



## Christopher J. Lemons

Professor of Education

Graduate School of Education

 Curriculum Vitae available Online

### CONTACT INFORMATION

- **Administrative Support**

Leslie Dinan - Administrative Assistant

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### Bio

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#### BIO

Christopher J. Lemons, Ph.D., is a Professor of Education in the Graduate School of Education at Stanford University. His research focuses on improving academic outcomes for children and adolescents with intellectual, developmental, and learning disabilities. His recent research has focused on developing and evaluating reading interventions for individuals with Down syndrome and other intellectual and developmental disabilities. His areas of expertise include reading interventions for children and adolescents with learning and intellectual disabilities, data-based individualization, and intervention-related assessment and professional development. Lemons has secured funding to support his research from the Institute of Education Sciences and the Office of Elementary and Secondary Education, both within the U.S. Department of Education and from the National Institutes of Health. Lemons is a Senior Advisor of the National Center on Intensive Intervention and the Progress Center, both within American Institutes of Research (AIR) in Washington, DC. He also chairs the Executive Committee of the Pacific Coast Research Conference (PCRC) and serves as the President-Elect of the Council for Exceptional Children's Division of Research. Lemons is a recipient of the Pueschel-Tjossem Research Award from the National Down Syndrome Congress and the Distinguished Early Career Research Award from the Council for Exceptional Children's Division for Research. In 2016, Lemons received the Presidential Early Career Award for Scientists and Engineers (PECASE), the highest honor bestowed by the U.S. government on science and engineering professionals in the early stages of their independent research careers, from President Obama. Prior to entering academia, Lemons taught in several special education settings including a preschool autism unit, an elementary resource and inclusion program, and a middle school life skills classroom.

#### ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

#### HONORS AND AWARDS

- Distinguished Early Career Research Award, Council for Exceptional Children (CEC) Division for Research (2017)
- Presidential Early Career Award for Scientists and Engineers (PECASE), White House Office of Science and Technology Policy (2016)
- Pueschel-Tjossem Memorial Research Award, National Down Syndrome Congress (2016)
- Article of the Year, Assessment for Effective Intervention (2014)
- Early Career Publication Award, Council for Exceptional Children (CEC) Division for Research (2013)

## PROFESSIONAL EDUCATION

- Bachelor of Arts, University of Texas at Austin , Psychology (1996)
- Bachelor of Science, University of Texas at Austin , Applied Learning and Development (Special Education) (1999)
- Master of Arts, University of Texas at Austin , Special Education (2000)
- Doctor of Philosophy, Peabody College of Vanderbilt University , Education and Human Development (Special Education) (2008)

## Research & Scholarship

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### RESEARCH INTERESTS

- Achievement
- Adolescence
- Assessment, Testing and Measurement
- Brain and Learning Sciences
- Child Development
- Curriculum and Instruction
- Data Sciences
- Elementary Education
- Equity in Education
- Literacy and Language
- Professional Development
- Race and Ethnicity
- Research Methods
- School Reform
- Secondary Education
- Special Education
- Teachers and Teaching
- Technology and Education

## Teaching

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### COURSES

#### 2025-26

- Child Development, Learning Differences, and Inclusive Practices: EDUC 285C (Aut)
- Child Development, Learning Differences, and Inclusive Practices: EDUC 285D (Win)
- Improving Inclusive Higher Ed: Students with Intellectual & Developmental Disabilities at Stanford?: EDUC 152N (Aut)

#### 2024-25

- Dis/ability and Access in the Elementary Classroom: EDUC 285D (Win)
- Improving Inclusive Higher Education: Students with Down Syndrome at Stanford?: EDUC 152Q (Aut)

#### 2023-24

- Dis/ability and Access in the Elementary Classroom: EDUC 285C (Aut)
- Dis/ability and Access in the Elementary Classroom: EDUC 285D (Win)

- Improving Inclusive Higher Education: Students with Down Syndrome at Stanford?: EDUC 152N (Aut)
- Introduction to Single Case Design: Evaluating Response to Literacy Intervention: EDUC 443 (Win)

#### 2022-23

- Dis/ability and Access in the Elementary Classroom: EDUC 285C (Win)

### STANFORD ADVISEES

#### Doctoral Dissertation Reader (AC)

Wanjing Anya Ma

#### Doctoral Dissertation Advisor (AC)

Bonnie Hallman, Megumi Takada

#### Master's Program Advisor

Marielle Zheng

#### Doctoral (Program)

Bonnie Hallman, Megumi Takada

## Publications

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### PUBLICATIONS

- **Inclusive Special Education: What Do We Mean and What Do We Want?** *REMEDIATION AND SPECIAL EDUCATION*  
Lemons, C. J., Vaughn, S., Alsolami, A.  
2024; 45 (6): 335-338
- **The Effects of Paraeducator-Implemented Interventions on Student Literacy Skill Acquisition: A Review** *REMEDIATION AND SPECIAL EDUCATION*  
Martin, G., Lemons, C. J., Haddad, Y. E.  
2025; 46 (1): 79-90
- **Parent-Implemented Reading Intervention for Children With Intellectual and Developmental Disability** *REMEDIATION AND SPECIAL EDUCATION*  
Heidlage, J. K., Lemons, C. J., Balasubramanian, L., Dunnivant, L.  
2024; 45 (5): 267-278
- **Measuring kindergarteners' motivational beliefs about writing: a mixed-methods exploration of alternate assessment formats.** *Frontiers in psychology*  
Takada, M. E., Lemons, C. J., Balasubramanian, L., Hallman, B. T., Al Otaiba, S., Puranik, C. S.  
2023; 14: 1217085
- **Assessing the Criterion Validity of Curriculum-Based Measures for Children with Intellectual Disabilities** *JOURNAL OF SPECIAL EDUCATION*  
Rodgers, D. B. B., King, S. A. A., Martin, G., Lemons, C. J. J.  
2024; 57 (4): 230-239
- **Heterogeneity in reading achievement and mindset of readers with reading difficulties** *READING AND WRITING*  
Gesel, S. A., Donegan, R. E., Heo, J., Petscher, Y., Wanzek, J., Al Otaiba, S., Lemons, C. J.  
2023; 36 (1): 1-28
- **The Effect of Supplemental Reading Instruction on Fluency Outcomes for Children With Down Syndrome: A Closer Look at Curriculum-Based Measures** *EXCEPTIONAL CHILDREN*  
King, S., Rodgers, D., Lemons, C. J.  
2022; 88 (4): 421-441

- **Improving literacy instruction in co-taught middle school classrooms to support reading comprehension** *CONTEMPORARY EDUCATIONAL PSYCHOLOGY*  
Wexler, J., Kearns, D. M., Lemons, C. J., Shelton, A., Pollack, M. S., Stapleton, L. M., Clancy, E., Hogan, E., Lyon, C.  
2022; 68
- **RESEARCH-BASED PRACTICES AND INTERVENTION INNOVATIONS** *HANDBOOK OF SPECIAL EDUCATION RESEARCH, VOL. 2*  
Lemons, C. J., Powell, S. R., Lane, K.  
edited by Lemons, C. J., Powell, Lane, K. L., Aceves, T. C.  
2022: 1-3
- **PARAPROFESSIONALS' PERCEPTIONS OF JOB-RELATED SUPPORTS, CHALLENGES, AND EFFECTIVENESS** *HANDBOOK OF SPECIAL EDUCATION RESEARCH, VOL. 2*  
Fluhler, S. K., Lemons, C. J., Haddad, Y. E., Chauvin, C., Martin, G., LeJeune, L., Gurwitz, E.  
edited by Lemons, C. J., Powell, Lane, K. L., Aceves, T. C.  
2022: 97-109
- **READING ACHIEVEMENT AND GROWTH MINDSET OF STUDENTS WITH READING DIFFICULTIES OR READING DISABILITIES**  
**Contemporary Research and Implications for Research and Practice** *HANDBOOK OF SPECIAL EDUCATION RESEARCH, VOL. 2*  
Al Otaiba, S., Wanzek, J., Zaru, M., Donegan, R., Freudenthal, D., Stewart, J., Rivas, B., Lemons, C. J., Petscher, Y.  
edited by Lemons, C. J., Powell, Lane, K. L., Aceves, T. C.  
2022: 31-42
- **A Systematic Review and Meta-Analysis of Reading and Writing Interventions for Students with Disorders of Intellectual Development** *EDUCATION SCIENCES*  
Bakken, R., Naess, K. B., Lemons, C. J., Hjetland, H.  
2021; 11 (10)
- **Teaching Reading to Students with Intellectual and Developmental Disabilities: An Observation Study** *RESEARCH IN DEVELOPMENTAL DISABILITIES*  
Lindstrom, E. R., Lemons, C. J.  
2021; 115: 103990
- **Parent-Implemented Oral Vocabulary Intervention for Children With Down Syndrome** *TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION*  
LeJeune, L. M., Lemons, C. J., Hokstad, S., Aldama, R., Naess, K. B.  
2022; 42 (2): 175-188
- **A Meta-Analysis of the Impact of Professional Development on Teachers' Knowledge, Skill, and Self-Efficacy in Data-Based Decision-Making.** *Journal of learning disabilities*  
Gesel, S. A., LeJeune, L. M., Chow, J. C., Sinclair, A. C., Lemons, C. J.  
2020: 22219420970196
- **Enhancing Early Numeracy Skills of Children with Severe Disabilities and Complex Communication Needs** *EDUCATION AND TRAINING IN AUTISM AND DEVELOPMENTAL DISABILITIES*  
Wright, J. C., Lemons, C. J., Knight, V. F., Lindstrom, E., Strauss, J.  
2020; 55 (3): 277-89
- **Comparing Schedules of Progress Monitoring Using Curriculum-Based Measurement in Reading: A Replication Study** *EXCEPTIONAL CHILDREN*  
Gesel, S. A., Lemons, C. J.  
2020; 87 (1): 92-112
- **Comparing the Effects of Reading Intervention Versus Reading and Mindset Intervention for Upper Elementary Students With Reading Difficulties** *JOURNAL OF LEARNING DISABILITIES*  
Wanzek, J., Al Otaiba, S., Petscher, Y., Lemons, C. J., Gesel, S. A., Fluhler, S., Donegan, R. E., Rivas, B. K.  
2021; 54 (3): 203-220
- **Sentence-Level Gist: Literacy Instruction for Students With Learning Disabilities in Co-Taught Classrooms** *INTERVENTION IN SCHOOL AND CLINIC*  
Pollack, M. S., Shelton, A., Clancy, E., Lemons, C. J.  
2021; 56 (4): 233-240

- **Supporting Main Idea Identification and Text Summarization in Middle School Co-Taught Classes** *INTERVENTION IN SCHOOL AND CLINIC*  
Shelton, A., Lemons, C. J., Wexler, J.  
2021; 56 (4): 217-223
- **The Effect of Computer-Assisted Instruction on Challenging Behavior and Academic Engagement** *JOURNAL OF POSITIVE BEHAVIOR INTERVENTIONS*  
LeJeune, L. M., Lemons, C. J.  
2021; 23 (2): 118-129
- **Beginning reading interventions for children and adolescents with intellectual disability.** *The Cochrane database of systematic reviews*  
Reichow, B., Lemons, C. J., Maggin, D. M., Hill, D. R.  
2019; 12 (12): CD011359
- **Personalized reading intervention for children with Down syndrome.** *Journal of school psychology*  
Lemons, C. J., King, S. A., Davidson, K. A., Puranik, C. S., Al Otaiba, S., Fidler, D. J.  
2018; 66: 67-84
- **Improving Professional Development to Enhance Reading Outcomes for Students in Special Education.** *New directions for child and adolescent development*  
Lemons, C. J., Otaiba, S. A., Conway, S. J., Mellado De La Cruz, V.  
2016; 2016 (154): 87-104
- **Early grade curriculum-based reading measures for students with intellectual disability.** *Journal of intellectual disabilities : JOID*  
Hill, D. R., Lemons, C. J.  
2015; 19 (4): 311-25
- **Predicting Reading Growth with Event-Related Potentials: Thinking Differently about Indexing "Responsiveness".** *Learning and individual differences*  
Lemons, C. J., Key, A. P., Fuchs, D., Yoder, P. J., Fuchs, L. S., Compton, D. L., Williams, S. M., Bouton, B.  
2010; 20 (3): 158-166