

# Joshua Pulos, Ph.D., BCBA

Educational Foundations & Exceptionalities

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## Research Interests

My research interests include (a) comprehensive secondary transition education; (b) culturally responsive/sustaining teaching practices; (c) evidence-based practices and predictors; (d) school-based behavior analysis consultation; (e) self-determination; and (f) significant support needs.



## Research Questions and Projects

- Riden, B. S., Ruiz, S., Markelz, A. M., Sturmey, P., Ward-Horner, J., & Pulos, J. M. (2023). What are the active ingredients of self-determination interventions? [Manuscript in preparation].
- Pulos, J. M., Riden, B. S., Peltier, C., Bender, N. L., Mbabazi, C. M., & Pinello, C. (2023). Fostering positive learning environments: Are general and special education teachers from one school district using research-informed and evidence-based practices? [Manuscript in preparation].
- Riden, B. S., Pulos, J. M., Peltier, C., & Dowdy, A. (2023). A meta-analysis of self-determination interventions for students with emotional and behavioral disorders [Manuscript in preparation].

## Recent Publications

### Peer-Reviewed Journal Articles

- Pulos, J. M., Morin, K. L., Peltier, C., Sinclair, T. E., & Williams-Diehm, K. L. (2023). Effects of the SDLMI on academic and nonacademic behaviors: A meta-analysis. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-023-09508-6>
- Pulos, J. M., Peltier, C., Williams-Diehm, K. L., & Martin, J. E. (2020). Promoting academic and nonacademic behaviors in students with EBD using the Self-Determined Learning Model of Instruction: A mathematics example. *Beyond Behavior*, 29(3), 162-173. <https://doi.org/10.1177%2F1074295619871009>
- Deardorff, M. E., Pulos, J. M., Suk, A. L., Williams-Diehm, K. L., & McConnell, A. E. (2020). What do transition assessments look like for students with a significant cognitive disability? A multistate survey of educational stakeholders [Special issue]. *Inclusion*, 8(1), 74-85. <https://doi.org/10.1352/2326-6988-8.1.74>

## Recent Publications

### Book Chapters

- Sinclair, T. E., Sinclair, J., & Pulos, J. M. (2023). Including the excluded: Puberty, development, and comprehensive sexuality education for students with disabilities. In R. N. Carr (Ed.), *Applied behavior analysis in schools: Realistic implementation of evidence-based interventions by teachers* (pp. 221-236). Slack Incorporated.
- Pulos, J. M., & Sarno, J. M. (2023). Culturally responsive collaboration: Including everyone at the table. In R. N. Carr (Ed.), *Applied behavior analysis in schools: Realistic implementation of evidence-based interventions by teachers* (pp. 37-53). Slack Incorporated.
- Riden, B., & Pulos, J. (2023). We'll see you at the cross road: The intersection of behavior interventions, culturally sustaining practices, and MTSS. In W. Hunter, J. Taylor, & L. Scott (Eds.), *The mixtape volume #1: Culturally sustaining practices within MTSS featuring the everlasting mission of student engagement* (pp. 157-165). Council for Exceptional Children.
- Martin, J. E., Pulos, J. M., & Sale, P. (2020). Assessing and teaching critical self-determination skills to transition-age youth with disabilities. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (4th ed., pp. 53-74). Pro Ed.

## Partners Invited

I welcome undergraduate partners, graduate student partners, in-service teachers, and College of Education and other JMU faculty partners, Community partners (local, national, global)