

CURRICULUM VITAE

Lynn J. Meltzer, Ph.D.

Current Positions:

President and Director,
Institutes for Learning and Development (ResearchILD and ILD)

Education:

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

Licensure:

1982 - Board of Registration of Psychologists
Massachusetts License 3005

Previous Positions:

1988- 2018 Associate in Education, Graduate School of
Education, Harvard University
1984-2013 Adjunct Associate Professor, Dept of Child Development,
Tufts University
1988-1992 Director, Psycho-Educational Services & Research,
Division of Ambulatory Pediatrics, The Children's
Hospital, Boston, MA
1982-1985 Director, Psycho-educational Research, The Middle
Childhood Project, The Children's Hospital, Boston, MA
1979-1986 Assistant in Psychology, Department of
Psychiatry, The Children's Hospital, Boston, MA
1979-1980 Head Psycho-educational Specialist, Division of
Ambulatory Pediatrics, The Children's Hospital,
Boston, MA
1978-1982 Psycho-educational Specialist, Comprehensive
Child Health Program, The Children's Hospital,
Boston, MA
1978 Psycho-educational consultant, Division of
Ambulatory Pediatrics, The Children's Hospital,
Boston, MA
1977 Psychologist, The Learning Disabilities Foundation
& Landmark School, Prides Crossing, MA
1971 Research Assistant, National Institute of
Personnel Research, Johannesburg, South Africa

Academic Positions:

1988 - 2018 Associate in Education, Graduate School of
Education, Harvard University
1985 - 2014 Adjunct Associate Professor, Eliot-Pearson
Department of Child Study, Tufts University
1986-1988 Assistant Professor of Pediatrics (Education),
Harvard Medical School
1979 -1986 Instructor in Psychology, Department of
Psychiatry, Harvard Medical School, Boston, MA

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

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

Conference Chair:

1985 - Founder, Conference Director and Chair, Annual Learning Differences Conference (now in its 29th year), ResearchILD & Harvard Graduate School of Education

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

1988 Conference Coordinator, First Annual Conference on Research and Theory in Learning Disabilities. National Institute for Child Health and Development, Penn. State University, May 1988

Academic and Professional Service

2006 - Past-President, Fellow, and Executive Board Member, International Academy for Research in Learning Disabilities(IARLD)

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

1992-2001 Vice-President, International Academy for Research in LD

2012- Editorial Board, International Journal for Research in LD

1990- 2000; 2013- Editorial Board, Learning Disability Quarterly

1996- Editorial Board, Journal of Learning Disabilities

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

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

1988-1989 Consultant, Writing Project, Educational Development Corporation

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

Professional Societies:

International Academy for Research in Learning Disabilities (IARLD)

American Psychological Association

Council for Exceptional Children

American Educational Research Association

Learning Disabilities Association

Awards, Honors, and Major Research Programs:

2018 CHADD Innovative Program of the Year Award for development of the SMARTS Executive Function Curriculum

2017-2019 Principal Investigator, SMARTS: An Innovative Peer Mentoring and Learning Strategies Program, funded by the Cummings Foundation

2016-2019	Principal Investigator, SMARTS-T: A Research-Based Executive Function Teacher Training Program, funded by the Tower Foundation.
2015	Council for Learning Disabilities ,J.L. Wiederholt Outstanding Research award.
2013- 2015	Principal Investigator, <i>SMARTS: Leadership and Mentoring Program</i> , funded by the Oak Foundation, Switzerland.
2010 – 2012	Principal Investigator, <i>SMARTS: An Innovative Leadership and Mentoring Program</i> , funded by the Oak Foundation, Switzerland.
2007 - 2009	Principal Investigator, <i>Drive to Thrive</i> Program. A School-based strategy instruction intervention program, funded by the Cisco Foundation.
2008	Cruikshank Memorial Lecturer, <i>Annual Conference of the International Academy for Research in LD</i> , Toronto, Canada
2007-2008	Principal Investigator, <i>Drive to Thrive</i> Program. A School-based strategy instruction intervention program funded by the Cisco Foundation.
2004-2006	Principal Investigator, <i>Drive to Thrive</i> Program. A School-based Intervention program funded by the Staples Foundation for Learning.
2004-2005	Principal Investigator, <i>Drive to Thrive</i> Pilot Project. A School-based intervention program funded by the Boston Scientific Foundation.
2003-2005	Principal Investigator, <i>Drive to Thrive</i> Pilot Project. A School-based intervention program funded by the Verizon Foundation.
1998-2002	Principal Investigator, <i>Teaching Test-Taking Strategies: A Novel Intervention for Students with Learning Disabilities</i> . Funded by the Department of Education.
1994-1997	Principal Investigator, <i>The Strategies for Success Project: School implementation phase</i> . Funded by the Ronald McDonald Children's Charities and the Stratford Foundation
1992- 1994	Principal Investigator, <i>Strategies for Success: Educational prescriptions for the classroom: A handbook for teaching students with learning problems</i> . Funded by the Ronald McDonald Children's Charities Foundation.
1986 -1988	Principal Investigator, <i>Problem-Solving Strategies and their Impacts on Learning Disorders</i> ; Funded by the Office for Special Education
1982-1986	Director, <i>The Middle Childhood Project</i> ; 4 year multidisciplinary study funded by the Robert Wood Johnson Foundation.
1979-1981	Senior Research Psychologist, <i>Brookline Early Education Project</i> ; 6 year longitudinal study and demonstration project funded by the Carnegie Foundation and the Robert Wood Johnson Foundation
1978-1981	Consultant Psychologist, <i>Collaborative Research Project on Delinquency</i> ; 2 year study funded by the Ford Foundation
1975	University of the Witwatersrand Senate Research Award 1974 African Studies Research Institute Award

Major Research Interests:

Learning Differences
Attention Deficits
Cognitive Development
Assessment
Special Education
Giftedness
Juvenile Delinquency

Publications
Articles and Chapters

Meltzer, L.J., Creating strategic classrooms and schools: Embedding executive function strategies in the curriculum. In Meltzer, L.J. (Ed). (20018) (2nd Ed.) *Executive Function in Education: From theory to practice*. New York: Guilford Press. 263-299.

Meltzer, L.J., Dunstan-Brewer, J., & Krishnan, K. (2018). Learning Differences and Executive Function: Understandings and Misunderstandings. In Meltzer, L.J. (Ed). (20018) (2nd Ed.) *Executive Function in Education: From theory to practice*. New York: Guilford Press, 109-141.

Meltzer, L.J., Basho, S., Reddy, R., & Kurkul, K. (2015). The role of mentoring in fostering executive function processes, effort, and resilience. *International Journal for Research in Learning Disabilities*.

Meltzer, L.J., Greschler, M., Kurkul, K., & Stacey, W. (2015). Executive function and peer mentoring: Fostering metacognitive awareness, effort, and academic success. In Harris, K., & Meltzer, L. (Eds.) *The Power of Peers in the Classroom: Enhancing Learning and Social Skills*. New York: Guilford Press, 1-32.

Meltzer, L.J. (2014). Teaching executive function processes: Promoting metacognition, strategy use, and effort. In Naglieri, J. & Goldstein, S. (Eds.) *Executive Functioning Handbook*. New York: Springer, 445-474.

Meltzer, L.J. (2013). Executive function processes: The foundation of academic and life success. *International Journal for Research in Learning Disabilities*, 2013, 1(2), 31-63.

Meltzer, L.J. (2010). Understanding, assessing and teaching executive function processes: The why, what, and how. In Meltzer, L.J. (ed.) *Promoting Executive Function in the Classroom*. New York: Guilford Press.

Meltzer, L.J., & Bagnato, S. (2010). Shifting and flexible problem-solving: The anchors for academic and life success. In Meltzer, L.J. (ed.) *Promoting Executive Function in the Classroom*. New York: Guilford Press.

Meltzer, L.J., & Basho, S. (2010). Creating a classroom-wide executive function culture that fosters strategy use, motivation, and resilience. In Meltzer, L.J. (ed.) *Promoting Executive Function in the Classroom*. New York: Guilford Press.

Meltzer, L.J., & Krishnan, K. (2007). Executive function difficulties and learning disabilities: Understandings and misunderstandings. In L.J. Meltzer (Ed.), *Executive Function in Education: From Theory to Practice* (pp. 165-194). New York: Guilford Press.

Meltzer, L.J., Sales Pollica, L., & Barzillia, M. (2007). Executive function in the Classroom: Embedding strategy instruction into daily teaching practices. In L. Meltzer (Ed.) *Executive Function in Education: From Theory to Practice* (pp. 165-194). New York: Guilford Press.

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

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

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

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

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

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

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

Meltzer, L.J., Roditi, B., & Stein, J. (1998). Strategy Instruction: The heartbeat of successful inclusion. *Perspectives*, 24(3), 10-13.

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

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

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

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

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

- Meltzer, L.J. (1993). Strategy use in learning disabled students: The challenge of assessment. In Meltzer, L.J. (Ed.), *Strategy Assessment and Instruction for Students with Learning Disabilities: From Theory to Practice*. Texas; Pro-Ed.
- Meltzer, L.J. (1991). Problem-solving strategies and academic performance in learning-disabled students: Do subtypes exist? In Feagans, L., Short, B., & Meltzer, L. (Eds.), *Learning Disability Subtypes*. Erlbaum.
- Cremins, J.J., Spierings, E.L.H., Meltzer, L.J., Messinger, H.B. & Lebbink, J. (1991). Reading problems in adult chronic headache sufferers. *Headache Journal*, 31(4), 244-248.
- Meltzer, L.J., Solomon, B., Fenton, T., & Levine, M.D. (1989). A developmental study of problem-solving strategies in children with and without learning disabilities. *Journal of Applied Developmental Psychology*, 10, 171-193.
- Levine, M.D., Rappaport, L., Fenton, T., Coleman, W., Hathaway, T., Kent, W., & Meltzer, L. (1988). Neurodevelopmental readiness for adolescence: Studies of an assessment instrument for 9-14 year olds.
- Meltzer, L.J., Fenton, T., & Solomon, B. (1986). Automatization & problem-solving as predictors of academic achievement. *Resources in Education*, (ed. 261065).
- Meltzer, L.J., Fenton, T., & Persky, S. (1986). A developmental study of the components of written language in children with and without learning difficulties. *Resources in Education*, (ed. 260426).
- Meltzer, L.J. (1986). *The Surveys of Problem-Solving & Educational Skills*. Educators Publishing Service, Cambridge, MA.
- Meltzer, L.J., Roditi, B.N., Fenton, T. (1986). Cognitive and educational performance in delinquent and learning-disabled adolescents. *Adolescence*, 21(83):581-592.
- Levine, M.D., Karniski, W.M., Palfrey, J.S., Meltzer, L.J., Fenton, T. (1985). A study of risk factor complexes in early adolescent delinquency. *American Journal of Diseases of Children*.
- Meltzer, L.J. (1984). Cognitive assessment and the diagnosis of learning problems. In Levine, M.D., & Satz, P. (Eds.), *Middle Childhood: Developmental Variation and Dysfunction* Baltimore: University Park Press, 131-152.
- Meltzer, L.J., Roditi, B.N., Fenton, T. (1984). Cognitive and learning profiles of delinquents and learning-disabled adolescents. *Resources in Education*.
- Meltzer, L.J., Levine, M.D., Karniski, W.M., Palfrey, J.S., Clarke, S. (1984). An analysis of the learning styles of adolescent delinquents. *Journal of Learning Disabilities*, 17(10), 600-608.
- Zadig, J., Meltzer, L.J. (1983). Special Education. In Levine, M.D., Carey, W.B., Crocker, A.L., Gross, R.T. (Eds.), *Developmental-Behavioral Pediatrics*, W.B. Saunders Co., Ch.56, 1100-1116.

Meltzer, L.J., Zadig, J. (1983). Educational Assessment. In Levine, M.D., Carey, W.B., Crocker, A.L., & Gross, R.T.(Eds.), *Developmental-Behavioral Pediatrics*, W.B. Saunders Co.,Ch.47, 954-973.

Levine, M.D., Meltzer, L.J., Busch, B., Palfrey, J.S., Sullivan, M. (1982). The PEEEX: A study of a neurodevelopmental examination for 7 to 9 year old children. *Pediatrics*, 71(6):893-903.

Meltzer, L.J., Levine, M.D., Hanson, M., Wasserman, M. (1983). Developmental attainment in preschool children: An analysis of concordance between parents and professionals. *The Journal of Special Education*, 17(2):203-213.

Karniski, W.M., Levine, M.D., Clarke, S., Palfrey, J.S., Meltzer, L.J. (1982). A study of neurodevelopmental findings in early adolescent delinquents. *Journal of Adolescent Health Care*, 3:151-159, 1982.

Meltzer, L.J. (1982). Visual perception: Stage one of a long-term investigation of the cognitive components of reading. *British Journal of Educational Psychology*, 52:144-154.

Meltzer, L.J., Levine, M.D., Palfrey, J.S., Aufseeser, C., Oberklaid, F. (1981). Evaluation of a multidimensional assessment procedure for preschool children. *Developmental and Behavioral Pediatrics*, 2(3):67-73.

Levine, M.D., Oberklaid, F., Meltzer, L.J. (1981). Developmental output failure--A study of low productivity in school-age children. *Pediatrics*, 67, 1:18-25.

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

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

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

Books:

Meltzer, L.J. (Ed). (20018) (2nd Ed.) *Executive Function in Education: From theory to practice*. New York: Guilford Press.

Harris, K., & Meltzer, L. (2015) (Eds.) *The Power of Peers in the Classroom: Enhancing Learning and Social Skills*. New York: Guilford Press.

Meltzer, L.J. (2010) (Ed.) *Promoting Executive Function in the Classroom*. New York: Guilford Press.

Meltzer, L.J. (Ed). (2007) (Ed.) *Executive Function in Education: From theory to practice*. New York: Guilford Press.

Stein, J., Meltzer, L.J., Krishnan, K., Pollica, L., & Roditi, B. (2006). *Making Homework work at Home: Strategies for Homework Success*. N.Y: Scholastic.

Meltzer, L.J., Roditi, B., Steinberg, J., Biddle, K., Taber, S., Caron, K.,

Kniffin, L., & Sales, L. (2005). *Strategies for Success* (2nd ed.).

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

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

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

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

Online Publications and Software:

Meltzer, L.J. Greschler, M., Kurkul, K., Stacey, W., Ross, E., (2015). SMARTS Executive Function and Mentoring Curriculum, www.smarts-ef.org.

Meltzer, L.J. & Greschler, M. (2012). Executive function and school performance: A 21st Century challenge. *National Center for Learning Disabilities*. Retrieved from: <http://www.nclld.org/types-learning-disabilities/executive-function-disorders/executive-functioning-strategies-success-teaching-students>

Meltzer, L.J. & Greschler, M. (2012) Executive function: Flexible thinking for lifelong success. *National Center for Learning Disabilities*. Retrieved from: <http://www.nclld.org/types-learning-disabilities/executive-function-disorders/executive-functioning-process-flexible-thinking-key-success>

Krishnan, K. & Meltzer, L.J. (2012). Executive function: Organizing and prioritizing strategies for academic success. *National Center for Learning Disabilities*. Retrieved from: <http://www.nclld.org/types-learning-disabilities/executive-function-disorders/executive-functioning-organizing-prioritizing>

Trautman, N. & Meltzer, L.J. (2012) Executive function: Self-monitoring and self-checking for independent learning. *National Center for Learning Disabilities*. Retrieved from: <http://www.nclld.org/types-learning-disabilities/executive-function-disorders/executive-functioning-process-flexible-thinking-key-success>

Meltzer, L.J., Roditi, B., Taber, S., Kniffin, L., Stein, J., Steinberg, J., Caron, K., Papadopoulos, I., Sales, L. (2005). *Essay Express*, ResearchILD and FableVision, Watertown, MA.

Meltzer, L.J., Roditi, B., Taber, S., Stein, J., Steinberg, J., Caron, K., & Papadopoulos, I. (2002). *BrainCogs: The Test-Taking Survival Kit*. ResearchILD and FableVision, Watertown, MA.

Sample of Recent Selected Presentations since 2011

Over 250 conference presentations, invited talks, and symposia at annual meetings of organizations such as the International Academy for Research in Learning Disabilities, the American Educational Research Association, the Council for

Exceptional Children, and the International Dyslexia Association. A few selected presentations from the past three years are listed below as examples.

Meltzer, L. (2018). Flexible Thinking, Metacognition, and Effort: Promoting Academic Success in Students with Learning and Attention Difficulties. *Chair, Roundtable, International Academy for Research in Learning Disabilities Annual Conference, Ghent, Belgium.*

Meltzer, L. (2017). Executive Function, Metacognition, and Flexible Thinking: The Cornerstones of Academic Success in Students with Learning and Attention Difficulties. Symposium chair, *International Academy for Research in Learning Disabilities Annual Conference,*

Meltzer, L. (2017). Executive Function, Persistence, and Resilience: The Keystones of Academic Success, *Invited Talk, Council for Exceptional Children, April 2017.*

Meltzer, L. (2017). Executive Function and Metacognitive Awareness: Teaching Students to Learn HOW to Learn. *Invited Talk, International Dyslexia Conference, Atlanta, GA., Nov 2017.*

Meltzer, L. (2015). Executive Function and Flexible Thinking: The Foundations of Academic Success and Resilience. (2015). *J. L. Wiederholt Award and Distinguished Lecture Keynote Address. Council for Learning Disabilities Conference, Oct. 2015, Nevada.*

Meltzer, L., Sayer, J., & Reddy, R. (2015). Executive Function, Effort, and Resilience in the Classroom: What Does our Research Tell Us? *Invited Talk, Council for Learning Disabilities Conference, Oct. 2015, Nevada.*

Meltzer, L. (2015). Executive function in the classroom: Promoting flexible thinking, persistence, and resilience. Keynote Address, *International Association for Cognitive Education in Southern Africa (IACESA), Annual Conference, Cape Town, South Africa.*

Meltzer, L. (2015). Executive function and flexible thinking: The cornerstones of academic success and resilience. Keynote Address. *West Coast Executive Function and Learning Conference, Santa Clara, CA.*

Meltzer, L. & Reddy, R. (2015) Executive function and peer mentoring: The foundation of academic performance and resilience in students with learning difficulties. *Roundtable at the International Academy for Research in Learning Disabilities Annual Conference, Vancouver, B.C.*

Meltzer, L. (2014). Executive Function in the Classroom: Myths and New Realities. *29th Annual Learning Differences Conference, Harvard Graduate School of Education, Cambridge, MA.*

Meltzer, L., Reddy, R., Kurkul, K., Basho, S., & Stacey, W. (2014). Executive function and cognitive flexibility: The connectors between effort, self-concept, and academic performance. *Symposium at the International Academy for Research in Learning Disabilities Annual Conference, Vilnius, Lithuania, July, 2014.*

Meltzer, L. (2013). The influence of peer mentoring relationships on effort, executive function, and resilience in students with learning difficulties. *Paper presented at the Pacific Coast Research Conference*. San Diego, CA.

Meltzer, L., Boardman, L., Klingner, J., Mason, L., & Swanson, L. (2013). Executive function, strategy instruction, and peer mentoring: Improving the academic performance of students with learning difficulties. *Symposium at the Pacific Coast Research Conference*. San Diego, CA.

Meltzer, L., Reddy, R., Brach, E., & Kurkul, K. (2012). Executive function, effort, & academic performance: Enhancing strategy instruction with peer mentoring. *Paper presented at the 35th Annual International Academy for Research in Learning Disabilities Conference*. Padua, Italy.

Meltzer, L. & Parker-Fisher, S. (2012). Peer mentoring in schools: An untapped resource for improving students' self-understanding, motivation, and academic performance. *Presentation at the 27th Annual Learning Differences Conference*. Harvard Graduate School of Education. Cambridge, MA.

Meltzer, L., Reddy, R., Brach, K., Ross, E., Stacey, W., (2011). The SMARTS mentoring program. *Paper presented at the National Mentoring Conference*. Washington DC.

Meltzer, L., Reddy, R., Brach, E., Kurkul, K. & Basho, S. (2011). Self-concept, motivation, and executive function: Impact of a peer mentoring program. *Paper presented at the Pacific Coast Research Conference*. Coronado, CA.

Meltzer, L., Klingner, J., Harris, K., & Mastropieri, M. (2011). Enhancing motivation, executive function, social skills, and achievement: The impact of peer mentoring and peer tutoring. *Symposium at the Annual Meeting of the American Educational Research Association*. New Orleans, LA.

Meltzer, L., Reddy, R., Brach, E., Kurkul, K., Stacey, W., & Ross, E. (2011). The SMARTS mentoring program: Fostering self-concept, motivation, and executive function strategies in students with learning difficulties. *Paper presented at the Annual Meeting of the American Educational Research Association*. New Orleans, LA.

Meltzer, L., Hehir, T., Goldstein, S. & Hughes, C. (2011). Redefining the learning process: The Roles of executive function, effort, and engagement. *Symposium at the 26th Annual Learning Differences Conference*. Harvard Graduate School of Education. Cambridge, MA.

Meltzer, L. (2011). Promoting shifting and flexible thinking: Executive function strategies for the classroom. *Paper presented at the 26th Annual Learning Differences Conference*. Harvard Graduate School of Education. Cambridge, MA.

Meltzer, L. (2011). Cognitive flexibility: The Cornerstone of executive function, resilience, and academic success. *Paper Presented at the 2nd Annual Executive Function Conference*. Lexington, MA.

Meltzer, L. (2011). Executive function: Interventions that promote motivation, strategy use, flexibility, & persistence. *Invited address at the Annual Meeting of the New England Council of Child & Adolescent Psychiatry*.

Meltzer, L., Hehir, T., Deshler, D., Krishnan, K., & Mastropieri, M. (2010). 25 years of theory and practice: Innovations based on lessons learned. *Symposium at the 25th Annual Learning Differences Conference*. Harvard Graduate School of Education. Cambridge, MA.

Meltzer, L. (2010). Executive function, effort, and resilience: Building a cycle of academic success. *Paper presented at the 1st Annual Executive Function Conference*. Lexington, MA.

Meltzer, L. (2010). Executive function: The cornerstone of academic and life success. *Invited Address at the Annual Meeting of the Council of Exceptional Children*. Boston, MA.

Meltzer, L., Firth, N., Katzir, T., & Wiener, J. (2010). Promoting resilience through self-understanding, self-concept and executive function strategies: An international perspective. *Symposium at the 32nd Annual International Academy for Research in Learning Disabilities Conference*, Miami, Florida.