

JESSE FLEMING

Jesse.Fleming@asu.edu

EDUCATION

Ph.D. University of Virginia 2023
Doctorate of Philosophy in Special Education
Dissertation: “School and Class-Wide Approaches to Support Students with Disabilities in the Context of Openness and Transparency”
Advisor: Bryan Cook, PhD

M.Ed. Weber State University 2017
Masters of Education in Curriculum and Instruction
Graduate Certificate in Mild/Mod Disabilities
Thesis: “Improving Post-Secondary Outcomes for Individuals with Autism through General Education Teachers”
Advisor: Daniel Pyle, PhD

BA Brigham Young University 2013
Bachelor of Arts in History and Political Science Minor
Secondary Social Studies Teaching Certificate
Thesis: “Creating an Identity: Arizona and the Confederacy during the Civil War”
Advisor: Aaron Skabelund, PhD

PROFESSIONAL POSITIONS

Assistant Professor of Special Education. 2023- Present
Arizona State University
Tempe, AZ

Research Assistant 2019-2023
Special Education Research Accelerator
Charlottesville, VA

Adjunct Instructor 2019-2023
University of Virginia
Charlottesville, VA

Special Education Instructional Coach 2018-2019
Spectrum Academy, SLC, UT

Lead Teacher 2016-2018
Spectrum Academy, SLC, UT

<i>Special and Regular Education Teacher</i> Spectrum Academy, SLC, UT	2014-2018
<i>Self-Contained SPED Paraeducator</i> Clear Horizons Academy, Orem, UT	2013-2014
<i>Adult English Teacher</i> Dixon Middle School, Provo, UT	2013-2014
<i>Social Studies/ English/ Leadership Teacher</i> Clifford Secondary School, Guangzhou, China	2013

PEER-REVIEWED JOURNAL ARTICLES

Cook, B. G., **Fleming, J. I.**, Fruchtman, T., Kostin, K., Wasersztein, A., Waterfield, D., McClain, S., Welker, N., Goncalves, B., Corr, F., Wallace, O., Tatel, S., & Eiser Hess, A. (in press). Open-access publishing of articles in special education journals: A systematic review. *Exceptional Children*.

- Impact Factor 4.3 (2025), 5-year impact factor 4.3 (2025)
- Acceptance Rate: 15.1%

Welker, N. P., Waterfield, D. A., McClain, S., Corr, F. **Fleming, J. I.**, Therrien, W. J., & Cook, L. (in press). Analyzing the effectiveness of content acquisition podcasts: A meta-analysis. *Journal of Special Education Technology*.

Preprint: https://doi.org/10.35542/osf.io/6hnx2_v1

- Impact Factor 1.5 (2025), 5-year impact factor 2.3 (2025)
- Acceptance Rate: 18.4%

Fleming, J. I., VanUitert, V., Wilson, S. E., & Cook, B.G. (in press). Evaluating a peer-education intervention for autistic middle-school students and their peers. *Focus on Autism and Other Developmental Disabilities*.

Preprint: <https://osf.io/preprints/edarxiv/3eqtg>

Preregistration: <https://doi.org/10.17605/OSF.IO/NPH7V>

- Impact Factor 1.8 (2025), 5-year impact factor 2.5 (2025)
- Acceptance Rate: 9.8%

Makel, M. C., Caroleo, S., Meyer, M., Pei, M. A., **Fleming, J. I.**, Hodges, J., Cook, B. G., & Plucker, J. (2026). Qualitative analysis of open-ended responses from education researchers on questionable and open research practices. *Royal Society Open Science*.

Preprint: <https://doi.org/10.35542/osf.io/n2gby>

- Impact Factor 2.9 (2025), 5-year impact factor 3.2 (2025)

Wilson, S. E., **Fleming, J. I.**, Therrien, W. J., & Jamieson, O. (2026). A meta-analytic review of direct peer-mediated social interventions for secondary students with intellectual and developmental disabilities. *Remedial and Special Education*. Advance Online Publication. <https://doi.org/10.1177/07419325251409318>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

Hart Barnett, J. E., Rotheram-Fuller, E., & **Fleming, J. I.** (2025). Reconceptualizing inclusion: A qualitative exploration of parental perspectives on autism-specific classrooms in early elementary education. *Early Childhood Education Journal*. Advanced Online Publication. <https://doi.org/10.1007/s10643-025-02054-y>

- Impact Factor 1.8 (2025), 5-year impact factor 2.7 (2025)
- Acceptance Rate: n/a

Cook, B. G., Therrien, W. J., **Fleming, J. I.**, Espinas, D. R., McLucas, S. A., Hodges, J., & Xiaolu, F. (2025). Null effects in the special education research base. *Remedial and Special Education*. Advanced Online Publication. <https://doi.org/10.1177/07419325251361907>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

Fleming, J. I., McClain, S., & Hugh, M. L. (2025). The art of selection: Understanding teachers' intervention choices for preschool autistic students. *Education and Training in Autism and Developmental Disabilities*. 60(3), 247-265. <https://doi.org/10.1177/21541647251386994>
Preprint: <https://doi.org/10.35542/osf.io/4bsk8>

- Impact Factor 1.5 (2025), 5-year impact factor 1.8 (2025)

Lombardi, A., Chow, J., Cook, B. G., Scott, L., Root, J., & **Fleming, J. I.** (2025). Prioritizing preregistration in special education research. *Research in Special Education*, 2. <https://doi.org/10.25894/rise.2643>

Cook, B. G., Wong, V., **Fleming, J. I.**, & Solari, E. J. (2025). Preregistration of randomized controlled trials. *Research on Social Work Practice*, 35(3), 277-286. <https://doi.org/10.1177%2F10497315221121117>

- Impact Factor 1.5 (2025), 5-year impact factor 2.0 (2025)
- Acceptance Rate: 43%

*Lindström, E. R., **Fleming, J. I.**, Pfeiffer, D. L., Kalandadze, T., & Cook, B. G. (2025). Open-access publishing in special education and related fields: Making scholarship freely available to all. *Research in Special Education* 2. <https://doi.org/10.25894/rise.2490>
Preprint: <https://osf.io/preprints/edarxiv/v2m5w>

*Cook, B. G., McClain, S., Corr, F., Waterfield, D. A., Welker, N. P., **Fleming, J. I.**, Wilson,

S. E., & Therrien, W. J. (2025). Pushing past the paywall: Accessing open peer-reviewed research. *Teaching Exceptional Children*. 58(1), 54-62.

<https://doi.org/10.1177/00400599241257436>

Preprint: <https://edarxiv.org/8sr9g/>

- Impact Factor 0.7 (2025), 5-year impact factor 1.1 (2025)
- Acceptance Rate: 20%

Cook, B. G., Therrien, W. J., Waterfield, D. A., McClain, S., **Fleming, J. I.**, Robinson, H.,

Watson, L., & Boyle, J. R. (2025). Same as it ever was: An updated review of replication studies in special education journals. *Remedial and Special Education*. 46(3), 236–248. <https://doi.org/10.1177/07419325241248766>

Preprint: <https://edarxiv.org/27nvt/>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

Fleming, J. I., Wilson, S. E., Espinas, D. R., van Dijk, W., & Cook, B. J. (2025).

Knowledge, attitudes, and practices of special education researchers for three open science practices. *Remedial and Special Education*. 46(5), 359–370.

<https://doi.org/10.1177/07419325241237268>

Preprint: <https://edarxiv.org/tyc36/>

Preregistration: <https://doi.org/10.17605/OSF.IO/TWJ6G>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

McLucas, S. A., Som, S., **Fleming, J. I.**, Ingvarsson, E., & Therrien, W. J. (2024).

Using video modeling to teach vocational social skills to employment-aged autistic youth. *The Journal of Behavioral Education*. Advanced Online Publication.

<https://doi.org/10.1007/s10864-024-09561-9>

- Impact Factor 1.2 (2025), 5-year impact factor 2.0 (2025)

Fleming, J. I., Grasley-Boy, N. M., Gage, N. A., Lombardo, M., & Anderson, L. (2024).

Effects of tiered SWPBIS fidelity on exclusionary discipline outcomes for students with disabilities: A conceptual replication. *Journal of Positive Behavior Interventions*, 26(1), 3-13. <https://doi.org/10.1177/10983007231193173>

Preprint: <https://edarxiv.org/4rks5>

- Impact Factor 1.5 (2025), 5-year impact factor 2.2 (2025)
- Acceptance Rate: 22.2%

Fleming, J. I., McLucas, A. S., & Cook, B. G. (2023). Review of four

preregistration registries for special education researchers. *Remedial and Special Education*, 44(6), 495–505. <https://doi.org/10.1177/07419325231160293>

Preprint: <https://edarxiv.org/7ujgs/>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

Prior to Arriving at ASU

Cook, B. G., van Dijk, W., Vargas, I., **Fleming, J. I.**, McDonald, S. D., Richmond, C. L., Griendling, L. M., McLucas, A. S., & Johnson, R. M. (2023). A targeted review of open practices in special education publications. *Exceptional Children*, 89(3), 238–255. <https://doi.org/10.1177/00144029221145195>

Preprint: <https://edarxiv.org/d8unh>

Preregistration: <https://osf.io/ykwrn>

Open Data/Materials: <https://osf.io/f65xc/>

- Impact Factor 4.3 (2025), 5-year impact factor 4.3 (2025)
- Acceptance Rate: 15.1%

Fleming, J. I., & Cook, B. G. (2022). Open access in special education: A review of journal and publisher policies. *Remedial and Special Education*. 43(1), 3-14.

<https://doi.org/10.1177/0741932521996461>

Preprint: <https://edarxiv.org/fs4xa/>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

*Cook, B. G., **Fleming, J. I.**, Hart, S. A., Lane, K. L., Therrien, W. J., van Dijk, W., & Wilson, S. E. (2022). A how-to guide for open-science practices in special education research. *Remedial and Special Education*, 43(4), 270-280.

<https://doi.org/10.1177/07419325211019100>

Preprint: <https://edarxiv.org/zmeba/>

- Impact Factor 2.1 (2025), 5-year impact factor 3.4 (2025)
- Acceptance Rate: 23.6%

***Fleming, J. I.**, Wilson, S. E., Hart, S. A., Therrien, W. J., & Cook, B. G. (2021).

Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. *Educational Psychologist*, 56(2), 110-121.

<https://doi.org/10.1080/00461520.2021.1897593>

Preprint: <https://edarxiv.org/qyxgs>

- Impact Factor 11.4 (2025), 5-year impact factor 14.2 (2025)
- Acceptance Rate: 6%

MANUSCRIPTS UNDER REVIEW

Fleming, J. I. & Cook, B. G. (under review). Open access citation advantage in special education journals.

Brennan, A., **Fleming, J. I.**, Kazmierczak-Murray, S., Hart Barnett, J. E., Rotheram-Fuller, E.,

O Siorain, C., Raithel, H., Geiselhofer, M., & Logan, A. (under review). Navigating inclusion: An examination of autism special classes through stakeholder lenses in Ireland and the US.

Wilson, S. E., & **Fleming, J. I.**, (under review). “It’s a Two-Way Street”: Autistic adolescents’ experiences of peer interactions during learning.

*Authors contributed equally to the development of the manuscript

MANUSCRIPTS IN PREPARATION

Fleming, J. I., VanUitert, V., & Wilson, S. E. (in preparation). “Being friends with an autistic person isn’t a gift you’re giving them”: Barriers to positive interactions and friendship for secondary autistic students and their peers.

Fleming, J. I., & Wilson, S. E. (in preparation). Review of social validity outcomes for peer-mediated research.

Carlisle, L., & **Fleming, J. I.** (in preparation). Has exclusionary discipline use changed for students with intersectional identities?

BOOK CHAPTERS, EDITOR REVIEWED, AND NON-PEER REVIEWED PUBLICATIONS

Cook, B. G., **Fleming, J. I.**, Therrien, W. J., & Wong, V. C. (2025). Trends in research methods in the learning disabilities field. In C. M. Okolo, N. P. Terry, & L. E. Cutting (Eds.), *Handbook of learning disabilities* (3rd Edition). Guilford Press.

Gibbs, N. P., Stefanko, A. J., **Fleming, J. I.**, Pivovarova, M., Massey, L. N. (2025). A Mesa Public Schools Evaluation of the S.P.I.R.E. Reading Intervention Program. Mesa Public Schools.

Zucker, S., S., Matus, J., **Fleming, J. I.**, & Harkins, E. (2024). Research informed practice in autism, intellectual disability, and developmental disabilities. *DADD Online Journal*, 11(1), 1–4.

Wilson, S. E., Therrien, W. J., **Fleming, J. I.**, & Cook, B. G. (2022). Open science in special education research. In T. W. Farmer, E. Talbott, K. McMaster, D. Lee, & T. C. Aceves (Eds.), *Handbook of special education research, volume 1: Theory, methods, and developmental processes* (pp. 217-230). Routledge.

Cook, B. G., Therrien, W. J., & **Fleming, J. I.** (2022). White House’s Office of Science and Technology Policy memo on ensuring free, immediate, and equitable access to federally funded research. *Focus on Research* (newsletter of the Council for Exceptional Children’s Division for Research), 35(4), 2-4.

Wilson, S. E., **Fleming, J. I.**, Therrien, W. J., & Cook, B. G. (2020, November). Open

science in special education: Materials sharing. *Focus on Research* (newsletter of the Council for Exceptional Children's Division for Research), 33(4), 2-4.
https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/DR_Newsletter_Nov2020_v2.pdf

Fleming, J. I., Cook, B. G., & Therrien, W. J. (2020, August). Open science in special education: Registered reports. *Focus on Research* (newsletter of the Council for Exceptional Children's Division for Research), 33(3), 2-5.
https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Newsletters/DR_Newsletter_Aug2020_v2.pdf

Fleming, J. I. (2020, April 30). How to post a preprint flowchart.
<https://doi.org/10.35542/osf.io/2jr68>

Beahm, L. A., **Fleming, J. I.**, & Cook, B. G. (2020, March). Using evidence-based practices to bridge the research-to-practice gap in special education. *Behavior Today*, 36(2), 15-19. https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/Newsletter/PDFs/Behavior_Today_36_2.pdf

Van Uitert, V., **Fleming, J. I.**, & Cook, B. G. (2020, Winter). Open science: Preprints for research. *Focus on Research* (Newsletter of the Council for Exceptional Children's Division for Research), 30(4), 3-5. Retrieved from https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Newsletters/Winter_2020_DR_Newsletter.pdf

REFEREED PRESENTATIONS

Fleming, J. I., & Mirielli, L. (2025). Bridging the gap: Open access strategies for sharing and finding research in special education. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Hart Barnett, J., Rotheram-Fuller, E., & **Fleming, J. I.** (2025). The other side of inclusion: Parental lenses on autism education. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Rotheram-Fuller, E., **Fleming, J. I.**, Spurlock, K., & Wood, M. (2025). Supporting students with disabilities within an inclusion-focused school district. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Fleming, J. I. (2025). Teaching peers about autism: A mixed-method study. *Annual Convention for the Council for Exceptional Children*. Baltimore, MD.

Fleming, J. I., McClain, S., & Hugh, M. L. (2025). The art of selection: Understanding teachers' intervention choices for preschool autistic students. *Annual Convention for the Council for Exceptional Children*. Baltimore, MD.

Fleming, J. I., Hart Barnett, J., Rotheram-Fuller, E., Geiselhoffer, M., & Raithel, H. (2025). Experiences of autistic students and other stakeholders in autism-specific classrooms. *International Conference on Autism, Intellectual Disability, and Developmental Disabilities*. Tampa, Fl.

Fleming, J. I., McClain, S., & Hugh, M. L. (2025). Understanding teachers' intervention choices for preschool autistic students. *International Conference on Autism, Intellectual Disability, and Developmental Disabilities*. Tampa, Fl.

Fleming, J. I., Hart Barnett, J., Rotheram-Fuller, E., Geiselhoffer, M., & Raithel, H. (2024). Experiences of autistic students and other stakeholders in autism-specific classrooms. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Fleming, J. I. (2024). Peer education interventions for autistic students. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Riden, B., **Fleming, J. I.**, & Oakes, W. (2024). Navigating tenure and promotion. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

McLucas, A., & **Fleming, J. I.** (2024). Teaching vocational social skills to autistic youth with video modeling. *Annual Convention for the Council for Exceptional Children*. San Antonio, TX.

Fleming, J. I. (2024). Teaching neurodiversity in inclusive classrooms. *International Conference on Autism, Intellectual Disability, and Developmental Disabilities*. Honolulu, HI.

Fleming, J. I., & Mathur, S. (2023). After graduate school, then what? Successful applications and campus visit strategies. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Fleming, J. I., & Grasley-Boy, N. (2023). Effects of tiered SWPBIS fidelity on exclusionary discipline outcomes for students with disabilities: A conceptual replication. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Fleming, J. I. (2023). Implementing advanced SWPBIS tiers with fidelity: Effects for students with disabilities. *Hunter Student Research Conference*. Charlottesville, VA.

Fleming, J. I., Cook, B. G., Waterfield, D. A., & McClain, S. (2023). Going Green: A Guide to Posting and Updating Preprints and Postprints. *Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Waterfield, D. A., McClain, S., **Fleming, J. I.**, & Cook, B. G. (2023). Replication research in Special education. *Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Grasley-Boy, N., Gage, N., & **Fleming, J. I.** (2023). Implementing advanced SWPBIS tiers with fidelity: Effects for students with and without disabilities. Paper accepted for presentation at the 20th *International Conference on Positive Behavior Support*, Jacksonville, FL.

Therrien, W. J., Cook, B. G., & **Fleming, J. I.** (2023). Democratization of the Special Education Research Enterprise using Crowdsourcing. *Annual Convention for the Council for Exceptional Children*. Louisville, KY.

Fleming, J. I. (2023). Implementing advanced SWPBIS tiers with fidelity: Effects for students with disabilities. *Annual Convention for the Council for Exceptional Children*. Louisville, KY.

Cook, B. G., Boyle J., Therrien, W. J., **Fleming, J. I.**, Robinson, H., Spicer, S., & Waterfield, D. (2023). Replication in Special Education Research. *Annual Convention for the Council for Exceptional Children*. Louisville, KY.

Wilson, S. E., & **Fleming, J. I.** (2023). Adolescents with Autism's Experience of Peer Interactions During Learning. *Annual Convention for the Council for Exceptional Children*. Louisville, KY.

Cook, B. G., van Dijk, W., Vargas, I., **Fleming, J. I.**, McDonald, S. D., Richmond, C. L., Carlisle, L. M., McLucas, A. S., & Johnson, R. M. (2023). A targeted review of open practices in special education publications. *Annual Convention for the Council for Exceptional Children*. Louisville, KY.

Beach, S., & **Fleming, J. I.** (2022). To support or scare straight? A QuantCrit analysis of referrals to law enforcement in American high schools. *Hunter Student Research Conference*. Charlottesville, VA.

Fleming, J. I. (2022). Special education researchers' knowledge, attitudes, and practices relating to three open science practices. *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Cook, B. G., & **Fleming, J. I.** (2022). Transparency, reproducibility, and accessibility related research practices in special education: A conceptual replication of Hardwicke et al. (2020). *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Fleming, J. I., McLucas, A. S., & Cook, B. G. (2022). A review of three preregistration registries for special education researchers. *Annual Convention for the Council for Exceptional Children*. Orlando, FL.

Cook, B. G., **Fleming, J. I.**, Therrien, W. J., & Wilson, S. E. (2022). A pilot experiment using the Special Education Research Accelerator. *Annual Convention for the Council for Exceptional Children*. Orlando, FL.

Fleming, J. I., & Carlisle, L. (2021). Has the use of exclusionary discipline changed for students with behavior disorders or autism? Examining the Civil Rights Data Collection. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Carlisle, L., & **Fleming, J. I.** (2021). Neurocognition and students with behavior disorders or autism: A meta-analysis of social communication interventions. *Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference*. Tempe, Az.

Fleming, J. I. (2021). Open access in education. *Curry Research Conference*. Charlottesville, VA.

Wilson, S. E., **Fleming, J. I.**, & Therrien W. J. (2021). Supporting students with disabilities in developing friendships and community membership in secondary schools. *Annual Convention for the Council for Exceptional Children Live*. Baltimore, MD.

Fleming, J. I., & Cook, B. G. (2021). Open access in special education: A review of journal and publisher policies. *Annual Convention for the Council for Exceptional Children Live*. Baltimore, MD.

Wilson, S. E., **Fleming, J. I.**, Cook, B. G., & Therrien, W. J. (2021). Initiation and integration: The continuum of open science practices across the lifetime of a project. *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Cook, B. G., Therrien, W. J., **Fleming, J. I.**, & Wilson, S. E., (2021). Applications of crowdsourcing in education research. *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Fleming, J. I., & Wilson, S. E. (2021). Early career researchers and open science: Three ways to get started today. *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Fleming, J. I. (2021). Preprints in educational research. *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA.

Cook, B. G., & **Fleming, J. I.** (2020). ReproducibiliTea: Open science and special education. *Badar-Kauffman Conference on Contemporary Issues in Special Education*. Kent, OH (Cancelled due to Covid-19).

Fleming, J. I., & Cook, B. G. (2020). Open science in special education: A review of journal and publisher policies. *Badar-Kauffman Conference on Contemporary Issues in Special Education*. Kent, OH (Cancelled due to Covid-19).

Fleming, J. I., (2012). Creating an identity: Why Arizona joined the Confederacy during the Civil War. *Phi Alpha Theta National Conference*. Orlando, FL.

INVITED PRESENTATIONS

Fleming, J. I. (2025). Advancing inclusive practices in K-12 schools. Invited lecture for *Project OASIS*. Tempe, AZ.

Fleming, J. I. (2025). Completing your dissertation and getting a job. Invited lecture for *Project PLEDJJ*. Tempe, AZ.

Fleming, J. I. (2025). Navigating the academic job market and life. Invited lecture for *Project EPIC*. Tempe, AZ.

Fleming, J. I. (2025). What is inclusion? Findings from the US and Ireland. Invited lecture for *Project OASIS*. Tempe, AZ.

Rotheram-Fuller, E., **Fleming, J. I.**, & Dixon, M. (2024). Understanding Neurodiversity. Invited lecture for Tempe Union High School Honors Classes. Tempe, AZ: Tempe Union High School District.

Fleming, J. I. (2024). Neurodiversity for speech professionals. Invited lecture for *Supporting Collaborative Services in Schools (ECHO)*. Tempe, AZ.

Fleming, J. I. (2023). Open science and graduate studies. Invited lecture for *The Aspire Scholars at the University of Virginia*. Charlottesville, VA.

Fleming, J. I. (2023). Demystifying the post-graduation employment process. Invited lecture for *OSEP Co-Lead Doctoral Scholars Panel*. West Lafayette, IN.

Fleming, J. I. (2023). What I wish I knew as a doctoral student: Preparing for the academic job market. Invited lecture for *Early Career Researcher Panel at University of Kansas*. Lawrence, KS.

Fleming, J. I. (2023). Navigating the academic job market. Invited lecture for *The Preparing Leaders on Education, Disability and Juvenile Justice Scholars at Arizona State University*. Tempe, AZ.

Fleming, J. I. (2023). Doctoral program & dissertation & job market, oh my!. Invited lecture for *The Aspire Scholars at Temple University*. Philadelphia, PA

Fleming, J. I. (2022). Navigating open science: An introduction for early career researchers. Invited lecture for *The Developmental Science Colloquium at the University of Maryland*. College Park, MD

Fleming, J. I., Kathawalla, U., & Wilson, S. E. (2022). A guide to supporting early career researchers in open science. Invited webinar for the *Center for Open Science*. Charlottesville, VA.

https://www.youtube.com/watch?v=6DrIUc_54lE&feature=emb_imp_woyt

Fleming, J. I. & Wilson, S. E. (2021). The future of open science in educational research: An ECR perspective. Invited plenary session for *Center for Open Science Virtual Unconference on Open Scholarship Practices in Education Research*. Charlottesville, VA. <https://www.youtube.com/watch?v=AVmMdX0DJYU>

Fleming, J. I., Wilson, S. E., & Carlisle L. M. (2021). Collaboration in special education. *Invited lecture to secondary, general education, preservice teachers*. Charlottesville, VA.

Fleming, J. I., & Cook, B. G. (2020). Introduction to open science. *Invited presentation to the Curriculum & Instruction Works-In-Progress Doctoral Group*. Charlottesville, VA.

Fleming, J. I., (2018) Utilizing assistive technology in the home. *Parent Empowerment Night*. Salt Lake City, UT.

UNIVERSITY TEACHING

Arizona State University

Undergraduate

SPE 430 Collaboration in Special Education

Summer 2024

Fall 2023

SPE 222 Orientation to Exceptional Learners

Spring 2025

Fall 2024

Spring 2024

Masters

ECS 420 Evaluation and Intervention Strategies for Infants, Toddlers, and Preschoolers with Disabilities

Spring 2025

Doctoral

DCI 790 Independent Study on Effective Teaching Spring 2025

Course Development
Special Education Practices for General Education Teachers 2024

University of Virginia
EDIS 5000 The Exceptional Learner (graduate) Summer 2022

EDIS 3887 Special Education Practicum Spring 2022

EDIS 3011 Classroom and Behavior Management Fall 2021

EDIS 4100 Characteristics of Individuals with EBD Spring 2021

EDIS 5041 Classroom and Behavior Management (graduate) Spring 2020

EDIS 3020 The Exceptional Learner Fall 2019

UNIVERSITY SERVICE

Arizona State University

Mary Lou Fulton Teachers College
University Senate 2025-Present
Continuous Improvement TAG 2024-Present
Doctoral Admissions Committee 2024-2025
Course Coordinator SPE 420 2023-Present
Project OASIS LFC– Co-Director of Research 2025-Present
Project OASIS LFC– Action Committee Leader 2023-2025

University of Virginia

School of Education and Human Development
Planning Committee 2021-2022
Hunter Student Research Conference
Charlottesville, VA

Co-founder Curry School of Education ReproducibiliTea Journal Club January 2020

ADVISING

Undergraduate Honors Thesis Committees

Whitaker, C. R. (2025). Exploring similarities, techniques, and their effectiveness across different occupational therapy settings. (*Director*)

REVIEWING AND EDITORIAL SERVICE

Editorial Review Board

Editorial Board

<i>Research in Special Education (RiSE)</i>	2024-Present
<i>Career Development and Transition for Exceptional Individuals</i>	2025-Present

Guest Editor

<i>Research in Special Education</i>	2026
<i>Education and Treatment of Children</i>	2025
<i>DADD Online Journal</i>	2024

Ad Hoc Reviewer

AERA Open	2023-Present
Learning Disability Quarterly (LDQ)	2024
Career Development and Transition for Exceptional Individuals (DCTEI)	2024-Present
Journal of Positive Behavioral Interventions (JPBI)	2023-2024
Research in Special Education (RiSE)	2024-Present
Qeios	2023

Proposal Reviewer

Council for Exceptional Children Annual International Conference	
Division for Autism and Developmental Disabilities	2023-Present
Division for Learning Disabilities	2023-Present
Multi-Tiered Systems of Support	2023-Present
International Conference on Autism, Intellectual Disability and Developmental Disabilities	
	2024-Present
Hunter Student Research Conference	
	2022-2023
Curry Research Conference	
	2021

PROFESSIONAL ORGANIZATIONS AND OFFICES

Alethia Society	
Founding Member	2023-Present
EdArXiv	
Preprint Repository Steering Committee	2021-Present
Planning Committee	2021-2022
Center for Open Science Unconference on Open Scholarship Practices in Education	
Research	
Center for Open Science	
Charlottesville, VA	

GRANTS

What Works in Inclusive Classrooms? Exploring Whole-Child Practices that Support All Learners (2025; \$50,000; Principal Investigator; Funded; Spencer Foundation)

Diverse Family Perspectives on School Choice for Children with Autism (2024; \$50,000; Principal Investigator; Unfunded; Organization for Autism Research)

Doctoral Student Dissertation Grant (2022-2023; \$1,000; Principal Investigator; funded by School of Education and Human Development Dean's Research and Developmental Fund, UVA)

HONORS AND AWARDS

Outstanding Early Career Research Scholar 2025
Mary Lou Fulton College of Teaching and Learning Innovation

John Lloyd Family Award 2023
UVA special education doctoral student research award

First Place Quantitative Research 2023
CEC TED Kaleidoscope Student Research Symposium
Louisville, KY

Council for Exceptional Children's Division for Research 2022-2023
Doctoral Student Scholar (DRDSS)

John Lloyd Family Award 2022
UVA special education doctoral student research award

Hunter Student Research Conference Reviewer Award 2021

Weber State Master's Scholarship 2016-2017
Scholarship for outstanding master's thesis

Arthur Becker Scholarship 2012-2013
BYU scholarship for outstanding undergraduate research on the Civil War

Norris Hill Maddock Scholarship 2011-2012
BYU scholarship for academic achievement

PROFESSIONAL TRAINING

IES Advanced Training Institute on Single-case Research Methods 2024
Institute Fellow

Utah K-12 Special Education License
Level 2

Utah Social Studies License
Level 2

Utah Assistive Technology Team
Level 1 Member

Crisis Prevention Institute
Nonviolent Crisis Intervention Team Member

USOE Assessment to Achievement
School Improvement Team

PROFESSIONAL AFFILIATIONS

Council for Exceptional Children
Division on Autism and Developmental Disabilities
Division for Research

Alethia Society