

# Joshua M. Pulos, Ph.D., BCBA

James Madison University | Memorial Hall | College of Education | Educational Foundations and Exceptionalities Department | 395 S High St, MSC 6908 | Room 3125D | Harrisonburg, VA 22807  
Office: (540) 568-6793 | Cell: (816) 729-0751 | pulosjm@jmu.edu

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## EDUCATION

- Doctor of Philosophy (Ph.D.)** 2020  
Special Education  
Concentration: Applied Behavior Analysis (ABA) and Secondary Transition Education  
GPA: 4.00  
University of Oklahoma; Norman, Oklahoma  
Dissertation Title: *Parent Expectations on the Postsecondary Environments of their Secondary-Age Children with Disabilities with High Support Needs: A Qualitative Exploration*  
Chair: Kendra L. Williams-Diehm, Ph.D.  
Committee Members: Ji Y. Hong, Ph.D., John R. Jones, Ed.D., Corey Peltier, Ph.D.
- Master of Education (M.Ed.)** 2018  
Special Education  
Concentration: Secondary Transition Education  
GPA: 4.00  
University of Oklahoma; Norman, Oklahoma  
Advisor: Kendra L. Williams-Diehm, Ph.D.
- Bachelor of Fine Arts (BFA)** 2007  
Drama  
Concentration: Acting  
GPA: 3.70, Magna Cum Laude  
University of Oklahoma; Norman, Oklahoma  
Advisor: Judith M. Pender, Ph.D.

## RESEARCH INTERESTS

Behavior-Analytic Interventions | Comprehensive Secondary Transition Education | Evidence-Based Practices and Predictors | High Support Needs | Low-Incidence Disabilities | Postsecondary Outcomes | School-Based Behavior Analysis Consultation | Teacher Preparation

## PROFESSIONAL EMPLOYMENT

- Assistant Professor** 2020-present  
Educational Foundations and Exceptionalities Department (EFEX)  
College of Education  
James Madison University

August 2020

**Instructional Supervisor** 2014-2016  
 Special Education Services  
 Central Office  
 Oklahoma City Public Schools (OKCPS)  
 Oklahoma City, OK

**Teacher and Leader Evaluation Intern (TLE)** 2014  
 Departmental Summer Internship Program  
 Central Office  
 Oklahoma City Public Schools (OKCPS)  
 Oklahoma City, OK

**Special Education Department Chair** 2012-2014  
 U.S. Grant High School/Teach For America  
 Oklahoma City Public Schools (OKCPS)  
 Oklahoma City, OK  
 Selected as one of approximately 5,000 out of 47,000 applicants to serve as an educator in under-resourced communities to build/gain the knowledge to become a life-long leader and expand opportunities for all children through education.

**English/English Language Learner (ELL)/Special Education Teacher** 2011-2014  
 U.S. Grant High School/Teach For America  
 Oklahoma City Public Schools (OKCPS)  
 Oklahoma City, OK  
 Selected as one of approximately 5,000 out of 47,000 applicants to serve as an educator in under-resourced communities to build/gain the knowledge to become a life-long leader and expand opportunities for all children through education.

### **CERTIFICATIONS**

**Board Certified Behavior Analyst (BCBA)** 2020-present  
 Certification #1-20-41152

**Teaching** 2011-present  
 State of Oklahoma  
 English (Grades 5 to 12)  
 English as a Second Language (Pre-K to Grade 12)  
 Severe-Profound/Multiple Disabilities (Pre-K to Grade 12)

### **PUBLICATIONS**

#### **PEER-REVIEWED JOURNAL ARTICLES**

1. Hott, B. L., Morano, S., Peltier, C., **Pulos, J. M.**, Peltier, T. K. (in press). Are students with MLD receiving a FAPE?: Insights from a descriptive review of individualized education programs. *Learning Disabilities Research & Practice*.

2. Peltier, C., Vannest, K. J., Tomaszewski, B. R., Morin, K., Sallese, M. R., & **Pulos, J. M.** (2020). Criterion validity of a computer adaptive universal screener to an end-of-year state mathematics assessment. *Exceptionality*. Advance online publication. <https://doi.org/10.1080/09362835.2020.1727337>
3. **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*. Advance online publication. <https://doi.org/10.1177%2F1074295619871009>
4. Peltier, C., Sinclair, T. E., **Pulos, J. M.**, & Suk, A. (2020). Effects of schema-based instruction on immediate, generalized, and combined structured word problems. *The Journal of Special Education*, 54(2), 101-112. <https://doi.org/10.1177%2F0022466919883397>
5. Peltier, T. K., Washburn, E. K., **Pulos, J. M.**, & Peltier, C. (2020). Measuring special education preservice teachers' knowledge, reflective ability, and tutored student outcomes on foundational literacy skills. *Insights into Learning Disabilities*, 17(1), 1-33.
6. Peltier, C., Morin, K. L., Bouck, E. C., Lingo, M. E., **Pulos, J. M.**, Schreffler, F. A., Suk, A., Mathews, L. A., Sinclair, T. E., & Deardorff, M. E. (2020). A meta-analysis of single-case research using mathematics manipulatives with students at risk or identified with a disability. *The Journal of Special Education*, 54(1), 3-15. <https://doi.org/10.1177%2F0022466919844516>
7. 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>
8. McConnell, A. E., Osmani, K. J., Williams-Diehm, K. L., & **Pulos, J. M.** (2018). iJobs summer work experience: A pilot transition program to enhance job-readiness skills using evidence-based practices [Special issue]. *Inclusion*, 6(3), 208-223. <https://doi.org/10.1352/2326-6988-6.3.208>

#### **MANUSCRIPTS SUBMITTED FOR PUBLICATION**

1. Peltier, C., Morin, K. L., Vannest, K. J., Haas, A., **Pulos, J. M.**, & Peltier, T. K. (2020). *Student mediated math interventions for students with emotional or behavior disorders: A systematic review and meta-analyses* [Manuscript submitted for publication].

#### **MANUSCRIPTS UNDER REVISION**

#### **MANUSCRIPTS IN PREPARATION**

1. Choiseul-Praslin, B., **Pulos, J. M.**, & Williams-Diehm, K. L. (2020). *Overcoming teacher hidden bias* [Manuscript in preparation].

2. **Pulos, J. M.**, Peltier, C., Morin, K. L., Sinclair, T. E., & Williams-Diehm, K. L. (2020). *Effects of the Self-Determined Learning Model of Instruction on academic and nonacademic behaviors: A meta-analysis* [Manuscript in preparation].
3. **Pulos, J. M.**, & Daman, R. M. (2020). *The efficacy and feasibility of teacher-implemented brief functional analysis* [Manuscript in preparation].
4. Peltier, C., Vannest, K. J., Morin, K. L., Sallese, M. R., **Pulos, J. M.**, Fuller, M., Liao, C. Y., & Smith, S. (2020). *Screening decisions utilizing mathematics curriculum-based measures: Current validity evidence and future directions* [Manuscript in preparation].
5. **Pulos, J. M.** (2020). *The lived experiences of transition: Exploring the impact of evidence-based practices and in-school predictors of postsecondary success on college graduates with disabilities* [Manuscript in preparation].

### **CURRENT RESEARCH PROJECTS**

1. Peltier, C., **Pulos, J. M.**, Sinclair, T. E., & Matthews, L. A. (2020). *Improving the visual analysis of graduate students through a systematic task analysis*.
2. Peltier, C., Sinclair, T. E., **Pulos, J. M.**, & Matthews, L. A. (2020). *Correspondence of visual analysis with non-overlap and between case indices: A preliminary analysis with graphs from the literature*.

### **BOOK CHAPTERS**

1. 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.
2. **Pulos, J. M.**, & Martin, J. E. (2018). Transition assessment. In L. L. S. Brusnahan, R. A. Stodden, & S. H. Zucker (Eds.), *Tackling transition: Work, community, and educational success* (pp. 19-34). Council for Exceptional Children.

### **BOOK CHAPTERS IN PREPARATION**

### **PEER-REVIEWED BLOG POSTS**

1. Rooney-Kron, M., **Pulos, J. M.**, & NTACT Knowledge Development Team. (2020, March 25). First steps towards employment: Increasing students' career awareness. *Medium, NTACT*. <https://medium.com/@1539635743964/first-steps-towards-employment-increasing-students-career-awareness-e021dc284b3b>
2. **Pulos, J. M.**, Johnson, M. C., Marchand-Martella, N. E., & Martella, R. C. (2017, May 1). Addressing struggling adolescent learners: Achieving success using three levels of text. *Medium, McGraw Hill*. <https://medium.com/@mheducation/59998ee5b8e>

### **NON-REFEREED PUBLICATIONS**

1. **Pulos, J. M.**, McConnell, A. E., Osmani, K. J., Curry, M. A., Autry, F. A., & Fearing, J. F. (2020). *State special education legislative summit toolkit*. Oklahoma Division on Career Development and Transition State Subdivision, Division on Career Development and Transition, Council for Exceptional Children.
2. **Pulos, J. M.**, Choiseul-Praslin, B., & Williams-Diehm, K. L. (2019, September 23). *DCDT fast facts: Teacher hidden bias*. Division on Career Development and Transition. <http://community.cec.sped.org/dcdt/publications/fast-facts>

## **PRESENTATIONS**

### **INVITED**

1. **Pulos, J. M.** (2019, October 7). *Supporting youth with challenging behavior at work, home, and in the community* [Invited conference session]. 14<sup>th</sup> Annual Oklahoma Transition Institute (OTI), Owasso, Oklahoma, United States.
2. Daman, R. M., & **Pulos, J. M.** (2018, November 13). *Classroom management and problem behavior: Strategies for success* [Invited conference session]. 10<sup>th</sup> Annual Oklahoma Statewide Autism Conference, Midwest City, Oklahoma, United States.
3. **Pulos, J. M.** (2018, September 30). *Future aspirations of a third-year doctoral student* [Invited conference session]. University of Oklahoma's Jeannine Rainbolt College of Education's Scholarship Luncheon, Norman, Oklahoma, United States.
4. **Pulos, J. M.** (2018, August 10). *Research- and evidence-based practices to prevent problem behaviors in the classroom environment* [Invited conference session]. Town & Country School's Teacher In-Service, Tulsa, Oklahoma, United States.
5. **Pulos, J. M.** (2018, June 12). *Alumni leadership journeys* [Invited conference session]. Teach For America – Oklahoma 2018 Corps Member Induction Programming, Oklahoma City, Oklahoma, United States.
6. **Pulos, J. M.**, & Lingo, M. E. (2017, August 2). *Working with students with autism: Enhancing postsecondary employment outcomes through in-classroom practices* [Invited conference session]. Oklahoma Department of Career and Technology (CareerTech) 50<sup>th</sup> Annual Summer Conference, Oklahoma City, Oklahoma, United States.
7. **Pulos, J. M.** (2017, June 13). *Alumni personal leadership journeys* [Invited conference session]. Teach For America – Oklahoma 2017 Corps Member Induction Programming, Oklahoma City, Oklahoma, United States.
8. **Pulos, J. M.** (2016, September 11). *Future aspirations of a first-year doctoral student* [Invited conference session]. University of Oklahoma's Jeannine Rainbolt College of Education's Scholarship Luncheon, Norman, Oklahoma, United States.

### **NATIONAL/INTERNATIONAL**

1. **Pulos, J. M.**, Peltier, C., Morin, K. L., Sinclair, T. E., & Williams-Diehm, K. L. (2020, May 25). *Effects of the Self-Determined Learning Model of Instruction on academic and nonacademic behaviors: A meta-analysis* [Poster session]. Association for Behavior Analysis (ABAI) 46th Annual Convention, Washington, D.C., United States.
2. **Pulos, J. M.**, & Daman, R. M. (2020, March 19). *The efficacy and feasibility of teacher-implemented brief functional analysis* [Poster session]. Women in Behavior Analysis (WIBA) Conference, Nashville, Tennessee, United States. (Cancelled due to the novel coronavirus [COVID-19]).
3. **Pulos, J. M.**, Peltier, C., Morin, K. L., Sinclair, T. E., & Williams-Diehm, K. L. (2019, October 25). *Effects of the Self-Determined Learning Model of Instruction on academic and nonacademic behaviors: A meta-analysis* [Conference session]. 2019 Graduate Student Research Scholarships Showcase at the Division on Career Development and Transition (DCDT) 25th International Conference, Council for Exceptional Children (CEC), Seattle, Washington, United States.
4. **Pulos, J. M.**, Peltier, C., Morin, K. L., Sinclair, T. E., & Williams-Diehm, K. L. (2019, October 24). *Effects of the Self-Determined Learning Model of Instruction on academic and nonacademic behaviors: A meta-analysis* [Poster session]. Patricia L. Sitlington Emerging Researcher Competition at the Division on Career Development and Transition (DCDT) 25th International Conference, Council for Exceptional Children (CEC), Seattle, Washington, United States.
5. **Pulos, J. M.**, & Daman, R. M. (2019, May 25). *The efficacy and feasibility of teacher-implemented brief functional analysis* [Poster session]. Association for Behavior Analysis International (ABAI) 45th Annual Convention, Chicago, Illinois, United States.
6. **Pulos, J. M.**, McConnell, A. E., Osmani, K. J., Autry-Schreffler, F. A., Curry, M. A., & Fearing, J. F. (2019, January 31). *Advocating for change: Disseminating a State Special Education Legislative Summit Toolkit* [Poster session] Council for Exceptional Children (CEC) 2019 Special Education Convention & Expo, Indianapolis, Indiana, United States.
7. **Pulos, J. M.**, McConnell, A. E., Osmani, K. J., Autry-Schreffler, F. A., Curry, M. A., & Fearing, J. F. (2018, October 25). *Advocating for change: The dissemination of a State Special Education Legislative Summit Toolkit* [Poster session]. Division on Career Development and Transition (DCDT) 24th International Conference, Council for Exceptional Children (CEC), Cedar Rapids, Iowa, United States.
8. **Pulos, J. M.**, Sinclair, T. E., Choiseul-Praslin, B., & Suk, A. L. (2018, October 25). *Transition assessment: Driving the transition planning for students with significant cognitive disabilities* [Conference session]. Division on Career Development and Transition (DCDT) 24th International Conference, Council for Exceptional Children (CEC), Cedar Rapids, Iowa, United States.

9. McConnell, A. E., & **Pulos, J. M.** (2018, February 9). *How to identify and teach nonacademic transition skills using evidence-based materials* [Conference session]. Council for Exceptional Children (CEC) 2018 Special Education Convention & Expo, Tampa, Florida, United States.
10. **Pulos, J. M.** (2017, October 12). *Taking charge and attaining my goals: Using the Self-Determined Learning Model of Instruction to enhance both in-school and postsecondary outcomes* [Conference session]. Division on Career Development and Transition (DCDT) 23rd International Conference, Council for Exceptional Children (CEC), Milwaukee, Wisconsin, United States.
11. **Pulos, J. M.**, Marchand-Martella, N. E., & Johnson, M. C. (2017, May 29). *Assessing the effects of Corrective Reading Decoding Level A with a fourth-grade student with a specific learning disability* [Poster session]. Association for Behavior Analysis International (ABAI) 43rd Annual Convention, Denver, Colorado, United States.
12. **Pulos, J. M.**, & Johnson, M. C. (2017, January 20). *In-classroom practices: Supporting positive employment outcomes for students with autism spectrum disorders (ASD)* [Conference session]. Division on Autism and Developmental Disabilities (DADD) 18th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Council for Exceptional Children (CEC), Clearwater Beach, Florida, United States.
13. **Pulos, J. M.**, Johnson, M. C., Pierce, L. J., Rhodes, L. K., & Proctor, A. G. (2016, October 22). *In-classroom practices: Supporting positive employment outcomes for students with autism spectrum disorders (ASD)* [Conference session]. Division on Career Development and Transition (DCDT) 22nd International Conference, Council for Exceptional Children (CEC), Myrtle Beach, South Carolina, United States.

#### **STATE/REGIONAL**

1. **Pulos, J. M.**, Sinclair, T. E., Choiseul-Praslin, B., & Suk, A. L. (2018, October 17). *Creating connections through transition assessment for students with significant cognitive disabilities* [Conference session]. 13th Annual Oklahoma Transition Institute (OTI), Norman, Oklahoma, United States.
2. **Pulos, J. M.** (2017, October 4). *Taking charge and using my voice to attain goals: Using the Self-Determined Learning Model of Instruction to enhance both in-school and postsecondary outcomes for students with disabilities* [Conference session]. 12th Annual Oklahoma Transition Institute (OTI), Norman, Oklahoma, United States.
3. **Pulos, J. M.** (2016, October 14). *In-classroom practices: Supporting positive employment outcomes for students with autism spectrum disorders (ASD)* [Conference session]. Making a Difference: When Special Education and Regular Education Unite Conference, Cameron University, Lawton, Oklahoma, United States.

4. **Pulos, J. M.**, Johnson, M. C., Pierce, L. J., Rhodes, L. K., & Proctor, A. G. (2016, October 4). *In-classroom practices: Supporting positive employment outcomes for students with autism spectrum disorders (ASD)* [Conference session]. 11<sup>th</sup> Annual Oklahoma Transition Institute (OTI), Norman, Oklahoma, United States.

### **WORKSHOPS**

1. Deardorff, M. E., & **Pulos, J. M.** (2020, January 13). *Using EdPlan to develop meaningful transition plans* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Lawton, Oklahoma, United States.
2. Deardorff, M. E., **Pulos, J. M.**, & Eisel, H. L. (2019, October 15). *Transition planning for students with significant supports needs* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Oklahoma City, Oklahoma, United States.
3. Williams-Diehm, K. L., Deardorff, M. E., & **Pulos, J. M.** (2019, March 12). *Transition assessment for students with significant and multiple disabilities* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Oklahoma City, Oklahoma, United States.
4. McConnell, A. E., & **Pulos, J. M.** (2018, November 9). *Transition assessment for students with significant and multiple disabilities* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Tulsa, Oklahoma, United States.
5. McConnell, A. E., Sinclair, T. E., Autry-Schreffler, F. A., & **Pulos, J. M.** (2018, February 16). *Transition assessment* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Norman, Oklahoma, United States.
6. Deardorff, M. E., Choiseul-Praslin, B., **Pulos, J. M.**, & Autry-Schreffler, F. A. (2017, November 6). *Transition assessment* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Poteau, Oklahoma, United States.
7. Martin, J. E., McConnell, A. E., **Pulos, J. M.**, Choiseul-Praslin, B., & Autry-Schreffler, F. A. (2017, September 25). *Transition assessment* [Workshop]. Conducted for the Oklahoma State Department of Education (OSDE), Oklahoma City, Oklahoma, United States.

### **WEBINARS**

1. **Pulos, J. M.**, & Foster, R. L. (2020, July 24). *Writing groups* [Webinar]. Conducted for the Division on Career Development and Transition (DCDT) Publications Committee Leadership Team Writing Development and Outreach Subcommittee, Harrisonburg, Virginia and Washington, D.C., United States.
2. **Pulos, J. M.**, & Williams-Diehm, K. L. (2020, May 7). *ChoiceMaker expressing goals strand: Technical assistance* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.

3. **Pulos, J. M.** (2020, May 7). *The AIR Self-Determination Scale: Linking assessment results to postsecondary and annual transition goals in the IEP to promote the self-determination of students with disabilities* [Webinar]. Conducted for Hamilton County Educational Service Center (ECS) and Three Rivers Local School District, Cleves, Ohio, United States.
4. **Pulos, J. M., & Williams-Diehm, K. L.** (2020, April 2). *ChoiceMaker expressing goals strand: Student leading meeting and student reporting* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
5. **Pulos, J. M., & Williams-Diehm, K. L.** (2020, March 5). *ChoiceMaker taking action strand 2.0: Technical assistance* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
6. **Pulos, J. M., & Williams-Diehm, K. L.** (2020, February 6). *ChoiceMaker taking action strand: Student plan, student action, student evaluation, and student adjustment 2.0* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
7. Williams-Diehm, K. L., & **Pulos, J. M.** (2020, January 16). *ChoiceMaker taking action strand: Technical assistance* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
8. Williams-Diehm, K. L., & **Pulos, J. M.** (2019, December 5). *ChoiceMaker taking action strand: Student plan, student action, student evaluation, and student adjustment* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
9. Williams-Diehm, K. L., & **Pulos, J. M.** (2019, November 7). *ChoiceMaker choosing goals strand 2.0: Technical assistance* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
10. **Pulos, J. M., & Williams-Diehm, K. L.** (2019, October 11). *ChoiceMaker choosing goals strand: Student interests, student skills & limits, and student goals 2.0* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
11. Williams-Diehm, K. L., & **Pulos, J. M.** (2019, September 19). *ChoiceMaker choosing goals strand: Technical assistance* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.

12. Choiseul-Praslin, B., **Pulos, J. M.**, & Williams-Diehm, K. L. (2019, September 5). *Overcoming teacher hidden bias when working with students with disabilities from culturally and linguistically diverse populations* [Webinar]. Conducted for the Oklahoma Transition Council (OTC), Norman, Oklahoma, United States.
13. Williams-Diehm, K. L., & **Pulos, J. M.** (2019, August 7). *ChoiceMaker choosing goals strand: Student interests, student skills & limits, and student goals* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
14. Williams-Diehm, K. L., & **Pulos, J. M.** (2019, July 31). *ChoiceMaker Self-Determination Transition Curriculum & self-determination overview* [Webinar]. Conducted for Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative), Waterloo, Illinois, United States.
15. Johnson, M. C., Sinclair, T. E., Suk, A. L., **Pulos, J. M.** (2017, May 12). *TAGG: A new online transition assessment* [Webinar]. Conducted for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, Oklahoma, United States.
16. Suk, A. L., **Pulos, J. M.**, Lingo, M. E., Sinclair, T. E., & Johnson, M. C. (2017, April 13). *TAGG: A new online transition assessment* [Webinar]. Conducted for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, Oklahoma, United States.
17. **Pulos, J. M.**, Johnson, M. C., Deardorff, M. E., Lingo, M. E., & Suk, A. L. (2017, March 31). *TAGG: A new online transition assessment* [Webinar]. Conducted for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, Oklahoma, United States.
18. Martin, J. E., McConnell, A. E., Hennessey, M. N., **Pulos, J. M.**, & Johnson, M. C. (2017, March 9). *TAGG: A new online transition assessment* [Webinar]. Conducted for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, Oklahoma, United States.

## **GRANTS**

### **FUNDED**

1. **Pulos, J. M.** (2018). *Effects of the Self-Determined Learning Model of Instruction on academic and nonacademic behaviors: A meta-analysis*. (Council for Exceptional Children [CEC], Division on Career Development and Transition's [DCDT] 2019 Graduate Student Research Scholarships). December 10, 2018 to October 25, 2019. Award amount \$1,000. Funded.
2. **Pulos, J. M.**, McConnell, A. E., Osmani, K. J., & Autry-Schreffler, F. A. (2017). *Advocating for change: The development and dissemination of a state special education legislative summit toolkit*. (Council for Exceptional Children [CEC], Division on Career

Development and Transition's [DCDT] State Chapter Mini-Grant). September 20, 2017 to September 30, 2018. Awarded to the Oklahoma-Division on Career Development and Transition (OK-DCDT) State Chapter. Award amount \$3,000. Funded.

## **GRANTS UNDER REVIEW**

### **UNFUNDED**

1. **Pulos, J. M.** (2019). *Effects of the Self-Determined Learning Model of Instruction on Academic and Nonacademic Behaviors: A Meta-Analysis*. (Association for Behavior Analysis International [ABAI], Society for the Advancement of Behavior Analysis' [SABA] Senior Student Presenter Grant). Award amount. \$160.00. Unfunded.
2. **Pulos, J. M.** (2018). *The efficacy and feasibility of teacher-implemented brief functional analysis*. (Association for Behavior Analysis International [ABAI], Society for the Advancement of Behavior Analysis' [SABA] Senior Student Presenter Grant). Award amount \$160.00. Unfunded.
3. **Pulos, J. M.** (2017). *The lived experiences of transition: A phenomenological exploration of college graduates with disabilities*. (Council for Exceptional Children [CEC], Division on Career Development and Transition's [DCDT] 2018 Graduate Research Scholarships). Award amount \$1,000. Unfunded.
4. Nelson, J. R., Marchand-Martella, N. E., & Martella, R. C. (2017). *Efficacy and cost effectiveness of technology-based decoding instruction with and without enhanced comprehensive professional development for struggling readers in grades 6-7*. (U.S. Department of Education, Institute of Education Sciences [IES], National Center for Education Research [NCER], 2018 Education Research Grants, Goal 3: Efficacy and Replication, CFDA Number: 84.305A). Collaboration between University of Nebraska-Lincoln and University of Oklahoma. Award amount \$3,500,000. Unfunded.

## **CONTRACTS**

1. **Pulos, J. M.** (2020). *The AIR Self-Determination Assessment: Building capacity and providing opportunity for students with disabilities to acquire and demonstrate behaviors associated with self-determination*. Collaborative Agreement Between the University of Oklahoma's Zarrow Center for Learning Enrichment and Hamilton County Educational Service Center (ECS) and Three Rivers Local School District. Cleves, Ohio. May 2020. Received \$75.00.
2. Williams-Diehm, K. L., & **Pulos, J. M.** (2019). *ChoiceMaker Self-Determination Transition Curriculum: Enhancing self-determination behaviors and promoting postsecondary employment outcomes of students with disabilities*. Collaborative Agreement Between the University of Oklahoma's Zarrow Center for Learning Enrichment and Human Support Services (HSS) and TeachIllinois (A Regional Office of Education [ROE] Collaborative). Waterloo, Illinois. July 2019 to May 2020. Received \$1250.00.

3. **Pulos, J. M.** (2019). *School-based behavior analysis consultation: Functional behavior assessment (FBA) and behavior intervention and support plan (BISP; n = 2)*. Collaborative Agreement with Grove Elementary School District. Shawnee, Oklahoma. January 2019 to March 2019. Received \$257.52.

### **TEACHING**

#### **JAMES MADISON UNIVERSITY**

##### ***Instructor***

- College of Education 2020  
Educational Foundations and Exceptionalities Department (EFEX)  
EXED 509: Nature and Issues of Severe Disabilities (*Graduate Course, Summer 2020*)  
Delivered Asynchronously via Canvas Learning Management System
- College of Education 2020  
Educational Foundations and Exceptionalities Department (EFEX)  
EXED 342: Characteristics of Learners with Low Incidence Disabilities Accessing the Adapted Curriculum (*Undergraduate Course, Summer 2020*)  
Delivered Asynchronously via Canvas Learning Management System

#### **UNIVERSITY OF OKLAHOMA**

##### ***Instructor***

- Jeannine Rainbolt College of Education 2018  
Department of Educational Psychology  
EDSP 4053: Language, Literacy, and Communication Strategies (*Undergraduate Course, Spring 2018*)  
Blended Synchronous Course Instructed via In-Classroom and Canvas Learning Management System

##### ***Graduate Teaching Assistant (GTA)***

- Jeannine Rainbolt College of Education 2019  
Department of Educational Psychology  
EDSP 6023: Single-Case Research Design (*Graduate Course, Spring 2019*)  
Blended Synchronous Course Instructed via In-Classroom and Canvas Learning Management System
- Jeannine Rainbolt College of Education 2018  
Department of Educational Psychology  
EDSP 5093: Transition and Self-Determination (*Graduate Course, Fall 2018*)  
Blended Synchronous Course Instructed via In-Classroom and Canvas Learning Management System
- Jeannine Rainbolt College of Education 2018  
Department of Educational Psychology  
EDSP 5013: Special Education Instructional Methods and Programs (*Graduate Course, Summer 2018*)

Blended Synchronous Course Instructed via In-Classroom and Canvas Learning Management System

***Guest Lecturer***

- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 3053: Understanding and Accommodating Exceptional Learners (*Undergraduate Course, Fall 2019*)  
 Topic: Arranging the Conditions for Success: Classroom Practices for Preventing Challenging Behaviors
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 3053: Understanding and Accommodating Exceptional Learners and EDSP 5413: Theories in the Education of Exceptional Children (*Undergraduate and Graduate Course, Fall 2019*)  
 Topic: Arranging the Conditions for Success: Classroom Practices for Preventing Challenging Behaviors
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 6970: Professional Seminar I and EIPT 6101: Propaedeutic Seminar (*Graduate Course, Fall 2019*)  
 Topic: What is a Doctoral Program REALLY Like?
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 Sooner Works is a transition program for students with intellectual disability at the University of Oklahoma. It provides an integrated postsecondary educational and employment experience in central Oklahoma. (*Undergraduate Course, Fall 2019*)  
 Topic: Sooner Works 101: Week 2 (Transition Planning and Self-Determination)
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EIPT 6043: Qualitative Research Methods (*Graduate Course, Fall 2019*)  
 Topic: How to Love Qual: 101
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 3053: Understanding and Accommodating Exceptional Learners and EDSP 5413: Theories in the Education of Exceptional Children (*Undergraduate and Graduate Course, Summer 2019*)  
 Topic: Learners with Intellectual and Developmental Disabilities and Autism Spectrum Disorder: A Primer
- Jeannine Rainbolt College of Education 2019

Department of Educational Psychology

EDSP 3053: Understanding and Accommodating Exceptional Learners and EDSP 5413: Theories in the Education of Exceptional Children (*Undergraduate and Graduate Course, Spring 2019*)

Topic: A Primer on Research- and Evidence-Based Practices: Preventing Problem Behaviors in the Classroom Environment

- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 3053: Understanding and Accommodating Exceptional Learners (*Undergraduate Course, Spring 2019*)  
 Topic: A Primer on Research- and Evidence-Based Practices: Preventing Problem Behaviors in the Classroom Environment
- Jeannine Rainbolt College of Education 2019  
 Department of Educational Psychology  
 EDSP 4083: Individual Behavior Supports (*Undergraduate Course, Spring 2019*)  
 Topic: STOIC Analysis and Intervention
- Jeannine Rainbolt College of Education 2018  
 Department of Educational Psychology  
 EDSP 3053: Understanding and Accommodating Exceptional Learners (*Undergraduate Course, Fall 2018*)  
 Topic: A Primer on Research- and Evidence-Based Practices: Preventing Problem Behaviors in the Classroom Environment
- Jeannine Rainbolt College of Education 2018  
 Department of Educational Psychology  
 EDSP 5293: Transition-Based Assessment (*Graduate Course, Fall 2018*)  
 Topic: Transition-Based Assessment
- Jeannine Rainbolt College of Education 2018  
 Department of Educational Psychology  
 EIPT 6043: Qualitative Research Methods (*Graduate Course, Fall 2018*)  
 Topic: Qualitative Research: A Doctoral Student's Leap of Curiosity
- Jeannine Rainbolt College of Education 2017  
 Department of Educational Psychology  
 EDSP 4023: Assessment for Eligibility and Program Planning (*Undergraduate Course, Fall 2017*)  
 Topic: Functional Behavior Assessment (FBA)
- Jeannine Rainbolt College of Education 2017  
 Department of Educational Psychology  
 EDSP 4093: Transition and Self-Determination (*Undergraduate Course, Fall 2017*)

Topic: Taking Charge and Attaining My Goals: Using the Self-Determined Learning Model of Instruction to Enhance Both In-School and Postsecondary Outcomes for Students with Disabilities

***Moderator***

- Jeannine Rainbolt College of Education 2019  
Department of Educational Psychology  
EDSP 5193: Post-Secondary Ed & Employment (*Graduate Course, Spring 2019*)  
Topic: Customized Employment (CE) and The National Employment Team (NET)
- Jeannine Rainbolt College of Education 2018  
Department of Educational Psychology  
EDSP 3053: Understanding and Accommodating Exceptional Learners (*Undergraduate Course, Fall 2018*)  
Topic: Mock Mediation Debate
- Jeannine Rainbolt College of Education 2018  
Department of Educational Psychology  
EDSP 3054: Understanding and Accommodating Students with Exceptionalities (*Undergraduate Course, Spring 2018*)  
Topic: Communication Disorders

***Supervisor***

- Jeannine Rainbolt College of Education 2017  
Department of Educational Psychology  
EDSP 4072: Introductory Practicum in Special Education (*Undergraduate Course, Spring 2017*)  
Clinical Supervisor for Three Practicum Students

**SERVICE**

**UNIVERSITY AND DEPARTMENTAL SERVICE**

***University of Oklahoma***

- Event Coordinator 2020  
Graduate Student Scholarly Conversation Circles  
An Educational Paradox: Making and Unmaking of People/Subjects  
This event brought graduate students together to talk about pressing questions related to education, where they could leverage their expertise and assist in the building of knowledge collectively.  
Graduate Student Advisory and Organizing Committee  
Jeannine Rainbolt College of Education
- Graduate Student Advising and Organizing Committee 2019-2020  
Founding Member  
Jeannine Rainbolt College of Education

- Event Coordinator 2018  
HonOURing Diversity: An Event Honoring the Diversity on the University of Oklahoma Campus  
Human Diversity Committee  
Graduate Student Senate (GSS) (Student Government Association [SGA])
- Lead Facilitator 2018  
Focus Group Interview for the Gallogly College of Engineering  
The goal of this focus group was to determine what the Board of Visitors believe is needed to propel the Gallogly College of Engineering to becoming the very best. To pursue excellence, we must build on our excellence at the undergraduate level and intentionally focus on our research and graduate programs.
- Event Facilitator 2018  
Food for Thought: The Academic Job Search: From Application to Negotiation  
Jeannine Rainbolt College of Education
- Assistant Coordinator 2017  
Board Certified Behavior Analyst (BCBA) Continuing Education Units (CEUs) for Breakout Sessions at Conference Presented By Data-Based Conferences: Ensuring Practical and Scientifically Sound Multi-Tier Systems of Support and Response to Intervention
- Secretary 2017-2018  
Human Diversity Committee  
Graduate Student Senate (GSS) (Student Government Association [SGA])

#### **COMMUNITY, STATE, AND NATIONAL SERVICE**

- Facilitator 2019  
South Tulsa Team  
14<sup>th</sup> Annual Oklahoma Transition Institute (OTI)
- Facilitator 2018  
Owasso Transition Team  
13<sup>th</sup> Annual Oklahoma Transition Institute (OTI)
- Volunteer 2018  
2018 Tech-Now State Competition
- Event Facilitator 2017  
Presented By Data-Based Conferences: Ensuring Practical and Scientifically Sound Multi-Tier Systems of Support and Response to Intervention
- Facilitator 2017  
Mid-Del Transition Team  
12<sup>th</sup> Annual Oklahoma Transition Institute (OTI)

- Volunteer 2017  
2017 Tech-Now State Competition
- Focus Group 2017  
Special Education Teacher Shortage, Recruitment, and Retainment  
Special Education Citizen-Legislator Committee
- Facilitator 2016  
Owasso Transition Team  
11<sup>th</sup> Annual Oklahoma Transition Institute (OTI)
- Focus Group 2016  
Disability and Aging Website  
Oklahoma Health Care Authority (OKHCA)

### **EDITORIAL WORK**

#### **GUEST JOURNAL REVIEWER**

- The Journal of Special Education Apprenticeship (JOSEA) 2019-present
- Contemporary Educational Psychology (CEDPSYCH) 2019-present
- Contemporary School Psychology (CASP) 2019-present
- Remedial and Special Education (RASE) 2018-present
- Education and Treatment of Children (ETC) 2017-present
- Learning Disabilities Research & Practice (LDRP) 2017-present
- Career Development and Transition for Exceptional Individuals (CDTEI) 2017-present

#### **REVIEWER**

- Council for Exceptional Children (CEC) Publications Review Panel 2018-present

#### **AD HOC REVIEWER**

- The National Clearinghouse on Autism Evidence & Practice (NCAEP) 2018  
Frank Porter Graham Child Development Institute  
This was a systematic review of the current intervention literature (2012-2017) targeting individuals on the autism spectrum and a continuation of the evidence review completed by the National Professional Development Center (NPDC) on autism spectrum disorders.  
<http://go.unc.edu/FPG-NCAEP-Report-2020>

### **PROFESSIONAL ORGANIZATION MEMBERSHIP**

- Association for Behavior Analysis International (ABAI) 2017-present
  - Oklahoma-Association for Behavior Analysis (OKABA) 2018-2020
- Council for Exceptional Children (CEC) 2017-present
  - Teacher Education Division (TED) 2020-present
  - Division on Autism and Developmental Disabilities (DADD) 2017-present

- Division on Career Development and Transition (DCDT) 2017-present
  - Oklahoma-Division on Career Development and Transition 2016-2020  
(OK-DCDT) State Subdivision

### **PROFESSIONAL ORGANIZATION APPOINTED/ELECTED POSITIONS**

- Webmaster 2020-present  
Division on Career Development and Transition (DCDT)
- Student Representative 2019-2020  
University of Oklahoma  
Oklahoma-Association for Behavior Analysis (OKABA)

### **PROFESSIONAL ORGANIZATION SERVICE**

- Reviewer 2020  
Call for Proposals (Strand: Career Development and Transition)  
2021 Special Education Convention & Expo. Baltimore, Maryland.  
Council for Exceptional Children (CEC)
- Reviewer 2020  
Call for Proposals (Strand: Self-Determination)  
26<sup>th</sup> International Conference. Little Rock, Arkansas.  
Division on Career Development and Transition (DCDT)
- Writing Development and Outreach Subcommittee 2019-present  
Publications Committee Leadership Team  
Publications Committee  
Division on Career Development and Transition (DCDT)
- Reviewer 2019  
Call for Proposals (Strand: Personnel Preparation/Professional Development)  
25<sup>th</sup> International Conference. Seattle, Washington.  
Division on Career Development and Transition (DCDT)
- Reviewer 2019  
Call for Proposals (Strand: Career Development and Transition)  
2020 Special Education Convention & Expo. Portland, Oregon.  
Council for Exceptional Children (CEC)
- Tech Support (i.e., Smart Device Application and Website) 2018  
Assistant to the Webmaster  
Publications Committee  
24<sup>th</sup> International Conference. Cedar Rapids, Iowa.  
Division on Career Development and Transition (DCDT)

- Reviewer 2018  
 Awards (2 Awards: Donn Brolin Award for State/Province Leadership and Services and Patricia L. Sitlington Research in Transition)  
 24<sup>th</sup> International Conference. Cedar Rapids, Iowa.  
 Division on Career Development and Transition (DCDT)
- Reviewer 2018  
 Call for Proposals (2 Strands: Culturally Responsive Practices and Instructional Practices/Use of Technology)  
 24<sup>th</sup> International Conference. Cedar Rapids, Iowa.  
 Division on Career Development and Transition (DCDT)
- Reviewer 2018  
 Call for Proposals (Strand: Career Development and Transition)  
 2019 Special Education Convention & Expo. Indianapolis, Indiana.  
 Council for Exceptional Individuals (CEC)
- Event Coordinator 2018  
 2<sup>nd</sup> Annual Oklahoma Special Education Legislative Summit  
 Oklahoma-Division on Career Development and Transition (OK-DCDT) State Chapter
- Document 2018  
 Student and Early Career Conference Proposal Guidance  
 Student and Early Career Committee  
 Division on Career Development and Transition (DCDT)
- Co-Lead of Student and Early Career Networking 2017-2020  
 Student and Early Career Committee  
 Division on Career Development and Transition (DCDT)
- Reviewer 2017  
 Call for Proposals (Strand: Self-Determination)  
 23<sup>rd</sup> International Conference. Milwaukee, Wisconsin.  
 Division on Career Development and Transition (DCDT)
- Data Analysis and Evaluation Report Write-Up 2016  
 Students Engaging Transition Scholars (SETS) Mentorship Program  
 Student and Early Career Committee  
 Division on Career Development and Transition (DCDT)
- Assistant to the Webmaster 2016-2020  
 Publications Committee  
 Division on Career Development and Transition (DCDT)

### **AWARDS, HONORS, AND RECOGNITIONS**

**Graduate Certificate in Applied Behavior Analysis** 2019  
 Awarded by the University of Oklahoma's Jeannine Rainbolt College of Education's Department of Educational Psychology, the Graduate Certificate in Applied Behavior Analysis corroborates evidence supporting individuals have successfully completed all courses required by the Behavior Analyst Certification Board (BACB) to sit for the Board Certified Behavior Analyst (BCBA) exam.

**Graduate Certificate in Secondary Transition Education Specialist** 2018  
 Awarded by the University of Oklahoma's Jeannine Rainbolt College of Education's Department of Educational Psychology, the Graduate Certificate in Secondary Transition Education Specialist corroborates evidence supporting individuals can implement transition education concepts and strategies into secondary special education programs and/or adult agency programs.

**What Works Clearinghouse (WWC) Group Design Standards Training Certificate** 2018  
 The What Works Clearinghouse (WWC) is a central and trusted source of scientific evidence for what works in education.

**Andrew Halpern Early Career Practitioner Award** 2015  
 Division on Career Development and Transition (DCDT)  
 Council for Exceptional Children (CEC)  
 This award honors a secondary teacher who is in his first five years of teaching and had demonstrated outstanding, innovative, and committed services to the career education and transition of secondary student with disabilities.

**Partners in Policymaking Graduate** 2015  
 Oklahoma Developmental Disabilities Council (ODDC)  
 Partners in Policymaking is a disability advocacy training for parents, self-advocates, and allied professionals that promotes the independent, productivity, and inclusion of Oklahomans with disabilities.

### **SCHOLARSHIPS**

**Dr. Joseph Purdy Special Education Scholarship** 2019  
 Jeannine Rainbolt College of Education  
 University of Oklahoma

**Suit Up Scholarship** 2019  
 University of Oklahoma

**Paul F. Kleine Graduate Scholarship** 2018  
 Jeannine Rainbolt College of Education  
 University of Oklahoma

**Sooner Heritage Scholarship** 2018  
 University of Oklahoma

- Will Rogers Endowed Scholarship** 2018  
Jeannine Rainbolt College of Education  
University of Oklahoma
- R. Steven Hsu Special Education Endowed Scholarship** 2017  
Jeannine Rainbolt College of Education  
University of Oklahoma
- Sooner Heritage Scholarship** 2017  
University of Oklahoma
- R. Steven Hsu Special Education Endowed Scholarship** 2016  
Jeannine Rainbolt College of Education  
University of Oklahoma
- Sooner Heritage Scholarship** 2016  
University of Oklahoma
- Will Rogers Scholarship** 2016  
Jeannine Rainbolt College of Education  
University of Oklahoma
- Sooner Scholar Doctoral Fellowship** 2016-present  
Department of Educational Psychology  
Jeannine Rainbolt College of Education  
University of Oklahoma  
The doctoral degree was fully funded through the U.S. Department of Education's Office of Special Education and Rehabilitative Services' (OSERS) Office of Special Education Programs (OSEP). (Personnel Preparation in Special Education [CFDA 84.325D]: *ABA-Transition scholars: Preparing doctoral students to become higher education professors with a focus in applied behavior analysis and secondary transition education*)
- Transition Scholar Fellowship** 2015-2018  
Department of Educational Psychology  
Jeannine Rainbolt College of Education  
University of Oklahoma  
The master's degree was fully funded through the U.S. Department of Education's Office of Special Education and Rehabilitative Services' (OSERS) Office of Special Education Programs (OSEP). (Personnel Preparation in Special Education [CFDA 84.325K]: *Secondary transition education scholars: Preparing master's level graduates to serve secondary students with disabilities*)