.R. (199c). The need for conceptual and theoretical clarity in the study of attention, memory, and executive function. In G.R. Lyon & N.A. Krasnegor (Eds.), Attention, memory and executive function (pp. 3-12). Baltimore: Paul H. Brookes.

Lyon, G.R. (1996d). Methodological issues and strategies for assessing developmental change and evaluating response to treatment. In D.L. Speece & B.K. Keogh (Eds.), Research on classroom ecologies: Implications for the inclusion of children with learning disabilities (pp. 213-228). Hillsdale, NJ: Erlbaum.

Lyon, G.R. (1996e). The state of research in learning disabilities. In S. Cramer & B. Ellis (Eds.), Learning disabilities: A national responsibility (pp. 3-64). Baltimore: Paul H. Brookes.

Lyon G.R. (1996f). Learning disabilities. In R. Barkley & E. Mash (Eds.), Child Psychopathology (pp. 390-435). New York: Guilford Press.

Lyon, G.R. (1994). Critical issues in the measurement of learning disabilities. In G.R. Lyon (Ed.), Frames of reference for the assessment of learning disabilities: New views on measurement issues (pp. 1-13). Baltimore: Paul H. Brookes.

Lyon, G.R. & Moats, L.C. (1993). An examination of research in learning disabilities: Past practices and future directions. In G. R. Lyon, D.B. Gray, J. F. Kavanagh & N. A. Krasnegor (Eds.), Better understanding learning disabilities: Perspectives on classification, identification, and assessment (pp. 1-13). Baltimore: Paul H. Brookes Publishing Co.

Alexander, D.A., Gray, D.B., & Lyon, G.R. (1993). Future directions for scientific research in learning disabilities. In G. R. Lyon, D.B. Gray, J.F Kavanagh, & N.A. Krasnegor (Eds.), Better understanding learning disabilities: Perspectives on classification, identification and assessment (pp. 343-350). Baltimore: Paul H. Brookes Publishing Co.

Vaughn, S. & Lyon, G.R. (1993). Ethical considerations when conducting research with students with learning disabilities. In S. Vaughn and C. Bos (Eds.), Research in learning disabilities (pp. 315-328). New York: Springer-Verlag.

Newby, R.F. & Lyon, G.R. (1991). Neuropsychological subtypes of learning disabilities. In J.E. Obrzut & G.W. Hynd (Eds.), Neuropsychological foundations of learning disabilities: A handbook of issues, methods, and practice (pp. 355-386). San Diego: Academic Press.

Lyon, G.R. & Flynn, J.M. (1990). Assessing subtypes of learning disabilities. In H.L. Swanson (Ed.), Handbook on the assessment of learning disabilities: Theory, research, and practice (pp. 190-221). San Diego: College-Hill Press.

Lyon, G.R. & Flynn, J.M. (1990). Educational validation studies with subtypes of learning disabled readers. In B. P. Rourke (Ed.), Learning disabilities in children: Neuropsychological validity studies (pp 290-315). New York: Guilford Press.

Lyon, G.R. & Newby, R.F. (1990). Neuropsychology and learning disabilities. In B.Y. Wong (Ed.), Learning about Learning disabilities (pp. 112-132). San Diego: Academic Press.

Lyon, G.R. (1989). Neuropsychological assessment. In H.L. Swanson & B.L. Watson (Eds.), Educational and psychological assessment of exceptional children (pp. 80-110). St. Louis: C.V. Mosby.

Lyon, G.R. (1988). Subtype remediation. In K. Kavale & S. Forness (Eds.), Handbook of learning disabilities, Volume I (pp. 188-212). San Diego: College-Hill Press.

Lyon, G.R. & Risucci, D. (1988). Issues in the classification of learning disabilities. In K. Kavale (Ed.), Learning disabilities: State of the art and practice (pp. 48-61). San Diego: College-Hill Press.

Lyon, G.R., Moats, L., & Flynn, J.M. (1988). From assessment to treatment: Linkages to intervention with children. In M. Tramontana & S. Hooper (Eds.), Assessment issues in child neuropsychology (pp. 182-210). New York: Plenum Press.

Lyon, G.R. (1987). Learning disabilities research: False starts and broken promises. In S. Vaughn & C. Bos (Eds.), Future issues and directions for research in learning disabilities (pp. 57-73). San Diego: College-Hill Press.

Lyon, G.R. (1987). A comment on Wong's concepts of intervention. In S. Vaughn & C. Bos (Eds.), Future issues and directions for research in learning disabilities (pp. 180-184). San Diego: College Hill Press.

Lyon, G.R. (1985). Educational validation studies of learning disability subtypes. In B.P. Rourke (Ed.), Neuropsychology of learning disabilities: Essentials of subtype analysis (pp. 228-256). New York: Guilford Press.

Lyon, G.R. (1983). Subgroups of learning disabled readers: Clinical and empirical identification. In H. R. Myklebust (Ed.), Progress in learning disabilities: Volume V (pp. 85-105). New York: Grune and Stratton.

Lyon, G.R. (1982). Social and legal issues in testing. In H.L. Swanson & B.L. Watson (Eds.), Educational and psychological assessment of exceptional children, 1st edition (pp. 44-57). St. Louis: C.V. Mosby.

Lyon, G.R. (1977). Auditory perceptual training. In R. Piazza (Ed.), Perception and Memory (pp. 26-43). Boston: Special Learning Corp.

CONTRIBUTIONS TO FEDERAL POLICY AND LEGISLATION

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

CONGRESSIONAL TESTIMONY:

Lyon, G.R. (2004). Early childhood education. U.S. House of Representatives Appropriations Committee. Washington, DC: Congressional Printing Office

Lyon, G.R. (July 2003). The critical need for evidence-based comprehensive and effective early childhood programs. U.S. Senate Health, Education, Labor and Pensions Committee. Washington, DC: Congressional Printing Office.

Lyon, G.R. (June, 2002). Learning disabilities and early intervention strategies. U.S. House of Representatives Committee on Education and the Workforce – Subcommittee on Education Reform. Washington, D.C.: Congressional printing Office.

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.

Lyon, G.R. (May 2000). Education research and evaluation and student achievement: Quality counts. U.S. House of Representatives Committee on Education and the Workforce, United States Congress. Washington, D.C.: Congressional Printing Office.

Lyon, G.R. (October 1999). Education Research: Is what we don't know hurting our children. U.S. House of Representatives Science Committee: Subcommittee on Basic Research, United States Congress. Washington, D.C.: Congressional Printing Office.

Lyon, G.R. (July 1999). How research Can inform the re-authorization of Title I of the Elementary and Secondary Education Act. U.S. House of Representatives Committee on Education and the Workforce, United States Congress. Washington, D.C.: Congressional Printing Office.

Lyon, G.R. (April 1998). Overview of NICHD reading and literacy initiatives. U.S. Senate Committee on Labor and Human Resources, United States Congress. Washington, D.C. Congressional Printing Office.

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.

TESTIMONY BEFORE STATE LEGISLATURE COMMITTEES ON READING AND READING DIFFICULTIES (DYSLEXIA) EDUCATION POLICY AND RESEARCH:

California State Legislature
Maryland State Legislature
Texas State Legislature
Virginia State Legislature
Indiana State Legislature
Vermont State Legislature
Kansas State Legislature
Nebraska State Legislature
Montana State Legislature
New Mexico State Legislature
North Carolina State Legislature
Indiana State Legislature
Pennsylvania State Legislature

SELECTED KEYNOTE ADDRESSES TO ORGANIZATIONS AND AGENCIES (from total of 52) (1995-2005):

American Psychological Association
Orton Dyslexia Society
Learning Disabilities Association of America
International Dyslexia Society
National Center for Learning Disabilities
Schwab Foundation for Learning Disabilities
Save the Children
National Institutes of Health
U.S. Department of Education
National Institute for Literacy
White House Summit on Early Childhood Education
White House Summit on Reading (Arkansas, Idaho)
U.S. Department of Education Summits on Reading First (Nevada, Florida)
National Governor's Association
Hechinger Institute
American Enterprise Institute
Hoover Institute
American Enterprise Institute
National Education Knowledge Industry Association

NATIONAL AND INTERNATIONAL PRESENTATIONS (1985 – 2005)

150 Presentations made to professional organizations and federal and state agencies. Copies of presentations available on request.

EXTERNAL FUNDING

(1983 – 1991) * : \$2.1 Million Dollars Awarded by:

National Foundation for Learning Disabilities
Gundersen Medical Foundation
National Institutes of Health
U.S. Department of Education
Vermont State Department of Education

***1991-2005 employed by Federal Government – External Funding not Permitted**

Current: The Efficacy of Computer Assisted Tier 2 Assessment and Intervention as Part of a Response to Intervention Model. U.S. Department of Education; \$900,000. (Co-PI)

CONSULTATIONS WITH STATE DEPARTMENTS OF EDUCATION FOR EDUCATION RESEARCH AND POLICY

California Department of Education

Maryland Department of Education

Montana Department of Education

Texas Department of Education

Florida Department of Education

Alabama Department of Education

Indiana Department of Education

Vermont Department of Education

North Carolina Department of Education

New Mexico Department of Education

Utah Department of Education

Colorado Department of Education

Virginia Department of Education

Arkansas Department of Education

Mississippi Department of Education

Nebraska Department of Education

MEDIA INTERVIEWS AND APPEARANCES ON SCIENTIFIC RESEARCH AND EDUCATIONAL POLICIES (selected outlets)

The New York Times

New York Post

The Wall Street Journal

The Dallas Morning News

The Baltimore Sun

The Los Angeles Times

The Boston Herald

The Chicago Tribune

The Chicago Sun

The Washington Post

The Washington Times

The New Orleans Times Picayune

Daytona News

Miami Herald

Hawaii reporter

The Atlantic

The New Republic

American Chronicle
Heartland News
Educational Leadership
Education Week
Education Daily
Education Times
Education News
The Title I monitor
The Chronicle of Higher Education
Reading Today
City Journal (New York City)
Time Magazine
Newsweek Magazine
U.S. News and World Report
NBC Nightly News
CBS News
ABC News
CNN
PBS
National Public Radio
NCBS Radio
Children of the Code

HONORS AND AWARDS (Selected):

2007

Upton Sinclair Award for Pioneering the use of Scientifically-Based Research to Inform National Education Policy

2006

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

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, January

California State University (Monterey Bay) Outstanding Leadership Award in Language and Reading

Smart Kids With Learning Disabilities Award for Outstanding Achievement in Research

2002

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

The Simpson-Ramsey Distinguished Scientific Lecturer: In recognition of Outstanding Contributions to the Development of Children – Civitan International Research Centers

2000

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

1999

International Dyslexia Association - The Normand Geschwind Lecture Award

Kingsbury Center 60th Anniversary Award for Outstanding Research in Reading and Learning Disabilities

NICHD Director's Staff Recognition Award

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.

NICHD Director's Staff Recognition Award

1997

NICHD Director's Staff Recognition Award

1995

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

1993

NICHD/NIH Performance Award

1990

Expert Appointment as Neuropsychologist, Human Learning and Behavior Branch, National Institute of Child Health and Human Development, National Institutes of Health

1988

Research Scientist Award, Gundersen Medical Foundation, Departments of Pediatrics and Neurology, Lacrosse, Wisconsin.

1986

Elected to Fellow status, International Academy for Research in Learning Disabilities

1983

Outstanding Research Award, Division for Learning Disabilities, Council for Exceptional Children

1978

Dissertation Honors in Neuropsychology and Special Education, the University of New Mexico, Albuquerque

1978

Doctoral Degree awarded with Distinction, the University of New Mexico, Albuquerque

1977

Elected to Phi Kappa Phi, National Honor Society

1974

Master's Degree awarded with Distinction, the University of New Mexico, Albuquerque

1973

Bachelor of Arts Degree in Psychology awarded with highest honors, North Carolina Wesleyan College, Rocky Mount, N.C.

Elected to Omicron Delta Kappa National Honor Society

EDITORIAL BOARDS:

The Clinical Neuropsychologist

The Journal of Learning Disabilities

Learning Disability Research and Practice

Learning and Individual Differences

Learning Disability Quarterly

Developmental Neuropsychology

Journal of School Psychology

INVITED JOURNAL REVIEWER:

Journal of Educational Psychology

Journal of Experimental Psychology: Human Learning and Perception

The Journal of Consulting and Clinical Psychology

The Journal of Clinical and Experimental Neuropsychology

The Journal of Experimental Child Psychology

Learning Disabilities Research

Annals of Dyslexia

Teacher Education and Special Education

Child Development

Reading and Writing

BOARD MEMBERSHIPS

Children's Progress
International Dyslexia Association
Stern Center for Language and Learning
Synconium Partners
Istation
National Center for Learning Disabilities
Talaris Institute
Haberman Institute

NON-EDUCATION CERTIFICATIONS/LICENSURES:

Commercial Pilot:

Licensed to Fly Single and Multiengine Aircraft.
Instrument Rated, Commercial Pilot, Single and Multiengine Aircraft, Single Engine Seaplanes

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 and Decorations:

Combat Infantryman Badge
Parachutist Medal
Bronze Star Medal
Army Commendation Medal
Vietnamese Cross of Gallantry with Palm (Unit)
Combat Expeditionary Medal
Good Conduct Medal
Vietnam Service Medal
Vietnam Campaign Medal (5 Campaigns):

COMBAT CAMPAIGNS – VIETNAM – 1968-1969

Tet Offensive , 1968 (I Corps: Hue, Thua Tien Province);

Tet Counteroffensive, 1968 (I Corps: Hue, Ashau Valley, Thua Tien Province);

Vietnam Counteroffensive, Phase V, 1968 (I Corps: Thua Tien Province);

Vietnam Counteroffensive, Phase VI ,1969 (III Corps: Tan San Nuet, Cu Chi, Hoc Mon, Iron Triangle);

Vietnam Summer Offensive, 1969 (III Corps: Cu Chi, Iron Triangle)