

Christopher J. Lemons, Ph.D.

CURRENT APPOINTMENT

Associate Professor of Special Education
Graduate School of Education
Stanford University

CONTACT INFORMATION

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Stanford University
Stanford, CA 94305
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RESEARCH INTERESTS

Reading interventions for students with learning and intellectual disabilities and students nonresponsive to evidence-based reading instruction; reading interventions for children and adolescents with Down syndrome; data-based individualization; and reading-related professional development and assessment.

EDUCATION

Peabody College of Vanderbilt University | Doctor of Philosophy in Education and Human Development (Special Education), August 2008

University of Texas at Austin | Master of Arts in Special Education, August 2000

University of Texas at Austin | Bachelor of Science in Applied Learning & Development (Special Education), May 1999

University of Texas at Austin | Bachelor of Arts in Psychology, May 1996

HONORS

Council for Exceptional Children (CEC) Division for Research 2017 Distinguished Early Career Research Award.

White House Office of Science and Technology Policy, Presidential Early Career Award for Scientists and Engineers (PECASE), "the highest honor bestowed by the United States Government on science and engineering professionals in the early stages of their independent research careers." Awarded 2016 by President Obama.

National Down Syndrome Congress 2016 Pueschel-Tjossem Memorial Research Award

Assessment for Effective Intervention 2014 Article of the Year

Kurz, A., Elliott, S.N., Lemons, C.J., Zigmond, N., Kloo, A., & Kettler, R.J. (2014). Assessing opportunity-to-learn for students with disabilities in general and special education. *Assessment for Effective Intervention*, 40, 24-39.

Council for Exceptional Children (CEC) Division for Research 2013 Early Career Publication Award
Lemons, C.J., Mrachko, A.A., Kostewicz, D.E., & Pattera, M.F. (2012). Effectiveness of decoding and phonological awareness interventions for children with Down syndrome. *Exceptional Children*, 79(1), 67-90.

Institute of Education Sciences (IES) Experimental Education Research Training (ExpERT) Fellow,
Peabody College of Vanderbilt University (2005-2008).

PUBLICATIONS (* denotes student authorship)

Manuscripts Under Review

Gesel, S. & Lemons, C.J. (under review). A meta-analysis of the impact of professional development on teachers' knowledge, skill, and self-efficacy in data-based decision-making.

LeJeune, L.M., Lemons, C.J., Hokstad, S., Aldama, R., & Naess, K.B., (under review). Parent-implemented oral vocabulary intervention for children with Down syndrome.

Pollack*, M.S., Shelton*, A., Clancy, E., & Lemons, C.J. (under review). Sentence-level gist: Intensifying literacy instruction for students with disabilities in the co-taught classroom.

Wanzek, J., Al Otaiba, S., Petscher, Y., Lemons, C.J., Gesel, S.A., Fluhler, S., Donegan, R.E., & Rivas, B. (under review). Comparing the effects of reading intervention versus reading and mindset intervention for upper elementary students with reading difficulties.

Published Manuscripts

Wright, J., Knight, V. F., Lemons, C. J., Lindström, E. R., & Strauss, J. (in press). Enhancing early numeracy skills of children with severe disabilities and complex communication needs. *Education and Training in Autism and Developmental Disabilities*.

LeJeune, L. M., & Lemons, C. J. (2020). The effect of computer-assisted instruction on challenging behavior and academic engagement. *Journal of Positive Behavior Interventions*, 1098300720929680.

King, S. A., Lemons, C. J., Davidson, K. A., Fulmer, D., & Mrachko, A. A. (2020). Reading instruction for children with Down syndrome: Extending research on behavioral phenotype aligned interventions. *Exceptionality*, 1-17.

Reichow, B., Lemons, C.J., Maggin, D.M., Hill, D.R. (2019). Beginning reading interventions for children and adolescents with intellectual disability. *Cochrane Database of Systematic Reviews* (12). <https://doi.org/10.1002/14651858.CD011359.pub2> [Protocol published in 2014, Issue 10].

Sinclair, A. C., Gesel, S. A., LeJeune, L. M., & Lemons, C. J. (2019). A review of the evidence for real-time performance feedback to improve instructional practice. *The Journal of Special Education*, 0022466919878470.

Sinclair, A. C., Gesel, S. A., & Lemons, C. J. (2019). The effects of peer-assisted learning on disruptive behavior and academic engagement. *Journal of Positive Behavior Interventions*, 21(4), 238-248.

- Gesel, S. A., LeJeune, L. M., & Lemons, C. J. (2019). Teaching phonological awareness to preschoolers with Down syndrome: Boosting reading readiness. *Young Exceptional Children*, 1096250619865953.
- Lemons, C. J., & Toste, J. R. (2019). Professional Development and Coaching: Addressing the “Last Mile” Problem in Educational Research. *Assessment for Effective Intervention*, 44(4), 300-304.
- Lindström, E. R., Gesel*, S. A., & Lemons, C. J. (2019). Data-based individualization in reading: Tips for successful implementation. *Intervention in School and Clinic*, 55(2), 113-119.
- Lemons, C. J., Sinclair*, A. C., Gesel*, S., Danielson, L., & Gandhi, A. G. (2019). Integrating intensive intervention into special education services: Guidance for special education administrators. *Journal of Special Education Leadership*, 32(1).
- LeJeune, L. M., Lambert, J. M., Lemons, C. J., Mottern, R. E., & Wisniewski, B. T. (2019). Teacher-conducted trial-based functional analysis and treatment of multiply controlled challenging behavior. *Behavior Analysis: Research and Practice*, 19(3), 241.
- Lemons, C. J., Vaughn, S., Wexler, J., Kearns, D. M., & Sinclair*, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities Research & Practice*, 33(3), 131-143.
- Fuchs, D., Fuchs, L. S., McMaster, K. L., & Lemons, C. J. (2018). Students with disabilities' abysmal school performance: An introduction to the special issue. *Learning Disabilities Research & Practice*, 33(3), 127-130.
- Sinclair*, A. C., Bray, L. E., Wei, Y., Clancy, E. E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2018). Coteaching in content area classrooms: Lessons and guiding questions for administrators. *NASSP Bulletin*, 102(4), 303-322.
- LeJeune* L.M., Gesel*, S.A., & Lemons, C.J. (2018). Explicit phonological awareness instruction for preschoolers with Down syndrome. *Inclusion*. 6(4), 239-257.
- Wexler, J., Kearns, D.M., Lemons, C.J., Mitchell, M., Clancy, E., Davidson*, K.A., Sinclair*, A.C., & Wei, Y. (2018). Reading comprehension and co-teaching practices in middle school English language arts classrooms. *Exceptional Children*. 84(4), 384-402.
- Daniel*, J., & Lemons, C. (2018). Teacher perspectives on intervention sustainability: implications for school leadership. *School Leadership & Management*, 38(5), 518-538.
- Puranik, C. S., Petscher, Y., Otaiba, S. A., & Lemons, C. J. (2018). Improving Kindergarten students' writing outcomes using peer-assisted strategies. *The Elementary School Journal*, 118(4), 680-710.
- Lemons, C.J., King, S.A., Davidson*, K.A., Puranik, C.S., Al Otaiba, S., & Fidler, D.J. (2018). Personalized reading intervention for children with Down syndrome. *Journal of School Psychology*, 66, 67-84.
- King, S.A., Powell, S.R., Lemons, C.J., & Davidson*, K.A. (2017). Comparison of mathematics performance of children and adolescents with and without Down syndrome. *Education and Training in Autism and Developmental Disabilities*, 52(2), 208-222.

- Puranik, C.S., Patchan, M., Lemons, C.J., & Al Otaiba, S. (2017). Using peer assisted strategies to teach early writing: Results of a pilot study to examine feasibility and promise. *Reading and Writing: An Interdisciplinary Journal*, 30(1), 25-50.
- Lemons, C.J., King, S.A., Davidson*, K.A., Puranik, C.S., Al Otaiba, C., Fulmer, D., Mrachko*, A.A., Partanen, J., & Fidler, D.J. (2017). Developing an early reading intervention aligned with the Down syndrome behavioral phenotype. *Focus on Autism and Other Developmental Disabilities*, 32(3), 176-187.
- Lemons, C.J., Allor, J.H., Al Otaiba, S., & LeJeune*, L. (2016). Ten research-based tips for enhancing literacy instruction for students with intellectual disability. *Teaching Exceptional Children*, 49(1), 18-30. [Reprinted in 2018 in *Teaching Exceptional Children*, 50(4). Special Issue titled *Putting High-Leverage Practices into Practice*.]
- Lemons, C.J., King, S.A., Davidson*, K.A., Berryessa, T.L., Gajjar*, S.A., & Sacks*, L.H. (2016). An inadvertent concurrent replication: Same roadmap, different journey. *Remedial and Special Education*, 37(4), 213-222.
- Lemons, C.J., Al Otaiba, S., Conway, S.J., & Mellado De La Cruz*, V.M. (2016). Improving professional development to enhance reading outcomes for students in special education. *New Directions in Child and Adolescent Development*, 2016(154), 87-104.
- King, S. A., Lemons, C. J., & Davidson*, K. A. (2016). Math interventions for students with autism spectrum disorders: A best-evidence synthesis. *Exceptional Children*, 82(4), 443-462.
- Lemons, C.J., King, S.A., Davidson*, K.A., Puranik, C.S., Fulmer, D.J., Mrachko, A.A., Partanen, J., Al Otaiba, S., & Fidler, D.J. (2015). Adapting phonological awareness interventions for children with Down syndrome based on the behavioral phenotype: A promising approach? *Intellectual and Developmental Disabilities*, 53(4), 271-288.
- Lemons, C.J., Powell, S.R., King, S.A., & Davidson*, K.A. (2015). Mathematics interventions for children and adolescents with Down syndrome: A research synthesis. *Journal of Intellectual Disability Research*, 59(8), 767-783.
- Hill*, D.R., & Lemons, C.J. (2015). Early grade curriculum-based reading measures for students with Intellectual Disability. *Journal of Intellectual Disabilities*, 19(4), 311-325.
- King*, S.A., & Lemons, C.J. (2015). Response to intervention at the secondary and elementary level: An exploratory survey of educators. *Learning Disabilities: A Multidisciplinary Journal*, 20(4), 189-200.
- McMaster, K.L., Jung, P., Brandes, D., Pinto, V., Fuchs, D., Kearns, D., Lemons, C.J., Saenz, L., & Yen, L. (2014). Customizing a research-based reading practice: Balancing the importance of implementation fidelity with professional judgement. *The Reading Teacher*, 68(3), 173-183.
- Lemons, C.J., Fuchs, D., Gilbert, J.K., & Fuchs, L.S. (2014). Evidence-based practices in a changing world: Reconsidering the counterfactual in educational research. *Educational Researcher*, 43(5), 242-252.
- Lemons, C.J., Kearns, D.M., & Davidson*, K. (2014). Data-based individualization in reading: Intensifying interventions for students with significant reading disabilities. *Teaching Exceptional Children*, 46(4), 20-30.

- Kurz, A., Elliott, S. N., Lemons, C. J., Zigmond, N., Kloo, A., & Kettler, R. J. (2014). Opportunity to Learn: A differentiated opportunity structure for students with disabilities in general education classrooms. *Assessment for Effective Intervention*, 40(1), 24-39. [2014 Article of the Year Award from Editorial Board of *Assessment for Effective Intervention*]
- Kettler, R.J., Elliott, S.N., Kurz, A., Zigmond, N., Lemons, C.J., Kloo, A., Shrago, J., Beddow, P.A., Williams, L., Bruen, C., Lupp, L., Farmer, J., & Mosiman, M. (2014). Predicting end-of-year achievement test performance: A comparison of assessment methods. *Assessment for Effective Intervention*, 39(3), 156-169.
- Bray*, L.E., Mrachko*, A.A., & Lemons, C.J. (2014). Standardized writing opportunities: A case study of writing instruction in inclusive classrooms. *Teachers College Record*, 116(6).
- Lemons, C.J., Zigmond, N., Kloo, A., Hill*, D.R., Mrachko*, A.A., Pattera, M.F., Bost, T.J., & Davis, S.M. (2013). Performance of students with significant cognitive disabilities on early grade curriculum-based measures of word and passage reading fluency. *Exceptional Children*, 79(4), 408-426.
- Hill*, D.R., King*, S.A., Lemons, C.J., & Partanen, J.N. (2012). Fidelity of implementation and instructional alignment in Response to Intervention research. *Learning Disabilities Research & Practice*, 27(3), 116-124.
- King*, S.A., Lemons, C.J., & Hill*, D.R. (2012). Response-to-Intervention in secondary schools: Considerations for administrators. *NASSP Bulletin*, 96(1), 5-22. DOI: 10.1177/0192636511430551.
- Lemons, C.J., Mrachko*, A.A., Kostewicz, D.E., & Pattera, M.F. (2012). Effectiveness of decoding and phonological awareness interventions for children with Down syndrome. *Exceptional Children*, 79(1), 67-90. [2013 Early Career Publication Award from Council for Exceptional Children (CEC) Division of Research]
- Lemons, C.J., Kloo, A., Zigmond, N., Fulmer, D., & Lupp, L. (2012). Implementing an alternate assessment based on modified academic achievement standards: When policy meets practice. *International Journal of Disability, Development, and Education*, 59(1), 67-79. DOI: 10.1080/1034912X.2012.654963
- Lemons, C.J., Key, A.P.F., Fuchs, D., Yoder, P.J., Fuchs, L.S., Compton, D.L., Williams, S.M., & Bouton, B. (2010). Predicting reading growth with event-related potentials: Thinking differently about indexing "responsiveness." *Learning and Individual Differences*, 20(3), 158-166.
- Lemons, C.J. & Fuchs, D. (2010). Modeling response to reading intervention in children with Down syndrome: An examination of predictors of differential growth. *Reading Research Quarterly*, 45(2), 134-169.
- Lemons, C.J. & Fuchs, D. (2010). Phonological awareness of children with Down syndrome: Its role in learning to read and the effectiveness of related interventions. *Research in Developmental Disabilities*, 31(2), 316-330.
- Lemons, C.J. (2009). Replication of significant correlations in small samples. *Evaluation & Research in Education*, 22(2-4), 75-86.

Chapters

- Lemons, C.J., Gesel*, S.A., * & LeJeune*, L.M. (2019). Intensive intervention for students with intellectual and developmental disabilities. In Zumeta Edmonds, R., Gandhi, A.G., & Danielson, L. (Eds.) *Essentials of Intensive Intervention*. Guilford.
- Thoma, C.A., Browder, D., Lemons, C.J., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowery, A., Scotte, L.A., Terpstra, J., Johnson, D.R., Thompson, J., & Cain, I. (2016). Education of students with intellectual and developmental disabilities. In *Critical Issues in Intellectual and Developmental Disabilities: Contemporary Research, Practice, and Policy*. American Association on Intellectual and Developmental Disabilities. Washington, DC, 2015 National Goals Conference.
- Kearns, D.M., Lemons, C.J., Fuchs, D., & Fuchs, L.S. (2013). Building a tiered intervention system: Recommendations from research the the field. In J. T. Mascolo, D. P. Flanagan, & V.C. Alfonso (Eds.) *Essentials of planning, selecting, and tailoring intervention: Addressing the needs of the unique learner*. Hoboken, NJ: Wiley.
- Zigmond, N., Kloo, A., Lemons, C.J., & Lupp, L. (2013). AA-MAS in Pennsylvania: Defining the population; Tracking their performance. In M.L. Thurlow, S.S. Lazarus, & S. Bechard (Eds.) *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Kostewicz, D. E., & Lemons, C. J. (2012). Response to intervention and Precision Teaching. In R. Kubina & K. Yurich (Eds.) *The Precision Teaching Book*. Lemont, PA: Greatness Achieved.
- Lemons, C.J., Kloo, A., & Zigmond, N. (2011). Implementing modified achievement tests: Questions, challenges, pretending, and potential negative consequences. In S.N. Elliott, R.J. Kettler, P.A. Beddow, & A. Kurtz. (Eds.), *Handbook of accessible achievement tests: Bridging the gaps in policy, research and practice for all students* (pp. 295-317). New York: Springer.
- Zigmond, N., Kloo, A., & Lemons, C.J. (2011). IEP team decision-making for more inclusive assessments: Policies, percentages, and personal decisions. In S.N. Elliott, R.J. Kettler, P.A. Beddow, & A. Kurtz. (Eds.), *Handbook of accessible achievement tests: Bridging the gaps in policy, research and practice for all students* (pp. 69-81). New York: Springer.

Non-Refereed Manuscripts

- Lemons, C.J., Sinclair*, A.C., Gesel*, S.A., Gandhi, A.G., & Danielson, L. (2017). Supporting implementation of data-based individualization: Lessons learned from NCII's first five years. National Center on Intensive Intervention, Washington, D.C.
- McMaster, K.L., Fuchs, D., Saenz, L., Lemons, C.J., Kearns, D, Yen, L., Compton, D., & Fuchs, L.S. (2010). Scaling up PALS: Importance of implementing evidence-based practice with fidelity and flexibility. *New Times for DLD: Division for Learning Disabilities*, 28(1), 1-4.

Thesis

- Lemons, C.J. (2000). *Comparison of parent and teacher knowledge and opinions related to augmentative and alternative communication*. University of Texas at Austin, TX. Advisor: Diane Pedrotty Bryant

GRANTS

Federally Funded Research

- Puranik, C.P., Lemons, C.J., Al Otaiba, S., & Petscher, Y. (2019-2023). Peer-assisted writing strategies: Efficacy (PAWS: Efficacy). Institute of Education Sciences, U.S. Department of Education. R305A190168 (\$3,300,000). Co-Principal Investigator.
- Lemons, C.J., Lambert, J.M., & Ledford, J.R. (2019-2022). A design thinking approach to enhance educators' use of data-based individualization to improve literacy skills of students with intellectual disability (DBI by Design). Office of Special Education Programs, U.S. Department of Education. H326M180002 (\$1,600,000). Principal Investigator and Director.
- Lemons, C.J., Lambert, J.M., & Preacher, K.J. (2018-2022). An efficacy trial to evaluate supporting paraprofessionals by advancing reading intervention knowledge and skill (SPARK). Institute of Education Sciences, U.S. Department of Education. R324A180004 (\$3,298,845). Principal Investigator.
- Wanzek, J., Al Otaiba, S., Lemons, C.J., & Petscher, Y. (2017-2021). Improving response to intervention in students with or at risk of reading disabilities. National Institutes of Health. (\$2,651,426). Co-Investigator.
- Wexler, J., Kearns, D., & Lemons, C.J. (2015-2018). Improving content area literacy instruction in middle schools (Project CALI). Institute of Education Sciences, U.S. Department of Education. R324A150181 (\$1,500,000). Co-Principal Investigator.
- Puranik, C., Lemons, C.J., & Al Otaiba, S. (2012-2015). Peer-assisted writing strategies for Kindergarten (PAWS). Institute of Education Sciences, U.S. Department of Education. R305A120368 (\$1,177,128). Co-principal Investigator.
- Lemons, C.J., Puranik, C., Al Otaiba, S., & Fidler, D. (2011-2014). Enhancing reading instruction for children with Down syndrome: A behavioral phenotypic approach (Project ERIC). Institute of Education Sciences, U.S. Department of Education. R324A110162 (\$1,445,011). Principal Investigator.
- Elliott, S.N., Kettler, R.J., Zigmond, N., Kloo, A., Lemons, C.J., & Lupp, L.A. (2009-2011; NCE 2012). Modified alternate assessment participation screening (MAAPS) consortium. Office of Elementary and Secondary Education, U.S. Department of Education. (\$1,815,720). Co-Principal Investigator.

Federally Funded Program Development or Leadership Training

- Wehby, J., Lemons, C.J., Fuchs, D., & Fuchs, L.S. (2015-2019). National Center for Leadership in Intensive Intervention (NCLII; <http://nclii.org/>). Office of Special Education Programs, U.S. Department of Education (\$7,500,000). Co-Director.
- Wehby, J., Compton, D., Fuchs, D., Fuchs, L.S., & Lemons, C.J. (2015-2019). Preparing Special Education Leaders Capable of Linking Intensive Instruction with Common Core State Standards. Office of Special Education Programs, U.S. Department of Education (\$1,500,000). Co-Principal Investigator.
- Lemons, C.J., Conway, S., Srsic, A., Kostewicz, D.E., & Lyon, S. (2012-2016). Restructuring and Improving Special Education (RISE). Office of Special Education Programs, U.S. Department of

Education. (\$1,494,765). Principal Investigator [Conway assumed PI role 2013 following my move to Vanderbilt University].

Zigmond, N., Kaczmarek, L., Lemons, C.J., Kostewicz, D.E., & Kloo, A. (2012-2016). Apprenticeship in Special Education Instruction, Research, and Leadership (ASPIRE). Office of Special Education Programs, U.S. Department of Education. (\$1,250,000). Project Director. [Kostewicz assumed PD role 2013 following my move to Vanderbilt University].

State Funded Research

Lemons, C.J. & Kloo A.M. (2009-2010). Relationships between achievement and instruction for students in special education (Project RAISSE). Pennsylvania Training and Technical Assistance Network (PaTTAN) (\$240,000). Co-Principal Investigator.

Internally Funded Research

Lemons, C.J. (2018). Supporting vocabulary learning for children with Down syndrome. Discovery Grant, Vanderbilt University. (\$99,916). Principal Investigator.

Lemons, C.J. (2016). A pilot study to evaluate the promise of a prekindergarten reading readiness intervention for children with Down syndrome (Project Boost). Peabody College Small Grants Competition, Vanderbilt University. (\$9,926). Principal Investigator.

Lemons, C.J. (2014). Down syndrome behavioral phenotype project (DSBP). Vanderbilt Kennedy Center (\$34,934). Principal Investigator.

Lemons, C.J. (2009). Evidence-based reading instruction for children with Down syndrome (Down Syndrome Reading Project Studies 2-4). Central Research Development Fund, University of Pittsburgh (\$15,440). Principal Investigator.

Lemons, C.J. (2009). A comparison of two approaches to teaching word reading to children with Down syndrome. Faculty Research Grant, School of Education, University of Pittsburgh (\$1,500). Principal Investigator.

PROFESSIONAL SERVICE

Editorial

Steering Committee, *EdArVix Preprints: A Preprint Service for the Education Research Committee* (2019-Present) <https://edarxiv.org/>

Associate Editor, *American Journal on Intellectual and Developmental Disabilities* (2014-2017)

Member of Editorial Board, *Assessment for Effective Intervention* (2011-2018); *Elementary School Journal* (2012-Present); *Exceptional Children* (2016-Present); *Remedial and Special Education* (2014-Present); *Reading and Writing Quarterly* (2010-2018)

Ad-hoc reviewer, *Developmental Science*; *Child Language Teaching and Therapy*; *Developmental Science*; *Educational Researcher*; *Exceptional Children*; *Intellectual and Developmental Disabilities*; *Journal of Autism and Developmental Disorders*; *Journal of Child Psychology and Psychiatry*; *Journal of Child Psychology and Psychiatry*; *Journal of Developmental and Physical Disabilities*; *Journal of Intellectual Disabilities*; *Journal of Learning Disabilities*; *Journal of Research in Reading*; *Language*,

Speech, and Hearing Services in the Schools; Learning Disabilities Research and Practice; NASSP Bulletin; Psychology in the Schools; Review of Educational Research.

Field

President-Elect, Division for Research, Council for Exceptional Children (2020-2021; 2019-2020 Vice-President; 2021-2022, President; 2022-2023, Past-President).

Chair of the Executive Committee, Pacific Coast Research Conference (2013-Present;
<https://vkc.mc.vanderbilt.edu/vkc/pcrc/>)

Founding Member, Consortium for the Advancement of Special Education Research (CASPER) (2018-Present; <https://curry.virginia.edu/faculty-research/centers-labs-projects/research-labs/casper>)

Member of Technical Work Group on Effectiveness Research, Institute of Education Sciences (IES), Washington, D.C. (2016)

Principal Member, Basic Processes Scientific Review Panel, Institute of Education Sciences (IES), Washington, D.C. (2016-2019)

Member, Educational Advisory Board, Stepping Stone School, Austin, TX. (2016-Present)

Member of Technical Work Group on Special Education Research, National Center for Special Education Research (NCSE), Institute of Education Sciences (IES), Washington, DC (2011, 2014)

University of Pittsburgh Representative, Higher Education Consortium for Special Education (HECSE), Washington, D.C. (2011-2013)

Technical Review Committee Member (Tiered Instruction), National Center on Response to Intervention, American Institutes for Research (AIR), Washington, D.C. (2009-2012)

Textbook Reviewer, Pearson / Merrill Prentice Hall (2009)

Member, Professional Development, Standards, and Ethics Committee; Council for Exceptional Children Division of Learning Disabilities (2009-present)

Proposal Reviewer, Council for Exceptional Children Annual Conference (2007-Present)

Review Board, American Education Research Association, Division C Section 1 (Literacy and Language Arts) (2008-2010 conferences)

University

Graduate Faculty Council, Vanderbilt University. (2018-2019)

Executive Committee, Department of Special Education, Peabody College of Vanderbilt University (2018-2019)

Behavior Sciences Committee, Institutional Review Board, Vanderbilt University. (2017-2019)

Peabody College Standing Academic Standards and Procedures Committee, Peabody College of Vanderbilt University. Member of the Vanderbilt Immersion Program Subcommittee. (2016-2019)

Teacher Education Committee, Department of Special Education, Peabody College of Vanderbilt University. (2013-2019)

First Experiences in Research Faculty Mentor, Office of Undergraduate Research, Scholarship, and Creative Activity, University of Pittsburgh. (2010-2013)

Executive Committee, Department of Instruction and Learning, University of Pittsburgh (2011-2013)

Academic Affairs Committee, School of Education, University of Pittsburgh (2009-2012)

Doctoral Committee, Department of Instruction and Learning, University of Pittsburgh (2008-2013)

Ad-hoc development of new special education program committee (Chapter 49), Department of Instruction and Learning, University of Pittsburgh (2010-2011)

Ad-hoc course development committee for PK-4 certification reapplication (9 hrs. of special education), Department of Instruction and Learning, University of Pittsburgh (2008-2009)

Doctoral student mentor, Department of Special Education, Peabody College of Vanderbilt University (2006-2008)

High Incidence Advisory Group, Department of Special Education, Peabody College of Vanderbilt University (2005-2008)

CERTIFICATION

1999 Elementary Self-Contained (Grades 1-8) and Generic Special Education (Grades PK-12) Texas Teacher Certification (Life).

PROFESSIONAL EXPERIENCE

2020-Present Associate Professor, Graduate School of Education, Stanford University, Stanford, CA.

2019-Present Senior Advisor, Progress Center, American Institutes for Research (AIR), Washington, DC

2011-Present Senior Advisor, National Center on Intensive Interventions (NCII), American Institutes for Research (AIR), Washington, DC.

2017-2019 Associate Professor of Special Education, Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN. (Assistant Professor 2013-2017)

2013-2019 Member, Vanderbilt Kennedy Center, Vanderbilt University, Nashville, TN.

2009-2012 Center Trainer, National Center on Response to Intervention (NCRTI), American Institutes for Research (AIR), Washington, DC.

2009-2010 Consultant, Pennsylvania System of School Assessment – Modified (PSSA-M) General Supervision Enhancement Grant (GSEG), Pennsylvania Training & Technical Assistance Network (PaTTAN), Harrisburg, PA.

2008-2013 Assistant Professor of Special Education, Department of Instruction and Learning, School of Education, University of Pittsburgh, Pittsburgh, PA.

2006	Consultant, Reading First Teacher Educator Network (RFTEN), National Council for Accreditation of Teacher Education (NCATE), Washington, D.C.
2005-2008	Research Assistant, Doctoral Student, Experimental Education Research Training (ExpERT) Fellow, Peabody College of Vanderbilt University, Nashville, TN.
2004-2005	Consultant, Evaluation Research Services, Austin, TX.
2004-2005	Research Associate, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin, Austin, TX.
2002-2004	Special Education Teacher (Life Skills), Henry Middle School, Leander ISD, Leander, TX.
2001-2005	Person Centered Planning Facilitator, Leander ISD, Leander, TX.
2001-2002	Special Education Teacher (Preschool Program for Children with Autism), Leon Valley Elementary, Northside ISD, San Antonio, TX.
2000-2001	Special Education Teacher (Resource and Inclusion), Naumann Elementary, Leander ISD, Leander, TX.
1999-2000	Graduate Research Associate, Texas Center for Reading and Language Arts, University of Texas at Austin, Austin, TX.

MEDIA

Lemons, C.J. & Pope, D., (2020, April). Down syndrome and distance learning: Managing school at home. Webinar presented for the Matthew Foundation's COVID-19 Online Series. Available at <https://www.youtube.com/watch?v=E65MXDx1C9s&feature=youtu.be>.

Lemons, C.J. (January, 2017). 10 research-based tips for enhancing literacy instruction for students with intellectual disability. Council for Exceptional Children. Available at <http://journals.sagepub.com/page/tcx/podcasts>.

King, S.A., & Lemons, C.J. (August, 2016). *Math interventions for students with autism spectrum disorder*. Council for Exceptional Children. Available at <http://www.pubs.cec.sped.org/cec-podcasts/>.

Lemons, C.J., Riley-Tilman, T.C., & Marx, T. (June, 2016). *What does it really take? Frequently asked questions about implementing intensive intervention*. National Center on Intensive Intervention webinar. Available at www.intensiveintervention.org/resources/webinars.

Lemons, C.J., Riley-Tilman, T.C., Kuchle, L., & Arden, S. (April, 2015). *Results driven accountability and intensive intervention: Using MTSS to improve outcomes for students with disabilities*. National Center on Intensive Intervention webinar. Available at www.intensiveintervention.org/resources/webinars.

Lemons, C.J. (April, 2012). *What are intensive interventions and why are they important?* National Center on Intensive Intervention 'Ask the expert' video. Available at www.intensiveintervention.org/resrouces/ask-the-expert.

Lemons, C.J., & Baker, B. (April 19, 2010). *Children with Down syndrome: Predictors of differential growth*. Voice of Literacy podcast. Available at <http://www.voiceofliteracy.org/posts/38301>.

PRESENTATIONS

National

- Cook, B., Lemons, C.J., Gesel, S., Lembke, E., & Therrien, W. (2020, February). Replication in special education research: Definitely needed, but rarely conducted. Panel presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Lemons, C.J. (2020, February). A design thinking approach to enhance educators' use of data-based individualization to improve literacy skills of students with Intellectual Disability. Presented at the annual meeting of the Council for Exceptional Children, Portland, OR.
- Fluhler*, S., Gesel, S., & Lemons, C.J. (2020, February). Want your paraeducators to Sparkle? Research-based strategies to maximize their effectiveness. Presented at the annual meeting of the Council for Exceptional Children, Portland, OR.
- Toste, J., & Lemons, C.J. (2020, February). Phonics boot camp: Principles to guide phonics based instruction in grades K-5. Presented at the annual meeting of the Council for Exceptional Children, Portland, OR.
- Lemons, C.J. (2019, June) Reading intervention for children and adolescents with Down syndrome. Presented at the annual meeting of the National Down Syndrome Congress, Pittsburgh, PA.
- Lombardi, A., Powell, S., Travers, J., Pullen, P., & Lemons, C.J. (2019, April). Special education research in the context of contemporary education: Unpacking the social, economic, and political climate, and what that means for special education research. Panel presented at the annual meeting of the Badar-Kauffman Conference, Kent, OH.
- Lemons, C.J., & Buckley, S. (2019, April). Language and literacy interventions for students with Down syndrome. Current empirical evaluations and next steps for future research. Symposium chaired at the annual meeting of the Gatlinburg Conference, San Antonio, TX.
- Lemons, C.J., LeJeune, L., & Gesel, S. (2019, April). Phonological awareness intervention for preschoolers with Down syndrome. Presented at the annual meeting of the Gatlinburg Conference, San Antonio, TX.
- Lemons, C.J. (2018, April). High expectations and appropriate supports: The importance of IEPs. Invited talk presented at the Office of Special Education Program Symposium Series: High Expectations and Appropriate Supports: The Importance of IEPs, Washington, D.C.
<https://www.youtube.com/watch?v=yRSD2LBR3Ec>
- Lemons, C.J., & Barton, E.E. (2018, February). DR Distinguished Early Career Award Address: Improving student outcomes through intensive intervention [Invited presentation for CEC Early Career Award]. Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.
- Lemons, C.J., Knight, V., Lindstrom, E., Davidson, K., & Wright, J. (2018, February). Evaluating the efficacy of Early Numeracy for children with SCD. Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.
- Gesel, S.A., Lindstrom, E., & Lemons, C.J. (2018, February). Collaborating with schools to implement intensive intervention for students with persistent reading difficulties. Presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

- Lemons, C.J. (2017, July). Possibilities. Invited keynote presentation for Stepping Stone School, Austin, TX.
- Lemons, C.J. (2017, July). Reading interventions for children and adolescents with Down syndrome. Presented at the annual meeting of the National Down Syndrome Congress, Sacramento, CA.
- Lemons, C.J., Knight, V., Lindstrom, E., Davidson, K., & Wright, J. (2017, June). Evaluating the efficacy of Early Numeracy for children with SCD. Presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- LeJeune, L.M., Gesel, S., & Lemons, C.J. (2017, June). Early literacy intervention for preschoolers with Down syndrome. Presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Hartford, CT.
- Lemons, C.J. (2017, February). Personalized reading intervention for children with Down syndrome. Presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Brown, N., Lemons, C.J., Little, M., & Marx, T. (2017, October). Data rich, information poor no more! Building educators' competencies in intensive intervention. Presented at the annual meeting to the Teacher Education Division (TED), Council for Exceptional Children, Savannah, GA.
- Kearns, D., Wexler, J., & Lemons, C.J. (2017, April). What happens in co-taught content area classrooms? An observatino study. Presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Bray, L.E., Sinclair, A., Wei, Y., Clancy, E., Wexler, J., Lemons, C.J., & Kearns, D. (2017, April). Lessons from middle school co-teachers on their provision of content-area literacy instruction. Presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Wehby, J., Horner, R., Quirk, C., Gandhi, A., & Lemons, C.J. (2016, August). Updates and current issues related to MTSS for academic and behavioral difficulties. Presented at the annual Office of Special Education Program Project Directors' Conference, Washington, D.C.
- Ghandi, A., Marx, T., Kuchle, L., Lemons, C.J., & Wehby, J. (2016, August). Implementing multi-level evaluation to improve intensive intervention: What did we learn? Presented at the annual Office of Special Education Program Project Directors' Conference, Washington, D.C.
- Lemons, C.J., Al Otaiba, S., Conway, S.J., & Mellado de la Cruz, V. (2016, June). Preservice training recommendations to support data based individualization skills development among teachers of adolescents with learning disabilities. Presented at the annual meeting of the International Academy for Research in Learning Disabilities, Austin, TX.
- Thoma, C.A., Palmer, S., Lemons, C.J., Lowrey, A., & Morningstar, M.E. (2016, June). Improving the education of children and youth with IDD: Recommendations from the 2015 AAIDD National Goals Conference. Presented at the annual convention of the American Association on Intellectual and Developmental Disabilities, Atlanta, GA.
- Lemons, C.J. (2016, April). Review of replication in special education. Presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.

- Zumeta Edmonds, R.O, Cuillo, S., Lemons, C.J., Kearns, D.M., & Conoyer, S. (2016, April). Do this, not that 2.0: Differentiating Tier 2 and Tier 3 interventions. Presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.
- Zumeta Edmonds, R.O., Ghandi, A., Danielson, L., & Lemons, C.J. (2016, April). Understanding and operationalizing evidence-based practices within multi-tiered systems of support. Presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.
- Al Otaiba, S., Lemons, C.J., Sutherland, K., Talbott, E., & McMaster, K. (2016, April). Research on intensive academic and behavioral interventions: Challenges and future directions. Invited panel presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.
- King, S.A., Lemons, C.J., Davidson, K.A. (2016, April). Math interventions for students with ASD: A best-evidence synthesis. Poster presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.
- Lemons, C.J. (2016, February). Rates of replication in special education research. Presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Kuchle, L., Lemons, C.J., Riley-Tillman, T.C., & Danielson, L. (2016, February). Strengthening intensive intervention: Assessing and improving implementation of data-based individualization. Presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Lemons, C.J. (2015, November). The changing counterfactual and its impact on replication. Presented at the annual convention of the Association for Public Policy Analysis and Management, Miami, FL.
- Lemons, C.J. (2015, July). Sensitivity and specificity of the behavioral phenotype in children with Down syndrome and its relationship with early reading skills. Poster presented at the annual meeting of the Society of the Scientific Study of Reading, Kohala Coast, HI.
- Lemons, C.J., King, S.A., & Davidson*, K.A. (2015, April). Adapting reading intervention for students with Down syndrome. Presented at the annual convention of the Council for Exceptional Children, San Diego, CA.
- Danielson, L., Kuchle, L., Lemons, C.J., & Riley-Tilman, T.C. (2015, April). From know-how to action: Assessing and improving school-level implementation of data-based individualization. Presented at the annual convention of the Council for Exceptional Children, San Diego, CA.
- Cuillo, S., Kearns, D.K., Lemons, C.J., & Zumeta, R. (2015, April). Do this, not that?! Unraveling common instructional myths for students with LD. *DLD Showcase Session*. Presented at the annual convention of the Council for Exceptional Children, San Diego, CA.
- Lemons, C.J., Puranik, C., Al Otaiba, S., Fidler, D. (2015, April). Effect of adapting early reading interventions based on the Down syndrome behavioral phenotype. Poster presented at the annual convention of the Gatlinburg Conference, New Orleans, LA.
- Lemons, C.J., Speece, D. (2015, February). IES early career development and mentoring grant: Initial findings and advice from current grantees. Panel co-chaired at the annual convention of the Pacific Coast Research Conference, San Diego, CA.
- Davidson*, K.A., Lemons, C.J., King, S.A. (2015, February). Effect of adapting early reading interventions based on the Down syndrome behavioral phenotype. Poster presented at the annual convention of the Pacific Coast Research Conference, San Diego, CA.

- Lemons, C.J., Puranik, C., Al Otaiba, S., Fidler, D. (2014, October). Effect of adapting early reading interventions based on the Down syndrome behavioral phenotype. Poster presented at the annual convention of the Society for the Scientific Study of Behavioral Phenotypes, New York, NY.
- Lemons, C.J., Puranik, C., Al Otaiba, S., Fidler, D. (2014, July). Early reading intervention for children with Down syndrome: Findings from an IES goal 2 development project. Poster presented at the annual convention of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Robertson, R., Lemons, C.J., Kearns, D.M., Zumeta, R. (2014, May). Enhancing interventions for children with intellectual disabilities: Adaptation, intensification, or individualization. Presented at the annual convention of the Association of Behavioral Analysis International, Chicago, IL.
- Lemons, C.J. (2014, April). 10 tips for enhancing reading instruction for students with intellectual disabilities. Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- Zumeta, R., Danielson, L., Fuchs, D., Lemons, C., & Gandhi, A. (2014, April). Confronting implementation challenges when providing intensive intervention. Presented as part of the 'Using intensive intervention to meet the academic and behavior needs of struggling learners' strand at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- Zumeta, R., Lemons, C.J., Kearns, D.M., Fernstrom, P., & Cuillo, S. (2014, April). Aligning the common core with standards for students with LD: Planning and instruction. Panel presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- Lemons, C.J., Fuchs, D., Gilbert, J., & Fuchs, L.S. (2014, March). The changing counterfactual and its impact on replication. Presented at the annual spring conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Lemons, C.J., Yoder, P., Ledford, J., Allor, J., Al Otaiba, S., & Zigmond, N. (2013, February). Academic, speech, and social interventions for children with intellectual or moderate disabilities. Panel chaired at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Lemons, C.J., Puranik, C.S., Al Otaiba, S., Fidler, D.J., & Fulmer, D. (2013, February). Enhancing reading instruction for children with Down syndrome. Presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Lemons, C.J. (2013, April). Early-grade CBM for students with significant cognitive disabilities. Poster presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Al Otaiba, S., Folsom, J., Lemons, C.J., & Allor, J. (2013, April). Response of students with Intellectual Disabilities to early reading interventions. Panel presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Zumeta, R., Lemons, C.J., Hampton, D., Chaney, P.F. (2013, April). Planning and facilitating professional development to support effective implementation: Considerations for administrators and practitioners. Panel presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- King, S.A., & Lemons, C.J. (2013, April). Assessing educators' understanding of response to intervention. Poster presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.

- Piasta, S., Lemons, C.J., Phillips, B., & Bridges, M. (2013, February). Efforts to improve learning opportunities and outcomes in early childhood. Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Regen, K.S., & Lemons, C.J. (2012, July). The elusive first grant: What you need to know to get one. Presented at the annual OSEP Project Directors' Meeting, Washington, DC.
- Lemons, C.J. (2012, March). Single case designs with groups of participants. Presented at the annual IES Principal Investigators' Meeting, Washington, DC.
- Hill, D.R., King, S., & Lemons, C.J. (2011, July). Critical components of elementary RTI models: An examination of coherence and fidelity in tiers 1 and 2. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, St Pete Beach, FL.
- Lemons, C.J., Kloo, A., Zigmond, N., Fulmer, D., & Lupp, L. (2011, July). The 2% test: Who is crying over spilled milk? Poster presented at the annual meeting of the Society for the Scientific Study of Reading, St Pete Beach, FL.
- Lemons, C.J., & Mrachko, A.A. (2011, April). Beginning reading intervention for children with Down syndrome: Evidence from three studies. Presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
- Lemons, C.J. (2011, April). Implementing the AA-MAS: Can we maintain high expectations in special education without pretending? Poster presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
- Kloo, A., Lemons, C.J., Zigmond, N., & Elliott, S.N. (2011, February). Assessing "The AA-MAS policy, practice, and proficiency issues. Panel presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Allor, J., & Lemons, C.J. (2010, April). Reading instruction for children with intellectual disabilities: Research and practical implications. Symposium co-chaired at the annual meeting of the Council for Exceptional Children, Nashville, TN. (Co-chair)
- Lemons, C.J. (2010, April). Predictors of response to phonics instruction for children with Down syndrome. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Mrachko, A.A., & Lemons, C.J. (2010, April). Comparing two approaches to teaching reading for children with Down syndrome. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- McMaster, K., Lemons, C.J., & Kearns, D.M. (2010, April). Peer-assisted learning strategies: Multiple perspectives on bringing evidence-based practice to scale. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Lemons, C.J. (2010, February). Bringing evidence-based practice to scale: Sustainability of Peer-Assisted Learning Strategies. Presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Lemons, C.J., Kloo, A., & Zigmond, N. (2010, February). The "2%" test: Who should take it and what should it look like? Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.

- Lemons, C.J. (2009, June). Reading and children with intellectual disabilities and Down syndrome. Symposium chaired at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA. (Chair)
- Lemons, C.J., & Fuchs, D. (2009, June). Exploring the effectiveness of phonics-based instruction for children with Down syndrome. Presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Lemons, C.J., & Fuchs, D. (2009, April). The role of phonological awareness in reading for individuals with Down syndrome. Presented at the annual meeting of the Council for Exceptional Children. Seattle, WA.
- McMaster, K., Fuchs, D., Kearns, D., Lemons, C.J., & Saenz, L (2009, April). Scaling up Peer-assisted Learning Strategies: Findings from 3 years of research. Presented at the annual meeting of the Council for Exceptional Children. Seattle, WA.
- Lemons, C.J., & Fuchs, D. (2009, February). Predictors of response to a phonics-based reading intervention for children with Down syndrome. Poster presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.
- Lemons, C.J., Fuchs, D., Compton, D., Fuchs, L.S, Yoder, P., & Hodapp, R. (2008, March). Phonics for “visual learners”? Code-based reading instruction for children with Down syndrome. Presented at the annual meeting of the Council for Exceptional Children. Boston, MA.
- Fuchs, D., Berends, M., Kearns, D., Lemons, C.J., McMaster, K., Meyers, C., Saenz, L., & Stein, M. (2008, March). Scaling up Peer-Assisted Learning Strategies and students’ reading achievement: Findings from a longitudinal randomized control trial at scale. Symposium presented at the annual conference of the American Educational Research Association, New York, NY.
- Lemons, C.J., Fuchs, D., & Fuchs, L.S. (2008, February). Evidence of kindergarten children’s improved reading performance across 9 years in an urban school district: Implications for intervention research and educational policy. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Lemons, C.J. (2007, November). Response to intervention (RTI): In theory and practice. Presented at the District Administration Commission at the 2007 National Alliance of Black Educators, Nashville, TN.
- Lemons, C.J. (2007, October). Response to intervention (RTI): Important aspects of effective implementation. One-day preconference workshop presented at the annual convention of the Council for Learning Disabilities, Myrtle Beach, SC.
- Lemons, C.J. (2007, July). Phonics and word study instruction for second and third grade: Evidence based practices. Presented at the fourth annual National Reading First Conference, St. Louis, MO.
- Lemons, C.J., Saenz, L., & Stecker, P. (2007, July). Introduction to using CBM for progress monitoring in reading. Presented at the 2007 Summer Institute on Student Progress Monitoring, Nashville, TN.
- Lemons, C.J., Fuchs, D., Fuchs, L., Compton, D., Bouton, B., & Caffrey, E. (2007, April). Dynamic assessment vs. progress monitoring in predicting reading growth: An alternative conceptualization of RTI. Presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.

- Lemons, C.J., Key, A., Fuchs, D., Fuchs, L., Williams, S., Mathiesen, S., Compton, D., & Bouton, B. (2007, March). Differentiating reading ability and predicting reading growth with event-related potentials. Poster presented at the annual meeting of the Society for Research in Child Development, Boston, MA.
- Fuchs, D., Caffrey, E., & Lemons, C.J. (2007, February). RTI and LD identification: Some alternative approaches. Presented at the annual meeting of the Learning Disabilities Association, Pittsburgh, PA.
- Lemons, C.J. (2006, October). Response-to-intervention (RTI): Identifying learning disabilities and improving student outcomes. One-day preconference workshop presented at the annual convention of the Council for Learning Disabilities, McLean, VA.
- Lemons, C.J. (2006, July). Phonics and word study instruction for second and third grade: Evidence based practices. Presented at the third annual National Reading First Conference, Reno, NV.
- Lemons, C.J. (2006, April). Effective instruction for secondary struggling readers: Research-based practices. Presented at the Reading First Teacher Education Network Collaborative Development Seminar, Austin, TX.
- Lemons, C.J. (2005, November). Integrating early reading assessment into preservice reading courses. Presented at the Reading First Teacher Education Network Collaborative Development Seminar, Washington, D.C.
- Cavanaugh, C., & Lemons, C.J. (2005, July). Integrating DIBELS into your reading courses. Presented at the Reading First Teacher Education Network Collaborative Development Seminar, Austin, TX.
- Lemons, C.J. (2005, May). Supporting struggling secondary readers in inclusive settings. Presented at the annual convention of the International Reading Association, San Antonio, TX.
- Lemons, C.J. (2005, April). Supporting struggling secondary readers in inclusive settings. Presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.
- Lemons, C.J. (2005, March). Supporting struggling readers in inclusive settings. Presented at the annual conference of the Learning Disabilities Association of America, Reno, NV.
- Lemons, C.J. (2005, January). The 3-tier reading model. Discussion facilitated at the Reading First Teacher Education Network seminar, Austin, TX.

International

- Lemons, C.J. & LeJeune, L. (2019, May). Developmental needs of children with Down syndrome: Updates from current research. Symposium presented at the University of Oslo, Oslo, Norway.
- Lemons, C.J. (2018, October). Research on improving reading outcomes for children and adolescents with Down syndrome. Presented at Saut: The Voice of Down Syndrome Society, Riyadh, Saudi Arabia.
- Lemons, C.J. (2018, July). Research on enhancing reading outcomes for children and adolescents with Down syndrome. Presented at the World Down Syndrome Congress, Glasgow, Scotland.

- Lemons, C.J. (2017, September). Literacy instruction for children with Down syndrome. Presented at Communication in Individuals with Down Syndrome conference hosted by the Norwegian Research Council, Oslo, Norway.
- Lemons, C.J. (2016, September). Research on enhancing literacy outcomes for children and adolescents with Down syndrome: What we know, what we need to know, and where we should go next. Presented at Down Syndrome Education International's annual Down Syndrome Research Forum, St. John University, York, United Kingdom. [*Invited Keynote*]
- Al Otaiba, S., Lemons, C.J., McMaster, K., & Pappamihel, N.E. (2016, October). Data-based individualization for reading intervention for students with or at risk for learning and intellectual disabilities. Presented at Docencia 2016, Congress International Educational Training and Educational Research, Havana, Cuba.
- Lemons, C.J. (2012, August). Decoding and phonological awareness interventions for children with Down syndrome: Findings from three single subject studies. Presented at the 11th World Down Syndrome Congress, Cape Town, South Africa.
- Lemons, C.J. (2012, August). Behavioral phenotype of children with Down syndrome: Implications for reading instruction. Presented at the 11th World Down Syndrome Congress, Cape Town, South Africa.
- Lemons, C.J. (2012, July). Innovations in CBM: Developments in writing, social studies, reading, secondary schools, and for students with significant cognitive disabilities. Symposium chaired at the annual meeting of the Society for Scientific Study of Reading, Montreal, Canada.
- Lemons, C.J., Zigmond, N., & Kloo, A.M. (2012, July). Early-grade reading CBM for students with significant cognitive disabilities. Presented at the annual meeting of the Society for Scientific Study of Reading, Montreal, Canada.
- Lemons, C.J. (2012, June). Reading instruction for children with Down syndrome: Experimental findings and implications of the behavioral phenotype. Presented at the European Conference on Psychological Theory and Research on Intellectual and Developmental Disabilities, Trieste, Italy.
- Lemons, C.J. (2010, July). Reading instruction and assessment for children in special education. Symposium chaired at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Lemons, C.J. (2010, July). An observation of reading instruction for students with intellectual disabilities. Presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Lemons, C.J. (2010, July). What state tests reveal about achievement and growth of students with disabilities. Presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Lemons, C.J. (2009, August). Phonological awareness and the effectiveness of related interventions for children with Down syndrome. Poster presented at the 10th World Down Syndrome Congress, Dublin, Ireland.
- Lemons, C.J. (2009, August). Phonics-based reading instruction for children with Down syndrome: A promising practice? Presented at the 10th World Down Syndrome Congress, Dublin, Ireland.

Caffrey, E., Lemons, C.J., Fuchs, D., Fuchs, L.S., Compton, D., & Bouton, B. (2006, July). Predicting reading growth with dynamic assessment. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Vancouver, BC.

State & Local

Lemons, C.J. (2020, January). Using data-based individualization to improve reading outcomes for students with disabilities. Presented at the annual Equity Conference, Stanford University, Stanford, CA.

Lemons, C.J. (2019, November.) Will *Endrew F.* be the impetus? Improving outcomes for students with disabilities through individualization, intensification, and innovation. Presented at Georgia State University, Atlanta, GA.

Lemons, C.J. (2019, July.) Features of effective intervention: Considerations for Tier 3. Presented at the annual meeting of Expanding Capacity for Special Education Leadership, Tacoma, WA.

Lemons, C.J. (2019, July.) Will *Endrew F.* be the impetus? Improving outcomes for students with disabilities through individualization, intensification, and innovation. Presented at the annual meeting of Expanding Capacity for Special Education Leadership, Tacoma, WA.

Lemons, C.J. (2019, June). Features of effective intervention: Considerations for Tier 3. Presented at the Summer 2019 RTI Leadership Institute, University of Texas at Austin, Austin, TX.

Lemons, C.J. (2019, May.) A fox's guide to MTSS: Be smart, data-driven, and flexible. Presented at the annual Washington State MTSS Fest, Spokane, WA.

Lemons, C.J. (2019, May.) Integrating intensive intervention into special education: A discussion with special education administrators. Presented at the annual Washington State MTSS Fest, Spokane, WA.

Lemons, C.J. (2018, July). Features of effective intervention: Considerations for Tier 2. Presented at the Summer 2018 RTI Leadership Institute, University of Texas at Austin, Austin, TX.

Lemons, C.J. (2018, May). Reading interventions for children and adolescents with Down syndrome. Presented at the annual meeting of the Nebraska Council for Exceptional Children.

Lemons, C.J. (2015, November). Reading instruction for children with Down syndrome. Presented at a workshop for Down Syndrome Advocacy Foundation, Long Island, NY.

Lemons, C.J. (2015, September). Reading instruction for children with Down syndrome. Presented at a workshop for Down Syndrome Association of Central Texas, Austin, Texas.

Lemons, C.J. (2015, June). Visual learners: Reading instruction for children with Down syndrome. Presented at the annual Educator's Conference of Down Syndrome Alabama, Homewood, AL.

Lemons, C.J. (2015, June). Intensive intervention: Using data-based individualization to individualize reading interventions for students with persistent and severe learning challenges. Presented at the Neuroscience and Education summer symposium of the Currey Ingram Academy, Brentwood, TN.

Lemons, C.J. (2015, March). Adopting evidence-based practices in a changing world: The role of the counterfactual in educational research. Presented for Common Ground at Peabody College of Vanderbilt University, Nashville, TN.

- Lemons, C.J., Russel, J.L. (2012, March). Grant writing tips. Presented at the annual research conference of the Council of Graduate Students in Education, Pittsburgh, PA.
- Lemons, C.J. (2010, April). Response to intervention (RTI): What, why, and how? Presented at the Spring Administrator Workshop, Perry-Hocking Educational Service Center, Logan, OH.
- Lemons, C.J. (2007, September). Effective strategies for supporting struggling secondary readers. Presented at the 2007 Metro Nashville Public Schools Professional Development seminar, Nashville, TN.
- Lemons, C.J. (2006, November). Progress Monitoring and data-based decision making in the context of RTI: Current thinking and possible alternatives. Presented at New York University's Response to Intervention Conference, New York, NY.
- Lemons, C.J. (2006, March). Using the online resources: Teacher reading academies and HEC online. Professional development for Morgan State University faculty, Baltimore, MD.
- Lemons, C.J., & Hollenbeck-Luther, K. (2006, February). Response to intervention (RTI): An introduction. Presented at the Tennessee Council for Exceptional Children annual meeting, Memphis, TN.
- Lemons, C.J. (2005, August). SBRR: What it is and how it applies to your classroom. Three-day workshop presented for faculty and students at Coppin State University, Baltimore, MD.
- Lemons, C.J. (2005, May). Integrating DIBELS into your teacher preparation programs. Presented at the Texas Reading First Higher Education Collaborative seminar, Austin, TX.
- Lemons, C.J. (2005, February). Using assessment to guide elementary reading instruction. Presented for the College of Education at Lamar University, Beaumont, TX.
- Lemons, C.J. (2004, December). DIBELS: Basic workshop. Two-day workshop for Lexington ISD K-3 teachers, Lexington, TX.
- Lemons, C.J. (2004, November). Integrating SBRR: A collaborative effort. Presented at the College of Education Professional Development Workshop at Texas Southern University, Houston, TX.
- Lemons, C.J. (2004, October). DIBELS and what your pre-service teachers need to know about it. Presented at the Texas Reading First Higher Education Collaborative seminar, Austin, TX.
- Lemons, C.J. (2003, February). Becoming a para-pro. Presented at the Leander ISD February Conference, Leander, TX.
- Lemons, C.J. (2003, February). Strategies for teaching students with mental retardation. Presented at the Leander ISD February Conference, Leander, TX.

UNIVERSITY TEACHING EXPERIENCE

Peabody College of Vanderbilt University

SPED 3230: Research Methods in Special Education

SPED 3820: Issues and Practices in the Assessment of Students with Disabilities

SPED 2830: Instructional Principles & Procedures in Reading for Students with Disabilities

University of Pittsburgh

IL 2512 Assessment and Instruction of Students with High Incidence Disabilities
IL 2590 Research Seminar in Special Education
IL 2520/2523 Literacy Assessment and Instruction (Elem/Sec) (Course Coordinator)
IL 3548 Professional Seminar I (Special Education)
IL 3526 Practicum in College Teaching
IL 3536 Single Subject Research
IL 3598 Directed Study in Special Education
IL 3591 Supervised Research in Special Education

PROFESSIONAL MEMBERSHIPS

American Association on Intellectual and Developmental Disabilities
Council for Exceptional Children | Division for Research
Society for the Scientific Study of Reading

DOCTORAL ADVISEES

Current

Guy Martin (Vanderbilt University), Sally Fluhler (Vanderbilt University)

Former

Kimberly Davidson (Vanderbilt University, 2017; Currently at the University of North Georgia)

Samantha Gesel (Vanderbilt University, 2019; Currently at the University of North Carolina Charlotte)

2020 Student Research Award in Quantitative Research Methods, Division for Research, Council for Exceptional Children

2019 Early Career Research Award recipient, Badar-Kauffman Conference on Contemporary Issues in Special Education

David Hill (University of Pittsburgh, 2013; Currently at the University of Michigan – Dearborn)

Seth King (University of Pittsburgh, 2013; Currently at the University of Iowa)

Lauren LeJeune (Vanderbilt University, 2019; Currently at the University of South Carolina)

Esther Lindstrom (Vanderbilt University, 2017; Currently at Lehigh University)

Anne Sinclair (Vanderbilt University, 2019; Currently at Reading & Math, Inc.)