

About the Author

Asha K. Jitendra, PhD, is a professor of special education within the College of Education at Lehigh University. She earned her doctorate in 1991 at the University of Oregon. Jitendra's research and teaching interests involve designing effective mathematics and reading instructional approaches for academically diverse learners, including students with disabilities, students who are at-risk, and students from culturally and linguistically diverse backgrounds. In addition, her research has focused on textbook analysis and aligning assessment and instructional practices with the ultimate goal of promoting access to the general education curriculum for students with disabilities. She has managed several federal research grants. Recently, she and her colleague, Jon Star, assistant professor at Michigan State University, were awarded the Mathematics and Science Research grant by the Institute of Education Sciences. The 3-year project will extend the previous work on schema-based instruction to teach mathematical problem solving to middle school students.

Jitendra's scholarly contributions include more than 60 publications in peer-reviewed journals that include conceptual, descriptive, and quantitative publications on a range of topics. Her publications have appeared in numerous journals (e.g., *Exceptional Children*, *School Psychology Review*, *Journal of Special Education*, *Journal of Learning Disabilities*, and *Journal of Educational Research*). She and her colleagues were recognized by the American Psychological Association with an award for an outstanding article in the *Journal of School Psychology*. Jitendra has presented nationally and internationally on effective instructional strategies for enhancing the academic performance of children with learning disabilities. She serves on seven editorial boards. In addition, she served as the associate editor of the *Journal of Learning Disabilities* and edited two special issues for other journals (i.e., Textbook Evaluation and Modifications for Students with Learning Problems for *Reading and Writing Quarterly* and Mathematics Assessment for *Assessment and Effective Intervention*).