JULIET E. HART BARNETT, PH.D.

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BIOGRAPHY

Juliet Hart Barnett is a nationally recognized expert in special education and autism with 30 years of experience spanning teaching, research, and educator preparation. She earned her doctorate from the University of Miami in 2003. She has authored more than 100 publications, presented to more than 200 national and international audiences, and secured nearly $5 million in research and program funding. Her scholarship includes extensive research on autism, family perspectives and supports, teacher preparation, and translating evidence into effective practice. A former teacher of students with emotional disorders, she brings both classroom experience and research expertise to her work supporting educators and families. She is also the co-author of *Friendship 101: Helping Students Build Social Competence* and *Navigating the Spectrum: An Educator's Guide to Supporting Families of Children with Autism.* She was honored with the 2020 Outstanding Researcher Award from the Council for Exceptional Children's Division on Autism and Developmental Disabilities and the 2026 Distinguished Researcher Award from the American Educational Research Association's Special and Inclusive Education Research SIG.

EDUCATION

2003	Ph.D.	University of Miami, Dual Degree: Special Education and Teaching English to Speakers of Other Languages
1999	M.S.Ed.	University of Miami, Major Area: Teaching English to Speakers of Other Languages
1995	B.A.	University of Miami, Double Major: Psychology and Special Education; Minor: English Literature

ACADEMIC POSITIONS

2023- present	Professor, Special Education, ASU
2012-2023	Associate Professor, Special Education, ASU
2009-2012	Assistant Professor, Special Education, ASU
2006-2009	Visiting Assistant Professor, Special Education, University of Kansas
2003-2006	Assistant Professor, Special Education, The College of William and Mary

TEACHING POSITIONS

1995-1996 Special Education Teacher, Grades 6-8: Emotional and Behavioral Disorders, Sunset Learning Center Ft. Lauderdale, FL.

1996-2001 Special Education Teacher, Grades K-6: Emotional and Behavioral Disorders, Key Largo School, FL.

EXTERNALY SUPPORTED GRANTS

2021-2026 **Hart Barnett, J. E**., Puckett, K., Mathur, S., & Dorn, S. *Leadership in Equity and Diversity in Special Education Administrators (LEADS).* Office of Special Education Programs CFDA 84.325D, $2,478,446.

Role: PI. The purpose of LEADS is to increase the number of doctoral level special education leaders prepared to administer programs that improve outcomes of students with disabilities.

2018-2023 Puckett, K., Mathur, S., **Hart Barnett, J. E**., & Dorn, S. *Special Education Leader Scholar Communities (SELSC).* Office of Special Education Programs CFDA 84.325D, $1,170,000.

The purpose of SELSC was to prepare personnel for leadership positions such as special education agency administrators, local education agency personnel, special education directors, and private/public directors serving individuals with disabilities.

2009-2012 Knowlton, E. K., Griswold, D., & **Hart, J. E**. *Development of Generalized Social Skills as a Function of Social Tele-Coaching in Classroom Settings (SOTELCO).* CFDA 84.324A2008-2: IES NCSER Social & Behavioral Outcomes, Goal 2: Development, $1,094,697.

The purpose of this study was to develop a remote-delivery, social skills coaching intervention by assessing and improving its feasibility and potential efficacy for students with behavior issues.

2008-2013 Smith, S. J., Griswold, D., **Hart, J. E**, & Robinson, S. M. *Kansas High Incidence Preparation Project.* USDOE-OSEP Special Education Training Grants CFDA 84.325T, $117,904.

The purpose of the Kansas High-Incidence Project (KIP) was to improve the quality of K-12 special education teacher preparation to assure graduates can meet the highly qualified requirements under IDEA.

INTERNALY SUPPORTED GRANTS

2021-2022 Yuan, C., Rotherham-Fuller, E., & Hart Barnett, J. *Effects of sibling-mediated intervention for children with autism.* Mary Lou Fulton Teachers College Internal Grant, Arizona State University, $15,000.

2019-2020 Hart Barnett, J. E. & Colleagues. *Bringing applied behavior analysis to the education workforce*. Mary Lou Fulton Teachers College Learning Community Internal Grant, Arizona State University, $1,000.

2013-2014 Hart, J. E. *Video-self modeling via iPad minis to promote academic engagement of young children with autism spectrum disorders.* Mary Lou Fulton Teachers College Internal Grant, Arizona State University, $3,000.

2010-2011 Hart, J. E. *Using video modeling to enhance the academic engagement of children with autism spectrum disorder in general education.* Mary Lou Fulton Teachers College Internal Grant, Arizona State University, $4,000.

2005-2006 Hart, J. E. *Impact of multicultural curricula on pre-service teacher referral of diverse students for special education: A Replication.* Summer Research Grant, The College of William & Mary, $5,000

2004-2005 Hart, J. E. *The effect of multicultural curricula on pre-service teachers' referral of diverse students for special education.* Summer Research Grant, William & Mary, $5,000.

HONORS AND AWARDS

2026 *Distinguished Researcher Award* from the American Education Research Association's Special and Inclusive Research Special Interest Group

2023 Award for *Excellence in Scholarship of Engagement* -Mary Lou Fulton College for Teaching

2020 Council for Exceptional Children's *Division on Autism and Developmental Disabilities Research Award*

2018 *Publons* Top 1% of peer reviewers in Social Sciences

2017 *TEACHING Exceptional Children* Reviewer of the Year

2017 Award for *Excellence in Integration of Scholarship with Teaching* -Mary Lou Fulton College for Teaching

2014 Carnegie US Professor of the Year Nominee for Mary Lou Fulton Teachers College, Arizona State University

PEER-REVIEWED JOURNAL ARTICLES (71)

NOTE: In education, the primary author is listed first (author order indicates weight of contribution to the research and writing).

**Indicates doctoral, masters, or undergraduate student co-author*

71. Fleming, J. I., **& Barnett, J. H.** (2026). Making peer-mediated interventions work in secondary schools: A practical guide for students with intellectual and/or developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, *0*(0). https://doi.org/10.1177/21541647261494634

70. **Hart Barnett, J. E**., Fleming, J., & Rotheram-Fuller, E. (2026). What families say works: Practical supports for autistic students across the continuum of educational settings. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 13*(1), 46-59.

69. Zucker, S. H., **Hart Barnett, J. E**., Viera, K., Williams, A., & Williams, T. (2026). Research informed practice in autism, intellectual disability, and developmental disabilities. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 13*(1), 1-5.

68. Causino, M., Malian, I., & **Hart Barnett, J. E**., et al. (in press). Building bridges: Collaborative care between special educators and pediatric psychologists for children with solid organ transplants and serious illnesses. *Research, Advocacy, and Practice for Complex and Chronic Conditions.*

67. Kazmierczak-Murray, S., Rotheram-Fuller, E., **Hart Barnett, J. E**., Brennan, A., Fleming, J., Ó Sioráin, C. A., & Raithel, H. (2026). Children's experiences of inclusion through a concentric spatial lens: Evidence from autism-specific classes in Ireland and the United States. *European Journal of Special Needs Education*, 1–22. https://doi.org/10.1080/08856257.2026.2695288

66. **Hart Barnett, J. E**. (2026). Limiting screen use in children with autism: Evidence-based strategies to promote engagement and play. *Intervention in School and Clinic 0*(0). https://doi.org/10.1177/10534512261489157

65. **Hart Barnett, J.E.,** Rotheram-Fuller, E., & J. E., Fleming, J. I. (2026). Reconceptualizing inclusion: A qualitative exploration of parental perspectives on autism-specific classrooms in early elementary education. *Early Childhood Education Journal, 54* (4)*,* 3071–3080. https://doi.org/10.1007/s10643-025-02054-y

64. Zucker, S. H., **Hart Barnett, J. E**., Fitchett, C., Gilley, D., & Archer, R. (2025). Research to practice in autism, intellectual disability, and developmental disabilities. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 12*(1), 1-6.

63. **Hart Barnett, J. E.** (2025). Video modeling as a scalable strategy to prepare children with autism for dental visits. *Clinical Pediatrics*, *65*(3), 305-310. https://doi.org/10.1177/00099228251394202

62. **Hart Barnett**, **J. E**. (2025). Practical strategies for supporting autistic girls through puberty: A guide for educators and families. *Education and Training in Autism and Developmental Disabilities, 60*(4), 448-462. https://doi.org/10.1177/21541647251399499

61. **Hart Barnett**, **J.**, Zucker, S. H., & Malian, I. (2025). The role of desensitization and gradual exposure in improving dental visit outcomes for children with autism. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 12*(1), 157-166.

60. **Hart Barnett, J. E**. (2025). Promoting social connections for students with intellectual and developmental disabilities through Unified Sports. *TEACHING Exceptional Children, 0*(0). Online First. https://doi.org/10.1177/00400599251340642

59. Yuan, C., Wang, L., *Matus, J., **Hart Barnett**, **J. E**. & Rotheram-Fuller, E. (2025). Reexamining reciprocity in autism: A systematic review. *Review Journal of Autism and Developmental Disorders.* Advance online publication. https://doi.org/10.1007/s40489-025-00494-1

58**. Barnett**, J.E.H. (2025). Strategies for successful dental visits for children with autism spectrum disorder. *Early Childhood Education Journal 53*, 927–933. https://doi.org/10.1007/s10643-024-01641-9

57. *Archer-Anwar, R., & **Hart Barnett, J. E**. (2024). Putting research into practice: AAC strategies for children with autism. *Division on Autism and Developmental Disabilities (DADD) Online Journal, 11*(1), 63-81.

56. Yuan, C., & **Hart Barnett,** J. E. (2026). Developing quality IEP goals in the age of artificial intelligence. *TEACHING Exceptional Children, 58*(3), 156-166. https://doi.org/10.1177/00400599241239311

55. *Archer-Anwar, R., & **Hart Barnett,** J. E. (2024). AAC in AACtion: Practical strategies for special education teachers and speech-language pathologists. *Intervention in School and Clinic, 60*(2), 96-107.

54. Yuan, C., Wang, L., Zhang, Q. A., Min, Q., Rotheram-Fuller, E., & **Hart Barnett**, J. (2023). Teaching children with autism through self-managed sibling-implemented intervention. *Journal of Behavioral Education, 33,* 541-560. https://doi.org/10.1007/s10864-023-09507-7

53. **Hart Barnett**, J. E. (2022). Serving students with autism: Ensuring a place for applied behavior analysis. *Phi Delta Kappan,103*(6), 27-31.

52. **Hart Barnett**, J. E., Zucker, S. H., & More, C. (2022). Visual schedule to promote compliance with a bedtime routine in a child with autism. *Education and Training in Autism and Developmental Disabilities, 57*(2),196-203.

51. **Hart Barnett**, J. E., Zucker, S. H., & More, C. M. (2020). Applied behavior analysis in today's schools: An imperative for serving students with autism spectrum disorder. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 7,* 108-117.

50. **Hart Barnett**, J. E. & Colcord, C., & Zucker, S. H. (2019). Peer-assisted learning strategies (PALS) to improve reading skills of students with ASD. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 6*(1), 98-111.

49. **Hart Barnett**, J. E. & Cleary, S.* (2019). Visual supports to teach algebraic equations to a middle school student with autism spectrum disorder. *Preventing School Failure, 63*(4), 345-351.

48. **Hart Barnett**, J. E. & Fisher, K. W. (2019). Promoting upstander behavior to address bullying in schools. *Middle School Journal, 50*(1), 6-11.

47. **Hart Barnett**, J. E. (2018). Three strategies to support social and play skills among children with autism spectrum disorders. *Early Childhood Education Journal, 46*(6), 665-672.

46. **Hart Barnett**, J. E. & Frankel, A.* (2018). A review of evidence-based science interventions for students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 53*(2), 128-145.

45. **Hart Barnett**, J. E. (2017). Helping students with ADHD in the age of digital distraction. *Physical Disabilities: Education and Related Services, 36*(2), 1-7.

44. **Hart Barnett**, J. E., Trillo, R.*, & More, C. M. (2017 Online First, Print, May 2018). Visual supports to promote science discourse for middle and high school students with autism spectrum disorders. *Intervention in School and Clinic 53*(5), 1-8.

43. Cheatham, G. A. & **Hart Barnett**, J. E. (2017). Overcoming common misunderstandings about students with disabilities who are English language learners. *Intervention in School and Clinic, 53*(1), 58-63.

42. **Hart Barnett**, J. E., & Cleary, S. * (2016). Algebraic problem-solving strategies for students with autism spectrum disorder. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 3,* 62-76.

41. **Hart Barnett**, J. E., & O'Shaughnessy, K.* (2015). Enhancing collaboration between occupational therapists and early childhood educators working with children on the autism spectrum. *Early Childhood Education Journal, 43*(6), 467-472.

40. Cleary, S.*, & **Hart Barnett**, J. E. (2015). Using research-based strategies to teach algebraic problem-solving skills to students with autism spectrum disorder. *INQUIRE: A Journal of Undergraduate Research, 1*, 57-77.

39. **Hart Barnett**, J. E., & Gay, C.* (2015). Accommodating students with epilepsy or seizure disorder: Effective strategies for teachers. *Physical Disabilities: Education and Related Services, 34*(1), 1-13.

38. **Hart Barnett**, J. E., & Cleary, S.* (2015). A comprehensive literature review of mathematics interventions for students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 50*(2), 172-185.

37. Boyd, T.*, **Hart Barnett,** J. E., More, C. M. (2015). Evaluating iPad communication apps for students with autism spectrum disorders. *Intervention in School and Clinic, 51*(1), 1-9.

36. **Hart Barnett**, J. E., & Colcord, C.*, & Zucker, S. H. (2014). Video self-modeling via iPad minis to promote sustained attention of a student with high-functioning autism in general education. *Division on Autism and Developmental Disabilities (DADD) Online Journal: Research to Practice, 1*, 56-69.

35. **Hart Barnett**, J. E., & Crippen, R.* (2014). Eight steps to inclusive, school-based employment training for adolescents with autism spectrum disorder and intellectual disability. *Physical Disabilities: Education and Related Services, 33*(2), 1-15.

34. More, C. M., & **Hart**, J. E. (2014). Developing individualized IEP goals in the age of technology: Quality challenges and solutions. *Preventing School Failure, 58*(2), 103-109.

33. **Hart**, J. E., & More, C. M. (2013). Investigating the impact of technology on pre-service teacher knowledge of autism spectrum disorder. *Education and Training in Autism and Developmental Disabilities, 48*(4), 504-513.

32. **Hart**, J. E., & Brehm, J.* (2013). Promoting self-determination among students with disabilities: A model for training elementary students to self-advocate for IEP accommodations. *TEACHING Exceptional Children, 45*(5), 40-48.

31. **Hart**, J. E., & More, C. (2013). Strategies for addressing the disproportionate representation of diverse students with autism spectrum disorder. *Intervention in School and Clinic, 48*(3), 167-173.

30. More, C. M., & **Hart**, J. E. (2013). Maximizing the use of electronic Individualized Education Programs: *TEACHING Exceptional Children, 45*(6), 24-29.

29. **Hart**, J. E., & Malian, I. (2013). A statewide survey of special education directors on teacher preparation and licensure requirements in autism spectrum disorders. *International Journal of Special Education, 28*, 1-10.

28. More, C., **Hart**, J. E., & Cheatham, G. A. (2013). Language interpretation for diverse families: Considerations for special education teachers. *Intervention in School and Clinic 49, 113-120.*

27. **Hart**, J. E. (2013). Inclusive tips for LGBT families. *Principal Magazine, 93*, 32.

26. **Hart**, J. E., & Whalon, K. J. (2012). Using video self-modeling via iPads to increase academic responding of an adolescent with autism spectrum disorder and intellectual disability. *Education and Training in Autism and Developmental Disabilities, 47*, 438-446.

25. **Hart**, J. E. (2012). Navigating autism's swirling waters. *Phi Delta Kappan, 94*(4), 23-27.

24. **Hart**, J. E., & Whalon, K. J. (2012). Misbehavior or missed opportunity? Challenges in interpreting the behavior of young children with autism spectrum disorder. *Early Childhood Education Journal, 41,* 257-263.

23. **Hart**, J. E., Cheatham, G. A., & Jimenez-Silva, M. (2012). Facilitating quality language interpretation for diverse families of students with special needs. *Preventing School Failure, 56*(4) 207-213.

22. Cheatham, G. A., **Hart**, J. E., Malian, I., & McDonald, J. (2012). Six things you should never hear or say at an IEP/IFSP meeting: Educators as advocates for families. *TEACHING Exceptional Children, 44*(3), 50-57.

21. **Hart**, J. E., & Mourot, J. E., & Aros, M.* (2012). Children of same-sex parents: In and out of the closet. *Educational Studies, 38*(3), 277-281.

20. **Hart**, J. E., & Steinbrecher, T.* (2011). OMG! Exploring and learning from teachers' personal and professional uses of *Facebook. Action in Teacher Education, 33*(4), 320-328.

19. Steinbrecher, T.*, & Hart, J. E. (2011). Examining teachers' personal and professional use of *Facebook*: Recommendations for teacher education programming. *Journal of Technology and Teacher Education, 20*(1), 71-88

18. **Hart**, J. E., & Whalon, K. J. (2011). Creating social opportunities for students with ASD in inclusive settings. *Intervention in School and Clinic, 46*(5), 1-7.

17. Kennedy, M. K.*, **Hart**, J. E., Kellems, R. K.* (2011). Using enhanced podcasts to augment limited instructional time in teacher preparation. *Teacher Education and Special Education 34*(2), 87-105.

16. Whalon, K. J., & **Hart**, J. E. (2011). Adapting an evidence-based reading comprehension strategy for learners with autism spectrum disorder. *Intervention in School and Clinic, 46*(4), 195-203.

15. Whalon, K. J., & **Hart**, J. E. (2011). Children with autism spectrum disorder and literacy instruction: An exploratory study of elementary inclusive settings. *Remedial and Special Education, 32*(3), 243-255.

14. **Hart**, J. E., Cramer, E., D., Harry, B., Klingner, J. K., & Sturges, K. M. (2010). The continuum of 'troubling' to 'troubled behavior': Exploratory case studies of African American students in programs for emotional disturbance. *Remedial and Special Education, 31*(3), 148-162.

13. Harry, B., **Hart**, J. E., Klingner, J.K., & Cramer, E. (2009). Response to Kauffman on underservice of students with emotional or behavioral disorders. *Behavioral Disorders 34*(3), 164-171.

12. **Hart**, J. E. (2009). Strategies for culturally and linguistically diverse students with special needs. *Preventing School Failure, 53*(3), 197-208.

11. **Hart**, J. E., & Whalon, K. J. (2008). 20 Ways to promote academic engagement and communication of children with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic, 44*(2) 116-120.

10. Lavach, J. F., & **Hart**, J. E. (2008). Educational implications of the late effects of childhood leukemia medical treatment: A case study. *Physical Disabilities: Education and Related Services, 27*(1), 21-33.

9. Luykx, A., Lee, O., Mahotiere, M., Lester, B., **Hart**, J. E., and Deaktor, R. (2007). Cultural and home language influences on children's responses to science assessments. *Teachers College Record, 109*(4), 897-926**.**

8. Lee, O., Deaktor, R. A., **Hart**, J. E., Cuevas, P., & Enders, C.K. (2005). An instructional intervention's impact on the science and literacy achievement of culturally and linguistically diverse elementary students. *Journal of Research in Science Teaching, 42*(8), 857-887.

7. Harry, B., Klingner, J.K., & **Hart**, J. E. (2005). African American families under fire: Ethnographic views of family strength. *Remedial & Special Education, 26*, 101-12.

6. Cuevas, P., Lee, O., **Hart**, J. E., & Deaktor, R. A. (2005). Improving science inquiry: Lessons learned from children of diverse backgrounds. *Journal of Research in Science Teaching, 42*(3), 337-357.

5. **Hart**, J. E., Shaver, A. N., & Avalos, M. (2004). Graduate teachers' perceptions of the comprehensive exam. *Sunshine State TESOL Journal, 3*(1), 39-48.

4. Lee, O, **Hart**, J. E., Cuevas, P., & Enders, C. K. (2004). Professional development in inquiry-based science for elementary teachers of diverse student groups. *Journal of Research in Science Teaching, 41*(10), 1021-1043.

3. Ahwee, S., Chiappone, L., Cuevas, P., Galloway, F., **Hart**, J. E., et al., (2004). The hidden and null curriculums: An experiment in collective educational biography. *Educational Studies, 35*(1), 25-43.

2. **Hart**, J. E., & Lee, O. (2003). Teacher professional development to improve the science and literacy achievement of English language learners. *Bilingual Research Journal, 27*(3), 357-383.

1. **Hart**, J. E. (2002). Social skill development for exceptional language learners. *Sunshine State TESOL Journal, 1*(1), 43-52.

NEWSLETTERS AND INVITED PROFESSIONAL ARTICLES

Hart Barnett, J. E., & Malian, I. (2026, Summer). Bridging health and learning: Supporting students with autism and developmental disabilities and complex medical needs. *Division on Autism and Developmental Disabilities (DADD) Express 37*(2), 1-3. https://daddcec.com/sites/default/files/2026-06/dadd_summer2026_v3.pdf

Hart Barnett, J. E. (2026, April). Helping your child with autism understand time. *Exceptional Parent,* 56(4), 28-30. https://reader.mediawiremobile.com/epmagazine/issues/209570/viewer?page=29

Hart Barnett, J. E., & Zucker, S. H. (2026, Spring). Helping students with autism move beyond screen time: Strategies to build engagement and play. *Division on Autism and Developmental Disabilities (DADD) Express, 37*(1), 1-3. https://daddcec.com/sites/default/files/2026-04/dadd_spring2026_teacherscorner.pdf

Hart Barnett, J. E., & Zucker, S. H. (2024). Adaptations to video modeling for deaf students with autism. *Division on Autism and Developmental Disabilities (DADD) Express, 35*(2), 3, 7-9. https://daddcec.com/sites/default/files/2024-08/ebp_brief_summer_2024.pdf

Hart Barnett, J. E., & Zucker, S. H. (2023). A teacher's guide to facilitating communication in children who use echolalia. *Division on Autism and Developmental Disabilities (DADD) Express, 34*(2), 3, 6.

Hart Barnett, J. E., & Zucker, S. H. (2022). A teacher's guide to Applied Behavior Analysis (ABA): Helping families understand ABA for their children with ASD. *Division on Autism and Developmental Disabilities (DADD) Express, 33*(4), 1, 5.

Hart Barnett, J. E., Zucker, S. H., & More, C. M. (2021). Parental litigation for ABA services in schools: Current trends and issues. *Division on Autism and Developmental Disabilities (DADD) Express*, *32*(4), 3-4.

Hart Barnett, J. E., Zucker, S. H., & More, C. M. (2021). Maximizing learning during Covid-19: Strategies for working with students with autism spectrum disorder at home. *Division on Autism and Developmental Disabilities (DADD) Express*, *32*(1), 1, 6.

Hart Barnett, J. E. H., Zucker, S. H., & More, C. M. (2020). Teaching tips for integrating ABA principles in today's classrooms. *Division on Autism and Developmental Disabilities (DADD) Express*, *31*(2), 1–8.

Hart Barnett, J. E., & Zucker, S. H. (2020). The role of ethical standards in applied behavior analytic service delivery for students with autism spectrum disorder. *DADD Express*, 31(1), 3-4.

Fisher, K. W., **Hart Barnett, J. E**., & Zucker, S. (2018, June). Five steps to promote upstander behavior to address bullying in schools. *DADD Express, 29*(2), 1, 8.

Hart Barnett, J. E. & Zucker, S. H. (2017). 'Hanging out': Meeting IDEA's requirements for recreation planning. *Division on Autism and Developmental Disabilities (DADD) Express 28*(4), 2-3.

Colcord, C., & **Hart Barnett**, J. E., & Zucker, S. H. (2017). A teacher's guide to video modeling. *Division on Autism and Developmental Disabilities Express, 28*(1), 1-6.

Hart Barnett, J. E. & Zucker, S. H. (2016). Strategies to promote collaboration between occupational therapists and teachers working with students with autism. *Division on Autism and Developmental Disabilities (DADD) Express, 27*(3), 1, 8.

Hart Barnett, J. E., & Zucker, S. H. (2015). Parents as equal partners: Maximizing diverse family involvement in special education. *Division on Autism and Developmental Disabilities (DADD) Express, 26*(3), 1-7.

Hart Barnett, J. E., Cleary, S., Zucker, S. H. (2014). Visual supports to teach algebraic problem solving to students with autism spectrum disorder. *Division on Autism and Developmental Disabilities (DADD) Express, 25*(4), 1-4.

Hart Barnett, J. E., Zucker, S. H., & Crippen, R. (2014). Facilitating school-based employment for students with autism spectrum disorders and intellectual disability. *Division on Autism and Developmental Disabilities (DADD) Express, 25*(2), 1-8.

Hart, J. E., & Lavach, J. F. (2011). Neuro-psychologically-based transition planning: Implications for adolescents with autism spectrum disorder and the world of work. *The Division for Physical, Health, and Multiple Disabilities Newsletter, 29*, 14-17.

Hart, J. E., & Lavach, J. F. (2010). ADD and ADHD: A lifetime other health impaired IEP? Implications for academic, career, and personal planning for adults and their children. *The DPHMD Newsletter, 27*(4), 10-13.

Lavach, J. F., & **Hart**, J. E. (Fall, 2009). Accommodating the returning TBI student. *Massachusetts School Psychologists Association Newsletter, 29*(1), 10.

Lavach, J. F., & **Hart**, J. E. (Fall, 2009). Accommodating the returning student with TBI. *The Division for Physical/Health Disabilities Newsletter, 27*(3), 10-11.

Hart, J. E., & Lavach, J. F. (Spring, 2009). Neuropsychological profiles of adults with ADHD and their children. *The DPHMD Newsletter, 27*(1), 3-5.

Lavach, J. F., & **Hart**, J. E. (2008). Childhood leukemia: Impact on classroom performance. *The Division for Physical and Health Disabilities Newsletter, 26*(3), 9-12.

Hart, J. E. (2006). *Brown v. Board of Education* revisited. *William & Mary Alumni Magazine, 71*(3/4).

BOOKS

Hart Barnett, J. E., & Zucker, S. H. (2026). *Navigating the Spectrum: An Educator's Guide to Supporting Families of Children with Autism* (DADD Prism Series, Vol. 15). Arlington, VA: Council for Exceptional Children (CEC).

Hart Barnett, J. E., & Whalon, K. J. (2014). *Friendship 101: Helping students build social competence* (DADD Prism Series, Vol. 8). Arlington, VA: Council for Exceptional Children (CEC). {A best-selling book of the Council for Exceptional Children in 2015}.

BOOK CHAPTERS

Cheatham, G. A. & **Hart Barnett**, J. E., & Nyegenye, S. N. (2018). Bilingualism. In E.B. Braaten (Eds.), *Encyclopedia of Intellectual and Developmental Disorders.* NY: Sage.

Hart Barnett, J. E., & Whalon, K. J. (2014). Understanding social competence and its importance. In J. E. Hart Barnett & K. J. Whalon (Eds.), *Friendship 101: Helping students build social competence* (pp. xv-xxii). Arlington, VA: CEC.

deFur, S., **Hart Barnett**, J. E., & Tarantino, K. (2014). Let's hang out! Facilitating meaningful recreation and leisure. In J. E. Hart Barnett & K. J. Whalon (Eds.), *Friendship 101: Helping students build social competence* (pp. 113-126). Arlington, VA: Council for Exceptional Children.

Thomas, K., & **Hart**, J. E. (2010). Pre-service teacher perceptions of model eliciting activities. In R. Lesh et al. (Eds.), *Modeling students' mathematical modeling competencies* (pp. 531-539). Springer Science + Business Media.

Hart, J. E. (2007). Emotional/behavior disorder, learning disability, or English language learner? In Harry, B., Klingner, J., & Cramer, E. (Eds.), *Cases in the social construction of disability* (pp. 61-70). New York: Teachers College Press.

Shaver, A., **Hart**, J. E. & Avalos, M. (2003). Authentic assessment through electronic portfolios for master's students. In T. Murphy (Ed.), *TESOL Professional Development Series: Extending professional contributions* (pp. 77-85). Alexandria, VA.

REFEREED CONFERENCE PROCEEDINGS

Hart Barnett, J. E., & More, C. M. (2024). *Forging social connections for students with intellectual and developmental disabilities through collaborative Unified Sports: A partnership guide for teachers*. In A. Markelz, (Ed.), TED 2024 Conference Proceedings: Forging Ahead (pp 47-49). Teacher Education Division of the CEC, Pittsburgh, PA.

Hart Barnett, J. E. (2023). 'Seas' the message: Understanding echolalia through educator and speech therapist partnerships. In A. Markelz, (Ed.), TED 2023 Conference Proceedings: Seas the Day (pp 6-10). Teacher Education Division of the Council for Exceptional Children, Long Beach, CA.

Malian, I., & **Hart**, J. E. (2013). A statewide survey of special education directors on teacher preparation and licensure in autism spectrum disorders. *2013 Conference proceedings of the Hawaii International Conference on Education*, 80-86.

Hart, J. E., & Lavach, J. F. (Fall, 2010). Employment-focused neuropsychological assessment: Implications for autism spectrum disorder, job coaches, and employers. *Archives of Clinical Neuropsychology, 25*, 522.

Hart, J. E., & Lavach, J. F. (Fall, 2010). Transition planning for the autism spectrum disorder (ASD) student: Neuropsychological implications. *Archives of Clinical Neuropsychology, 25*, 575.

Hart, J. E., & Lavach, J. F. (Fall, 2009). Neuropsychologic, cognitive, and affective profiles of children diagnosed with autism spectrum disorders (ASD). *Archives of Clinical Neuropsychology 24*(5), 516-517.

Lavach, J. F., & **Hart**, J. E. (Fall, 2009). Neuropsychologically-based treatment for students with ASD or ADHD. *Archives of Clinical Neuropsychology, 24*(5)*,* 494.

Lavach, J. F., & **Hart**, J. E. (Fall, 2009). Educational reentry of the post-secondary student with acquired brain injury. *Archives of Clinical Neuropsychology, 24*(5)*,* 506-7.

Hart, J. E., & Lavach, J. F. (Fall, 2008). Neuropsychological characteristics of ADHD children and their biological parents. *Archives of Clinical Neuropsychology 23*(6), 716.

Lavach, J. F., & **Hart**, J. E. (Fall, 2007). Neuropsychological deficits, CNS chemotherapy, and remission in childhood leukemia. *Archives of Clinical Neuropsychology, 22,* 825.

Lavach, J. F., & **Hart**, J. E. (2007, November). Neuropsychological impairment following hemorrhagic thalamic arteriovenous malformation: Educational implications. *Developmental Neurorehabilitation, 10*(4), 278.

Lavach, J. F., & **Hart**, J. E. (2007, Sept). Neuropsychological impairment following hemorrhagic thalamic arteriovenous malformation. 4th Mediterranean Emergency Medicine Congress, European Society of Emergency Medicine (EuSEM).

BOOK REVIEWS IN PEER-REVIEWED JOURNALS

Hart, J. E. (2012). Academic language for English language learners and struggling readers: How to help students across content areas. *TESOL Quarterly 46*(2), 419-421.

Hart, J. E. (2006). Language minority students in American schools: An education in English. *TESOL Quarterly, 40*(4), 1-2.

Hart, J. E. (2005). Room for talk: Teaching and learning in a multilingual kindergarten. *TESOL Quarterly, 39*(1), 129-131.

Hart, J. (2002). Language ideologies: Critical perspectives on the official English language movement: Vol. 1, Education and the social implications of official language. *TESOL Quarterly, 36*(1), 118-119.

REFEREED ENCYCLOPEDIA ENTRIES

Hart, J. E. (2009). IDEA. In E. F. Provenzo & J. P. Renaud (Eds.), *Encyclopedia of the Social and Cultural Foundations of Education.* NY: Sage.

Hart, J. E. (2009). Least restrictive environment. In E. F. Provenzo & J. P. Renaud (Eds.), *Encyclopedia of the Social and Cultural Foundations of Education.* NY: Sage.

Hart, J. E. (2009). Mainstreaming. In E. F. Provenzo & J. P. Renaud (Eds.), *Encyclopedia of the Social and Cultural Foundations of Education.* NY: Sage.

Hart, J. E. (2009). Assistive technology. In E. F. Provenzo & J. P. Renaud (Eds.), *Encyclopedia of the Social and Cultural Foundations of Education.* NY: Sage.

MANUSCRIPTS UNDER REVIEW

Hart Barnett, J. E. (2026). Applied Behavior Analysis and special education law: Addressing the policy void in IDEA. *Behavior Analysis and Practice.*

Hart Barnett, J. E. (2026). Adapting explicit instruction for students with autism and extensive support needs. *TEACHING Exceptional Children.*

EXTERNAL PRESS FOR RESEARCH

https://www.statepress.com/article/2026/03/politics-three-year-education-degree
Juliet Hart Barnett is quoted as an expert source in *The State Press* article, "ASU plans to offer three-year education degree to address teacher shortage" discussing ASU's 90-credit Bachelor of Education to address Arizona's teacher shortage.

https://rss.com/podcasts/teachingexceptionalchildren/2637913/
In *Teaching Exceptional Children's* podcast, Drs. Juliet Hart Barnett and Chengan Yuan discuss their article, *Developing Quality IEP Goals in the Age of Artificial Intelligence*, exploring how educators can ethically use AI to develop IEP goals.

https://news.asu.edu/20260416-arts-humanities-and-education-what-schools-and-parents-can-do-support-kids-autism *What Schools and Parents Can Do to Support Kids with Autism.* ASU professor Juliet Hart Barnett discusses findings from study on autistic-specific classrooms.

https://projectoasiscollaborative.substack.com/p/bridging-the-gap-how-research-can?utm_source=podcastemail&publication_id=3141289&post_id=171385432&r=6be5yc&utm_campaign=email-play-on%20substack&utm_content=watch_now_button&triedRedirect=true *Bridging the Gap: How Research Can Transform Autism Education.* MLFC professor Juliet Hart Barnett discusses the need to examine the role of ABA as a related service in today's schools.

https://news.asu.edu/20210324-discoveries-unlocking-mystery-education-and-autism Teachers College professor Juliet Hart Barnett says parents and schools must collaborate to form a seamless system of support for students with autism.

https://daddcec.com/awards/dadd-research-award Juliet Hart Barnett awarded the 2020 Researcher Award from the Council for Exceptional Children's Division on Autism and Developmental Disabilities.

https://vimeo.com/teacherscollegerecord *The Voice Series-Teachers College Record.* Juliet Hart, PhD, discusses her co-authored paper, *Culture and Home Language Influences on Children's Responses to Science Assessments*.

https://www.autismdailynewscast.com/two-asu-students-researching-education-strategies-for-students-with-autism/ Two ASU students researching education strategies for students with autism. *Autism Daily Newscast.*

http://www.bizjournals.com/phoenix/morning_call/2013/12/asu-students-push-further-into-autism.html ASU students push further into autism research. *Phoenix Business Journal.*

https://asunews.asu.edu/20131106-autistic-research Teaching children with autism drives student, faculty research. *ASU News.*

https://www.statepress.com/article/2013/11/asu-students-research-learning-techniques-for-children-with-autism ASU students research learning techniques for children with autism. *The State Press.*

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS (176)

Hart Barnett, Rotheram-Fuller, E., & Fleming, J. I. (2026). *Beyond placement: Parental visions of inclusion in autism-specific early childhood classrooms.* Paper presented at the annual meeting of the American Education Research Association (AERA), Los Angeles, CA.

Hart Barnett, Rotheram-Fuller, E., & Fleming, J. I. (2026). *Through their eyes: Rethinking inclusion with diverse parent perspectives on autism-specific classrooms.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Salt Lake City, UT.

Hart Barnett, J. E., Fleming, J. I., & Rotheram-Fuller, E. (2026). *Parent voices on autism-specific classrooms: Rethinking inclusion through lived experiences.* Paper presented at the annual meeting of the Division for Autism and Developmental Disabilities, Long Beach, CA.

Hart Barnett, J. E., Fleming, J. I., & Rotheram-Fuller, E. (2025). *The other side of inclusion: Parental lenses on autism education.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E., Fleming, J. I., & Rotheram-Fuller, E. (2025). *A qualitative study of parental perspectives on autism-specific classrooms: Towards a more nuanced understanding of inclusion.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Kansas City, MO.

Hart Barnett, J. E. (2025). *Fostering social connections for students with intellectual and developmental disabilities through Unified Sports*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Baltimore, MD.

Hart Barnett, J. E., & Zucker, S. H. (2025). *Strategies for successful dental visits for young children with autism spectrum disorder*. Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Clearwater Beach, FL.

Hart Barnett, J. E., & Zucker, S. H. (2025). *Promoting social connections for students with Intellectual and Developmental Disabilities through Unified Sports* Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Clearwater Beach, FL.

Peterson, P. & **Hart Barnett, J.E.** (2025). *LEADS scholars' innovative culturally relevant dissertation research*. Poster presented at the annual meeting of the Office of Special Education Programs (OSEP), Arlington, VA.

Hart Barnett, J. E., & Zucker, S. H. (2024). *The meaning behind the message: Helping teachers understand and respond to echolalia in students with autism.* Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Honolulu, HI.

Archer-Anwar, R. & **Hart Barnett**, J. E. (2024). *AAC in AACtion: Training teachers to support autistic students with complex communication needs.* Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Honolulu, HI.

Hart Barnett, J. E. (2024). *Forging social connections for students with intellectual and developmental disabilities through collaborative Unified Sports: A partnership guide for teachers.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Pittsburgh, PA.

Butcher, J., More, C. M. & **Hart Barnett,** J. E. (2024). *Addressing the misapplication of functional behavior assessments and behavior intervention plans through teacher education.* Paper presented at the annual meeting of the Teacher Education Division (TED) of CEC, Pittsburgh, PA.

Butcher, J., More, C. M. & **Hart Barnett,** J. E. (2024). *Intersecting trauma informed care with ABA practices.* Paper presented at the annual meeting of the Teacher Education Division (TED) of CEC, Pittsburgh, PA.

Hart Barnett, J. E. (2024). *Strategies for successful dentist visits for young children with autism spectrum disorder.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Fleming, J. I., Rotheram-Fuller, E., **Hart Barnett**, J. E., Geiselhofer, M., & Raithel, H. (2024). *Experiences in autism-specific classrooms.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Hart Barnett, J. E., & Archer-Anwar, R. (2024). S*eize the message: Facilitating communication through children's use of echolalia.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), San Antonio, TX.

Archer-Anwar, R. & **Hart Barnett**, J. E. (2024). *PrAACtical strategies for AAC Implementation*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC), San Antonio, TX.

Peterson, P. & **Hart Barnett, J.E.** (2024). *Advancing Equity: Scholars improving outcomes for diverse earners*. Poster presented at the annual meeting of the Office of Special Education Programs (OSEP), Arlington, VA.

Hart, Barnett, J. E. (2024*). Facilitating communication among children who use echolalia.* Virtual paper presented at the annual meeting of the Arizona-CEC/CASE, Phoenix, AZ.

Hart Barnett, J. E. (2023). *Echolalia as purposeful communication: Helping teachers understand and respond to the language of children with autism.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E. (2023). *Seas the message: Understanding echolalia through educator and speech therapist partnerships.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Long Beach, CA.

Hart Barnett, J. E., & Zucker, S. H. (2023). *Applied Behavior Analysis as an IDEA-related service for ASD students.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Louisville, KY.

Hart Barnett, J. E., & Zucker, S. H. (2023). *IDEA and applied behavior analysis for students with ASD*. Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Clearwater Beach, FL.

More, C. M., Butcher, J., & **Hart Barnett, J. E**. (2023). *Avoiding exclusion in inclusion: Strategies for inclusive early childhood programs.* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Louisville, KY.

Hart, Barnett, J. E. (2023*). IDEA legal and policy implications of applied behavior analysis for students with ASD.* Virtual paper presented at the annual meeting of the Arizona-CEC/CASE, Phoenix, AZ.

Puckett, K., Peterson, P., & **Hart Barnett, J.E.** (2023). *Scholars improving outcomes for diverse learners with disabilities.* Poster presented at the annual meeting of the Office of Special Education Programs (OSEP), Arlington, VA.

Hart, Barnett, J. E. (2022). *Legal and Policy Implications of Applied Behavior Analysis for Students with ASD.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Richmond, VA.

Hart Barnett, J. E., & Zucker, S. H. (2022). *Ensuring a place for applied behavior analysis for students with ASD*. Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E. (2022). *How can visual supports improve compliance with a bedtime routine in a child with autism spectrum disorder*? Poster presented at annual meeting of the American Education Research Association, San Diego, CA.

Hart Barnett, J. E., & Zucker, S. H. (2022). *Using visual supports to promote compliance with a bedtime routine in a child with autism spectrum disorder*. Poster presented at annual meeting of the Council for Exceptional Children, Orlando, FL**.**

Hart Barnett, J. E., & Zucker, S. H. (2022). *Examining the role of visual supports to facilitate sleep routine in a child with autism spectrum disorder*. Poster presented at annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Clearwater Beach, FL.

Hart, Barnett, J. E. (2021). *Visual supports to promote compliance with a bedtime routine in a child with autism spectrum disorder*. Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Fort Worth, TX.

Hart Barnett, J. E., & Zucker, S. H. (2021). *Using visual supports to promote compliance with a bedtime routine in a child with autism spectrum disorder*. Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

More, C. M., Butcher, J., & **Hart Barnett, J. E**. (2021). *Turning You Tube into "We" Tube.* Paper presented at the annual meeting of the Division for Early Childhood Division (DEC) of CEC. Virtual Conference.

Hart Barnett, J. E., More, C. M., & Zucker, S. H. (2021). *Strategies for working with students with autism spectrum disorder during Covid-19.* Poster presented at annual meeting of the Council for Exceptional Children CEC, Baltimore, MD.

Hart Barnett, J. E., More, C. M., & Zucker, S. H. (2021). *Maximizing learning during Covid-19: Strategies for working with students with autism spectrum disorder at home.* Poster presented at annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Clearwater Beach, FL.

Hart Barnett, J. E., Puckett, K., & Mathur, S. (2020). *Critical disability studies as a framework for studying behavior and guiding service delivery*. Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E. & Colcord, C. (2020, Apr 17 - 21) *Peer-Assisted Learning Strategy to address reading challenges in an elementary student with autism spectrum disorder* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/r6ao623 (Conference Cancelled).

Hart Barnett, J. E., & Zucker, S. H. (2020). *The role of ethical standards in applied behavior analytic service delivery for students with autism spectrum disorder.* Poster presented at annual meeting of the Council for Exceptional Children (CEC), Portland, OR.

Hart Barnett, J. E., & Fisher, K. (2020). *Promoting upstander behavior to address bullying in schools.* Poster presented at annual meeting of the Council for Exceptional Children (CEC), Portland, OR.

Hart Barnett, J. E., & Zucker, S. H. (2020). *Applied Behavior Analysis in today's schools: An imperative for serving students with autism spectrum disorder.* Poster presented at annual meeting of CEC's Division on Autism (DADD), Sarasota, FL.

Hart, Barnett, J. E., & More, C. M. (2019). *Applied Behavior Analysis and teacher preparation: Examining best practices for serving students with autism spectrum disorder.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, New Orleans, LA.

Hart Barnett, J. E., & Zucker, S. H. (2019). *The role of ethical standards in ABA service delivery for students with ASD.* Paper presented at annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E. (2019). *A systematic review of evidence-based interventions in science for students with autism spectrum disorders.* Poster presented at annual meeting of the Council for Exceptional Children (CEC), Indianapolis, IN.

Hart Barnett, J. E. & Colcord, C. (2019). *Peer-Assisted Learning Strategy to address literacy skills in a second-grade student with ASD.* Poster presented at annual meeting of the Council for Exceptional Children (CEC), Indianapolis, IN.

Hart Barnett, J. E. (2019). *Promoting social skills and play among young children with autism spectrum disorders.* Poster presented at annual meeting of the Council for Exceptional Children (CEC), Indianapolis, IN.

Hart Barnett, J. E., Colcord, C., & Zucker, S. H. (2019). *Peer-Assisted Learning Strategy to address literacy skills.* Poster presented at annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Maui, Hawaii.

Hart Barnett, J. E. (2019). *Promoting social skills and play among young children with autism spectrum disorders.* Poster presented at annual meeting of the Council for Exceptional Children's Division on Autism (DADD), Maui, Hawaii.

Hart Barnett, J. E. & Colcord, C. (2018). *Peer-Assisted Learning Strategy to address literacy skills in a second-grade student with ASD.* Poster presented at annual meeting of the Teacher Education Division of the Council for Exceptional Children (CEC), Las Vegas, NV.

Hart Barnett, J. E. (2018). *Promoting social skills and play among young children with autism spectrum disorders.* Poster presented at annual meeting of the Teacher Education Division of the Council for Exceptional Children (CEC), Las Vegas, NV.

Hart Barnett, J. E. & Colcord, C. (2018). *Using Peer-Assisted Learning Strategies (PALS) to facilitate social skills in students with autism.* Paper presented at annual meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Hart Barnett, J. E. (2018). *A systematic review of evidence-based interventions in science for students with autism spectrum disorders.* Poster presented at annual meeting of the American Education Research Association, New York, NY.

Cheatham, G. A., & **Hart Barnett**, J. E. (2018). *Labeling bi/multilingual students with disabilities: From monolingual bias to multi-lingual competency.* Poster presented at annual meeting of the Council for Exceptional Children, Tampa, FL.

Hart Barnett, J. E. & Zucker, S. H. (2018). *Hanging Out: Meeting IDEA's requirements for recreation planning.* Poster presented at annual meeting of the Council for Exceptional Children, Tampa, FL.

Hart Barnett, J. E. & Colcord, C. (2018). *Peer-Assisted Learning Strategy to address literacy skills in a second-grade student with ASD.* Poster presented at annual meeting of Division on Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart Barnett, J. E. & Zucker, S. H. (2018). *Hanging out: Meeting IDEA's requirements for recreation planning.* Poster presented at the annual meeting of CEC's Division on Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart Barnett, J. E. (2017). *Hanging out: Meeting IDEA's requirements for recreation planning.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Savanna, GA.

Hart Barnett, J. E. & Colcord, C. (2017). *Peer-Assisted Learning Strategy to address literacy challenges in a second-grade student with autism spectrum disorder.* Poster presented at annual meeting of CEC's Teacher Education Division Savanna, GA.

Hart Barnett, J. E. (2017). *Using Peer-Assisted Learning Strategy paired with Video Modeling to improve reading skills in students with ASD.* Poster presented at the annual meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Hart Barnett, J. E. (2017). *A comprehensive review of evidence-based interventions in science for students with ASD.* Poster presented at the annual meeting of the Council for Exceptional Children, Boston, MA.

Hart Barnett, J. E. (2017). *Using visual supports to teach science inquiry and discourse to students with ASD.* Poster presented at the annual CEC meeting, Boston, MA.

Hart Barnett, J. E. (2017). *Visual supports to teach science discourse to students with autism spectrum disorder: A literature review and strategies for teachers.* Poster presented at the annual meeting of CEC's Division on Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart Barnett, J. E. (2016). *Using visual supports to teach science inquiry and discourse to students with autism spectrum disorder.* Poster presented at the annual meeting of the Teacher Education Division (TED) of CEC, Lexington, KY.

Hart Barnett, J. E. (2016). *Using visual supports to teach science inquiry and discourse to students with autism spectrum disorder.* Poster presented at the annual meeting of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ.

Hart Barnett, J. E. (2016). *Evidence-based mathematics interventions for students with autism spectrum disorders: A Meta-analytic review*. Paper presented at annual meeting of the American Education Research Association, Washington, DC.

Hart Barnett, J. E. (2016). *Enhancing collaboration between occupational therapists and early childhood teachers working with children with ASD.* Poster presented at the annual meeting of CEC's Division on Autism /Developmental Disabilities, Honolulu, HI.

Hart Barnett, J. E. (2016). *An investigation of visual supports to teach algebraic problem solving to students with autism.* Poster presented at the annual meeting of CEC's Division on Autism and Developmental Disabilities, Honolulu, HI.

Hart Barnett, J. E. & Cleary, S. (2016). *Visual support strategies to teach algebraic problem solving to students with autism.* Poster presented at the annual meeting of the Council for Exceptional Children, St. Louis, MO.

Hart Barnett, J. E. & Cleary, S. (2015). *Visual supports to teach algebraic problem solving to students with autism.* Poster presented at the annual meeting of the Council for Exceptional Children's Teacher Education Division, Tempe, AZ.

Hart Barnett, J. E. (2015). *Developing social skills among children and youth with autism and developmental disabilities: Implications for teacher preparation.* Feature paper session at the annual meeting of CEC's Teacher Education Division, Tempe, AZ.

Hart Barnett, J. E. & Cleary, S. (2015). *Using the COSMIC visual support strategy to teach problem solving to students with ASD.* Paper session presented at the annual conference of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, Arizona.

Hart Barnett, J. E., Colcord, C., & Zucker, S. H. (2015). *Pairing evidence-based practice and technology innovation for students with ASD in general education settings.* Poster presented at annual meeting of CEC, San Diego, CA.

Hart Barnett, J. E. (2015). *Evidence-based mathematics interventions for students with ASD: What does the literature say?* Poster presented at the annual meeting of the Council for Exceptional Children, San Diego, CA.

Hart Barnett, J. E. & Whalon, K. J. (2015). *Friendship 101: Developing social skills among children and youth with autism and developmental disabilities.* Poster presented at the CEC's Division of Autism and Developmental Disabilities, Clearwater, FL.

Hart Barnett, J. E. & Cleary, S. (2015). *Evidence-based mathematics interventions for students with autism spectrum disorders: A comprehensive literature review and teacher recommendations.* Poster presented at the annual meeting of CEC's Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart Barnett, J. E., & Whalon, K. J. (2015). *Friendship 101: Helping student to build social competence.* Invited pre-convention workshop presented at the annual conference of the Council for Exceptional Children, San Diego, CA.

Hart Barnett, J. E. & Cleary, S. (2014). *Evidence-based mathematics interventions for students with autism spectrum disorders: A comprehensive literature review and instructional strategies.* Paper session presented at the annual conference of Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, Arizona.

Hart, J. E., & Colcord, C. (2014). *Video self-modeling via iPad Minis to promote academic engagement of young children with autism spectrum disorders.* Poster presented at the annual meeting of CEC's Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart, J. E., & More, C. M. (2014). *Enhancing pre-service teacher knowledge of autism spectrum disorder through technology innovations.* Poster presented at annual meeting of CEC's Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

Whalon, K. J., **Hart Barnett**, J. E. (2014). *Friendship 101: Developing social skills among children/youth with autism.* Invited panel presentation at the annual meeting of the Division of Autism and Developmental Disabilities, Clearwater Beach, FL.

Hart, J. E., & More, C. M. (2014). *Technology innovation to enhance pre-service teacher knowledge of autism spectrum disorder.* Poster presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

Hart, J. E., & Colcord, C. (2014). *Video self-modeling via iPad Minis to increase sustained attention of children with autism spectrum disorders.* Paper presented at annual meeting of the American Education Research Association, Philadelphia, PA.

Hart, J. E., & More, C. M. (2014). *Using technology to enhance pre-service teacher knowledge of autism spectrum disorder.* Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Hart, J. E., More, C. M., & Zucker, S. H. (2013). *Investigating the impact of technology on pre-service teacher knowledge of autism spectrum disorder.* Poster presented at the annual meeting of the Council for Exceptional Children's Teacher Education Division, Ft. Lauderdale, FL.

More, C. M., & **Hart**, J. E. (2013). *Maximizing the use of electronic IEP programs*. Poster presentation at the annual meeting of CEC's Division of Early Childhood, San Francisco, CA.

More, C. M., & **Hart,** J. E. (2013). *The disproportionate representation of diverse students with autism and early childhood teachers.* Poster presentation at the annual meeting of CEC's Division of Early Childhood, San Francisco, CA.

Hart, J. E., & More, C. (2013). *Strategies for addressing the disproportionate representation of diverse students with autism spectrum disorder*. Poster presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.

Malian, I., & **Hart**, J. E. (2013). *A statewide survey of special education directors on teacher preparation in autism spectrum disorders.* Roundtable session at the annual meeting of the American Education Research Association, San Francisco, CA.

Hart, J. E., & Malian, I. (2013). *An investigation of teacher certification and policy in autism spectrum disorders.* Poster session presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Hart, J. E., & Malian, I. (2013). *A statewide survey of special education directors on teacher preparation in autism spectrum disorders.* Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism and Developmental Disabilities, Kona, HI.

Hart Barnett, J. E. (2013). *Using video self-modeling via iPads for students with autism.* Invited professional development presentation at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Hart, J. E., & More, C. (2013). *Strategies for addressing the disproportionate representation of diverse students with autism spectrum disorder*. Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism and Developmental Disabilities, Kona, HI.

Hart, J. E., & More, C. (2012). *Strategies for addressing the disproportionate representation of diverse students with autism spectrum disorder*. Paper presented at the annual meeting of the Council for Exceptional Children's Teacher Education Division, Grand Rapids, MI.

Hart, J. E., & Malian, I. (2012). *A statewide survey of special education directors on teacher preparation and licensure requirements in autism spectrum disorders.* Paper presented at the annual meeting of the Council for Exceptional Children's Teacher Education Division, Grand Rapids, MI.

Hart, J. E. (2012). *Video self-modeling using iPads to increase participation of children with autism spectrum disorder and intellectual disability.* Paper presented at the annual meeting of Teacher Educators for Children with Behavior Disorders, Tempe, AZ.

Cheatham, G.A., & **Hart**, J.E. (2012). *Language interpretation, parent participation, and students with disabilities.* Poster presented at the annual meeting of the Council for Exceptional Children, Denver, CO.

Hart, J.E., & Whalon, K.J. (2012). *Video self-modeling via iPads to promote academic responding of children with autism spectrum disorder and intellectual disability in classroom settings.* Paper presented at the annual meeting of the American Education Research Association, Vancouver, British Columbia, CA.

Hart, J.E., & Whalon, K.J. (2012). *The effect of video self-modeling using iPads on academic responding of children with autism spectrum disorder and intellectual disability in classroom settings.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver, CO.

Hart, J.E., & Whalon, K.J. (2012). *Using video self-modeling to enhance the academic engagement of children with autism spectrum disorder in classroom settings.* Poster presented at the annual meeting of the Council for Exceptional Children's Division on Autism & Developmental Disabilities, Miami Beach, FL.

Hart, J. E., & Lavach, J. F. (2011). *Employment-focused neuropsychological assessment: Effective transition planning for adolescents with autism spectrum disorder.* Paper presented at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Hart, J. E., & Cheatham, G.A. (2011). *Facilitating quality language interpretation for families of diverse special needs students.* Paper presented at the annual meeting of the Council for Exceptional Children's Teacher Education Division, Austin, TX.

Hart, J. E., & Whalon, K.J. (2011). *Using video self-modeling to promote academic response of children with autism spectrum disorder.* Paper presented at the annual meeting of CEC's Children's Teacher Education Division, Austin, TX.

Hart, J. E., & Lavach, J. F. (2011). *Neuropsychologically-based workforce transitioning for young adults with ASD: Implications for families, schools, employers, and society.* Poster presented at the annual meeting of the American Psychological Association (APA), Washington, DC.

Hart, J. E., & Lavach, J. F. (2011). *Employment-focused neuropsychological assessment: Implications for transition planning for adolescents with autism spectrum disorder.* Paper presented at the annual meeting of the American Education Research Association (AERA), New Orleans, LA.

Hart, J. E., & Steinbrecher, T. (2011). *Examining teachers' personal and professional use of Facebook: Recommendations for teacher education programming.* Paper presented at the annual meeting of the American Education Research Association (AERA), New Orleans, LA.

Lavach, J. F., & **Hart**, J. E. (2011). *Workforce transition for young adults with ASD: Neuropsychological implications.* Poster presented at the annual meeting of the Eastern Psychological Association (EPA), Cambridge, MA.

Hart, J. E., & Steinbrecher, T. (2011). *OMG! Exploring and learning from teachers' personal and professional uses of Facebook.* Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, San Diego, CA.

Hart, J. E., & Lavach, J. F. (2010). *Employment focused neuropsychological assessment: Implications for autism spectrum disorder, job coaches, and employers.* Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), Vancouver, British Columbia, Canada.

Hart, J. E., & Lavach, J. F. (2010). *Transition planning for the autism spectrum disorder (ASD) student: Neuropsychological implications.* Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), Vancouver, BC, Canada.

Hart, J. E., & Whalon, K. J. (2010). *Creating social opportunities for students with autism spectrum disorder in inclusive settings.* Interactive paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.

Steinbrecher, T., & **Hart**, J. E. (2010). *Exploring and learning from teachers' personal and professional uses of Facebook.* Paper presented at Teacher Education Division of CEC, St. Louis, MO.

Lavach, J. F., & **Hart**, J. E. (2010). *Neuropsychological, cognitive, and affective profiles of children diagnosed with autism spectrum disorders.* Poster presented at the annual meeting of the American Psychological Association (APA), San Diego, CA.

Hart, J. E., Kennedy, M. K., & Kellems, R. K. (2010). *Investigating the impact of audio-only vs. audio-enhanced podcasts in pre-service teacher preparation programming.* Paper presented at the annual meeting of the American Education Research Association (AERA), Denver, CO.

Hart, J. E., Kellems, R. K., & Kennedy, M. K. (2010). *Conducting teacher preparation research employing the Blackboard (Bb) course management system.* Poster presented at the annual meeting of Council for Exceptional Children (CEC), Nashville, TN.

Kennedy, M. K., **Hart**, J. E., & Kellems, R. K. (2010). *Innovation in teacher candidate preparation: Investigating 'enhanced' podcasts to augment limited face-to-face instructional time.* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Nashville, TN.

Whalon, K. J. & **Hart**, J. E. (2010). *Reading strategies for students with autism spectrum disorder.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Nashville, TN.

Lavach, J. F. & **Hart**, J. E. (2010). *Reentry of the post-secondary student with acquired brain injury: Neuropsychological implications.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Nashville, TN.

Hart, J. E., & Lavach, J. F. (2010). *ADD/ADHD: Lifespan disorders? Implications for academic, career, and personal planning for adults and their children*. Paper presented at the conference of the Eastern Education Research Association, Savannah, GA.

Hart, J. E., & Whalon, K. J. (2009). *Enhancing social/behavioral skills of students with autism spectrum disorders in inclusive settings.* Paper presented at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Kellems, R. K., **Hart**, J. E., & Kennedy, M. K. (2009). *Innovation in teacher candidate preparation: Investigating the use of enhanced podcasts to augment limited face-to-face instructional time.* Paper presented at the annual meeting of the Council for Exceptional Children's (CEC) Teacher Education Division (TED), Charlotte, NC.

Lavach, J. F., & **Hart,** J. E. (2009). *Neuropsychologically-based treatment planning for students with ASD or ADHD.* Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), New Orleans, LA.

Lavach, J. F., & **Hart**, J. E. (2009). *Educational re-entry of the post-secondary student with Acquired brain injury: Neuropsychological implications.* Poster presented at the annual meeting of the National Academy of Neuropsychology, New Orleans, LA.

Hart, J. E., & Lavach, J. F. (2009). *Neuropsychological, cognitive, and affective profiles of children diagnosed with autism spectrum disorders (ASD*). Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), New Orleans, LA.

Hart, J. E. (2009). *Investigating the impact of podcasting in quality pre-service teacher preparation programming.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Seattle, WA.

Hart, J. E., & Whalon, K.J. (2009). *Classroom management strategies to enhance behavior of students with autism spectrum disorder in inclusive settings*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Seattle, WA.

Steinbrecher, T., & **Hart**, J. E. (2009). *Examining personal uses of Facebook: Recommendations for teacher education and in-service support.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Seattle, WA.

Pattison, J., **Hart**, J. E., & Newton, J. (2009). *Planning for diverse learners: Preparing teachers to develop universally designed lessons.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Seattle, WA.

Hart, J. E., & Lavach, J. F. (2009). *Genetic, familial and comorbid factors in parents of children diagnosed with Attention-Deficit Hyperactivity Disorder: Implications for program planning.* Poster presented at the annual meeting of the American Education Research Association (AERA), San Diego, CA.

Hart, J. E. (2008). *Investigating the impact of podcasting in quality pre-service teacher preparation programming.* Paper presented at the annual meeting of the Council for Exceptional Children's (CEC) Teacher Education Division (TED), Dallas, TX.

Steinbrecher, T., & **Hart**, J. E. (2008). *Facebook: How pre-service educators are using social networking tools.* Paper presented at the annual meeting of the Council for Exceptional Children's (CEC) Teacher Education Division (TED), Dallas, TX.

Hart, J. E., & Lavach, J. F. (2008). *Neuropsychological characteristics of ADHD children and their biological parents.* Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), New York, NY.

Hart, J. E., & Lavach, J. F. (2008). *Neuropsychological profiles of ADHD adults and their children.* Poster presented at the annual meeting of the APA, Boston, MA.

Lavach, J. F., & **Hart**, J. E. (2008). *Subtle late effects of childhood leukemia treatment: A case study.* Poster presented at the annual meeting of the American Psychological Association (APA), Boston, MA.

Hart, J. E., & Whalon, K. J. (2008). *Enhancing academic engagement and communication of students with autism spectrum disorder in inclusive settings.* Paper presented at the annual meeting of the Council for Exceptional Children, Boston.

Lavach, J. F., & **Hart**, J. E. (2008). *Central nervous system chemotherapy and late effect neuropsychological deficits in Childhood Leukemia.* Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Boston, MA.

Hart, J. E., & Whalon, K. J. (2008). *Exploring the communicative and instructional milieu of inclusive settings serving students with autism spectrum disorder*. Paper presented at the annual meeting of the American Education Research Association (AERA), New York, NY.

Whalon, K. J., & **Hart**, J. E. (2008). *How do children with autism spectrum disorder interact with text? Opportunities and challenges in reading.* Paper presented at the annual meeting of the American Education Research Association, New York, NY.

Lavach, J. F., & **Hart**, J. E. (2008). *Neuropsychological deficits, CNS chemotherapy, and remission in childhood leukemia*. Paper presented at the annual meeting of the Eastern Educational Research Association (EERA), Hilton Head, NC.

Hart, J. E., & Lavach, J. F. (2008). *Genetic, familial and comorbid factors in parents of children diagnosed with Attention-Deficit Hyperactivity Disorder: Implications for program planning.* Paper presented at the annual meeting of the Eastern Educational Research Association (EERA), Hilton Head, NC.

Hart, J. E., & Whalon, K. J. (2007). *Promoting academic engagement and communication of students with autism spectrum disorder* in *inclusive settings.* Paper presented at the annual meeting of the Council for Exceptional Children's (CEC) Teacher Education Division (TED): Milwaukee, WI.

Lavach, J. F., & **Hart**, J. E. (2007). *Neuropsychological impairment following hemorrhagic thalamic arteriovenous malformation: Educational implications.* Poster presented at the meeting of New Frontiers in Pediatric Brain injury, San Diego, CA.

Lavach, J. F., & **Hart**, J. E. (2007). *Neuropsychological deficits, CNS chemotherapy, and remission in childhood leukemia*. Poster presented at the annual meeting of the National Academy of Neuropsychology (NAN), Scottsdale, AZ.

Lavach, J. F., & **Hart**, J. E. (2007). *Neuropsychological impairment following hemorrhagic thalamic arteriovenous malformation*. Paper presented at the Fourth Mediterranean Emergency Medicine Congress (MEMC IV), sponsored by the European Society of Emergency Medicine (EuSEM), the American Academy of Emergency Medicine (AAEM), Sorrento, Italy.

Hart, J. E., & Thomas, K. (2007). *Integrating a models and modeling perspective in primary school mathematics: How can it be accomplished and what does it look like?* Paper presented at the International Conference on the Teaching of Mathematical Modeling and Applications (ICTMA13), Bloomington, IN.

Thomas, K., & **Hart**, J. E. (2007). *Integrating a models and modeling perspective in mathematics teacher education.* Paper presented at the International Conference on the Teaching of Mathematical Modeling/Applications (ICTMA13), Bloomington, IN.

Hart, J. E., & Whalon, K. J. (2007). *Interaction and academic engagement of students with autism spectrum disorder in inclusive settings.* Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

Hart, J. E., & Poggio, A.J. (2007). *Computerized vs. paper and pencil testing of students with disabilities: Differential item functioning across test modes*. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

Emerson, A., Whalon, K. J., & **Hart**, J. E. (2007). *Promoting academic engagement and communication of students with autism spectrum disorder*. Paper presented at the annual conference of the National Association of School Psychologists, New York.

Hart, J. E., & Whalon, K. J. (2007). *Investigating the academic engagement of students with autism spectrum disorder in inclusive settings*. Paper presented at the annual meeting of the Eastern Education Research Association (EERA), Clearwater, FL.

Whalon, K. J., & **Hart**, J. E. (2006). *20 Ways to promote academic engagement and communication of children with autism spectrum disorder*. Paper presented at the annual College of William and Mary Resource/Collaboration/Teaching Symposium, Williamsburg, VA.

Hart, J. E. (2006). *The effect of multicultural curricula on pre-service teachers' referral of diverse students for special education.* Paper presented at the annual conference of the American Education Research Association (AERA), San Francisco, CA.

Hart, J. E., & Poggio, A. J. (2006). *Computerized versus paper and pencil testing of students with disabilities: Examining mode of administration effects on large-scale assessments.* Paper presented at the annual conference of the American Education Research Association (AERA), San Francisco, CA.

Hart, J. E. (2005). *The impact of multicultural education on teachers' referral of diverse students for special education.* Paper presented at the annual Teacher Education Division of the Council for Exceptional Children (CEC) conference, Portland, ME.

Hart, J. E. (2005). *The bilingual special education crossroad: Strategies for diverse students with special needs*. Paper presented at the College of William and Mary Resource/Collaborating/Teaching Symposium, Williamsburg, VA.

Hart, J. E., & Lee, O. (2005). *Case studies in culturally relevant science teaching: Linking teacher beliefs and practices to student achievement.* Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.

Hart, J. E. (2004). *Constraints on efficacy of outcomes for Black students in programs for emotional disturbance.* Paper presented at the annual meeting of the American Education Research Association (AERA), San Diego, CA.

Hart, J. E. (2004). *Comprehensive exam, portfolio, or both? Graduate teachers' perceptions of teacher candidate assessment.* Paper presented at the annual meeting of the American Education Research Association (AERA), San Diego, CA.

Hart, J. E., Lee, O., Luykx, A., & Deaktor, R. (2004). *Cultural and home language influences in elementary students' constructed responses on science assessments.* Poster session presented at the annual meeting of the American Education Research Association (AERA), San Diego, CA.

Cuevas, P., Lee, O., **Hart,** J. E., & Deaktor, R. A. (2004). *Improving science inquiry: Lessons learned from children of diverse backgrounds.* Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.

Hart, J. E. (2003). *Social skill development for exceptional and second language learners in inclusive settings.* Paper presented at the resource/Collaborating/Teaching Symposium, Williamsburg, VA.

Hart, J. E. (2003). *Six-hour emotional disturbance: African American students and the social construction of disability.* Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

Hart, J. E., Lee, O., & Enders, C. K. (2003). *Promoting science and literacy among linguistically diverse students: Impact of intervention on teacher knowledge, belief, and practices.* Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

Hart, J., & Muorot, J. (2003). *Children of same-sex couples: In and out of the closet.* Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

Hart, J. E. (2003). *Six-Hour emotional disturbance: Diverse parents' views of disability.* Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Seattle, WA.

Hart, J. E., & Cramer, E. D. (2002). *Emotional disturbance and African American students: Investigating the roles of context and cultural perceptions in the referral-to-placement process.* Paper presented at the annual meeting of the International Behavioral Institute for Children and Adolescents, Miami, FL.

Hart, J., & Shaver, A. (2002). *Electronic portfolio as evaluation in graduate-level TESOL programs.* Paper presented at the annual meeting of Sunshine State TESOL, West Palm Beach, FL.

García, G., Lee, O., Reyes, I., Deaktor, R., & **Hart**, J. (2002). *Science instruction for all: Promoting science and literacy for linguistically diverse elementary students.* Symposium at the annual meeting of the National Association for Bilingual Education (NABE), Philadelphia, PA.

Lee, O., Deaktor, R., **Hart**, J., & Luykx, A. (2002). *Promoting science and literacy for linguistically diverse elementary students.* Symposium at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA.

Lee, O., Cuevas, P., Deaktor, R., **Hart**, J., Lambert, J., & Luykx, A. (2002). *Promoting science and literacy for linguistically diverse elementary students.* Symposium at the annual meeting of the National Association of Research in Science Teaching (NARST), New Orleans, LA.

Hart, J., & Cuevas, P. (2002). *Bridging home-school connections through multicultural science.* Poster session presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Salt Lake City.

Hart, J., & Mesler, J. (2002). *Mentoring first-year special educators: University-school connections.* Poster session presented at the annual meeting of the Council for Exceptional Children (CEC), New York, NY.

Hart, J. (2002). *Minority overrepresentation in special education: Stakeholders' and researchers' views.* Paper presented at the National Meeting of the Eastern Educational Research Association (EERA), Sarasota, FL.

Hart, J. (2001). *Successful outcomes for linguistically diverse students in the mainstream*. Poster session presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), St. Louis, MO.

INVITED SPEAKER PRESENTATIONS

Hart Barnett, J. E. (2026, October 9).

Hart Barnett, J. E. (2025, September 14). *Voices of experience: Sharing stories of communication and mental health journeys* [Panelist]. Panel presentation at Phoenix Children's Hospital Annual Autism Education Summit, Phoenix, AZ.

EDITORIAL POSITIONS (SCHOLARLY SERVICE)

Associate Editor (2014-present)

- *CEC Division on Autism and Developmental Disabilities Online Journal*

Editorial Board Member/Reviewer

- *Exceptional Children*
- *Teaching Exceptional Children*
- *Research, Advocacy, and Practice for Complex and Chronic Conditions*

Consulting Editor

- *Education and Training in Autism and Developmental Disabilities*
- *Remedial and Special Education*
- *Intervention in School and Clinic*

Ad-Hoc/Occasional Manuscript Reviewer

- *Behavior Disorders*
- *Frontiers in Education*
- *Education and Treatment of Children* (Special Issue)
- *Educational Studies*
- *Journal of Applied School Psychology*
- *Exceptionality*

SERVICE IN TEACHING: HONORS & RESEARCH FACULTY ROLES

Faculty Honors Advisor for Barrett at MLFTC on All Campuses

- I serve as faculty honors advisor for the Teachers College working with Barrett students across all four campuses to identify opportunities and pursue ideas related to honors contracts and theses/projects. I coordinate connecting students with other faculty with related research interests.

Barrett Honors Thesis Director/Committee Member at ASU

- Supervise development, implementation, and evaluation of Barrett Honors students' research projects/theses (see students below) as well as Honors contracts for courses each semester:

- Tara Boyd (2013-Journalism); Director
- Yvonne Lawson (2015- Business Education); Director
- Rebecca Blome (2015- Science Education); Committee Member
- Shannon Cleary (2016- Secondary Math and Finance); Director
- Shannon Albi (2016- Chemistry); Committee Member
- Ashleigh Frankel (2017- Elementary/Special Education); Director
- Allison Bramanti (2017-Elementary/Special Education) Committee Member
- Jerry Quang (2017- Secondary Education-English): Co-Director
- Kimberlee Franco & Natasha O'Connell (2017-Elementary Ed); Director
- Jenna Brooks (2018 Secondary Education-English); Committee Member
- Mikala Malgrem (2018- Elementary Education); Director
- Kayla Miller (2018-2019) Elementary Education); Director
- Christi Pino (2019-2020) Co-Director
- Emma Carson (2020-2021) Director
- Alyssa Lemere (2020-2021-Elementary/Special Education); Co-director

Instructor/Supervisor for Undergraduate Research Experience -TEL 494

- Instructor for independent study course in research experience in order to provide all students with access to opportunities to explore and participate in faculty research. Provide students with research opportunities on projects, mentoring them through all phases of the research process, and publishing findings in peer-reviewed journals.

INVITED PRESENTATIONS ON EFFECTIVE TEACHING

Hart, J. E. (2013). *Promoting active listening, dialogue, and engagement during seminar discussions.* Invited workshop presentation to Barrett honors faculty at ASU. In this workshop, I provided Honors faculty with strategies for addressing disruption in the classroom and increasing overall student engagement during discussions.

Hart, J. E., & Jimenez-Silva, M. (2011). *Leadership in the classroom: Managing disruption and maximizing student engagement in college teaching.* Invited workshop presentation to over 70 faculty members for the Faculty Women's Association leadership series at ASU. I provided ASU faculty, instructors, and graduate students with strategies for leadership in and management of the college classroom.

LEADERSHIP IN SERVICE TO THE FIELD

National Professional Organizations/Service Roles

Committee Member	Council for Exceptional Children's Kauffman-Hallahan-Pullen Outstanding Researcher Award Committee (2023-present).
Committee Member	Conference Committee of the Division for Autism and Developmental Disabilities, 2026-2027.
Vice President	Division for Physical, Health, and Multiple Disabilities of the Council for Exceptional Children (CEC), 2011
Board Member	Publications Committee of the Division for Autism and Developmental Disabilities, 2012-2023
Board Member	Communications Committee of the Division for Autism and Developmental Disabilities, 2012-2023
Board Member	Membership Committee of the Division for Physical, Health, and Multiple Disabilities, 2010-2022
External Reviewer	Served as evaluator of dossier files for promotion of assistant to associate professor (University of Windsor, University of Colorado, Vanderbilt University, University of Florida), 2014-2025.
Program Chair	As program chair, coordinated proposal submission and review process for annual conference of the Teacher Education Division of the Council for Exceptional Children, 2015
Proposal Reviewer	Teacher Education Division and Division on Autism of the Council for Exceptional Children, 2009-present
Proposal Reviewer	Council for Exceptional Children Annual Conference, 2008-present
Proposal Reviewer	American Education Research Association (AERA) Annual Conference, 2007-present: Special Education Research SIG
Workshop Presenter	Invited Workshop Presenter at the 2015 annual meeting of the Council for Exceptional Children. Workshop attended by 70 teachers and was based on *Friendship 101: Helping Students Build Social Competence*. http://www.cecconvention.org/wp-content/uploads/2015/01/cec-6-preliminaryprogram-6.pdf

Webinar Presenter	Presented CEC webinar for researchers and teachers with interest in developing social skills among students with ASD. Webinar based on *Friendship 101: Helping Students Build Social Competence.* http://www.cec.sped.org/Professional-Development/Events-Calendar/2015/05/WEB1506

LEADERSHIP IN SERVICE TO THE UNIVERSITY & COLLEGE

Arizona State University:

University Senate (2022-2025)
University Senate-Research and Creative Activities Committee (2022-2025)
University Governance Grievance Committee (2018-2021)
University Graduate Council (2019)
University Undergraduate Standards Committee (2017-2019)
OKED University Research and Creative Activities Committee (2011-2014)

Mary Lou Fulton Teachers College:

Ad-Hoc PEC Committee for Promotion to Full Professor (2024-2025)
Search Committee Co-Chair -Postdoctoral Fellowship (2024-2025)
Search Committee Co-Chair -Special Education (2023)
Faculty Honors Advisor for Barrett at all MLFTC Campuses (2013-present)
Barrett Honors Faculty/Thesis Director (2013-present)
Doctoral Executive Committee (2018-2021)
Search Committees - ECE/SPE & EED/SPE Clinical (2019)
Search Committee- Clinical Applied Behavioral Analysis (2018)
Search Committee- Special Education Instructor (2018)
Faculty Recognition Awards Committee (2018)
Student Issues Committee, Chair (2016-2019)
Elementary Education Program Co-Coordinator (2017-2018)
MLFTC Professional Development Committee (2017-2018)
Clinical Faculty Elementary Ed Search Committee (2017)
Search Committee- Applied Behavioral Analysis (2017-2018)
Chair, MLFTC Undergraduate Research Committee (2013-2015)
Data Literacy/Instructional Impact Committee for AZ DOE (2014)
ABOR Review Committee (2011-2012)
Student Issues Committee (2011-2014)
Policy and Governance Committee (2014-2015)

Search Committee Chair- Teacher Education (2016-2017)

Search Committee- Early Childhood/Special Education (2011-2012)

Search Committee- Special Education/Severe Disabilities (2013-2014)

Course Coordinator - TEL 492, TEL 493 (2010-present)

Doctoral Mentoring at ASU:

Committee Chair: Rebecca Archer-Anwar (EdD, 2025)

Committee Chair: Nora Boettcher (EdD, 2025)

Committee Chair: Katrina Ramos (EdD, 2025)

Committee Chair: David Lopez (EdD, 2025)

Committee Chair: Russell Reiten (EdD, 2025)

Committee Chair: Jennifer McClintic (EdD, 2025)

Committee Member: Caitlin Meaney (EdD, 2020)

Committee Member: Lourdes Smith (PhD, School Psychology 2019)

Committee Member: Amber Chambers (PhD LLT, 2017)

Committee Member: Cean Colcord (PhD in C & I, 2015)

Committee Chair: Catherine Gay (PhD School Psychology, 2013)

Committee Member: Roxanne Zamora (EdD in C & I, 2013)

LEADERSHIP IN SERVICE TO PRIOR INSTITUTIONS

University of Kansas Service

Admissions Committee 2007-2009
Teacher Education Committee 2008-2009
Multicultural Committee 2007-2009
Number of Advisees per year: 15
Number of Doctoral Committees: 2; Number of master's degree Committees: 4

The College of William & Mary Service

College-Wide Executive Committee, 2006-2007
School of Education Faculty Committee, Secretary, 2004-2005
Teacher Education Advisory Council Committee, 2004-2006
Diversity Committee, 2005-2007
Liaison for Diversity Committee to Admissions/Financial Aide, 2005-2006
Number of Advisees per year: 6; Number of Doctoral Committees: 3

LEADERSHIP IN PROFESSIONAL SERVICE TO THE COMMUNITY

Research collaborator, Emerson Elementary School, Phoenix School District, AZ, 2024-2025.

- Conducted team research with teachers and students in self-contained autism classrooms to investigate strategies to maximize student academic engagement.

Workshop Presenter, Arizona Council for Exceptional Children, 2016.

- Workshop accompanying teacher online book study of *Friendship 101*: *Helping students build social competence.* Sponsored by AZ-CEC at Kyrene School District, Tempe, AZ. *Friendship 101* chosen as "best pick" book study series and offered 20 hours of ADE recertification credit to 70 attendees.

Research collaborator, PT Coe Elementary School, Isaac School District, AZ, 2013.

- Conducted joint research with teachers on use of iPad technology to promote academic engagement of students with ASD in general education.

Liaison to Encircle Families (Arizona Parent Advocacy Group), 2011-present.

- Collaborate with Encircle Families staff to coordinate lectures in courses.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Education Research Association (AERA)

- Special Education Research Special Interest Group
- Division K- Teacher Education
- Action Research Special Interest Group
- Disability Studies Special Interest Group

Council for Exceptional Children (CEC)

- Division on Autism and Developmental Disabilities
- Division of Leaders and Legacy
- Teacher Education Division
- Division for Research
- Division for Emotional and Behavioral Health
- Division for Early Childhood

SCHOLARLY ACTIVITY SUMMARY

PEER-REVIEWED JOURNAL ARTICLES: 71

- Published/In Press Articles: 71

EDITOR-REVIEWED JOURNAL ARTICLES & OTHER PUBLICATIONS: 53

- Books: 2
- Book Chapters: 6
- Refereed Conference Proceedings: 12
- Book Reviews in Peer-Reviewed Journals: 4
- Newsletters and Invited Articles: 23
- Refereed Encyclopedia Entry Publications: 4
- Manuscripts under Review: 2

CONFERENCE PRESENTATIONS: 181

- Invited Presentations &Workshops: 5
- National & International Conference Presentations: 176

EDITORSHIPS: 13

- 1 Associate Editor
- 3 Editorial Board Memberships
- 3 Consulting Editorships
- 6 Ad-Hoc Occasional Field Reviewer

GOOGLE SCHOLAR CITATION INDICES

- https://scholar.google.com/citations?user=vkBhbicAAAAJ&hl=en&authuser=1&oi=ao
- Citations: 4558
- h-index: 35
- i10-index: 48

