

CURRICULUM VITAE

H. Lee Swanson

GENERAL INFORMATION

Name: H. Lee Swanson
Marital Status: Married; four children

Education

UCLA	Post-Doctoral	1980	Educational Psychology (Cognition)
University of New Mexico	Ph.D.	1976	Education(emphasis Educational Psychology, Special Ed.) Cognate: Cognitive Psychology (Dept. of Psych)
University of New Mexico-	Internship	1975	Department of Psychiatry
California State University	MA.	1973	Educational Psychology/Special education
Westmont College	BA	1969	Sociology/Psychology

University Positions

1974-1975 Instructor-University of New Mexico
1975-1976 Assistant Professor-University of South Carolina
1976-1979 Assistant Professor —University of Northern Colorado
1980-1983 Associate Professor-University of Northern Colorado
1983-1989 Full Professor-Educational Psychology-University of Northern Colorado
1989-1991 Full Professor-School Psychology and Educational Psychology-University of British Columbia
1991-pres. Distinguished Professor-Educational Psychology/Special Education-University of California-Riverside,
Endowed Pelay Chair

Licenses and Credentials

School Psychologist-State of California
School Psychologist-National Association of School Psychologist
Special Education Teacher (lifetime credential)-California

Licenses in previous states (moved from state)
School Psychologist-Colorado- 1976-1992.
Psychologist III- South Carolina -1975-1981
Educational diagnostician- New Mexico 1973-1985

Previous PROFESSIONAL EXPERIENCE

1991-present Distinguished Full Professor-Educational Psychology/Special Education, Research/Teaching /Pelay Chair
in learning disabilities, University of California-Riverside, Conventor Educational Psychology
Program (2004-present), Acting Dean Summer 2014,Acting Associate Dean (2014-2015),
Graduate Advisor (2013-2014, Spring 2016)

1989-1991 Full Professor School Psychology, University of British Columbia. Director of School Psychology Program,
Director of Education Clinic, UBC

1988-1989 Research Fellow, Center for Research on Teaching and Learning Educational Psychology,
Research/Teaching Research Fellow, University of Northern Colorado

1986-1988 Full Research Professor and Professor of Educational Psychology, Program Chair: Educational
Psychology, University of Northern Colorado

1985-1986 Full Professor, Educational Psychology, Evaluation and Development, Teaching/Research
Director of Federal Grant (PI), University of Northern Colorado

1983-1985 Full Professor, Special Education, Teaching, Administrative: Divisional Chair (associate dean)--Education
Studies (60 faculty), University of Northern Colorado

1982-1986 Director of Federal Grant (PI), Behavioral Intervention for Adolescents with Behavior Disorders,
Administrative/teaching, University of Northern Colorado

1979-1982 Associate Professor (tenured 1979), Department of Special Education, University of Northern Colorado
Director: Kephart Memorial Child Clinic

1979-1983 Associate Professor (tenured 1979), Department of Special Education, University of Northern Colorado
Director: Kephart Memorial Child Clinic

1979-1980	Acting Department Chairman, University of Northern Colorado
1976-1979	Assistant Professor, School of Special Education and Rehabilitation, Teaching/Administrative Acting Director of the Child Diagnostic Study Center, University of Northern Colorado
1976	Acting Department Chairman, University of South Carolina
1975-1976	Assistant Professor, Coordinator, Learning Disabilities Program, Administrative Director of Exceptional Children's Clinic, University of South Carolina/Area Department of Special Education
1973-1975	Manzanita Diagnostic Center and contract with Belen School District, Psychological and Educational Evaluations of Children, University of New Mexico, Division of Pupil Personnel Services (includes programs in Special Education, Educational Psychology, Counseling)
1973-1974	Programs for Children in conjunction with the Albuquerque Public School System and Department of Psychiatry, internship (Psychological/Educational Assessment, Preschool/Severe Emotionally Disturbed), University of New Mexico, Department of Psychiatry
1971-1973	Teacher-Secondary level, Teaching (Adolescent-Severe Emotionally Disturbed), Escalon School for Atypical Children, Administrative, Los Angeles County School District (Funded by a Federal demonstration grant in conjunction with California State University at Los Angeles)
1970-1971	Teaching: Social Science in Regular Classroom/Learning Disabled Adolescents in the Resource Room, Pasadena High School and Pasadena Intermediate School Internship, Self-Contained Educational Handicapped Classroom (Jr. High), California State University at Los Angeles University Clinic
1969-1970	Research, Data Analysis Vocational Education Programs Secondary Level, Southern California Regional Occupational Center (Torrance School District, California)
1968-1969	Program Supervisor Counselor, Supervision and program development for adjudicated delinquents, Juvenile Residential Detention Facility Santa Barbara, California
1967	Research, Data and Statistical Analysis, Westmont College/Psychology Department

PROFESSIONAL ACTIVITY (Last 5 years)

Journal Boards

Editorial Boards

Educational Psychology

Journal of Educational Psychology (2002-2010, 2013-present)
 Journal of Experimental Child Psychology (2007-2012)
 Contemporary Educational Psychology (2001-2009)
 Educational Psychologist (2004-present)
 Journal of Cognitive Education and Psychology (2010-present)
 American Educational Research Journal (2001-2005)

Special Education

Learning Disability Quarterly (1980-present)
 Learning Disabilities Research and Practice (1986-present)
 Assessment for Effective Intervention (1989-2010)
 Exceptional Children (2003-present)
 Annals of Dyslexia (2014- present)
 International Journal for Research in Learning Disabilities (2010-present)
 Learning Disabilities: A Multidisciplinary Journal (2002-present)

Associate Editor:

Remedial and Special Education (1988-2005)
 Learning and Individual Differences (1993-2006)

Editor-in-Chief

Journal of Learning Disabilities (2004-present)
 Learning Disability Quarterly (1989-1998)
 Learning and Individual differences (Founding Editor-1988-1993)

Book Volumes

Associated Editor (2009-2010): Volume 3: Application of Educational Psychology to Learning and Teaching.
 American Psychological Association of Handbook of Educational Psychology

Section editor for Volume 1-3 *Encyclopedia for Special Education* (2005-2006)- Senior Editor- C. Reynolds & E. Fletcher-Janzen, NY: John Wiley & Sons, 3rd Ed. (2006-2007)

Section Editor. *Psychology of Classroom Learning: An Encyclopedia* (2007-2008) Senior Editor- Eric Anderman. NY Thomas Gale.

Professional Associations/Memberships (2000-2015)

American Educational Research Association (AERA)
American Psychological Society
National Association of School Psychologists
International Academy for Research in Learning Disabilities
International Council for Learning Disabilities

Professional Service (Sample 2002-2016)

Journal Reviews other than those related to board assignment (served as ad hoc reviewer)

Psychological Bulletin, Quarterly Journal of Experimental Psychology, Developmental Psychology
Child Development, Journal of Experimental Child Psychology, Review of Educational Research
British Journal of Developmental Psychology, Developmental Science, British Journal of Educational Psychology
Journal of Deaf Studies and Deaf Education, Journal of Computing Research, Reading and Writing: An Interdisciplinary Journal, Scientific Studies of Reading, Memory, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Learning, Memory, and Cognition, Neuropsychology, Journal of Child Psychology and Psychiatry and Allied Disciplines, Cognitive Development, European Journal of Cognitive Psychology, European Journal of Psychology of Education, European Journal of Psychological Assessment, Journal of the International Neuropsychological Society, Journal of Special Education, School Psychology Review, School Psychology Quarterly, Archives of Clinical Psychology, Memory & Cognition, Instructional Science, Journal of Applied Cognition & Memory, Reading Research Quarterly, Child Neuropsychology, Evaluation and Educational Policy, Psychological Science, Cognition, Psychonomic Review & Bulletin, Clinical Psychological Science, Journal of Abnormal Child Psychology

Federal Grants (2008-2014)

1. 2008-2014 Swanson, H.L. (PI) Strategy Training, Problem solving, and working memory in children with math disabilities (R324A09002) Institute for Education Science
2. 2008-2015 Swanson, H. L. (PI) Growth in literacy, language and cognition in children with reading disabilities who are English language learners (R32A090092). Institute for Education Science.
3. 2008-2012 Swanson, H.L. (PI). Methodological Training in instruction, reading, math, and cognition research on children at risk for learning disabilities (R32B08002) Institute for Education Science

Grants (Completed)

1. 2002-2006 Swanson, H. L. -(PI), Working memory and word problem solving. U.S. Department of Education, Institute of Education Science, Cognition and Student Learning. (R305H020055)
2. 2005-2008 O'Connor, R. (PI), & Swanson, H.L. (Co-PI). Variations in Fluency Procedures. U.S. Department of Education, Institute of Education Science, Reading/Writing.
3. 2007-2012 O'Connor, R. (PI), & Swanson, H.L. (Co-PI). Precision in response to intervention models. U.S. Department of Education, Institute of Education Science, Special Education: Reading/Writing.
4. 2005-2006 Swanson, H. L. (PI). A longitudinal study of Literacy and Cognitive Functioning in Monolingual and Bilingual Children at or not at Risk for Learning Disabilities (2005-2006) Linguistic Minority Research Institute, University of California
5. 2001-2006 Swanson, H. L. (PI) Literacy and Cognitive Functioning in Monolingual and Bilingual Children at or not at Risk for Learning Disabilities Linguistic Minority Research Institute, University of California

Major Federal Grant Panel Service (Sample service 2005-2015)

2016- U.S. Department of Education, Institute for Education Science (IES)-Basic processes

2016- U.S. Department of Education, Institute for Education Science (IES)-review IES technical report

2015- U.S. Department of Education, Institute for Education Science (IES)-reviewer unsolicited grants

2015- U.S. Department of Education, Institute for Education Science (IES)

Research Training-Panel Member-Washington DC.

2010- 2013 U.S. Department of Education, Institute for Education Science (IES)

Cognition and Student Learning (Basic Processes) -Panel Member-Washington DC. 2010

2006-2009 U.S. Department of Education, Institute for Education Science (IES)

Reading and Writing -Panel Member-Washington DC. 2006-2009, Chair 2012

2004-2005 U.S. Department of Education, Institute for Education Science (IES)

Cognition and Student Learning -Panel Member-Washington DC.

2014-Riksbankkans Jubileumsfond (Sweden) grant foundation-reviewer

2008- Chaired Review panel for NICHD (RFA-HD-07-005) Mathematical Cognition and Specific Learning Disabilities, Washington, DC, April, 2008

2005 NICHD- LD Multidisciplinary Grants (RTI) Panel Review-Washington DC.-October 2005

2006-present - Israel Science Foundation, grant reviewer
 2008-present-: National Institute of Education, Singapore, grant reviewer
 2008- present---Grant Reviewer: Marie Curie Fellowship Applicants (London-UK)
 2003 Technical Reviewer two U.S. Department of Education preliminary reports: Literacy of Foreign-Born Adults in the United States: 2003 (NCES 2009-034), and Basic reading Skills and the Literacy of the America's Least Literate Adults: Results from the 2003 NAALS. Institute of Education Sciences, U.S. Department of Education
 2009 Reviewer Technical Report: Special Education Strand of the Center on Instruction, The Center on Instruction at the University of Texas is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers.
 2009 Grant Reviewer-Economic and Social Research Council (ESRC)-London-UK
 2009-2010- Associated Editor: Volume 3: Application of Educational Psychology to Learning and Teaching. American Psychological Association of Handbook of Educational Psychology
 Reviewer: American Education Research Association Annual Meeting, 1999, 2000, 2001-2007. Special Interest Group - Special Education
 Reviewer: SREE-Society for Research on Effective Education, 2012, 2013, 2014

Sample of Past Federally Funded Projects

1994-1998 Swanson, H. L., (PI) Meta-analysis of Intervention Research in Children with Learning Disabilities. OSEP. U. S. Department of Education.
 1991-1996 MacMillan, D., Gresham, F., & Swanson, H. L. (Co-PI) Utility of Alternative Assessment Models for Identification of Mildly Handicapped Children. US Dept. of Education, (a five year continuation grant)
 1991-1995 Swanson, H. L. (PI) Mathematical components of word problem solving in Learning Disabled Children, SSHRC - Approved for funding for three years, but left Canada.
 1989-1990 Swanson, H. L. (PI) Problem Solving in Learning Disabled Children. UBC-SSHRC
 1984-1987 Swanson, H.L. (PI) Doctoral leadership Training Grant with Harvey Rude, Tom Sileo. Special Educational and Rehabilitative Service: 3 years
 1983-1986 Swanson, H. L. (PI) Interventions for Children with Severe Emotional Disturbance. Office of Special Education, Rehabilitative Services U.S. Dept.. of Education, continuation 3 years.
 1980-1983 Swanson, H. L. (PI) "Demonstration classroom for Severely Disturbed Adolescents," BEH., continuation 3 years. U.S.O.E.
 1976-1979 Swanson, H. L. (PI) "Teacher Training issues in learning disabilities, University of South Carolina," funded by Bureau of Education for Handicapped (BEH), USOE, HEW, 1979, 3 year grant
 1975 (one of several Co-PIs) Effectiveness of Inservice Training for Special Education Teachers. Represents Title IV Study, Santa Fe, New Mexico, USDE, HEW

Sample of Recent (or within the last 10 years) Professional Advisory, Consultant or Committee work (sample)

1. Technical Review Committee. Office of Special Education Programs- National Center for Response to Instruction. Housed at the American Institute for Research. In conjunction with University of Kansas and Vanderbilt.
2. National Institute for Literacy, Federal Agency under the Dept. of Education, Labor and Health and Human Services.
3. Steering Committee: UC-Center for Research on Special Education, Disabilities, & Developmental Risk.
4. Executive and Fellows Committee (Fellows committee) - International Academy for Research in Learning Disabilities.
5. Dissertation Award Committee: International Council for Learning Disabilities
6. Research Committee: International Council for Learning Disabilities.
7. Advisory Board Reading Project WETA. (Reading Rockets- Reading project U.S. Department of Education, OSEP project)
8. Advisory board: Learning disabilities World wide, INC. (other L. Fuchs, D. Deshler) – 2004-present
9. Advisory Research Board: National Dissemination Center for children with Disabilities
10. Advisory Board: A working memory intervention study for children with learning difficulties (funded Ministry of Education, United Kingdom)
11. Peer Reviewer: Canadian Research Chairs (www.chairs.gc.ca)-2005-Present
12. Reviewer-American Psychological Association-- Handbook of Educational Psychology (2nd ed., Alexander, P., Ed.)
13. Advisor Board; Frostig School for Children with Learning Disabilities, Pasadena, California (2010-present)

Recent Evaluations of Faculty for promotion, merit, and tenure: example universities: State University of New York, University of Texas, University of Georgia, University of Maryland, Vanderbilt, University of Miami, University of Arizona, Northwestern University, Florida State University, UC Santa Barbara, UC-Irvine, Ontario Institute for Studies in Education, University of Oregon, University of Washington, Michigan State University, University of Pittsburgh, George Mason University, Northwestern, Wilfred Laurier University,

University of Houston, University of Alberta, UC-Merced, Louisiana State University, Penn State University, University of Hong Kong

Research Objectives:

My research program focus during the last three years has been to (a) uncover the mechanisms that mediate working memory limitations in children and adults, (b) uncover the mechanisms that facilitate or compensate for working memory limitations in children and adults with reading, writing, and/ or mathematical disabilities and (c) standardize dynamic testing procedures for working memory measures. The goals of my research are to develop a theoretical model of learning disabilities that includes the cognitive mechanisms that moderate reading, mathematical and writing performance. The research program also includes (a) developing dynamic testing situations that accurately diagnose learning disabilities and (b) designing treatment programs for children at risk to facilitate cognitive processes related to intelligence and achievement.

Publications (articles) following University of California Format

A. JOURNAL ARTICLES (Technical) PUBLISHED (earliest to most recent)

1976-1980

1. Swanson, H.L. (1977). Nonverbal visual short-term memory as a function of age and dimensionality in learning-disabled children. Child Development, 48(1), 51-55.
2. Swanson, H.L. (1977). Response strategies and stimulus salience with learning disabled and mentally retarded children on a short-term memory task. Journal of Learning Disabilities, 10(10), 635-642.
3. Swanson, H.L. (1977). Dimensionality and signal detection effects on a short-term memory task with mentally retarded children. Psychological Reports, 40, 421-422.
4. Swanson, H.L. (1977). Effect of positive reinforcement on visual academic performance with a partially sighted child. Education of the Visually Handicapped, 9(3), 72-76.
5. Swanson, L. (1978). Comparison of normal and learning disabled children on a nonverbal short-term memory serial position task. The Journal of Genetic Psychology, 133, 119-127.
6. Swanson, H.L. (1978). Functional analysis. Q-sheet for LD children. Academic Therapy Quarterly, 14(2), 209-217.
7. Swanson, L. (1978). Verbal encoding effects on the visual short-term memory of learning disabled and normal readers. Journal of Educational Psychology, 70(4), 539-544.
8. Swanson, H.L. (1978). Primacy performance of normal and retarded children: Stimulus familiarity or spatial memory? Child Study Journal, 8, 101-110.
9. Swanson, H.L. (1979). Developmental recall lag in learning-disabled children: Perceptual deficit or verbal mediation deficiency? Journal of Abnormal Child Psychology, 7(2), 199-21.
10. Swanson, H.L. (1979). Removal of positive reinforcement to decrease pre-academic behaviors in learning disabled adolescents. Psychology in the Schools, 16, 186-292.
 - a. Swanson, H.L. (1980). Removal of positive reinforcement to decrease pre-academic behaviors in learning disabled adolescents. In H. Millman, C. Schaefer & J. Cohen (Eds.), Therapies for school behavior problems (pp. 52-56). San Francisco, CA: Jossey Bass. Publishers. [Condensed and republished].
11. Swanson, L. (1979). Comparison of normal and learning disabled children on short-term memory recall and selective attention. The Journal of Genetic Psychology, 135(1), 155-156.
12. Swanson, L. (1979). Auditory recall of conceptually, phonetically, and linguistically similar words by normal and learning-disabled children. The Journal of Special Education, 13(1), 63-67.
13. Swanson, L., Minifie, D., & Minifie, E. (1979). Conservation development in the partially sighted child. Psychology in the Schools, 16(2), 309-313.
14. Swanson, H.L. (1980). Auditory and visual vigilance in normal and learning disabled readers. Learning Disability Quarterly, 3(2), 71-78.
15. Swanson, L. (1980). Cognitive style, locus of control, and school achievement in learning disabled females. Journal of Clinical Psychology, 36(4), 964-967.
16. Swanson, L. (1980). Conceptual rule learning in normal and learning disabled children. The Journal of General Psychology, 102, 255-263.

1980-1985

17. Swanson, H.L. (1981). A reply to a review of teaching strategies for children in conflict: Curriculum, methods, and materials. Behavioral Disorders, 47, 58-62.

18. Swanson, L. (1981). Encoding of logical connective rules in learning-disabled children. Journal of Abnormal Child Psychology, 9(4), 507-516.
19. Swanson, L. (1981). Vigilance deficit in learning disabled children: A signal detection analysis. Journal of Child Psychology and Psychiatry, 22(4), 393-399.
20. Swanson, L. (1981). Locus of control and academic achievement in learning-disabled children. The Journal of Social Psychology, 113, 141-142.
21. Swanson, L. (1981). Modification of comprehension deficits in learning disabled children. Learning Disability Quarterly, 4, 189-202.
22. Swanson, L. (1981). Self-monitoring effects on concurrently reinforced reading behavior of a learning disabled child. Child Study Journal, 10(4), 225-232.
23. Swanson, L. & O'Connor, L. (1981). Short-term memory in deaf children in relation to verbal and dactylo-kinesthetic encoding. Journal of Psychology, 107, 231-236.
24. Swanson, H.L. (1982). A multidirectional model for assessing learning disabled students' intelligence: An information-processing framework. Learning Disability Quarterly, 5, 312-326.
25. Swanson, H.L. (1982). Strategies and constraints--a commentary. Topics in Learning and Learning Disabilities, 2(2), 79-81.
26. Swanson, H.L. (1982). In the beginning was a strategy: or was it a constraint?. Topics in Learning and Learning Disabilities, 2(2), 10-14.
27. Swanson, L. (1982). Verbal short-term memory encoding of learning disabled, deaf, and normal readers. Learning Disability Quarterly, 5(1), 21-28.
28. Swanson, L. (1982). Conceptual process as a function of age and enforced attention in learning-disabled children: Evidence for deficient rule learning. Contemporary Educational Psychology, 7, 152-160.
29. Swanson, H.L. (1983). A developmental study of vigilance in learning disabled and nondisabled children. Journal of Abnormal Child Psychology, 11(3), 415-429.
30. Swanson, H.L. (1983). Relations among metamemory, rehearsal activity and word recall of learning disabled and non-disabled readers. British Journal of Educational Psychology, 53, 186-194.
31. Swanson, H.L. (1983). Effects of subvocal suppression on learning disabled readers' sentence comprehension. Learning Disability Quarterly, 6(2), 207-216.
32. Swanson, H.L. & Mullen, R.C. (1983). Hemispheric specialization in learning disabled readers' recall as a function of age and level of processing. Journal of Experimental Child Psychology, 35, 457-477.
33. Swanson, L. (1983). Effects of rehearsal activity and level of word processing on learning disabled and normal readers' free recall. Journal of General Psychology, 108, 61-72.
34. Swanson, L. (1983). A study of nonstrategic linguistic coding on visual recall of learning disabled readers. Journal of Learning Disabilities, 16(4), 209-216.
35. Kontos, S., Swanson, H.L., & Frasier, C.T. (1984). Memory-metamemory connection in intellectually gifted and normal children. Psychological Reports, 54, 930.
36. Swanson, H.L. & Scarpati, S. (1984). Self-instruction training to increase academic performance of educationally handicapped children. Child and Family Behavior Therapy, 6(4), 23-39.
37. Swanson, H.L. (1984). Effect of cognitive effort on learning disabled and nondisabled readers' recall. Journal of Learning Disabilities, 17(2), 67-74.

38. Swanson, H.L. (1984). Effects of cognitive effort and word distinctiveness on learning disabled and nondisabled readers' recall. Journal of Educational Psychology, 76(5), 894-908.
39. Swanson, H.L. (1984). Does theory guide teaching practice? Remedial and Special Education, 5(5), 7-16.
40. Swanson, H.L. (1984). Phonological recoding and suppression effects on children's sentence comprehension. Reading Research Quarterly, 19(4), 393-403.
41. Swanson, H.L. (1984). Process assessment of intelligence in learning disabled and mentally retarded children: A multidirectional model. Educational Psychologist, 19(3), 149-162.
42. Swanson, H.L. (1984). Semantic and visual memory codes in learning disabled readers. Journal of Experimental Child Psychology, 37, 124-140.
43. Gadow, K.D. & Swanson, H.L. (1985). Assessing drug effects on academic performance. Psychopharmacology Bulletin, 21(4), 877-886.
44. Hill, G. & Swanson, H.L. (1985). Construct validity and reliability of the Ethical Behavior Rating Scale. Educational and Psychological Measurement, 45, 285-292.
45. Swanson, H.L. (1985). Improving same-sex and heterosocial interactions of emotionally disturbed adolescents. Journal of School Psychology, 23(4), 365-374.
46. Swanson, H.L. (1985). Children's lack-of-knowledge inference about memory. Child Study Journal, 15(1), 71-82.
47. Swanson, H.L. (1985). Effects of cognitive-behavioral training on emotionally disturbed children's academic performance. Cognitive Theory and Research, 9(2), 201-216.
48. Swanson, H.L. & Cooney, J.B. (1985). Strategy transformation in learning disabled and nondisabled students. Learning Disability Quarterly, 8(3), 221-230.
49. Swanson, H.L. & Kozleski, E.B. (1985). Self-talk and handicapped children's academic needs: Applications of cognitive behavior modification. Techniques: A Journal for Remedial Education and Counseling, 1, 367-379.
50. Swanson, H.L. & Obrzut, J.E. (1985). Learning disabled readers' recall as a function of distinctive encoding, hemisphere processing, and selective attention. Journal of Learning Disabilities, 18(7), 409-418.
51. Swanson, H.L. & Rhine, B. (1985). Strategy transformations in learning disabled children's math performance: Clues to the development of expertise. Journal of Learning Disabilities, 18(10), 596-603.
52. Swanson, H.L. (1986). Do semantic memory deficiencies underlie learning disabled readers' encoding processes? Journal of Experimental Child Psychology, 41, 461-488.
53. Swanson, H.L. (1986). Learning disabled readers' verbal coding difficulties: A problem of storage or retrieval? Learning Disability Research, 1(2), 73-82.
54. Swanson, H.L. & Rathgeber, A. (1986). The effects of organizational dimension on memory for words in learning-disabled and nondisabled readers. Journal of Educational Research, 79(3), 155-162.
55. Swanson, H.L. & Trahan, M. (1986). Characteristics of frequently cited articles in learning disabilities. Journal of Special Education, 20(2), 167-182.
56. Sasso, G., Hughes, G., Swanson, H., & Novak, C. (1987). A comparison of peer initiation interventions in prompting multiple peer initiators with a severely handicapped student. Education and Training of the Mentally Retarded, 22, 150-155.

1986-1990

57. Swanson, H.L. (1987). Information processing theory and learning disabilities: A commentary and future perspective. Journal of Learning Disabilities, 20(3), 155-166.
58. Swanson, H.L. (1987). Information processing theory and learning disabilities: An overview. Journal of Learning Disabilities, 20(1), 3-7.
59. Swanson, H.L. (1987). Developmental changes in LD readers' encoding preferences. Learning Disability Quarterly, 10(3), 164-174.
60. Swanson, H.L. (1987). The combining of multiple hemispheric resources in learning-disabled and skilled readers' recall of words: A test of three information-processing models. Brain and Cognition, 6, 41-54.
61. Swanson, H.L. (1987). The influence of verbal ability and metamemory on future recall. British Journal of Educational Psychology, 57, 179-190.
62. Swanson, H.L. (1987). Verbal-coding deficits in the recall of pictorial information by learning disabled readers: The influence of a lexical system. American Educational Research Journal, 24(1), 143-170.
63. Swanson, H.L. (1987). What learning-disabled readers fail to retrieve on verbal dichotic tests: A problem of encoding, retrieval or storage? Journal of Abnormal Child Psychology, 15(3), 339-360.
64. Swanson, H.L. (1987). The effects of self-instruction training on a deaf child's semantic and pragmatic production. Journal of Communication Disorders, 20, 425-436.
65. Swanson, H.L. (1987). Severe discrepancy: Some thoughts from cognitive psychology. Learning Disabilities Research, 3(1), 57-63.
66. Swanson, H.L. & Alford, L. (1987). An analysis of the current status of special education research and journal outlets. Remedial and Special Education, 8(6), 8-18.
67. Swanson, H.L., Butts, C.S., & Lewis, G. (1987). Characteristics of frequently cited articles related to children's emotional behavioral disorders. Psychology in the Schools, 24(1), 364-371.
68. Swanson, H.L., Kontos, S., & Frazer, C. G. (1987). Intellectually gifted and non-gifted children's inference from partial knowledge. Bulletin of the Psychonomic Society, 25(1), 35-37.
69. Swanson, H.L., Kozleski, E., & Stegick, P. (1987). Disabled readers' processing of prose: Do any processes change because of intervention. Psychology in the Schools, 24(1), 378-384.
70. Cooney, J.B., Swanson, H.L., & Ladd, S.F. (1988). Acquisition of mental multiplication skill: Evidence for the transition between counting and retrieval strategies. Cognition and Instruction, 5(4), 323-345.
71. Swanson, H.L. (1988). Comments, counter comments and new thoughts. Journal of Learning Disabilities, 21(5), 289-297.
72. Swanson, H.L. (1988). Learning disabled children's problem solving: Identifying mental processes underlying intellectual performance. Intelligence, 12, 261-278.
73. Swanson, H.L. (1988). Memory subtypes in learning disabled readers. Learning Disability Quarterly, 11(4), 342-357.
74. Swanson, H.L. (1988). Development of children's word recall: Hemispheric specialization, strategy, or high order cognitive process? Bulletin of the Psychonomic Society, 26(2), 97-99.
75. Swanson, H.L. (1988). Toward a metatheory of learning disabilities. Journal of Learning Disabilities, 21(4), 196-209.
76. Swanson, H.L., Hughes, G., & Nicholes, J. (1988). Characteristics of frequently cited articles in mental retardation. Research in Developmental Disabilities, 9, 213-227.

77. Swanson, H.L., Overholser, J.B., & Cooney, J.B., & Overholser, J.D. (1988). The effects of self-generated visual mnemonics on adult learning disabled readers' word recall. Learning Disabilities Research, 4(1), 26-35.
78. Swanson, H.L., Plank, D., & Still, J. (1988). The characteristics of prominent articles with A Special Education@ in the title. Remedial and Special Education, 9(5), 41-49.
79. Swanson, H.L. (1989). Phonological processes and other routes. Journal of Learning Disabilities, 22(8), 493-497.
80. Swanson, H.L. (1989). Strategy instruction: Overview of principles and procedures for effective use. Learning Disability Quarterly, 12(1), 3-15.
81. Swanson, H.L. (1989). The effects of central processing strategies on learning disabled, mildly retarded, average, and gifted children's elaborative encoding abilities. Journal of Experimental Child Psychology, 47, 370-397.
82. Swanson, H.L. (1989). Verbal coding deficits in learning-disabled readers: A multiple stage model. Educational Psychology Review, 1(3), 235-277.
83. Swanson, H.L. & Cooney, J. (1989). The relationship between intelligence and vigilance in children. Journal of School Psychology, 27, 141-153.
84. Swanson, H.L., Brandenburg-Ayers, S., & Wallace, S. (1989). Construct validity of the K-ABC with gifted children. The Journal of Special Education, 23(3), 342-352.
85. Swanson, H.L., Cochran, K., & Ewers, C. (1989). Working memory in skilled and less skilled readers. Journal of Abnormal Child Psychology, 17(2), 145-156.
86. Swanson, H.L., Cochran, K.F., & Ewers, C.A. (1990). Can learning disabilities be determined from working memory performance? Journal of Learning Disabilities, 23(1), 59-67.
87. Swanson, H.L. & Trahan, M. (1990). Naturalistic memory in learning disabled children. Learning Disability Quarterly, 13(2), 82-95.
88. Carter, K.R. & Swanson, H.L. (1990). An analysis of the most frequently cited gifted journal articles since the Marland report: Implications for researchers. Gifted Child Quarterly, 34, 116-123.
89. Cooney, J.B. & Swanson, H.L. (1990). Individual differences in memory for mathematical story problems: Memory span and problem perception. Journal of Educational Psychology, 82(3), 570-577.
90. Swanson, H.L. (1990). Executive processing differences between learning disabled, mildly retarded, and normal achieving children. Journal of Abnormal Child Psychology, 18(5), 549-563.
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Swanson, H.L. A proposal to Study Growth in Math, Language and Cognition in Children with Math Difficulties who are English Language Learners: Bridging the Achievement Gap. University of New Mexico. November 15, 2016.

Swanson, H.L. Word Problem solving, Working Memory, and Math Disabilities: Do Cognitive Strategies really make a Difference? International Academy For Research in Learning Disabilities. U. of Texas, Austin, June, 30, 2016.

*Swanson, H. L., Is success in Problem Solving related to Working Memory Capacity. Invited lecture. School of Education. University of California-Irvine. May 2, 2016

**Swanson, H.L. (2016) AERA-UCSB STEM Conference. Is the success of problem solving for children with math disabilities related to working memory, January 14, Santa Barbara, CA

Kong, J. Uppal, H. & Swanson, H.L. (2016) Effects of Cognitive Interventions on Problem Solving in English Learners and Children with Math Difficulties, American Educational Research Association, Washington DC.

Kudo, M. & Swanson, H. L (2016) Examining the Theoretical Framework of Baddeley's Model of Working Memory in English Language Learners, American Educational Research Association, Washington DC.

Zhang, X. & Swanson, H.L. (2016) Growth in Working Memory and Cognitive Predictors of Mathematics Achievement in Children of Varying Ability, American Educational Research Association, Washington DC.

Uppal, H., Lussier, C., & Swanson, H. L. (2016). Growth in the Relationship Between Cognition, Mathematics Calculation, and Literacy in Elementary School Children, American Educational Research Association, Washington DC.

Kong, J., Orsoco, M., & Swanson, H. L. (2016). Math Motivation, Working Memory, and Reading Comprehension in Monolingual and ELL Children with Math Difficulties, American Educational Research Association, Washington DC.

McMurrin, M. B., & Swanson, H. L. (2016). The Impact of Strategy Training on Working Memory and Math Performance. American Educational Research Association, Washington DC.

**Swanson, H. L. (2015) Does success for children with math disabilities depend on working memory?. Bennett Pierce Research Prevention Center, Penn State University, Department of Family Studies, Sept. 16

Kudo, M. & Swanson, H.L. (2015). Examining the structure of English and Spanish working memory in dual language learners. American Psychological Society (APS), May 21, New York, NY

Swanson, H.L. (2015) Does Success of Strategy Interventions for Children with Math Disabilities Depend on the Level of Working Memory Capacity? International Academy for Research in Learning Disabilities. Vancouver, British Columbia, Canada July 8.

Grimm, R., Gerber, M. & Swanson, H.L. (2015) Examining the simple view of reading among subgroups of Spanish -Speaking English Language Learners. Council for Exceptional Children. San Diego, April 10

Swanson, H.L. & Orosco, M. (2015). Theoretical based mathematical research. Pacific Coast Regional Conference (PCRC), San Diego, February 7.

Olides, A., & Swanson, H.L. (2015). A mixture modeling approach to profile individuals with math learning ability. American Educational Research Association, April 19. Chicago.

Kudo, M., Orosco, M., & Swanson, H.L. (2015). Effects of early classroom activities on English language learner's later reading achievement. American Educational Research Association, April 19. Chicago.

**Swanson, H. L. (2014, June) The influence of working memory on math and reading performance in children with math and reading disabilities: A review of three studies serving as impetus for current research. NICHD consultant. University

of Washington, Seattle, WA.

- Kudo, M., Uppal, H., & Swanson, H. L. (2014, May). The role of inhibition and updating in vocabulary development in subgroups of bilingual children Association for Psychological Science (APS) Annual Convention in San Francisco, CA.
- Kudo, M., Uppal, H., & Swanson, H.L. (2014). Examining ELL reading proficiency by gender over time. American Psychological Society, San Francisco, May30.
- Fuchs, L. & Swanson, H.L (2014)The role of working memory in word problem solving. International Council for Exceptional Children (CEC). April,11, Philadelphia
- Kudo, M., & Swanson, H.L. (2014) Is there a bilingual advantage in working memory tasks? American Educational Research Association, April, 3, Philadelphia
- Fung, W., Swanson, H.L., & Lussier, (2014). The influence of working memory components on word problem solving for children with mathematical difficulties. American educational research Association, April, 3, Philadelphia
- **Swanson, H. L. (2014) Distinguished Lecture. Six major issues confronting the field of learning disabilities: A perspective from meta-analysis and longitudinal research. Virginia Commonwealth University Richmond, VA. Feb 25, 2014
- **Swanson, H. L. (2014). The influence of working memory on math and reading performance in children with math and reading disabilities: A review of three studies serving as impetus for current research. Virginia Commonwealth University Richmond, VA. Feb 25, 2014
- Swanson, H.L. (2014). Does cognitive strategy training on word problems compensate for working memory capacity in children with math difficulties? Pacific Coast Research Conference, February, 7, San Diego.
- Lussier, C. Mason, E., Orosco, M. & Swanson, H.L. (2013). ELS & Special Education: Distinguishing Language Development from Disabilities. California Association for Bilingual Education. Costa Mesa, CA, August 1, 2013.
- Melgarejo, M., Gerber, M., Swanson, H.L., Orosco, M., Guzman-Orth, D. (2013) Effective instructional practices predicting reading growth for English Language Learners. Society for Scientific Study of Reading (SSSR) July, 13, Hong Kong
- Grimm, R., Gerber, M., & Swanson, H.L. (2013) Examining profiles of reading development I elementary aged Spanish Speaking English Language Learners. Society for Scientific Study of Reading (SSSR) July, 13, Hong Kong
- Swanson, H.L., Orosco, M.J., & Lussier, C. (2013) Does cognitive strategy training on word problem solving compensate for working memory capacity in children with math difficulties. Society for Research in Effective Education (SREE), March 8, Washington, DC.
- **Swanson, H.L. (2013). Cognition, Literacy, and Growth in English language learners at risk for reading disabilities: Preliminary findings. Institute for Education Science, U.S. Dept. of Education, March 6, Washington DC
- Swanson, H. L (2013). Executive function, strategy instruction and peer mentoring: Improving the academic performance of students with learning difficulties. Pacific Coast Regional conference, Feb. 9, San Diego
- Zheng X. Swanson, H.L. (2013) Predictors Underlying Word Problem Solving in the Third Graders with and Without Math Disabilities. 2013, San Francisco, American Educational Research Association
- Rios, J. & Swanson, H. L. (2013). Adaptation of a working memory battery for assessing learning difficulties in native Spanish speaking students. San Francisco, American Educational Research Association
- Garcia, N., Sisco, D. Lussier, C. & Swanson, H.L. (2013)"Cognitive Predictors of English Reading Performance in Spanish -speaking English Language Learners (ELLs): A Longitudinal Investigation," 2013, San Francisco, American Educational Research Association
- Guzman-Orth, Swanson, H. L. (2013) Assessing Learning Difficulties in Native Spanish-Speaking Students, San Francisco, American Educational Research Association
- Swanson, H. L., Lussier, C., & Orosco, M. (2013) "Does Growth in Working Memory Predict Literacy in English Language Learners? 2013, San Francisco, American Educational Research Association

- Nadia, Orosco, M., Swanson, H. L. (2013) "The Impact of Instruction on English Language Learners' Vocabulary Development: A Selective Meta-Analysis of the Literature," 2013, San Francisco, American Educational Research Association
- Moran, A., Gerber, M., Lussier, C., & Swanson, H. L. "The Development of a Math Strategy for ELLs at Risk for Math Disabilities," 2013, San Francisco, American Educational Research Association
- Swanson, H. L., Lussier, C., & Orosco, M. Cognitive strategies, working memory and growth in problem solving. Pacific Coast Research Conference, San Diego, February, 8, 2013
- Grimm, R., Gerber, M., Leafstedt, J., & Swanson, L. Comparing models of growth in reading at risk for English language learners and typically developing peers, Scientific Studies of Reading, Montreal, July 14, 2012
- Guzman-Orth, D., Gerber, M., Swanson, H. L., Orosco, M., Lussier, C (2012). Working Memory for English Language Learners At Risk for Reading Disabilities. International Council for Exceptional Children. Denver, April 13.
- Moran, A., Lussier, C. & Swanson, H.L. (2012) The Effects of a Comprehension Intervention on Mathematics Problem Solving on Students with Mathematics Disability, International Council for Exceptional Children. Denver, April 14.
- Guzman-Orth, D. Gerber, M., Swanson, H. L., Orosco, M., Lussier, C (2012) Cognition in the Classroom for Spanish -Speaking English Language Learners At Risk for Reading Disabilities. American Educational Research Association, Vancouver, British Columbia April.
- Swanson, H. L. Lussier, C., Orosco, M. Gerber, M., Guzman-Orth, D. (2012) The Influence of Working Memory on ELL Children's Literacy. American Educational Research Association, Vancouver, British Columbia, April.
- Moran, M., Gerber, M., Swanson, H.L. Lussier C (2012) The Effects of Comprehension Intervention on Mathematics Problem Solving for Students with Mathematics Disability American Educational Research Association, Vancouver, British Columbia, April/
- Orosco, M., Swanson, H. L., Lussier, C. (2012) The Features of Instructional Reading Efficacy with English Language Learners. American Educational Research Association, Vancouver, British Columbia, April.
- Swanson, H. L. Orosco, M., Lussier, C. Guzman-Orth, D. (2012) The Influence of Working Memory on ELL Children's Literacy. American Educational Research Association, Vancouver, British Columbia, April
- Rennie, B., Hall, S., Beebe-Frankenberger, M., & Swanson, H. L. (2012) A three-year longitudinal study of change in working memory and response inhibition in elementary-aged children with ADHD. International Neurological Society (INS). Feb. 16 Montreal, Canada
- Rennie, B., Beebe-Frankenberger, M., & Swanson, H. L. (2012) A three year longitudinal study of executive functions as predictors of reading achievement in children with and without ADHD. National Association of School Psychologists , Philadelphia, February 22
- Sisco-Taylor, D., Rios, J. Garcia, N. and Swanson, H. L. (2012) "Improving Word Problem Solving in Children with Math Disabilities: A Longitudinal Investigation, American Educational Research Association, Vancouver, British Columbia, April.
- Tung, C. Arrelano, E., Swanson, H. L., Orosco, M., Lussier, C. (2012) Predictors of Math Problem Solving Skills in Elementary School. National Association of School Psychologists , Philadelphia, February 22
- Arellano, E., Tung, C. Swanson, H. L., Orosco, M., Lussier, C. (2012) Cross Language Transfer Effects of Phonological Awareness on English Reading National Association of School Psychologists , Philadelphia, February 22
- Zheng, X. Flynn, L., & Swanson, H.L. (2012). Meta-analysis of problem solving interventions for children with math disabilities. Pacific Coast Regional Conference, San Diego, CA. Feb.
- Swanson, H. L., Orosco, M., & Lussier, C. (2011). Effects of cognitive strategy interventions on word problem on word problem solving and working memory in children with math disabilities, Society for Research on Educational Effectiveness, Washington, DC Sept 9, 2011

- Swanson, H. L. & Jerman, O. (2011) Working Memory, dynamic testing, and growth in reading comprehension. Society for the Scientific Study of Reading, (SSSR), Tampa, FL. July 16, 2011.
- Swanson, H.L. A synthesis of intervention research in learning disabilities. UCLA SEMEL INSTITUTE, SPEDR, UCLA May 19, 2011.
- *Swanson, H. L. (2011) May 16: "The Influence of Working Memory on Math and Reading Performance in Children with Math or Reading Disabilities," Graduate School of Education, University of California, Irvine
- Flynn, L., Swanson, H.L., and Zheng, X. (2011) Instructing struggling upper elementary and middle school readers: A meta-analysis of intervention research. American Educational Research Association. , New Orleans, April 12, 2011.
- Zheng, X., Lindsay, F., Swanson, H. L.(2011) Meta-Analysis of Experimental Intervention Studies on Problem Solving and Math Disabilities, New Orleans, April 10, 2011
- Guzman, D., Lussier, C. Swanson, H. L., Gerber, M. & Orosco, M. *Exploring the Home Literacy Environment for Spanish-Speaking English Learners at Risk for Reading Disabilities*. American Educational Research Association, New Orleans, April 12, 2011
- Guzman, D., Gerber, M. Lussier, C. & Orosco, M., Swanson, H. L. (2011) Home Language and literacy practices for English Language Learners, Council for Exceptional Children, Washington, D., April 26,
- Moran, A. Lussier, C., Gerber, M., Orosco, M, & Swanson, H. L. (2011). Strategy training and problem solving. Council for Exceptional Children. Washington DC, April 25.
- Aune, E., Beebe-Frankenberger, M., & Swanson, H.L. (2011). Understanding the relationship between subtypes of reading deficits and co-morbid math deficits, National association of School Psychology, San Francisco, Feb-22
- Flynn, L., Swanson, H.L., and Zheng, X. (2011) Instructing struggling upper elementary and middle school readers: A meta-analysis of intervention research. Pacific Coast Research Conference, San Diego. Feb 5, 2011.
- Swanson, H. Orosco, M., Lussier, C. & Gerber, M. (2011) Working memory development in reading and English Language Learners, Pacific Coast Research Conference, San Diego. Feb 6, 2011.
- Orosco, M., Lussier Guzman, D., Gerber, M. and Swanson, H.L. Baltimore, Literacy, Language, and Cognition in children with reading disabilities who are English Language Learners. Division for Learning Disabilities: Council for exceptional children, Baltimore, October, 29, 2010
- Jerman, O., Moran, A., Lussier, C., Gerber, M., & Swanson, H. L. (2011). Strategy Training, Problem Solving, and Working Memory in Children with Math Disabilities, Division for Learning Disabilities: Council for exceptional children, Baltimore, October, 29, 2010
- **Swanson, H. L. (2010 invited) . Reading comprehension and working memory. Annual Orton Dyslexia Society, Phoenix, AZ, October 23, 2010
- **Swanson, H. L. (invited, 2010). Math Disabilities: Understanding students who struggle to learn math: Annual conference -Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 30.
- Zheng, X., Flynn, L., & Swanson (PI), H. L. Meta-analysis of problem solving interventions for children with math disabilities annual conference-Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 28.
- Orosco, M., Lussier, C. Gerber, M., & Swanson (PI), H. L (2010). Language, Literacy and Cognition in ELL children at risk for RD Annual conference-Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 29.
- Moran, A., Lussier, C., Orosco, M., Gerber, M. & Swanson (PI), H.L. (2010) Strategy interventions for children with MD Annual conference-Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 29.
- Tran, L., Arellano, B. & Swanson, H.L. (2010). RTI literature : A selective meta-analysis. Pacific Coast Research

Conference. San Diego, Feb. 5, 2010

- Arellano, B., Tran, L., & Swanson, H.L., (2010). Reading Disabilities in Children: A selective review of the literature. American Educational Research Association. April. Denver. Colorado
- Tran, L., Arellano, B. & Swanson, H.L. (2010). A Meta-analysis of the RTI literature on children with learning disabilities. American Educational Research Association. April. Denver. Colorado
- Zheng, X., Jerman, O. , & Swanson, H.L. (2010). Intellectual, academic, and cognitive growth in children as a function of domain specific working memory subgroups. American Educational Research Association. April. Denver. Colorado
- Arellano, B., Tran, L., O'Connor, R., Bocian, K., & Swanson, H.L., (2010). Assessing the predictive validity of basic early literacy skills (DIBELS) on literacy, language, and vocabulary measures in early elementary school for English language learners. American Educational Research Association. April. Denver. Colorado
- *Swanson, H.L. (invited, 2010). Attention and working memory: Longitudinal outcomes. International Academy for Research in Learning Disabilities. University of Miami, Coral Gables. January.
- **Swanson, H. L. (invited, 2009). Learning Disabilities: Implications for future direction: Annual conference -Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 9.
- Arrelano, B., Tran, L., & Swanson, H.L. (2009). Cognitive aspects of children with RD: A selective meta-analysis of the literature. Annual conference-Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 1,
- Tran, L., Arrelano, B. & Swanson, H.L. (2009). A selective meta-analysis of the RTI literature. Annual conference-Institute for Education Science, U.S., Dept. of Education. Washington, DC, June 2,
- O'Connor, R. & Swanson, H. L. (2009). The influence of text difficulty on improvement in reading rate and other aspects of Competence. American Educational Research Association. San Diego, April 16
- Zheng, X. & Swanson, H. L. (2009). Working memory, cognitive efficiency and mathematical word problem solving in children with math disabilities. American Educational Research Association. San Diego, April 13.
- Swanson, H. L. & Ching-Ju Hsieh (2009). Adults with Reading Disabilities: A meta-analysis of the published literature. American Educational Research Association. San Diego, April 16.
- Swanson, H. L. (2009). The relationship between growth in cognition and growth in problem solving in children with math disabilities. American Educational Research Association. San Diego, April 16.
- Swanson, H.L. & Zheng, X. (2009). The role of working memory on mathematical problem solving in children with math disabilities. Cognitive underpinnings of complex mathematics skills: Longitudinal Investigations:. Society for Research in Child Development, Denver, April 1.
- Sanchez, T. & Swanson, H. L. (2009) A meta-analysis of the RTI intervention research on LD: Do the characteristics of nonresponders matter? Council for Exceptional Children, Seattle, April 11.
- **Swanson, H. L (invited presentation 2009)- An overview of the research literature on the cognitive differences in children and adults with SLD.46th Annual International Conference: Association for Learning Disabilities, Salt Lake City, Utah, Feb. 25.
- **Swanson, H. L. (invited lecture, 2008, July 4) How growth in working memory influences growth in Achievement and Intelligence. Archives Jean Piaget Conference, University of Geneva. Geneva Switzerland
- *Swanson, H.L. (invited 2008). Growth in working memory and Problem Solving. International Academy for Research in Learning Disabilities. June 28 , Toronto, Canada
- Jerman, O. & Swanson, H.L. (2008). Growth in working memory and reading disabilities. International Academy for Research in Learning Disabilities. June 28 , Toronto, Canada
- **Swanson, H. L. (invited 2007) Meta-analysis and assessment in adults with learning disabilities in reading, National Institute for Literacy, Washington DC. Nov 16.

- Swanson, H. L. & O'Connor, R. (2007). The role of working memory in fluency development, American Educational Research Association, Chicago April 10.
- Zheng, X. & Swanson, H.L. (2007). Comprehending separate roles of working memory components in children's mathematical word problem solving. American Educational Research Association, Chicago April 12.
- Jerman, O. & Swanson, H.L. (2007). The influence of working memory in reading growth in subgroups of children with reading disabilities. American Educational Research Association, Chicago April 12.
- Swanson, H. L. (2006) The role of working memory in word problem solving in children at risk for math disabilities: A growth curve analysis. World Congress on Learning Disabilities, Boston, Mass. October 27, 2006.
- *Swanson, H. L., Deshler, D., Chair Howard Margolis. (2006-invited). The future of special education in the United States. World Congress on Learning Disabilities, Boston, Mass. October 27.
- *Swanson, H. L. (2006-invited) Significant Publications in the field of Learning Disabilities. 28 International Conference on Learning Disabilities, Mclean Virginia. October 21.
- **Swanson, H. L. (2006-invited). Math Disabilities: A longitudinal and meta-analytic study. August 13, Queen's University, Kingston Ontario, Canada
- Swanson, H.L. (2006). Working memory and mathematics International Academy for Research in Learning Disabilities. University of Colorado, Boulder Colorado, July 14,
- *Swanson, H.L. (2006-invited). LD research on line: Opportunities and challenges. International Academy for Research in Learning Disabilities. University of Colorado, Boulder Colorado, July 14,
- *Swanson, H. L. (2006). Growth in literacy and cognition in bilingual children at risk or not at risk for reading disabilities (coauthor Michael Gerber and L. Saez). Linguistic Minority research Institutes (19th conference). May 5-UC Irvine
- *Swanson, H.L. (2006)-invited. What is Specific Learning Disabilities? National SEA Conference hosted by National Research Center on Learning Disabilities University of Kansas. Sponsored by U.S. Dept of Education, Office of Special Education. April 20.
- Swanson, H. L. (2006). Growth of memory and mathematical problem solving in children at risk for math disabilities. American Educational Research Association. San Francisco. April.8.
- Jerman, O., & Swanson, H.L. (2006). Cognitive growth as a function of individual differences in working memory capacity in children. American Educational Research Association. San Francisco. April.10.
- Swanson, H. L. (2006). Literacy and cognitive function in bilingual children at risk for reading disabilities. National Association of School Psychologists, Anaheim, March 28,
- **Swanson, H. L. (2006-invited) Evidence based instructional practice that improves performance outcomes in math and reading in children with learning disabilities: what does the research say? University of Denver. Sponsored by Colorado Council for Learning Disabilities, International dyslexia association, March 10,
- Geva, E., Gottardo, A., Gerber, M., & Swanson, H. L (2006). Canadian-American Research Collaboration: why compare Canadian and U.S. samples? UC Linguistic minority biliteracy conference, Linguistic Minority Research Institute. University of California-Santa Barbara, January 20.
- Swanson, H.L. (2005). Age related changes in WM and word problem solving:: Three year longitudinal study, Institute of Education Science—project director's meeting, May 18, Washington DC
- Solari, E., Gerber, M. & Swanson, H. L. (2005). English language learners' spelling: analysis of memory processes and phonological awareness of two spelling measures, AERA, Montreal, April 14
- Swanson, H.L. (2005). Cross-sectional measures of memory and mathematical problem solving, Montréal, AERA, April 15
- Swanson, H. L. (2005) Discussant: Institute of Education Sciences, how can cognitive science improve student learning of

mathematical concepts. Montréal, AERA April 11

Howard, C., & Swanson, H.L. (2005) Reading learning disabilities and memory, Southeast American Educational Research Conference, New Orleans, Feb 12, 2005

Swanson, Saez, & Gerber (2005). Growth in literacy and Cognition in bilingual and non bilingual children at risk or not at risk for reading disabilities, Bilingual literacy conference—sponsored by LMRI, Santa Barbara California, January 21, 2005

Solari, E., Gerber, M. & Swanson, H. L. (2005). Spelling development of young English Learner: The role of phonological awareness and working memory. Annual Meeting of the Society for the scientific Study of Reading, Toronto, Canada (June 2005)

**Swanson, H. L. (2005-Invited) A review of four meta-analyses: International Dyslexia Association, Washington DC July 23

**Swanson, H. L. (2005). Dynamic Testing and growth in working memory in children with Reading Disabilities. International Association for Cognitive Education & Psychology, University of Durham, England

**Swanson, H.L. (2005-invited) April 20th Reading outcomes for children with Learning Disabilities: Distinguished Lecture, University of Kansas

**Swanson, H.L (2005-invited) October 23 Research on Memory and learning disabilities. Laboratory School, Washington, D.C.

*Swanson, H. L. (2004-invited). Memory and Learning Disabilities: Past, Present and Future. William Cruickshank Memorial Lecture, International Academy for Research in Learning Disabilities. July. University of Michigan,

Howard, C. & Swanson, H. L. (2004). Does dynamic assessment of working memory helps in the classification of students with reading disabilities? American Psychological Association. Honolulu, HI.

Swanson, H. L. (2004). Age related changes in Working Memory and Problem Solving. Cognition and Student Learning Investigators Meeting. Institute of Educational Sciences. May, Washington DC.

Swanson, H. L. (2004). Working memory and mathematical problem solving in young elementary children. American Educational Research Association, April San Diego, Ca.

Swanson, H. L. & Beebe-Frankenberger, M. (2004). Relationship between working memory and word problems in the elementary grades. April American Educational Research Association, San Diego, Ca.

Luxenberg, D., D., Hickmott, P., & Swanson, H. L. (2004) Verbal memory and visual impairment: Plasticity and pathways for learning Gatlinburg conference March San Diego

*Swanson, H. L. (2004). 20 years of memory research on LD: What's worth remembering. Talk asked for in response to the distinguished research award. American Education Research Association:Special Education Interest Group, San Diego: CA. April.

*Swanson, H. L. (2004). Memory and Learning Disabilities: Past, Present and Future. William Cruickshank Memorial Lecture, International Academy for Research in Learning Disabilities. July. University of Michigan,

**Swanson, H.L. (2004, invited) . Memory and learning disabilities. Spearman Conference, Educational Testing Service, University of Pennsylvania, Philadelphia November, 2004.

**Swanson, H.L. (2004-invited). Meta-analysis. NICHCY- National Dissemination Center for children with Disabilities . August 3, 2004, Washington , DC

Solari, E., Gerber, M., & Swanson, H. L. (2005). Spelling development of young English learners: the role of phonological awareness and working memory. Annual meeting of the society for the scientific study of reading, Toronto, Canada, June 26, 2005.

**Swanson, H. L. (2003-Invited) . Dynamic Assessment and Learning Disabilities: Results from our Lab. Learning

Disabilities Association of Canada, October, Calgary Canada

- *Swanson, H.L. (2003-invited). Articles that make an impact on the field. International Council for Learning Disabilities. October, Seattle.
- Swanson, H. L. (2003). Working memory and learning disabilities: Cross sectional Findings,. International Academy for Research in Learning Disabilities. University of Wales, Bangor, England
- Swanson, H. I. (2003). Working memory and English Language Learning 9th International Conference of the International Association for Cognitive Education and Psychology. July, Seattle, WA.
- Howard, C., & Swanson, H. L. (2003) Does dynamic assessment validate classification 9th International Conference of the International Association for Cognitive Education and Psychology. July, Seattle, WA.
- Swanson, H. L. (2003) Literacy and cognitive Functioning in bilingual and no bilingual Children at or not at risk for reading Disabilities. Linguistic Minority Research Institute annual meeting (May 10). San Diego, Ca.
- Swanson, H. L. & Sáez, L. (2003). Literacy and cognition in L2 children at risk for Reading Disabilities. American Educational Research Association. April, Chicago.
- Saez, L., & Swanson, H.L. (2003) Literacy and cognitive functioning measures in children at risk. Pacific coast regional conference, La Jolla, CA
- Swanson, H. L. (2003) Panel of past Distinguished Lectures: Past is Prologue. International council for learning disabilities. Oct. Seattle, WA.-featured speaker.
- Swanson, H. L. (2003). Interventions that work for children with learning disabilities.
Learning Disabilities Association of Canada, October, Calgary Canada-featured speaker
- Swanson, H. L. & Saez, L. (2002). Bilingual working memory and children at risk for reading disabilities. Pacific Coast Regional Conference (PCRC) Feb La Jolla, CA
- Swanson, H.L. (2002). Learning disabled reader's working memory 26th Annual conference International academy for Research in learning disabilities, June 30, Washington DC
- Swanson, H.L., & Saez,L. (2002) L. Relationships among literacy and cognitive functioning in monolingual and bilingual children at or not at risk for learning disabilities. American educational research association New Orleans, 2002
- Swanson, H. L. (2001, September). *Dynamic assessment and working memory: A standardized procedure*. British Educational Research Association, University of Leeds, England.
- Swanson, H. L. (2001, September). *A critique of achievement and motivation research across five contexts* (Japan, U.S., England, China, and Russia). Symposium discussant. British Educational Research Association.
- Necochea, D.M., & Swanson, H.L., (2001, October) Teaching children to read: Recent research in reading interventions, paper presented at Annual California Learning disability Association concord CA.
- Neceochea, & Swanson, H.L., (2002) Teaching children how to read: New implications for meta-analysis of reading intervention research. Annual International Learning disability Association, Denver, Colorado Feb
- Swanson, H. L. (2001, September). *Dynamic assessment and working memory: A standardized procedure*. British Educational Research Association, University of Leeds, England.
- Swanson, H. L. (2001 October 8th). *Relationship between rapid naming, reading and phonological processing*. Hammill Foundation, Austin, TX.
- **Swanson, H. L. (2001, September 11-invited). *Cognitive interventions and learning disabilities: A comprehensive synthesis*. Ministry of Education, London, England.

- Swanson, H. L. & Lussier, C. (2001, August). *Meta-analytic synthesis of the experimental literature on dynamic assessment*. American Psychological Association, San Francisco, CA.
- Swanson, H. L. (2001, April). *Learning disabled readers' working memory: What does or does not develop*. American Educational Research Association, Seattle, WA.
- Swanson, H. L. & Simmerman, S. (2001, February). *The role of internal and external validity treatment outcomes for students with learning disabilities*. Pacific Coast Research Conference.
- Simmerman, S. & Swanson, H. L. (2000, April). *Does methodology matter in treatment outcomes for students with learning disabilities?* The Council for Exceptional Children, Vancouver, British Columbia, Canada.
- Swanson, H. L. (2000, April). *The relationship between working memory and mathematical problem solving*. American Education Research Association, New Orleans, LA.
- Swanson, H. L. (2000, April). *Intervention research for high order processing and adolescents with learning disabilities*. American Education Research Association, New Orleans, LA.
- Swanson, H. L. (2000, July). *Mathematical problem solving and working memory in children with learning disabilities: The role of executive and phonological processing*. International Academy for Research in Learning Disabilities, Vancouver, British Columbia, Canada.

Previous National Presentations (1975-1999)

- Swanson, H.L. International Convention: The Council for Exceptional Children. U.S. Bureau of Education for the Handicapped. (Chair: Phil Burke). Presentation Systems approach to undergraduate student teacher training. Los Angeles, CA. April, 1975.
- Swanson, H.L. International Convention: Council for Exceptional Children. Research Theater, Comparison of normal and learning disabled children on a nonverbal visual short-term memory task. Chicago, IL. March, 1976.
- Swanson, H.L. International Convention: Council for Exceptional Children. Research Theater, Comparison of normal and learning disabled, mentally retarded and emotionally disturbed, mentally retarded and emotionally disturbed children on a visual short-term memory task. Atlanta, GA. , April, 1977.
- Swanson, H.L. Regional Convention: Society for Research in Child Development, Conjunctive, disjunctive, and conditional rule learning in normal and learning disabled children. Dallas, TX. Southwest Conference. March, 1978.
- Swanson, H.L. International Convention: Council for Exceptional Children, Behavior modification of reading deficits in learning disabled children. Dallas, TX. April, 1979.
- Swanson, H.L. International Association for Children with Learning Disabilities, Conceptual learning in learning disabled children: Attentional or rule learning deficit? Milwaukee, WI. February, 1980.
- Swanson, H.L. International Conference: Division for Children with Learning Disabilities, A multidirectional intellectual assessment model. Denver, CO. October, 1980.
- Swanson, H.L. Symposium: Memory and learning disabilities. University of California at Los Angeles, CA. July, 1980.
- Swanson, H.L. International Conference: Association for The Advancement of Behavior Therapy: The use of cognitive behavior modification in the remediation of behavioral disturbed children's academic performance. Los Angeles, CA. November, 1982.
- Swanson, H.L. International Conference: Council for Exceptional Children. Cognitive behavior modification and emotional disturbance. Detroit, MI. April, 1983
- Swanson, H.L. International Conference: Council for Learning Disabilities. Strategy transformation's in learning disabled children. San Francisco, CA. October, 1983.
- Swanson, H.L. Southwestern Society for research in Human Development: Metacognitive aspects of moral reasoning and moral behavior: Is there a connection? Denver, CO. March 15, 1984. Second author: Gloria Hill.
- Swanson, H.L. International Conference: Council for Learning Disabilities Paper: Strategy transformation in learning disabilities. Dallas, TX. October 19, 1984.
- Swanson, H.L. International Conference: Council for Exceptional Children. Use of cognitive behavior modification in the remediation of behavioral disordered children's academic performance. Washington, DC. April 25, 1985.
- Swanson, H.L. International Neuropsychological Society. Research presentation: Learning disabled readers' recall as a function of distinctive encoding and hemispheric processing. second author: John Obrzut, San Diego, CA. February 9, 1985.
- Swanson, H.L. International Conference: Association for Children with Learning Disabilities. Paper- Role of semantic memory in learning disabled readers' encoding development. San Francisco, CA. February 22, 1985.
- Swanson, H.L. Session Chair: Division C/Critique Instructional techniques with learning disabled children. American Educational Research Association. Chicago, IL. March, 1985.

- Swanson, H.L. American Education Research Association; Research presentation: Learning disabled readers' hemispheric processing and encoding development. Chicago, IL. March, 1985.
- Swanson, H.L. International Conference: Council for Learning Disabilities. Assessment from an information processing perspective. New Orleans, LA. October, 1985.
- Swanson, H.L. International Conference: Council for Exceptional Children. The quality of published research in LD, MR, and ED. New Orleans, LA. April, 1986.
- Swanson, H.L. American Educational Research Association: Paper Presentation: Picture naming deficits in learning disabled readers. San Francisco, CA. April, 1986.
- Swanson, H. L. & Cooney, J. Strategy transformations in Mathematical problem solving. Rocky Mountain Region Meeting. American Psychological Association. Denver, CO. April 25, 1986.
- Cooney, J. & Swanson, H. L. Cognitive arithmetic in children. Rocky . mountain Regional Meeting: American Psychological Association. Denver, CO. April 23, 1986.
- Swanson, H.L. Council for Learning Disabilities: Characteristics of frequently cited articles in learning disabilities. Kansas City, MO. October, 1986.
- Swanson, H.L. International Academy for Research in Learning Disabilities: Strategies and Generalization: Panel IARLD, Northwestern University, Evanston, IL. October 24, 1986. (2 presentations).
- Swanson, H. L. Invited Presentation. Multiple coding difficulties in learning disabled readers. Symposium/Ontario Institute for Studies in Education. Toronto, Canada. September, 1986.
- Swanson, H. L., Carter, K. R., & Warner, B. Cognitive processing of the intellectually gifted. National Association for Gifted Children. Las Vegas, NV. November, 1986.
- American Educational Research Association, Washington, DC. 1987.
- A. Swanson, H. L. Memory subtypes in learning disabled readers.
 - B. Swanson, H. L. & Cooney, J. B. Individual differences in mental arithmetic: Procedural or declarative knowledge.
 - C. Cooney, J. B., Swanson, H. L., & Ladd, S. Individual and developmental differences in the performance of mental multiplication.
 - D. Cochran, K. F., Swanson, H. L., & Ewers, C. Working memory processes in learning disabled and nondisabled readers.
 - E. Cooney, J. & Swanson, H. L. Factor analysis of Native American performance on the WISC-R.
- Swanson, H. L. Critique of the discrepancy formula in LD. International Council for Exceptional Children. Chicago, IL. April, 1987.
- Swanson, H. L., Subtyping, memory, and reading disabilities. American Psychological Association/Division of School Psychology. New York, NY. August, 1987.
- Swanson, H. L., Symposium Chair and Discussant: Intelligence and learning disabilities. International Academy for Research in Learning Disabilities. UCLA. Feb., 1988.
- Swanson, H. L., A quantitative analysis of special education research. International Council for Exceptional Children. Washington, DC. April, 1988.
- American Educational Research Association, New Orleans, LA. 1988.
- A. Swanson, H. L., Warner, B., & O'Connor, J. Problem solving subtypes as a measure of intellectual giftedness.
 - B. Swanson, H. L., Cochran, K., & Ewers, C. Working memory limitations in learning disabled readers.
 - C. Swanson, H. L., Discussant: Symposium on Cognitive Strategies and Learning Disabilities S.I.G.: Special Education Research.
 - D. Cooney, J. B. & Swanson, H. L. Word problems and working memory.
 - E. Swanson, H. L. (Chair). Intelligence and information processing.
- Swanson, H. L. Invited Presentation. Toward a cognitive theory of learning disabilities. Annual Connecticut symposium on exceptionality. Storrs, CT. April, 1988.
- Swanson, H. L. Working memory subtypes. First annual conference on research and theory in learning disabilities. Sponsored by NIH. Penn State University. June 1, 1988.
- Swanson, H. L. Memory strategy interventions. Council for Learning Disabilities. Louisville, KY. October, 1988.
- Swanson, H. L. Invited Presentation. Memory and learning disabilities. Sponsored by International Academy for Research in Learning Disabilities. Peter Gow Foundation, Orton Dyslexia Society. Buffalo, NY. September 23, 1988.
- Swanson, H. L. Invited Presentation. Working memory strategies in disabled children. Fourth Annual Harvard Conference. "Cognitive and linguistic variations in learning disorders." Harvard Graduate School of Education and University Medical School. October, 1988.
- Swanson, H. L. Invited Presentation. Strategy instructional intervention symposium. Division for Learning Disabilities. Sponsored by the Council for Exceptional Children. Purdue University. November, 1988.
- Carter, K. R., & Swanson, H. L. Characteristics of frequently cited articles in gifted education. International Council for Exceptional Children. San Francisco, CA. April, 1989.
- Swanson, H. L. Qualitative analysis of productivity in special education. International Council for Exceptional Children. San Francisco, CA. April, 1989.

- American Educational Research Association. San Francisco, CA. 1989.
- A. Swanson, H. L. Influence of metacognitive knowledge and aptitude on problem solving.
 - B. Swanson, H. L., Cooney, & O'Connor. Comparison of expert and novice teachers.
 - C. Swanson, H. L., Reffel, J., Trahan, M. Naturalistic memory in LD children.
 - D. Cooney, J., O'Connor, J., Swanson, H. L. Comparison of Chinese and expert American teachers.
- Swanson, H. L. Naturalistic memory in learning disabled students. International Conference - Academy for Learning Disabilities Research. University of Michigan. June 1, 1989.
- Swanson, H. L., & Trahan, M. Effects of CAI on the reading comprehension of learning disabled students. International Council for Learning Disabilities. Denver, CO. October, 1989.
- Swanson, H. L. Characteristics of paradigms in L.D. research. Frostig School and California State DLD/CEC. (Invited Presentation). Costa Mesa, CA. December, 1989.
- Swanson, H. L. Working and naturalistic memory. Symposium on Metacognition. University of Victoria (invited speaker). February, 1990. (Also invited Scott Paris, Bernice Wong).
- Swanson, H. L. Update on LD research. (Chair & Presenter. Other presenters - Naomi Zigmond, John Lloyd). Symposium & Regional Conference Council for Learning Disabilities. Williamsburg, VA. March, 1990.
- Swanson, H. L. The relationship between phonological codes on memory and spelling tasks with learning disabled and nondisabled readers. American Educational Research Association. Boston, MA. April, 1990.
- Swanson, H. L. Executive functioning in learning disabled students. American Educational Research Association. Boston, MA. April, 1990.
- Swanson, H. L. Current issues in LD: An information processing perspective. Council for Learning Disabilities., Austin, TX. October 1990.
- Swanson, H. L. A cognitive approach to Learning Disabilities. Sponsor NIHCD, Racine, WI. October 1990.
- Swanson, H. L. Learning disabilities and assessment. British Columbia Association of School Psychologist. Vancouver, BC. 1990.
- Swanson, H. L. A comparison of metacognition and analogical reasoning in learning disabled mildly retarded, average and gifted achievers. American Educational Research Association, Chicago, IL. April, 1991.
- Swanson, H. L. The modifiability of LD children's working memory. International Academy for Research and Learning Disabilities. Cincinnati, OH. October 4, 1991.
- Swanson, H. L. The use of dynamic assessment to evaluate memory processes in students with LD. Council for Learning Disabilities. October, Minneapolis, MN. 1991
- Swanson, H. L. The Specificity and modifiability of learning disabled children's working memory. American Educational Research Association. San Francisco, CA. 1992
- Swanson, H. L., Cooney, J. B., & Brock, S. The influence of working memory and classification ability in children's retrieval and solving of word problems. American Educational Research Association. San Francisco, CA. 1992.
- Gansle, K. & Swanson, H. L. The utility of the MPPT in discriminating educational diagnosis. National Association of School Psychologists. Washington, DC. April, 1993.
- Swanson, H. L., & Berninger, V. Individual differences in children's working memory and writing. American Educational Research Association. Atlanta, GA. April, 1993.
- Swanson, H. L. Are we ready for a cognitive revolution in education? (Symposium-Chair Michael Pressley, John Bransford). American Educational Research Association. Atlanta, GA. April, 1993.
- Swanson, H. L. (Discussant). Automaticity and mathematics for handicapped students. American Educational Research Association. Atlanta, GA. April, 1993.
- Swanson, H. L. Dynamic assessment and learning disabilities. International Council for Learning Disabilities. Baltimore, MD. October, 1993.
- Swanson, H. L., MacMillan, D., & Gresham, F. (1994). Alternative assessment project and learning disabilities. International Council for Learning Disabilities: San Diego, CA. Nov., 1994.
- Swanson, H. L. Working memory and learning disabilities. International Orton Society: Los Angeles, CA. Nov. 1994.
- Swanson, H. L. The validity and reliability of the S-CPT in classification. National Association of School Psychologist. Seattle, WA. 1994.
- Swanson, H. L., & Alexander, J. Cognitive processes in learning disabled readers. American Educational Research Association, San Francisco, CA. April, 1995.
- Swanson, H. L., Ashbaker, M. & Lee, Carole. The effects of processing demand on working memory and in learning disabled readers. International Academy for Research in Learning Disabilities. Phoenix, AZ. June 1995.
- Swanson, H. L. (keynote speaker). Four critical issues in the field of learning disabilities. Symposium. University of British Columbia, July 1995. Other speakers (Bernice Wong, Virginia Berninger)
- Swanson, H. L. The myth that discrepancy score fail to assess the construct of Learning Disabilities. International Council for Learning Disabilities. Chicago, IL. October, 1995.
- Ransby, M. J., & Swanson, H. L. Reading skills of young adults with childhood diagnosis of dyslexia. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada. 1996.

- Swanson, H. L. Learning disabled readers' working memory as a function of phonemic, semantic, and visual-spatial processing: A critical analysis of individual and group change. International Academy for Research in Learning Disabilities. Detroit, MI. October 10, 1996.
- Swanson, H. L. Intervention research and LD. 18th International Conference - Council for Learning Disabilities. Vanderbilt-Nashville, TN. November 1, 1996.
- Swanson, H. L. Publishing in LD journals. 18th International Conference - Council for Learning Disabilities. Vanderbilt-Nashville, TN. November 1, 1996
- Swanson, H.L. Invited presentation-part of panel. What a comprehensive synthesis says about early reading? Organized by Ed Kameenui & Deb Simmons, University of Oregon. Early Literacy Instruction-OSEP (U.S. Dept of Ed. Office of Special education programs) presentation of synthesis project. Washington, DC. July 12, 1996.
- Swanson, H. L. Invited Presentation. Higher cognitive functions and strategy training. Panel (B. Keogh-UCLA, J. Carsile-Northwestern-Chair Doris Johnson)-LDA Educational Research Committee International Learning Disabilities Association. Chicago, IL. Feb. 21 1997.
- Swanson, H. L. A critical view of reading research in word recognition and comprehension: What's this about phonological awareness? International Conference on Learning Disabilities. Washington, DC. October 24, 1997.
- Swanson, H.L. Paper presentation. Memory research and atypical development. Symposium on 25 years of Memory Development Research, with Robert Kail, Charles Brainerd, Valerie Reyna, David Bjorklund, Society for Research in Child Development. Washington DC. April 3, 1997.
- Swanson, H. L. Technology and intervention. Technology for Persons with Learning Disabilities: A National Symposium Building Bridges between Educational Research and Industry, presented with Doug Carnine, U. Oregon, C.K. Leong. University of Saskatchewan, Michael Gerber, UCSB. Pasadena, CA. June 25-27, 1997.
- Swanson, H. L. Invited Presentation (by Council for Exceptional Children). Preliminary report: Synthesis of intervention research in learning disabilities: Methodological issues. Office of Special Education project directors meeting. Washington, DC. July 16., 1997
- Swanson, H. L. Invited Presentation. Universal design for students with learning disabilities: Applications from meta-analysis research. Panel Stakeholder conference Implications of universal design for curriculum access. Council for Exceptional Children. Reston, VA, November 18, 1997.
- Swanson H. L. Invited Presentation. Dynamic assessment and standardized procedures. School psychology program-Touro College, Pace University, New York, NY. October 17, 1997.
- Swanson, H.L. Distinguished Lecture Series. Treatment outcomes and learning disabilities. Frostig School, Pasadena, CA. 1997.
- Swanson, H. L. Meta-analysis of some treatment outcomes: The role of methodology. Pacific Coast research Conference. San Diego, CA. Feb. 6, 1998.
- Swanson, H.L. An analysis of change in learning disabled readers' working memory. American Educational Research Association. San Diego, CA. April 13, 1998.
- Swanson, H.L. Strategy instruction and learning disabilities. American Educational Research Association. San Diego, CA. April 13, 1998.
- Invited presentations: (expenses incurred by inviting source)
- Swanson. H. L. Invited Presentation. Meta-Analysis of intervention research. Research Division, International Council for Exceptional Children. Minneapolis, MN. April 15, 1998.
- Swanson, H.L. Invited Presentation. (11th Annual Distinguished Lecture Series). Issues facing the field of learning disabilities: Myths and realities. Albuquerque, NM. October, 1998.
- Swanson, H.L. Invited Presentation. What treatments work best? California State Learning Disabilities Association. San Diego. October, 1998.
- Swanson, H. L. (October 8th). *Relationship between rapid naming, reading and phonological processing.* Hammill Foundation, Austin, TX.
- Swanson, H. L. (2001, July). *Instructional components that best predict treatment outcomes for students with learning disabilities.* Breshnahan-Halstead Symposium, Vail, CO.
- Swanson, H. L. (2001, September 10). *Validity and reliability of the Swanson-Cognitive Processing Test: A dynamic test of working memory.* Ministry of Education, London, England.
- Swanson, H. L. (2001, September 11). *Cognitive interventions and learning disabilities: A comprehensive synthesis.* Ministry of Education, London, England.
- Swanson, H. L. (2001, August). Discussant of white paper related to LD Initiative. U.S. Department of Education, Washington, DC.
- Swanson, H. L. (2000, October). *A meta-analysis of intervention reading research for students with learning disabilities.* Council for Learning Disabilities International/national meeting, Austin, TX.
- Swanson, H. L. (1999, July). *What reading interventions are really effective and are we doing the right kind of research to answer that question?* (Other presenters Michael Pressley, Joanna Williams). Office of Special Education

Directors Meeting, OSEP, U.S. Dept. of Education. (Expenses covered by Council for Exceptional Children). Washington, DC.

Swanson, H. L. (1999, October). *Working memory and learning disabilities: Life span development*. Department of Psychology. University of Geneva, Geneva, Italy (Co presentation with Robbie Case-OISE).

Swanson, H. L. (1999, October). Keynote speaker. *A meta-analysis of treatment outcomes of the experimental literature on English speaking students with learning disabilities*. National Italian Psychological Association and Congress, Genoa, Italy.

Swanson, H. L. (1998, October). *Issues facing the field of learning disabilities*. Distinguished lecture award. International Council for Learning Disabilities, Albuquerque, NM.

Swanson, H. L. (1998, October). *What treatment works best?* California State Learning Disabilities Association, San Diego, CA.

Swanson, H. L. (1999, April). *Synthesis of intervention outcomes* (panel with Doug Fuchs, Russell Gersten, Sharon Vaughn). American Educational Research Association, Montreal, Canada.

Swanson, H. L. (1999, April). *Changing working memory deficits in learning disabled children*. American Education Research Association, Montreal, Canada.

Wilson, K. & Swanson, H. L. (1999, April). *Individual differences in working memory and mathematics computation*. Changing working memory deficits in learning disabled children. American Education Research Association, Montreal, Canada.

COURSES TAUGHT

University of Northern Colorado

- Doctoral Research Methods (Ed. Psych. 700)
- Information Processing Theory (Ed. Psych. 681)
- Trends in Special Education (Spec. EDU 707)
- Doctoral Seminar in Educational Psychology (EDU Psych. 747 Topic: Intelligence)
- Tests and Measurements (Psych. 572)
- Learning Processes in Education (ED. Psych. 348)
- Research in Education (EDU Psych. 600)
- Theories of Learning (EDU Psych. 641)
- Problems in Assessment (Spec. EDU 700)
- Seminar in Applied Behavior Analysis (EDU Psych. 615)
- Research in Special Education (Spec. EDU 709)
- Psychological Testing and Measurement (Psychology 670)
- Theories of Learning (EDU Psych. 461)
- Principles and Practices of Measurement of Handicapped (Spec. EDU 604, 605)
- Appraisal of Exceptional Children (Spec. EDU 606)
- Seminar in Education of Emotionally Disturbed/Learning Disabled (Spec. EDU 630)
- Measurement I: Principle (EDU Psych. 674)
- Seminar in Applied Behavior Analysis (EDU Psych. 741)
- Advanced Seminar in Learning (EDU Psych. 741)
- Practicum with Severely Emotionally Disturbed/Learning Disabled (Spec. EDU 628)
- Introduction to Learning Disabilities (Spec. EDU 326)
- Introduction to Classroom Management (Spec. EDU 421)
- Behavior Management in the Classroom (Spec. EDU 626)
- Doctoral Proposal Research (Spec. EDU/EDU Psych. 797)
- Methods of Teaching Severe Learning Disabilities and Behavioral Disturbance (Spec. EDU 666)

University of British Columbia:

- Intelligence and Achievement Testing (535)
- Seminar in Learning Disabilities (526)
- School Psychology Practicum/Internship (561)
- Doctoral Seminar in Research Design

University of California-Riverside:

- Individual Differences (200)

- Educational Measurement (119)
- Research methods (212)
- Classroom and School Assessment (219)
- Intro to Learning Disabilities (128)
- Seminar Learning Disabilities (246)
- Advanced Seminar in Learning Disabilities (256)
- Advances in Mental Measurement (252G)
- Children's Mathematical Cognition (252N)
- Tests and Measurement (242a)
- Graduate Research class (212)
- Single Subject Designs (217)
- Cognitive Development (211a)
- Seminar Educational Psychology (240)

Major Service

UNC:

- major service - Department Chair, Division Chair (60 faculty), Dean Executive Council, Faculty Research & Publication Committee, and Human Subjects & Review Board, Faculty Evaluation Committee
- UBC Director of School Psychology Program and Education Clinic
 UCR Area coordinator-Educational Psychology, Committee on Academic Personnel (CAP), Associate Dean, Graduate Advisor

SAMPLE AWARDS AND DISTINCTIONS

Honors and Awards

- 1980 Post-doctoral Award -UCLA
- 1984 Distinguished Scholar of the year Award-UNC
- 1986 Chair Division C, section 6 AERA
- 1987 Fellow International Academy for Research in Learning Disabilities
- 1988 Senior Editor Learning Disability Quarterly
- 1988 Appointed Associate Editor RASE
- 1989 Senior Editor Learning & Individual Differences
- 1990 Chair AERA-special interest group-Special education
- 1998 Distinguish Research Award—Council for Learning Disabilities
- 2000 Honorable mentioned best Article School Psychology Review
- 2004 Distinguished Research Award-American Educational Research Association-special education
- 2004 Distinguish Research award-International Academy For Research in Learning Disabilities
- 2006 Editor and Chief—Journal of Learning Disabilities flagship journal
- 2014 Samuel Kirk Award-LDRP-Council for Exceptional Children (CEC)
- 2016 Award Best article published AE (Assessment of Effective Education)

MANUSCRIPTS IN PROGRESS OR UNDER REVIEW (2016)

1. Brandenberg, J. & Swanson, H.L. (in progress) Working Memory and Writing in English Language Learners: A Domain-Specific or Domain-General System?
2. Danielle Guzman-Orth, Karen Nylund-Gibson Michael M. Gerber H. Lee Swanson :The Classification Conundrum: Identifying English Language Learners At Risk (in progress)
3. Kudo, M., & Swanson, H. L. (in progress). The role of inhibition and updating in vocabulary development in subgroups of bilingual children.
4. Zhang, X. & Swanson, H. L. (under review). Growth in working memory and cognitive predictors of mathematic achievement in children as a function of math ability
5. Swanson, H.L. (submitted). Development of the Abbreviated Working Memory Test: Norms, Validity and Reliability

6. Swanson, H.L. , Alides, A., & Kong, J. (submitted). Latent Class Analysis of Children with Math Difficulties and/or Disabilities: What has Cognition have to do with it?
7. Grimm, R. Nylund-K., Gerber, M & Swanson,H. L. (submitted) Differential Predictors of Reading Comprehension among Subgroups of Spanish-speaking English Language Learners