

# The AIM 2026 Annual Research to Practice Symposium

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Southern Methodist University

Distinguished Scholar Emeritus in Neuroscience and Cognition The Center For  
Brain Health University of Texas, Dallas

**Senior Advisor to ALLIED HUB,  
Drexel University Advocacy, Leadership, Learning,  
Implementation And Educational Policy@Drexel**



# The U.S. National Institutes of Health Scientific Reading Research



# NICHD Reading Research Program

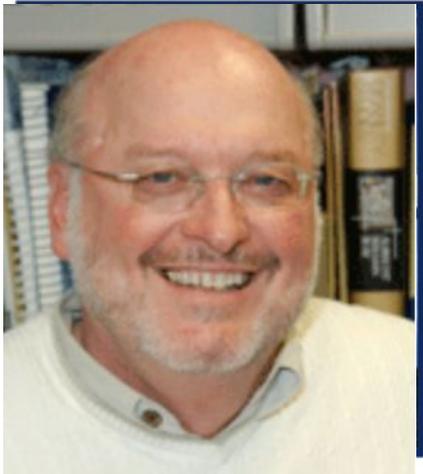


Advisors to the NICHD  
Classification Science, Dyslexia,  
and Learning Disabilities

1985–1991

*Lyon, Fletcher, Morris*

# NICHD Children Development and Behavior Branch (CDBB)



D. Grey



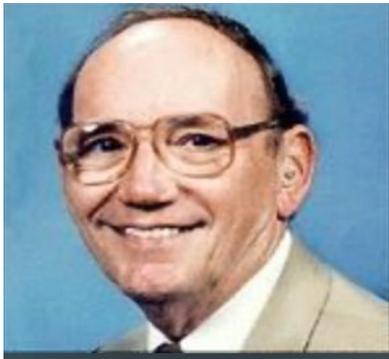
R. Lyon



P. McCardle



B. Miller



James Kavanaugh

# NICHD Reading Research Program Questions (*Lyon, 1974,1991*)

How do children learn to read?

Why do some children have difficulties learning to read?

How can reading failure be prevented?

How can persistent reading difficulties be remediated?

# The NICHD Reading Research Program: Unique Features

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## How the Science was Conducted:

- Multidisciplinary Research Teams
  - Longitudinal Studies
  - Focus on Replication
  - Direct Linkages to Literacy Instruction
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# The NICHD Reading Research Program: Unique Features

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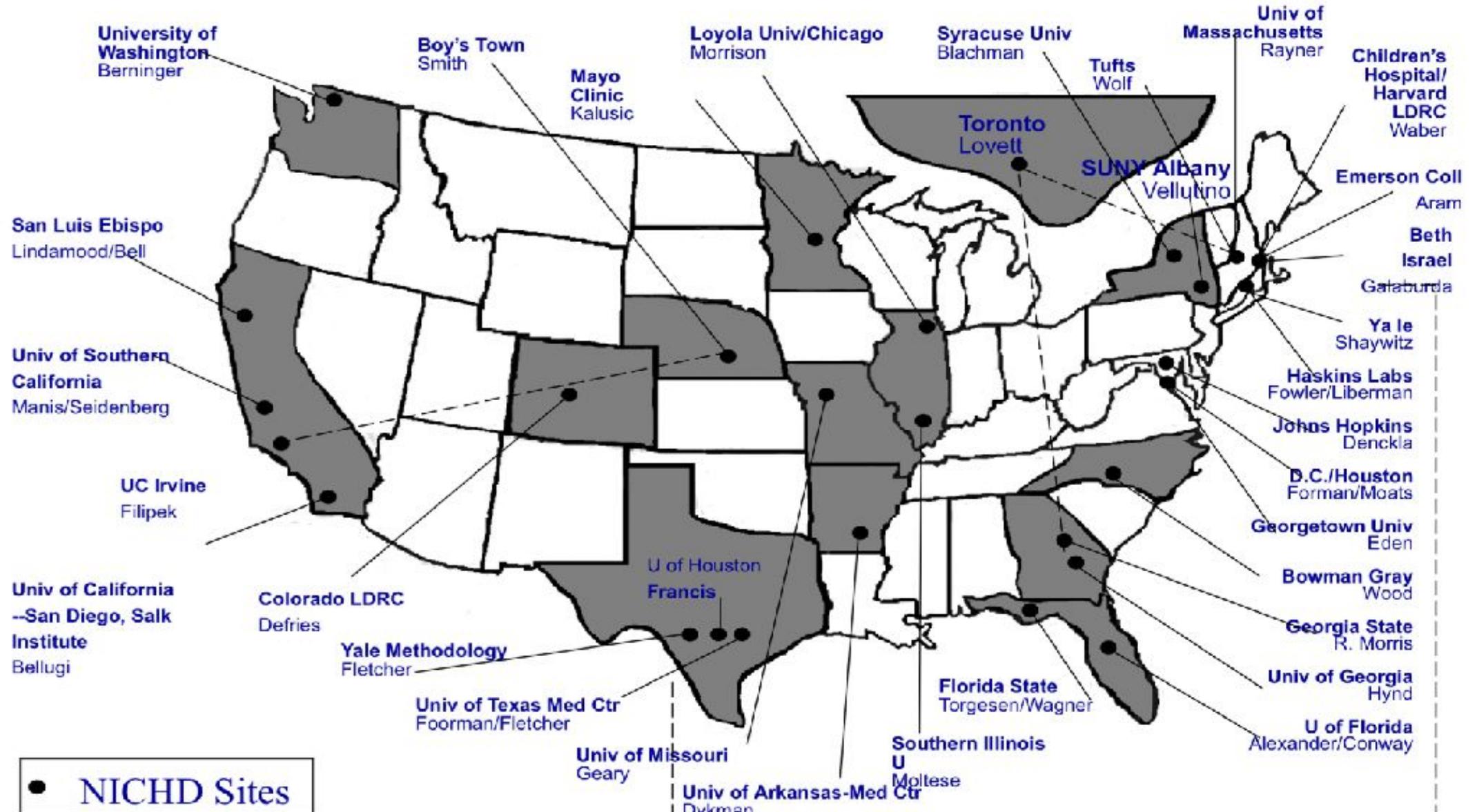
“For which children (and adults) who struggle with reading, are which instructional approaches, methods, and strategies, most effective—at what levels of reading development, in which settings, with what level of teacher expertise, and with what degree of structure, intensity, and duration?”

*(Lyon, 1991,1998)*

# NICHD Reading Research Program Lyon (1992)



# NICHD Reading Research Program



# 2005 NICHD Reading Research Investment

Research Sites: 44	Current Prevention Trials: 12
Children & Adults Studied: 57,000	Current Schools: 52
Proficient Readers: 22,000	Current Classrooms: 985
At Risk Readers: 35,000	Current Classroom Teachers: 1,012
Average Years Followed: 9	Max Longitudinal Span: 34 years

# NICHD Trusted Advisors



Marilyn Jegar Adams



Doris J. Johnson



Keith Stanovich

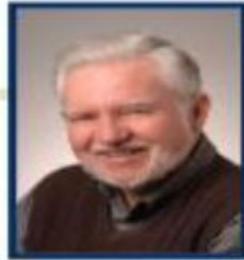
# The Haskins Group



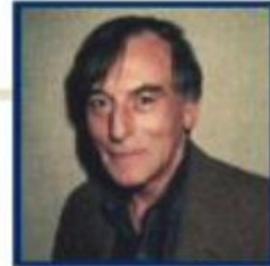
Al Liberman



I. Mattingly



D. Shankweiler



M. Studdert-Kennedy



C. Fowler



K. Pugh



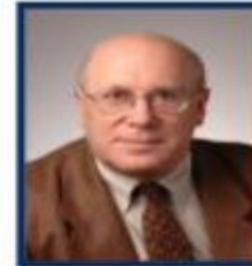
M. Turvey



H. Scarborough



S. Brady



P. Rubin



R. Frost



L. Katz



E. Mencl



M. Gillis

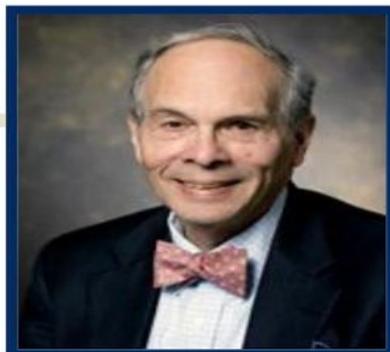


Isabelle Liberman

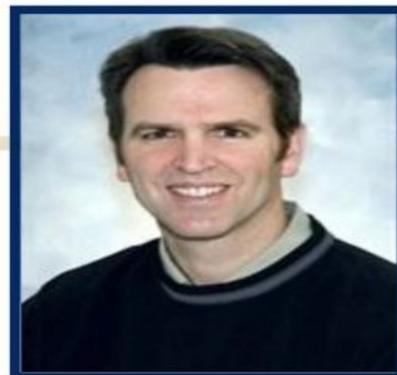
# The Yale Group



S. Shaywitz



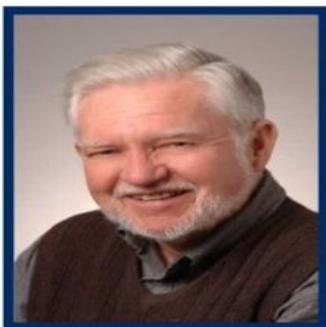
B. Shaywitz



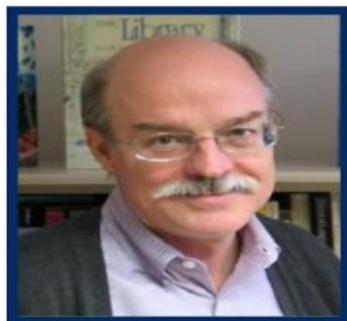
R. Fulbright



J. Gore



D. Shankweiler



J. Fletcher



K. Pugh



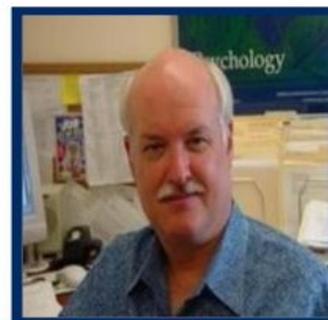
E. Mencl



Al Liberman



L. Katz

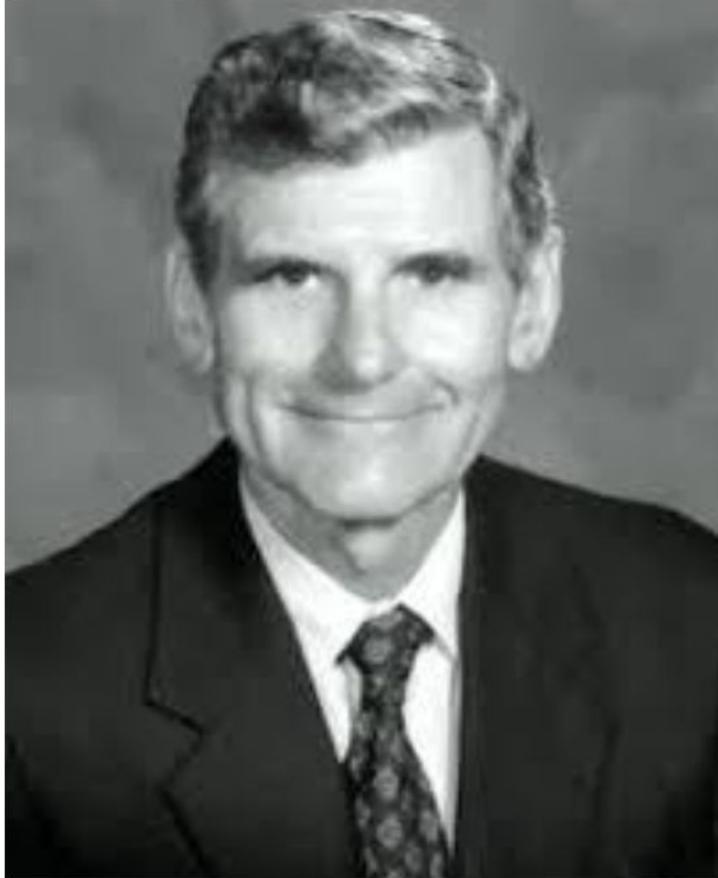


R. Morris



B. Blachman

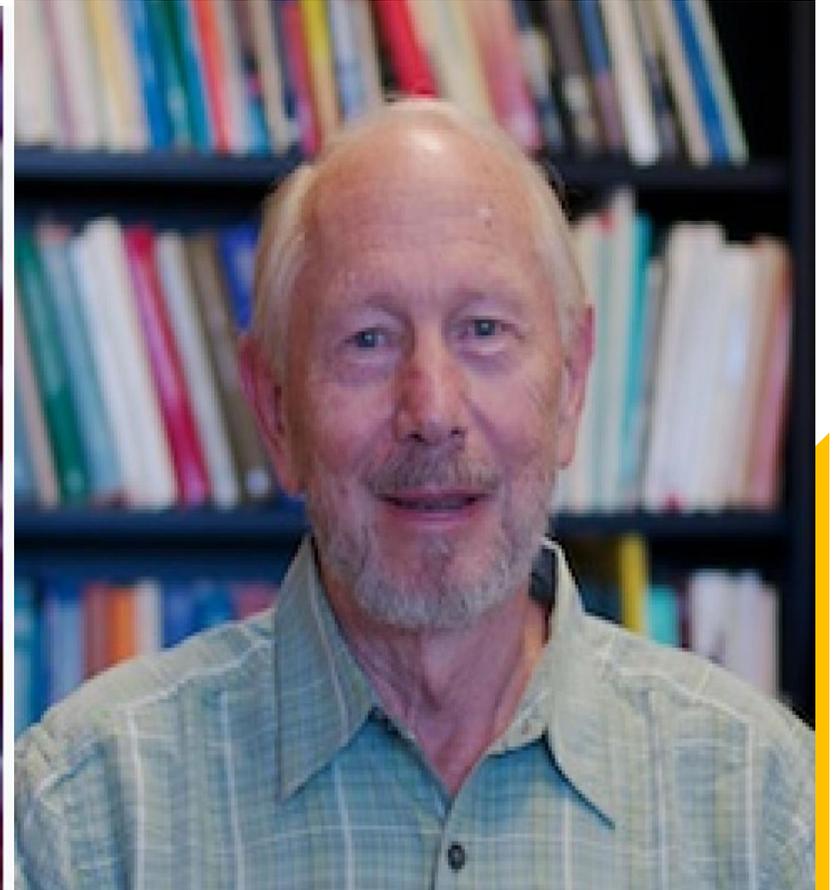
# The University of Colorado Group



**John DeFries**



**David Fulker**



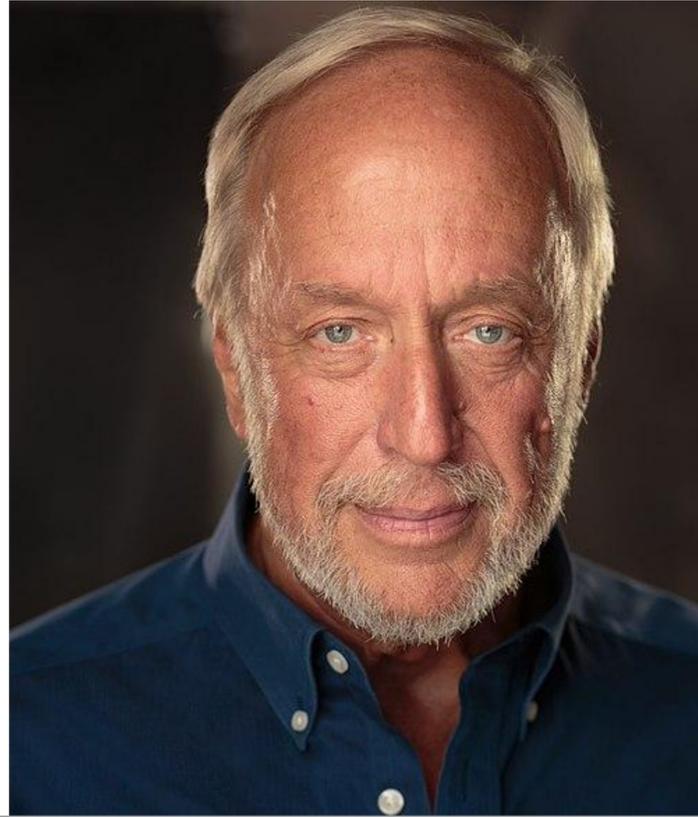
**Dick Olson**

# The University of Colorado Group



**Shelly Smith**

ROBERT PLOMAN



**Robert Ploman**



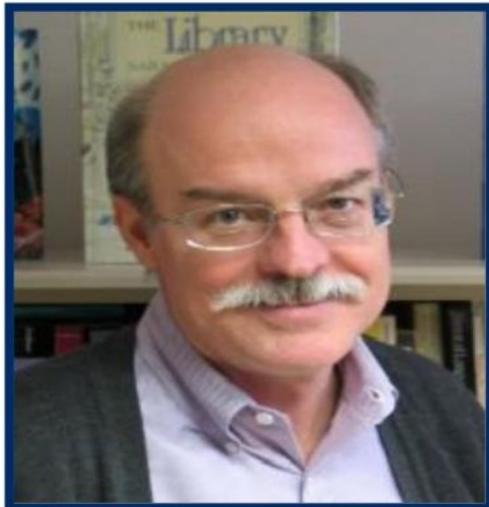
**Barbara Wise**

# The UT Health Science Center - Houston

**B. Foorman**



**J. Fletcher**



**D. Francis**



**K. Steubing**



**L. Moats**



**A. Papanicalaou**



**P. Mathes**



**P. Simos**



# The John Hopkins Group

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**M. Denckla**



**A. Reiss**



**L. Cutting**



**K. Pugh**



**H. Scarborough**



**D. Speece**



# The University of Washington Group

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**G. Berninger**



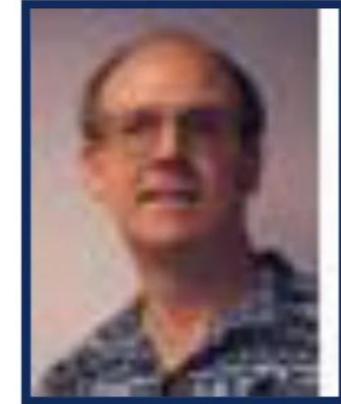
**R. Abbott**



**W. Raskind**



**T. Richards**



**D. Corina**



**E. Aylward**



# The Florida State Group

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**J. Torgesen**



**B. Foorman**



**R. Wagner**



**C. Schatschneider**



**C. Lonnigan**



**P. Mathes**



# The Bowman Gray – Wake Forest Group

**F. Wood**



**R. Felton**



**L. Flowers**



**G. Eden**



# The Georgetown Group

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**G. Eden**



**C. Vaidya**



**C. LaSasso**



**F. Wood**



**L. Flowers**



**B. Fischl**



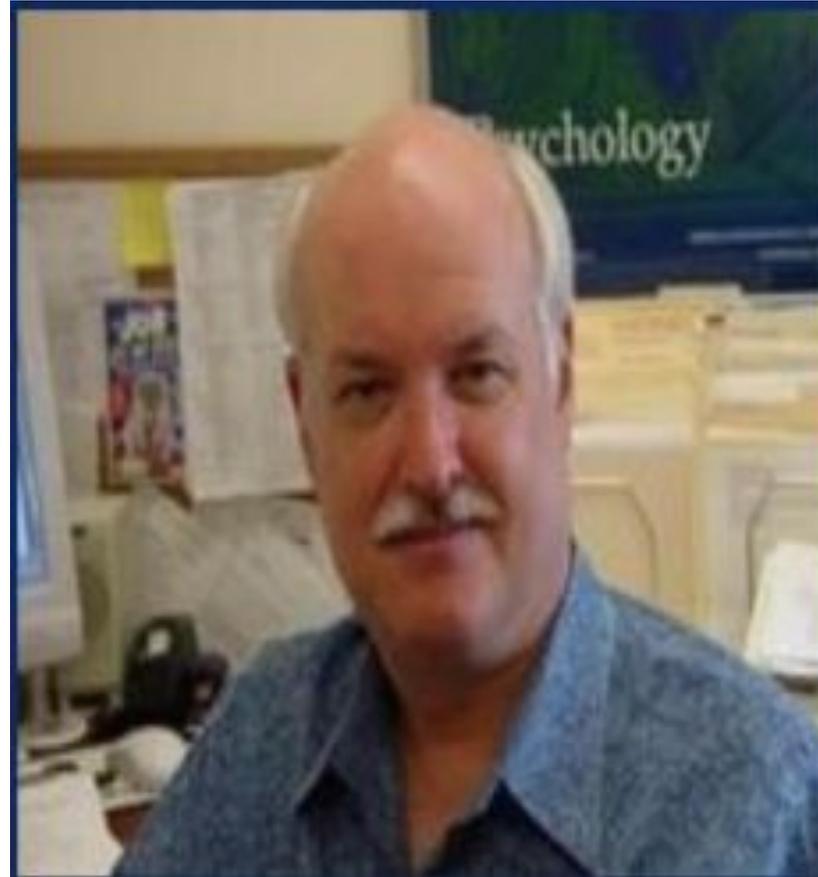
**P. Turkeltaub**



# Georgia State-Toronto-Tuffs Group



**M. Lovett**

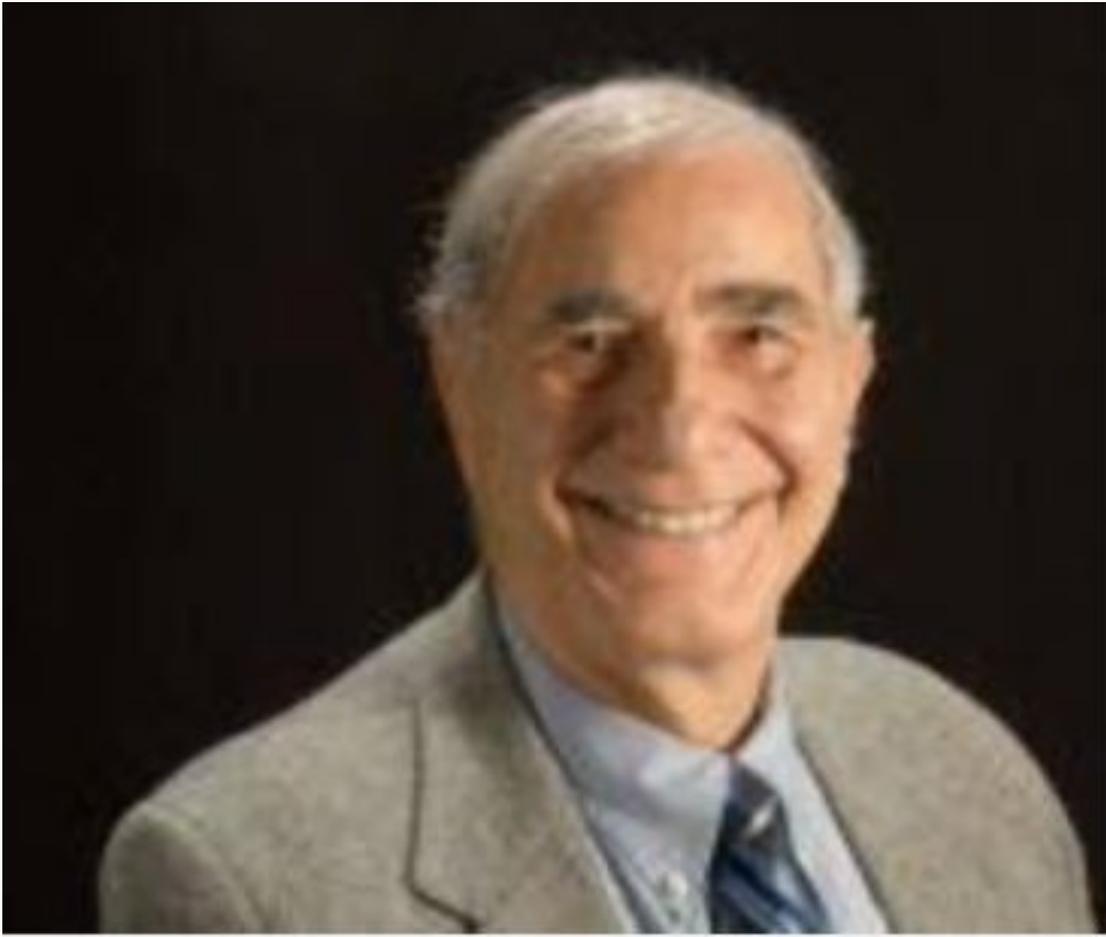


**R. Morris**



**M. Wolf**

# SUNY-Albany Group



**F. Vellutino**



**D. Scanlon**

# The Harvard - Beth Israel Group

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**A. Galaburda**



**Hortense**



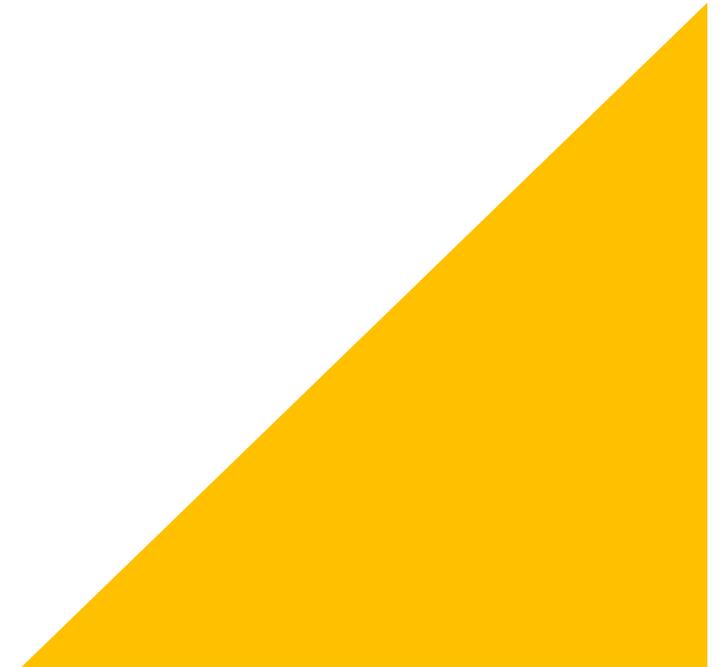
**G. Sherman**



# University of Massachusetts Group



**Keith Raynor**

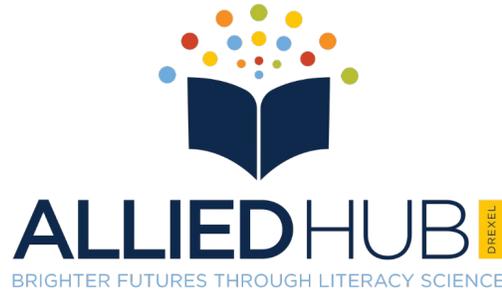


# More Reading Researchers



# More Reading Researchers





# **The Science of Reading is Cumulative and Self-Correcting**

**It's impact depends on how Accurately and Concisely it  
is Understood and Applied!**

***G. R. Lyon***