

G. Reid Lyon

Influence Index: 89

Date of Birth January 7, 1949

Education Ph.D. University of New Mexico, 1978

Current Position Executive Vice President for Research and Evaluation, Best Associates and Whitney International University



Career Highlights

- ❑ Advisor to President George W. Bush on child development and education research and policies (2001-2005)
- ❑ Chief of the Child Development and Behavior Branch within the National Institute of Child Health and Human Development (1991-2005)
- ❑ Member, Maternal and Child Health Scientific Peer Review Group at NICHD/NIH (1987-1991)
- ❑ Professor of Neurology, University of Vermont (1983-91)
- ❑ Professor of Communication Science and Disorders/ Neuroscience, Northwestern University (1980-83)
- ❑ Professor, University of Alabama-Birmingham (1977-1980)
- ❑ Third grade classroom teacher and school psychologist in public schools in New Mexico, North Carolina, and Vermont

Accomplishments

- ❑ Recipient of the Distinguished Education Achievement Award from the National Center for Learning Disabilities (2006)
- ❑ Primary architect of federal "Reading First" program
- ❑ Member of the President's Commission on Excellence in Special Education (2001-2002)
- ❑ Books include *Why Kids Can't Read: Challenging the Status Quo in Education* (2006) and *Frames of Reference for the Assessment of Learning Disabilities* (1994)

Biographical Sketch

Dr. G. Reid Lyon served as a research psychologist and administrator at the National Institute of Child Health and Human Development, a branch of the National Institute of Health. In that capacity, he was responsible for the direction of research programs in developmental psychology, cognitive neuroscience, behavioral pediatrics, reading, and human learning and learning disorders. His work on teaching children to read led him to advise then-Governor George W. Bush on reading programs in Texas. Lyon remained an advisor after Bush was elected President in 2000.

Before joining NIH on a full-time basis in 1991, Lyon served on the faculties of Northwestern University (1980-83) and the University of Vermont (1983-91). He has taught children with learning disabilities, worked as a third grade classroom teacher and served as a school psychologist for 12 years in the public schools.

Lyon was also directly involved in the development of "Reading First," which has provided federal funds for high-poverty, low-performing school districts. In return for the funds, the federal government asked school districts to change the way they taught reading and make significant progress toward the goal of having every child read at grade level by the end of the third grade.

Reid Lyon on reading education

"In reading education, teachers are frequently presented with a 'One Size Fits All' philosophy that emphasizes either a 'whole language' or 'phonics' orientation to instruction. No doubt, this parochial type of preparation places many children at continued risk for reading failure since it is well established that no reading program should be without all the major components of reading instruction (phoneme awareness, phonics, fluency, reading comprehension) and the real question is which children need what, how, for how long, with what type of teacher, and in what type of setting."

From: Statement before the Committee on Labor and Human Resources, April 28, 1998

Notes

Information collected from websites of the Best Associates at www.bestassociates.com, the U.S. Department of Education at www.ed.gov, and the National Center for Learning Disabilities at www.nclد.org.