

CURRICULUM VITAE

Lynn J. Meltzer, Ph.D.

Current Positions:

Director of Assessment and Research,
Institute for Learning and Development
Executive Director, Research ILD
and
President, International Academy for Research in Learning
Disabilities (IARLD)
and
Adjunct Associate Professor, Dept of Child Development, Tufts
University

Education:

1977 Ph.D. University of the Witwatersrand (Psychology)
1974 M.Sc. University of the Witwatersrand (Psychology)
1972 B.Sc.Hons. University of the Witwatersrand (Psychology)
1971 B.Sc. University of the Witwatersrand, South Africa

Licensure:

1982 - Board of Registration of Psychologists
Massachusetts License 3005

Professional Appointments:

1988- Director of Assessment and Research, Institute for Learning and
Development, and Executive Director, Research ILD
1982-1988 Director, Psycho-Educational Services & Research,
1992-1994 Division of Ambulatory Pediatrics, The Children's
Hospital, Boston, MA
1982-1985 Director, Psycho-educational Research, The Middle
Childhood Project, The Children's Hospital, Boston,
MA
1979-1986 Assistant in Psychology, Department of
Psychiatry, The Children's Hospital, Boston, MA
1979-1980 Head Psycho-educational Specialist, Division of
Ambulatory Pediatrics, The Children's Hospital,
Boston, MA
1978-1982 Psycho-educational Specialist, Comprehensive
Child Health Program, The Children's Hospital,
Boston, MA
1978 Psycho-educational consultant, Division of
Ambulatory Pediatrics, The Children's Hospital,
Boston, MA
1977 Psychologist, The Learning Disabilities Foundation
& Landmark School, Prides Crossing, MA
1971 Research Assistant, National Institute of
Personnel Research, Johannesburg, South Africa

Academic Appointments:

2002- President, International Academy for Research in Learning
Disabilities (IARLD)
1988 - Associate in Education, Graduate School of
Education, Harvard University

1985 - Adjunct Associate Professor, Eliot-Pearson
Department of Child Study, Tufts University

1986-1988 Assistant Professor of Pediatrics (Education),
Harvard Medical School

1979 -1986 Instructor in Psychology, Department of
Psychiatry, Harvard Medical School, Boston, MA

1975-1976 Lecturer in Psychology, University of the
Witwatersrand, Johannesburg, South Africa (U.S.
equivalent - Associate Professor)

1972-1974 Junior Lecturer in Psychology, University of the
Witwatersrand, Johannesburg, South Africa .
(U.S. equivalent - Assistant Professor)

Conference Chair:

1985 - Founder, Conference Director and Chair, Annual
Conference on Learning Disorders, Harvard Graduate
School of Education

1988 Conference Coordinator, First Annual Conference
on Research and Theory in Learning Disabilities.
NICHD funded conference, Penn. State University,
May 1988

1990 -1999 Co-Director, Annual Institute on Assessment and
Instruction, Tufts University

Professional Appointments

1983-1984 Program Reviewer, Society for Research in Child
Development

1984-1988 Consultant, Spectrum Preschool Assessment
Project, Harvard University & Tufts University

1988-1989 Consultant, Writing Project, Educational
Development Corporation

1988-1989 Consultant, Preschool Language Project, Harvard
Graduate School of Education

1988-1989 Consultant, Schools Attuned Project, Child
Development Research Institute, University of
North Carolina at Chapel Hill

1988-1989 Program Reviewer, American Educational Research
Association, Special Education group

1990- 2000 Editorial Board, Learning Disability Quarterly

1996- Editorial Board, Journal of Learning Disabilities

1994-1997 Vice-President (Members), International Academy for Research in
Learning Disabilities

1998-2001 Vice-President (Fellows), International Academy for Research in
Learning Disabilities

2002-2005 President, International Academy for Research in Learning
Disabilities

Professional Societies:

International Academy for Research in Learning
Disabilities (IARLD)
American Psychological Association
Council for Exceptional Children
American Educational Research Association
Learning Disabilities Association

Awards and Major Research Programs:

2003-	Principal Investigator, Drive to Thrive Project, A School-based intervention program funded by the Verizon Foundation in collaboration with other Funders
1998-2002	Principal Investigator, Teaching Test-Taking Strategies: A Novel Intervention for Students with Learning Disabilities. Funded by the Department of Education.
1994-1997	Principal Investigator, The Strategies for Success Project: School implementation phase - A study funded by the Ronald McDonald Children's Charities and the Stratford Foundation
1992-1994	Principal Investigator, Strategies for Success: Educational prescriptions for the classroom: A handbook for teaching students with learning problems. A study funded by the Ronald McDonald Children's Charities Foundation
1986 -1988	Principal Investigator, Research Program on Problem-Solving Strategies and their Impacts on Learning Disorders; Funded by the Office for Special Education
1982-1986	Director of Psycho-Educational Research, The Middle Childhood Project; 4 year multidisciplinary study funded by the Robert Wood Johnson Foundation
1979-1981	Senior Research Psychologist, Brookline Early Education Project; 6 year longitudinal study and demonstration project funded by the Carnegie Foundation and the Robert Wood Johnson Foundation
1978-1981	Consultant Psychologist, Collaborative Research Project on Delinquency; 2 year study funded by the Ford Foundation
1975	University of the Witwatersrand Senate Research Award
1974	African Studies Research Institute Award

Major Research Interests:

Learning Disorders
Cognitive Development
Assessment
Special Education
Giftedness
Juvenile Delinquency

Journal Publications & Chapters

Meltzer, L.J., Fincham, F: Learning disabilities and arithmetic achievement. South African Journal of Psychology, 6:80-86, 1976.

Meltzer, L.J.: Abstract reasoning in a specific group of perceptually impaired children, namely the learning disabled. Journal of Genetic Psychology, 132:185-195, 1978.

Miller, R., Meltzer, L.J.: The effect of schooling and technology on the cognitive development of African children. Genetic Psychology Monographs, 98:113-155, 1978.

- Levine, M.D., Oberklaid, F., Meltzer, L.J.: Developmental output failure--A study of low productivity in school-age children. Pediatrics, 67, 1:18-25, 1981.
- Meltzer, L.J., Levine, M.D., Palfrey, J.S., Aufseeser, C., Oberklaid, F: Evaluation of a multidimensional assessment procedure for preschool children. Developmental and Behavioral Pediatrics, 2(3):67-73, 1981.
- Meltzer, L.J., Levine, M.D., Hanson, M.: The contribution of parent reports to a multidisciplinary assessment. Resources in Education, Sept. 1981.
- Meltzer, L.J.: Visual perception: Stage one of a long-term investigation of the cognitive components of reading. British Journal of Educational Psychology, 52:144-154, 1982.
- Karniski, W.M., Levine, M.D., Clarke, S., Palfrey, J.S., Meltzer, L.J.: A study of neurodevelopmental findings in early adolescent delinquents. Journal of Adolescent Health Care, 3:151-159, 1982.
- Meltzer, L.J., Levine, M.D., Hanson, M., Wasserman, M.: Developmental attainment in preschool children: An analysis of concordance between parents and professionals. The Journal of Special Education, 17(2):203-213, 1983.
- Levine, M.D., Meltzer, L.J., Busch, B., Palfrey, J.S., Sullivan, M.: The PEEEX: A study of a neurodevelopmental examination for 7 to 9 year old children. Pediatrics, 71(6):893-903, 1983.
- Meltzer, L.J., Zadig, J.: Educational Assessment. In Levine, M.D., Carey, W.B., Crocker, A.L., & Gross, R.T.(Eds.), Developmental-Behavioral Pediatrics, W.B. Saunders Co., Ch.47, 954-973, 1983.
- Zadig, J., Meltzer, L.J.: Special Education. In Levine, M.D., Carey, W.B., Crocker, A.L., Gross, R.T.(Eds.), Developmental-Behavioral Pediatrics, W.B. Saunders Co., Ch.56, 1100-1116, 1983.
- Meltzer, L.J., Levine, M.D., Karniski, W.M., Palfrey, J.S., Clarke, S.: An analysis of the learning styles of adolescent delinquents. Journal of Learning Disabilities, 17(10), 600-608, 1984.
- Meltzer, L.J., Roditi, B.N., Fenton, T.: Cognitive and learning profiles of delinquents and learning-disabled adolescents. Resources in Education, May, 1984.
- Meltzer, L.J. Cognitive assessment and the diagnosis of learning problems. In Levine, M.D., & Satz, p.(Eds.), Middle Childhood: Developmental Variation and Dysfunction Baltimore: University Park Press, 131-152, 1984.
- Levine, M.D., Karniski, W.M., Palfrey, J.S., Meltzer, L.J., Fenton, T.: A study of risk factor complexes in early adolescent delinquency. American Journal of Diseases of Children, Jan. 1985.
- Meltzer, L.J., Roditi, B.N., Fenton, T.: Cognitive and educational performance in delinquent and learning-disabled adolescents.

Adolescence, 21(83):581-592, 1986.

Meltzer, L.J., Fenton, T., & Persky, S.: A developmental study of the components of written language in children with and without learning difficulties. Resources in Education, March 1986 (ed. 260426).

Meltzer, L.J., Fenton, T., & Solomon, B.: Automatization & problem-solving as predictors of academic achievement. Resources in Education, April 1986 (ed. 261065).

Levine, M.D., Rappaport, L., Fenton, T., Coleman, W., Hathaway, T., Kent, W., & Meltzer, L.: Neurodevelopmental readiness for adolescence: Studies of an assessment instrument for 9-14 year olds. 1988.

Meltzer, L.J., Solomon, B., Fenton, T., & Levine, M.D.: A developmental study of problem-solving strategies in children with and without learning disabilities. Journal of Applied Developmental Psychology, 10, 171-193, 1989

Cremins, J.J., Spierings, E.L.H., Meltzer, L.J., Messinger, H.B. & Lebbink, J.: Reading problems in adult chronic headache sufferers. Headache Journal, 31(4), 244-248, 1991.

Meltzer, L.J. Problem-solving strategies and academic performance in learning-disabled students: Do subtypes exist? In Feagans, L., Short, B., & Meltzer, L. (Eds.), Learning Disability Subtypes. Erlbaum, 1991.

Meltzer, L.J. Strategy use in learning disabled students: The challenge of assessment. In Meltzer, L.J. (Ed.), Strategy Assessment and Instruction for Students with Learning Disabilities: From Theory to Practice. Texas; Pro-Ed, 1993.

Meltzer, L.J. Strategy use in children with learning disabilities: The challenge of assessment. In L.J. Meltzer (Ed), Strategy Assessment and Instruction for Students with Learning Disabilities: From Theory to Practice. Pro-Ed, (pp.93-136) 1993.

Meltzer, L.J. Assessment of learning disabilities: The challenge of evaluating the cognitive strategies and processes underlying learning. In R. Lyons (ed.), Frames of Reference for the Assessment of Learning Disabilities. Baltimore, MD: Brookes, (571-606), 1993.

Meltzer, L. & Reid, D. New directions in the assessment of students with special needs: The shift toward a constructivist perspective. The Journal of Special Education, 28(3), 338-355, 1994.

Meltzer, L.J. Strategic learning in students with learning disabilities: The role of self-awareness and self-perception. In T.E. Scruggs & M. Mastropieri (Eds.), Advances in Learning and Behavioral Disabilities, 10B, 181-199, 1996.

Meltzer, L.J., Roditi, B., Houser, R.F., & Perlman, M. Perceptions of Academic Strategies and Competence in Students with Learning Disabilities. Journal of Learning Disabilities, 31(5), 437-451, 1998.

Meltzer, L.J., Roditi, B., & Stein, J. Strategy Instruction: The

heartbeat of successful inclusion. Perspectives, 24(3), 10-13, Summer 1998.

Meltzer, L.J., Katzir-Cohen, T., Miller, L., & Roditi, B. The impact of effort and strategy use on academic performance: Student and teacher perceptions. Learning Disabilities Quarterly, 24(2), 85-98, 2001.

Meltzer, L.J. and Montague, M. Strategic learning in students with learning disabilities: What have we learned? In D. Hallahan and B.K. Keogh (Eds.) Research and Global Perspectives in Learning Disabilities: Essays in Honor of William J. Cruickshank, NJ: Erlbaum, (Ch. 7), 111-130, 2001.

Miller, L., Meltzer, L.J., Katzir-Cohen, T., & Houser, R.F., Academic heterogeneity in students with learning disabilities. Thalamus, 20-33. Fall, 2001.

Meltzer, L.J., Roditi, B., & Stein, J. Preserving process learning in the era of high stakes testing: Research-based strategies for teaching test-taking. MASCD Review, Jan. 2002.

Meltzer, L.J. Resilience and Learning Disabilities: The Search for internal and external protective dynamics. Learning Disabilities Research & Practice, Special Issue, editor, 19(1), 2004.

Meltzer, L.J., Katzir, T., Miller, L., Reddy, R., & Roditi, B. Academic self-perceptions, effort, and strategy use in students with learning disabilities: Changes over time. Learning Disabilities Research & Practice, 19(2), 99-108, 2004.

Meltzer, L., Reddy, R., Pollica, L., Roditi, B., Sayer, J., and Theokas, C. Positive and negative self-perceptions: Is there a cyclical relationship between teachers' and students' perceptions of effort, strategy use, and academic performance? Learning Disabilities Research and Practice, 19(1), 33-44, 2004.

Books and CD's:

Meltzer, L.J.: The Surveys of Problem-Solving & Educational Skills. Educators Publishing Service, Cambridge, MA, 1986.

Meltzer, L.J., Solomon, B. Educational Prescriptions for the Classroom: For Students with Learning Problems. Educator's Publishing Service, Cambridge, MA, 1988.

Feagans, L.J, Short, B., Meltzer, L.J., (Eds.). Subtypes of Learning Disabilities. Hillsdale, N.J.; Lawrence Erlbaum. 1991.

Meltzer, L.J., (Ed.). Strategy Assessment and Instruction for Students with Learning Disabilities: From Theory to Practice. Texas; Pro-Ed, 1993.

Meltzer, L.J., Roditi, B., Haynes, D., Biddle, K., Paster, M., & Taber, S. Strategies for Success: Classroom Teaching Techniques for Students with Learning Problems. Austin, Texas: Pro-Ed. 1996.

Meltzer, L.J., Roditi, B., Steinberg, J., Biddle, K., Taber, S., Caron, K., Kniffin, L., & Sales, L. Strategies for Success (2nd ed.), in press.

Meltzer, L.J., Roditi, B., Taber, S., Stein, J., Steinberg, J., Caron, K., & Papadopoulos, I., Brain Cogs: The Test-Taking Survival Kit. Fable Vision,

Watertown, MA., 2001.

Meltzer, L.J., Roditi, B., Taber, S., Kniffin, L., Stein, J., Steinberg, J., Caron, K., Papadopoulos, I., Sales, L., Essay Express, Fable Vision, Watertown, MA., 2004.

Stein, J., Meltzer, L.J., et al. Making Homework Work at Home: Strategies for Homework Success. In press, 2004.

Conferences and Invited Addresses:

Meltzer, L.J.: Perception and conception in the learning disabled. Paper presented at the South African Psychological Association Congress, Johannesburg, July 1974.

Meltzer, L.J. and Miller, R.: Urban Soweto versus rural Bophutatswana, a comparison of schooled and unschooled children. Paper presented at the African Studies Institute Congress, Johannesburg, April 1976.

Meltzer, L.J.: Screening visual-spatial difficulties. Proceedings: Developmental Pediatrics Course, Harvard Medical School, Boston, March 1980.

Meltzer, L.J.: Screening temporal-sequential processing difficulties. Proceedings: Developmental Pediatrics Course, Harvard Medical School, Boston, March 1980.

Meltzer, L.J., Ferb, T., Levine, M.D., Hanson, M., & Wasserman, M.: Observation and evaluation of preschool functioning: Paper presented at the American Educational Research Association, April 1981.

Meltzer, L.J.: Advances in psychoeducational assessment. International Symposium on middle childhood: Developmental variation and dysfunction between six and fourteen years. New Orleans, Louisiana, January 1982.

Meltzer, L.J.: Cognitive assessment in school-aged children. Proceedings: The neurodevelopmental assessment of children with school problems. Harvard Medical School, Boston, March 1982.

Meltzer, L.J.: Diagnostic algorithms. Proceedings: The neurodevelopmental assessment of children with school problems. Harvard Medical School, Boston, March 1982.

Meltzer, L.J.: Cognitive strategies and educational performance in children with learning disorders. Invited presentation, Shaker Heights Independent Schools, Shaker Heights, Ohio, April 1982.

Meltzer, L.J.: Cognitive assessment and the differential diagnosis of learning problems. Invited presentation, Gaebler Children's Center, Belmont, MA, July 1982.

Meltzer, L.J.: The assessment of educational skills. Proceedings: The Pediatric Assessment of Learning Disorders. Harvard Medical School, Boston, March 1983.

Meltzer, L.J.: Intelligence and cognition. Proceedings: The Pediatric Assessment of Learning Disorders. Harvard Medical

School, Boston, March 1983.

Meltzer, L.J., Roditi, R.N., Fenton, T.: Cognitive and learning profiles of delinquent and learning-disabled adolescents. Paper presented at the 91st Annual Convention of the American Psychological Association, Anaheim, CA, August 1983.

Meltzer, L.J.: Recent advances in the assessment of learning and cognitive styles. Symposium: Developmental variations and assessment of learning in the school-aged child. Invited presentation, The University of Tennessee, Center for the Health Sciences, Child Development Center, Memphis, TN, November 1983.

Meltzer, L.J.: Information processing: Evaluating the developmental and educational impacts. Proceedings: The Pediatric Assessment of Learning Disorders. Harvard Medical School, Boston, March 1984.

Meltzer, L.J.: Cognitive assessment and the differential diagnosis of learning problems. Proceedings: The Pediatric Assessment of Learning Disorders. Harvard Medical School, Boston, March 1984.

Meltzer, L.J.: Current issues in the assessment of learning and cognition. Invited presentation, Neuro-Education Center, William Beaumont Hospital, Royal Oak, MI, May 1984.

Meltzer, L.J., Fenton, T. and Solomon, B.: Automatization and abstract problem-solving as predictors of academic achievement. Paper presented at the 92nd Annual Convention of the American Psychological Association, Toronto, Canada, August, 1984.

Meltzer, L.J.: Problem-solving strategies and cognitive processes in inefficient learners. Proceedings: Learning Disorders: Developmental and Psycho-Educational Perspectives. Harvard Medical School, Boston, November, 1984.

Meltzer, L.J., Fenton, T., Persky, S.: A developmental study of the components of written language in children with and without learning difficulties. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1985.

Meltzer, L.J., and Solomon, B.: Cognitive and educational assessment of subtle learning difficulties. Invited address, Annual convention of the Council of Special Educators, May, 1985.

Meltzer, L.J., and Solomon, B.: Diagnosis of learning disorders. Convention on the education and management of children with brain injury and learning disabilities. Invited presentation, Framingham State College, July 1985.

Meltzer, L.J.: Cognitive assessment and learning disorders: An alternative approach. Conference on Learning Disorder: Cognitive, Linguistic and Developmental Perspectives. Harvard Graduate School of Education, Boston, November, 1985.

Meltzer, L.J.: Towards the systematic assessment of written language deficits. Conference on Learning Disorders: Cognitive, Linguistic, & Developmental Perspectives. Harvard Graduate School of Education, Boston, November, 1985.

Meltzer, L.J.: Learning disorders: Cognitive strategy deficits or skill deficits? Conference on Learning Disorders: Cognitive, Linguistic & Developmental Perspectives. Harvard Graduate School of Education, Boston, November, 1986.

Meltzer, L.J.: Writing deficits: Identification and classroom impacts. Conference on Learning Disorders: Cognitive, Linguistic, & Developmental Perspectives. Harvard Graduate School of Education, Boston, November, 1986.

Meltzer, L.J.: Writing deficits. Invited presentation, Brookline Public Schools, December, 1986.

Meltzer, L.J.: An overview of problem-solving strategies. Invited presentation, Learning Disorders Institute, Boston College, July, 1987.

Meltzer, L.J., Solomon, B., & Fenton, T.: Problem-solving strategies in children with and without learning disabilities. Paper presented at the 95th Annual Convention of the American Psychological Association, New York, August, 1987.

Meltzer, L.J.: Problem solving strategies in learning disabled children. Invited presentation on Learning Disabilities: A look at Progress Late in the 80's. Tufts University School of Medicine, October, 1987.

Meltzer, L.J.: Automaticity in students with learning disorders. Paper presented at the American Educational Research Association, New Orleans, April, 1988.

Meltzer, L.J.: Learning Disorders: Strategy deficits or skill deficits? Invited presentation at the Orton Dyslexia Society. New York, March, 1988.

Meltzer, L.J.: Assessment of problem-solving learning strategies: A new perspective. Conference on Learning Disorders. Harvard Graduate School of Education, October, 1988.

Meltzer, L.J.: The Surveys of Problem-Solving & Educational Skills. Conference on Learning Disorders. Harvard Graduate School of Education, October, 1988.

Meltzer, L.J.: Problem-Solving Deficiencies in Learning-Disabled Children: Identification & Intervention. Conference on Learning Disabilities. Tufts University School of Medicine, Boston, November, 1988.

Meltzer, L.J.: An Introduction to the SPES. Workshop series, Andover Schools, November & December, 1988.

Meltzer, L.J.: Process evaluations and the SPES. Workshop series. Westford schools, February, 1988.

Meltzer, L.J.: Problem-solving and learning strategies: Presentation to the Sharon Schools, March, 1989.

Meltzer, L.J.: Problem-solving strategies and learning disabilities: Issues in identification and treatment. Invited presentation. New York Orton Dyslexic Society Conference, March, 1989.

Meltzer, L.J.: Strategy and skills deficits in the learning disabled. Conference on Learning Disorders. Harvard Graduate School of Education, November, 1989.

Meltzer, L.J.: The definition of intelligence: Alternative concepts and perspectives. Invited presentation, Boston, Joint Conference on Learning Disabilities, November, 1989.

Meltzer, L.J.: (Invited presentation). Problem-solving strategies: Assessment and teaching. Conference on Language and Learning Disorders. N.Y.: Mt. Sinai Hospital, March, 1990.

Meltzer, L.J.: Problem-solving - metacognitive strategies - the need for flexibility. Invited speaker. Conference on Middle Childhood: The Critical Years. Illinois: Dreyer Developmental Center, October, 1990.

Meltzer, L.J.: Strategy deficits: Fad or focus? Conference on Learning Disorders. Harvard Graduate School of Education, November, 1990.

Meltzer, L.J.: Invited speaker. Conference on Language and Learning Disabilities: Identification, education and treatment during the school years. Braintree Hospital, February, 1991.

Meltzer, L.J.: Keynote speaker. Conference on Language Disorders. Children's Hospital, Denver, March, 1991.

Meltzer, L.J.: Assessment and teaching of problem-solving and learning strategies: Towards a dynamic, process approach. Harvard Graduate School of Education, November 1991.

Meltzer, L.J.: Assessment of problem-solving and learning strategies: Incorporating a dynamic and process-oriented perspective. Paper presented at the Third International Conference on Cognitive Education, February 1992.

Meltzer, L.J.: Assessment of learning disabilities. NICHD invited symposium, Washington, April 1992

Meltzer, L.J.: Assessment and teaching of metacognition and strategic learning: Critical foundations for effective mainstreaming. Conference on Learning Disorders. Harvard Graduate School of Education, November, 1992.

Meltzer, L.J.: Are LD students' self perceptions of their academic strategies and competence realistic? Paper presented at the International Academy for Research on Learning Disabilities, Boston, October, 1993

Meltzer, L.J.: Strategic learning in the classroom. Invited

presentation, Joint Conference on Learning Disabilities, Boston, October, 1993.

Meltzer, L.J.: Assessment for Teaching: A critical dimension of the classroom. Conference on Learning Disorders. Harvard Graduate School of Education, November, 1993.

Meltzer, L.J.: Distinguished Lecturer, Bank Street College, New York, April, 1994. Strategic learning: Empowering students in and out of the classroom

Meltzer, L.J., Miller, L., Katzir-Cohen, T., & Roditi, B. (2000), *Effort, strategy use, and academic performance: Student and teacher perspectives*. Paper presented at the International Academy for Research in Learning Disabilities, British Columbia, Canada

Note: There have been additional presentations per year throughout the U.S.A., annual meetings of organizations such as the International Academy for Research in Learning Disabilities, and the American Educational Research Association. In addition, I have been an invited speaker at numerous meetings in the U.S.A. and Bermuda.