

Women Researchers Who Have Made an Impact on Dyslexia on the National Stage



Maryanne Wolf is a scholar, a teacher, and an advocate for children and literacy around the world. She is the Director of the newly created Center for Dyslexia, Diverse Learners, and Social Justice at the UCLA Graduate School of Education and Information Studies. Previously, she was the John DiBiaggio Professor of Citizenship and Public Service and Director of the Center for Reading and Language Research in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. She is the author of *Proust and the Squid: The Story*

and *Science of the Reading Brain* (2007, HarperCollins), *Dyslexia, Fluency, and the Brain* (Edited; York, 2001), *Tales of Literacy for the 21st Century* (2016, Oxford University Press), and *Reader, Come Home: The Reading Brain in a Digital World* (August, 2018, HarperCollins). Maryanne's work has informed several evidence-based literacy programs used in schools today. One such program, RAVE-O, is a multi-component approach that integrates morphology, semantics, orthography, and comprehension to support struggling readers. Learn more about Maryann Wolf [here](#).

Dr. Nadine Gaab is the Silvana and Christopher Pascucci Professor in Learning Differences at the Harvard Graduate School of Education. Her work focuses on typical and atypical learning trajectories from infancy to adolescence with a special emphasis on language, reading and literacy development and the role of the environment in shaping these trajectories. Her work is at the intersection of developmental psychology, learning sciences, neuroscience, EdTech, and educational policy within a learning disability framework. Her research laboratory employs longitudinal behavioral and neuroimaging studies to characterize differences in learning as a complex outcome of cumulative risk and protective factors interacting within and across genetic, neurobiological, cognitive, and environmental levels from infancy to adolescence. Her theoretical work focuses on multifactorial frameworks of learning differences with an emphasis on early identification and 'preventative education'. One important key aspect of her work is the translation of research findings to address contemporary challenges in educational practice and policy.



She is the 2024 awardee of the Translation Award from the International Society of Mind, Brain and Education, the 2023 recipient of the Academic Research Recognition Award from the World Literacy Foundation, and the 2019 recipient of the Learning Disabilities Association America Award for her work on learning disabilities. Learn more about Nadine Gaab [here](#).

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