James E. Pustejovsky

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**EDUCATION**

2013 Ph.D., Northwestern University, Department of Statistics.

2003 B.A., Boston College. Major in Economics, minor in German.

**PROFESSIONAL EXPERIENCE**

2020-present University of Wisconsin – Madison, Madison, WI   
Associate Professor, Department of Educational Psychology  
Quantitative Methods Program

2013-2020 University of Texas at Austin, Austin, TX   
Assistant Professor, Department of Educational Psychology   
Quantitative Methods Program

2006-2008 Northwestern University, Evanston, IL   
Research Analyst, Distributed Leadership Studies

2003-2006 Analysis Group, Boston, MA  
Analyst/Senior Analyst

**HONORS AND AWARDS**

2023 [Frederick Mosteller Award for Distinctive Contributions to Systematic Reviewing](https://www.campbellcollaboration.org/news-and-events/awards/frederick-mosteller-award.html)   
The Campbell Collaboration

2021 [Early Career Award](http://www.srsm.org/awards.html)  
Society for Research Synthesis Methodology

2016-present *Member*, [Society for Research Synthesis Methodology](http://www.srsm.org/)

2014 Outstanding Quantitative Dissertation  
Division D (Measurement and Research Methodology) of the American Educational Research Association

2009-2012 *Fellow*, Multidisciplinary Program in Educational Sciences Fellowship,   
Northwestern University

**FUNDING**

*Consequences of Selective Reporting Bias in Education Research* (R305D220026)  
Institute of Education Sciences, Statistical and Research Methodology in Education Program  
Status: Funded  
Role: Co-PI (PI: Martyna Citkowicz, American Institutes for Research; Co-PIs: Joshua Polanin and Ryan Williams, American Institutes for Research)  
Total funding: $896,931 (UW-Madison sub-award: $175,704)  
Duration: Sep. 1, 2022—Aug. 31, 2025

*School Mental Health Collaborative-Postdoctoral Research and Training Program* (R305B220003)  
Institute of Education Sciences, Postdoctoral Research Training Program in the Education Sciences  
Status: Funded  
Role: Co-PI (PI: Stephen Kilgus, UW-Madison; Co-PIs: Katie Eklund, Andy Garbacz, and Erica O. Turner, UW-Madison)  
Total funding: $711,773  
Duration: Aug. 1, 2022—Jul. 31, 2027

*Treatment Intensity Factors Related to Efficient and Effective Communication Intervention for Individuals with ASD and Complex Communication Needs* (R324A210238)Institute of Education Sciences, Reading, Writing, and Language Program  
Status: In progress  
Role: Co-PI (PI: Jay B. Ganz, Texas A&M University; Co-PIs: Joe Reichle, University of Minnesota)  
Total funding: $1,087,174 (UW-Madison sub-award: $168,853)  
Duration: Sep. 1, 2021—Aug. 31, 2024

*Improving the Accessibility of Effect Size and Synthesis Methods for Single-Case Research* (R324U190002)  
Institute of Education Sciences, Unsolicited Grant Opportunity   
Status: In progress  
Role: Co-PI (PI: Wendy Machalicek, University of Oregon; Co-PI: John Ferron, University of South Florida)  
Total funding: $600,000 (UT Austin sub-award: $328,516)  
Duration: Jan. 1, 2020—Dec. 31, 2023

*Bayesian Analysis of Academic Outcomes from Single-Case Experimental Designs* (R305D190023)  
Institute of Education Sciences, Statistical and Research Methodology in Education Program  
Status: In progress  
Role: Co-PI (PI: Ethan Van Norman, Lehigh University; Co-PI: David Klingbeil, UT Austin)  
Total funding: $899,769 (UT Austin sub-award: $432,259)  
Duration: Jul. 1, 2019—June. 30, 2023

*Meta-Analyses of Variables Related to Instruction in Augmentative and Alternative Communication Implementation* (R324A180110)  
Institute of Education Sciences, Technology for Special Education Program   
Status: Completed  
Role: Co-PI (PI: Jennifer B. Ganz, Texas A&M University; Co-PIs: Kimberly Vannest, Texas A&M University, Joe Reichle, University of Minnesota)  
Total funding: $600,000 (UT Austin sub-award: $83,646)  
Duration: Sep. 1, 2018—Aug. 31, 2021

*Evaluating the Transition to College Mathematics Course in Texas High Schools*  
Greater Texas Foundation, Greater Texas Foundation Faculty Fellows program   
Status: Completed  
Role: PI  
Total funding: $87,337  
Duration: Aug. 1, 2017—Jul. 31, 2020

*Response Ratio Effect Sizes for Single-Case Designs with Behavioral Outcome Measures* (R305D160002)  
Institute of Education Sciences, Statistical and Research Methodology in Education Program  
Status: Completed  
Role: PI  
Total funding: $199,690  
Duration: Aug. 1, 2016—Jul. 31, 2018

**ARTICLES** *(italics indicate student author)*

Sandbank, M., **Pustejovsky, J. E.**, Bottema-Beutel, K., Caldwell, N., Feldman, J. I., Crowley LaPoint, S., & Woynaroski, T. (2024). More is not necessarily better: Determining associations between intervention amount and outcomes for young autistic children. *JAMA Pediatrics*, forthcoming.

**Pustejovsky, J. E., &** *Chen, M.* (2024). Equivalences between ad hoc strategies and meta-analytic models for dependent effect sizes. *Journal of Educational and Behavioral Statistics*, advance online publication. <https://doi.org/10.3102/10769986241232524>   
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Protzko, J., Krosnick, J., Nelson, L. D., Nosek, B. A., Axt, J., Berent, M., DeBell, M., Ebersole, C., Lundmark, S., MacInnis, B., O’Donnell, M., Perfecto, H., **Pustejovsky, J. E.**, Roeder, S., Walleczek, J., & Schooler, J. (2023). High replicability of newly-discovered social-behavioral findings is achievable. *Nature Human Behavior*. <https://doi.org/10.1038/s41562-023-01749-9>   
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Poppe, A., Ritter, F. D. E., Bais, L., **Pustejovsky, J. E.**, van Tol, M.-J., Ćurčić-Blake, B., Pijnenborg, G. H. M., & van der Meer, L. (2023). The efficacy of combining cognitive training and non-invasive brain stimulation: A transdiagnostic systematic review and meta-analysis. *Psychological Bulletin*, advance online publication. <https://doi.org/10.1037/bul0000406>   
Pre-print: <https://psyarxiv.com/wqrne/>

Reichle, J., **Pustejovsky, J. E.**, Vannest, K., Foster, M., *Pierson, L.*, *Wattanawongwan, S.*, *Chen, M.*, *Fuller, M. C., Haas, A.*, *Bhat, B. H., Sallese, M. R., Smith, S. D.***,** *Yllades, V., Rodriguez, D., Yoro, A., & Ganz, J. B.* (2023).Systematic review of variables related to instruction in augmentative and alternative communication implementation: Group and single-case design. *American Journal of Speech-Language Pathology, 32*(4), 1734-1757. <https://doi.org/10.1044/2023_AJSLP-22-00314>   
Pre-print: <https://edarxiv.org/nzq4h/>

*Lee, Y. R.*, & **Pustejovsky, J. E.** (2023). Comparing random effects models, ordinary least squares, or fixed effects with cluster robust standard errors for cross-classified data. *Psychological Methods*, advance online publication. <https://doi.org/10.1037/met0000538>   
Pre-print: <https://psyarxiv.com/f9mr2>

Ganz, J., **Pustejovsky, J. E.**, Reichle, J., Vannest, K., Foster, M., *Pierson, L.*, *Wattanawongwan, S.*, *Bernal, A.*, *Chen, M.*, *Haas, A.*, *Sallese, M. R., Skov, R.*, & *Smith, S. D.* (2023).Participant characteristics predicting communication outcomes in AAC implementation for individuals with ASD and IDD: Meta-analysis. *Augmentative and Alternative Communication 39*(1), 7-22. <https://doi.org/10.1080/07434618.2022.2116355>   
Pre-print: <https://edarxiv.org/6sgba/>

*Chen, M.*, **Pustejovsky, J. E.**, Klingbeil, D. A., & Van Norman, E. R. (2023). Between-case standardized mean differences: Flexible methods for single-case designs. *Journal of School Psychology, 98*, 16-38. <https://doi.org/10.1016/j.jsp.2023.02.002>   
Pre-print: <https://psyarxiv.com/3pk5q>

Ganz, J., **Pustejovsky, J. E.**, Reichle, J., Vannest, K., *Pierson, L.*, *Wattanawongwan, S.*, Foster, M., *Fuller, M.*, *Haas, A.*, *Sallese, M.*, *Smith, S. D.*, & *Yllades, V.* (2023). A case for increased rigor in AAC research: A methodological quality review. *Education and Training in Autism and Developmental Disabilities, 58*(1), 3-21.  
Pre-print: <https://edarxiv.org/9qnfp>

Ledford, J. R., & **Pustejovsky, J. E.** (2023). Systematic review and meta-analysis of stay-play-talk interventions for improving social behaviors of young children. *Journal of Positive Behavior Interventions, 25*(1), 65-77. <https://doi.org/10.1177/1098300720983521>   
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*Vembye, M. H.,* **Pustejovsky, J. E.**, & Pigott, T. D. (2023). Power approximations for meta-analysis of dependent effect sizes. *Journal of Educational and Behavioral Statistics, 48*(1), 70-102. <https://doi.org/10.3102/10769986221127379>   
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Correction: *Vembye, M. H.,* **Pustejovsky, J. E.**, & Pigott, T. D. (2023). Power approximations for meta-analysis of dependent effect sizes. *Journal of Educational and Behavioral Statistics*, online publication. <https://doi.org/10.3102/10769986231207878>

**Pustejovsky, J. E.**, *Swan, D. M.*, & *English, K. E.* (2023). An examination of measurement procedures and characteristics of baseline outcome data in single-case research. *Behavior Modification*, 47(6), 1423-1454. <https://doi.org/10.1177/0145445519864264>   
Pre-print: <https://doi.org/10.31234/osf.io/dv9jg>

*Pierson, L. M.*, Ganz, J. B., **Pustejovsky, J. E.**, Reichle, J., Vannest, K. J., *Wattanawongwan, S.*, Foster, M., *Fuller, M. C.*, *Haas, A. N.*, *Sallese, M. R.*, *Smith, S. D.*, *Yllades, V.*, *Kenny, E.*, *Morgan, P.*, & Paterson, S. (2022). Social validity, cost, acceptability, and feasibility of Augmentative and Alternative Communication devices used for individuals with autism spectrum disorder and intellectual disability: A systematic review. *Perspectives of the ASHA Special Interest Groups, 7*(6), 1917-1940. <https://doi.org/10.1044/2022_PERSP-22-00034>

*Winters, K. L., Jasso, J.,* **Pustejovsky, J. E.**, & Byrd, C. (2022). Investigating narrative performance in children with developmental language disorder: A systematic review and meta-analysis. *Journal of Speech, Language, and Hearing Research*, *65*(10), 3908-3929. <https://doi.org/10.1044/2022_JSLHR-22-00017>   
Pre-print: <https://psyarxiv.com/bcky8/>

Ledford, J. R., Lambert, J., **Pustejovsky, J. E.**, Zimmerman, K. N., Hollins, N., & Barton, E. E. (2023). Single case design research in Special Education: Next generation standards and considerations. *Exceptional Children, 89*(4), 379-396. <https://doi.org/10.1177/00144029221137656>   
Pre-print: <https://osf.io/e98nw/>

*Chen, M.*, & **Pustejovsky, J. E.** (2022). Multi-level meta-analysis of single-case experimental designs using robust variance estimation. *Psychological Methods*, advance online publication. <https://doi.org/10.1037/met0000510>   
Pre-print: <https://psyarxiv.com/59h32/>

*Joshi, M.*, **Pustejovsky, J. E.**, & Beretvas, S. N. (2022). Cluster wild bootstrapping to handle dependent effect sizes in meta-analysis with a small number of studies. *Research Synthesis Methods, 13*(4), 457-477. <https://doi.org/10.1002/jrsm.1554>   
Pre-print: <https://osf.io/preprints/metaarxiv/x6uhk>

Ganz, J. B., **Pustejovsky, J. E.**, Reichle, J., Vannest, K., Foster, M., *Fuller, M.*, *Pierson, L. M.*, *Wattanawongwan, S.*, *Bernal, A.*, *Chen, Haas, A.* *N.*, *Skov, R.*, *Smith, S. D.,* & *Yllades, V.* (2022). Augmentative and Alternative Communication intervention targets for school-aged participants with ASD and ID: A single-case systematic review and meta-analysis. *Review Journal of Autism and Developmental Disorders*, advance online publication. <https://doi.org/10.1007/s40489-022-00326-6>   
Pre-print: <https://edarxiv.org/yx5au>

Ganz, J. B., **Pustejovsky, J. E.**, Reichle, J., Vannest, K., Foster, M., *Haas, A.*, *Pierson, L. M.*, *Wattanawongwan, S.*, *Bernal, A.*, *Chen, M.*, *Skov, R.*, & *Smith, S. D.* (2022). Considering instructional contexts in AAC interventions for people with ASD and/or IDD experiencing complex communication needs: A single case design meta-analysis. *Review Journal of Autism and Developmental Disorders, 10*, 615-629. <https://doi.org/10.1007/s40489-022-00314-w>   
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*Austin, C. R.*, Vaughn, S., Clemens, N. H., **Pustejovsky, J. E.**, & *Boucher, A. N.* (2022). The relative effects of integrating word reading and word meaning instruction to word reading instruction alone on the accuracy, fluency, and word meaning knowledge of 4th-5th grade students with dyslexia. *Scientific Studies of Reading, 26*(3), 204-222. <https://doi.org/10.1080/10888438.2021.1947294>

**Pustejovsky, J. E.**, & Tipton, E. (2022). Meta-analysis with robust variance estimation: Expanding the range of working models. *Prevention Science 23*, 425-438. <https://doi.org/10.1007/s11121-021-01246-3>   
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Wahman, C. L., **Pustejovsky, J. E.**, Ostrosky, M. M., & Santos, R. M. (2022). Examining the effects of social stories on challenging behavior and prosocial skills in young children: A systematic review and meta-analysis. *Topics in Early Childhood Special Education*, *41*(4), 267-279. <https://doi.org/10.1177/0271121419855692>   
Pre-print: <https://doi.org/10.31234/osf.io/fch6t>

*Rodgers, M. A.* & **Pustejovsky, J. E.** (2021). Evaluating meta-analytic methods to detect selective reporting in the presence of dependent effect sizes. *Psychological Methods*, *26*(2), 141-160. <https://doi.org/10.1037/met0000300>   
Pre-print: <https://doi.org/10.31222/osf.io/vqp8u>

McLouth, L. E., Ford, C. G., **Pustejovsky, J. E.**, Park, C. L., Sherman, A. C., Trevino, K., & Salsman, J. M. (2021). A systematic review and meta-analysis of effects of psychosocial interventions on spiritual well-being in adults with cancer. *Psycho-Oncology*, *30*(2), 147-158. <https://doi.org/10.1002/pon.5562>

*Swan, D. M.*, **Pustejovsky, J. E.**, & Beretvas, S. N. (2020). The impact of response-guided designs on count outcomes in single-case experimental design baselines. *Evidence-Based Communication Assessment and Intervention, 14*(1-2), 82-107. <https://doi.org/10.1080/17489539.2020.1739048>

Salsman, J.M., **Pustejovsky, J.E.**, Schueller, S.M., Hernandez, R., Berendsen, M., Steffen, L.E. & Moskowitz, J.T. (2019). Psychosocial interventions for cancer survivors: A meta-analysis of effects on positive affect. *Journal of Cancer Survivorship*, *13*, 943-955. <https://doi.org/10.1007/s11764-019-00811-8>

Merluzzi, T.V., **Pustejovsky, J.E.**, Philip, E.J., Sohl, S. J., Berendsen, M., & Salsman, J.M. (2019). Interventions to enhance self-efficacy in cancer patients: A meta-analysis of randomized controlled trials. *Psycho-Oncology, 28*(9), 1781-1790. <https://doi.org/10.1002/pon.5148>

Park, C.L., **Pustejovsky, J. E.**, Trevino, K., Sherman, A., Esposito, C., Berendsen, M., & Salsman, J.M. (2019). Effects of psychosocial interventions on meaning and purpose in adults with cancer: A systematic review and meta-analysis. *Cancer, 125*(14), 2383-2393. <https://doi.org/10.1002/cncr.32078>

Tipton, E., **Pustejovsky, J. E.**, & *Ahmadi, H.* (2019). A history of meta-regression: Technical, conceptual, and practical developments between 1974 and 2018. *Research Synthesis Methods*, *10*(2), 161-179. <https://doi.org/10.1002/jrsm.1338>   
Pre-print: <https://doi.org/10.31234/osf.io/dvb6r>

Tipton, E., **Pustejovsky, J. E.**, & *Ahmadi, H.* (2019). Current practices in meta-regression in psychology, education, and medicine. *Research Synthesis Methods, 10*(2), 180-194. <https://doi.org/10.1002/jrsm.1339>   
Pre-print: <https://doi.org/10.31234/osf.io/d38aq>

**Pustejovsky, J. E.**, & *Rodgers, M. A.* (2019). Testing for funnel plot asymmetry of standardized mean differences. *Research Synthesis Methods*, *10*(1), 57-71. <https://doi.org/10.1002/jrsm.1332>   
Pre-print: <https://doi.org/10.31234/osf.io/ea6kz>

**Pustejovsky, J. E.** (2019). Procedural sensitivities of effect sizes for single-case designs with directly observed behavioral outcomes. *Psychological Methods*, *24*(2), 217-235. <https://doi.org/10.1037/met0000179>   
Pre-print: <https://doi.org/10.31234/osf.io/vxa86>

*Swan, D. M.*, & **Pustejovsky, J. E.** (2018). A gradual effects model for single-case designs. *Multivariate Behavioral Research*, *53*(4), 574-593. <https://doi.org/10.1080/00273171.2018.1466681>   
Pre-print: <https://doi.org/10.31234/osf.io/vh964>

**Pustejovsky, J. E.** (2018). Using response ratios for meta-analyzing single-case designs with behavioral outcomes. *Journal of School Psychology, 68*, 99-112. <https://doi.org/10.1016/j.jsp.2018.02.003>   
Pre-print: <https://doi.org/10.31234/osf.io/nj28d>

**Pustejovsky, J. E.** & Tipton, E. (2018). Small sample methods for cluster-robust variance estimation and hypothesis testing in fixed effects models. *Journal of Business and Economic Statistics*, *36*(4), 672-683. <https://doi.org/10.1080/07350015.2016.1247004>

Correction: **Pustejovsky, J. E.** & Tipton, E. (2023). Corrigendum: Small sample methods for cluster-robust variance estimation and hypothesis testing in fixed effects models. *Journal of Business and Economic Statistics*, advance online publication. <https://doi.org/10.1080/07350015.2023.2174123>

Odom, S. L., Barton, E. E., Reichow, B., Swaminathan, H., & **Pustejovsky, J. E.** (2018). Between-case standardized effect size analysis of single case designs: Examination of the two methods. *Research in Developmental Disabilities*, *79*, 88-96. <https://doi.org/10.1016/j.ridd.2018.05.009>

*Zimmerman, K. N.*, Ledford, J. R., Severini, K. E., **Pustejovsky, J. E.**, Barton, E. E., & Lloyd, B. P. (2018). Single-case synthesis tools I: Comparing tools to evaluate SCD quality and rigor. *Research in Developmental Disabilities, 79*, 19-32. <https://doi.org/10.1016/j.ridd.2018.02.003>

*Zimmerman, K. N.*, **Pustejovsky, J. E.**, Ledford, J. R., Barton, E. E., Severini, K. E., & Lloyd, B. P. (2018). Single-case synthesis tools II: Comparing quantitative outcome measures. *Research in Developmental Disabilities*, *79*, 65-76. <https://doi.org/10.1016/j.ridd.2018.02.001>

Maggin, D. M., Lane, K. L., & **Pustejovsky, J. E.** (2017). Introduction to the special issue on single-case systematic reviews and meta-analysis. *Remedial and Special Education*, *38*(6), 323-330. <https://doi.org/10.1177/0741932517717043>

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**Pustejovsky, J. E.** & *Swan, D. M.* (2015). Four methods of analyzing partial interval recording data, with application to single-case research. *Multivariate Behavioral Research, 50* (3), 365-380. <https://doi.org/10.1080/00273171.2015.1014879>

Tipton, E. & **Pustejovsky, J. E.** (2015). Small-sample adjustments for tests of moderators and model fit using robust variance estimation in meta-regression. *Journal of Educational and Behavioral Statistics, 40*(6), 604-634.  [https://doi.org/10.3102/1076998615606099](http://doi.org/10.3102/1076998615606099)

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**Pustejovsky, J. E.** (2015). Measurement-comparable effect sizes for single-case studies of free-operant behavior. *Psychological Methods, 20* (3), 342-359. <https://doi.org/10.1037/met0000019>

**Pustejovsky, J. E.** & *Runyon, C. R.* (2014). Alternating renewal process models for behavioral observation: Simulation methods, software, and validity illustrations. *Behavioral Disorders*, *39* (4), 211-227.

**Pustejovsky, J. E.** (2014). Converting from *d* to *r* to *z* when the design uses extreme groups, dichotomization, or experimental control. *Psychological Methods, 19* (1), 92-112. <https://doi.org/10.1037/a0033788>

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Dorner, L. M., Spillane, J. P., **Pustejovsky, J. E.** (2011). Organizing for instruction: A comparative study of public, charter, & Catholic schools. *Journal of Educational Change, 12*, 71-98. <https://doi.org/10.1007/s10833-010-9147-5>

**Pustejovsky, J. E.**, Spillane, J. P., Heaton, R. & Lewis, W. J. (2009). Understanding teacher leadership in middle school mathematics: A collaborative research effort. *Journal of Mathematics and Science: Collaborative Explorations, 11*, 19-40. <http://www.math.vcu.edu/g1/journal/IssuesOnline.html#11>

**Pustejovsky, J. E.** & Spillane, J. P. (2009). Question-order effects in social network name generators. *Social Networks,* *31*(4), 221-229. <https://doi.org/10.1016/j.socnet.2009.06.001>

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**BOOK CHAPTERS**

**Pustejovsky, J. E.**, & Ferron, J. M. (2017). Research synthesis and meta-analysis of single-case designs. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.), *Handbook of Special Education*, *2nd Edition*. New York, NY: Routledge.

Shadish, W. R., Hedges, L. V., **Pustejovsky, J. E.**, Rindskopf, D. M., Boyajian, J. G., & Sullivan K. J. (2014). Analyzing single-case designs: *d*, *G*, hierarchical models, Bayesian estimators, generalized additive models, and the hopes and fears of researchers about analyses. In T. R. Kratochwill & J. R. Levin (Eds.), *Single-Case Intervention Research: Methodological and Data-Analysis Advances*. Washington, D.C.: American Psychological Association.

Spillane, J. P., Camburn, E. M., **Pustejovsky, J. E.**, Stitziel Pareja, A., & Lewis, G. (2009). Taking a distributed perspective in studying school leadership and management: The challenge of study operations. Chp. 3 in A. Harris (ed.), *Distributed Leadership: Different Perspectives*. Dortrecht, DE: Springer, 47-80.

**DISCUSSION PAPERS, LETTERS, AND OTHER PUBLISHED WORK**

**Pustejovsky, J. E.** & *Joshi, M.* (2021). Evaluating the Transition to College Mathematics Course in Texas high schools: Examining heterogeneity across schools and student characteristics. Greater Texas Foundation White Paper. Greater Texas Foundation, Bryan, TX.

Ganz, J., **Pustejovsky, J. E.**, Reichle, J., Vannest, K., *Pierson, L.*, *Wattanawongwan, S.*, *Chen, M.*, Foster, M., *Fuller, M.*, *Haas, A.*, *Hamilton, B.*, *Sallese, M.*, *Smith, S. D.*, & *Yllades, V.* (2020). Methodology: Systematic review and meta-analysis of the AAC literature for people with autism spectrum disorder or intellectual disabilities who have complex communication needs through 2020. Available electronically from <https://hdl.handle.net/1969.1/189532> .

**Pustejovsky, J. E.** & *Joshi, M.* (2020). Evaluating the Transition to College Mathematics Course in Texas high schools: Findings from the second year of implementation. Greater Texas Foundation White Paper. Greater Texas Foundation, Bryan, TX. <https://www.greatertexasfoundation.org/wp-content/uploads/2021/08/Pustejovsky-White-Paper-2020-REVISED.pdf>

**Pustejovsky, J. E.** & *Joshi, M.* (2019). Evaluating the Transition to College Mathematics Course in Texas high schools: Findings from the first year of implementation. Greater Texas Foundation White Paper. Greater Texas Foundation, Bryan, TX. <https://www.greatertexasfoundation.org/wp-content/uploads/2021/08/Pustejovsky-Final-2019.pdf>

Valentine, J. C., Tanner-Smith, E. E., **Pustejovsky, J. E.**, & Lau, T. S. (2016). Between-case standardized mean difference effect sizes for single-case designs: A primer and tutorial using the scdhlm web application. Oslo, Norway: The Campbell Collaboration. <https://campbellcollaboration.org/library/effect-sizes-single-case-designs-campbell-discussion-paper-1.html>

Salsman, J. M., **Pustejovsky, J. E.**, Park, C. L., Sherman, A. S., Merluzzi, T. V., Danhauer, S. C., Jim, H. S., & Fitchett, G. (2016). Reply to the association between religion/spirituality and mental health in cancer. *Cancer, 122*, 2441-2442. <https://doi.org/10.1002/cncr.30019>

**UNDER SUBMISSION/REVISION**

Lee, Y. R., Beretvas, S. N., & **Pustejovsky, J. E.** (2024). A comparison of methods for centering covariates in cross-classified random effects models.

Vembye, M. H., **Pustejovsky, J. E.**, & Pigott, T. D. (2024). Conducting power analysis for meta-analysis of dependent effect sizes: Common guidelines and an introduction to the POMADE R package. <https://doi.org/10.31222/osf.io/3x2en>

Hutchinson, B. T., **Pustejovsky, J. E.**, Bandara, K., McGovern, H., Cox, J., Pitts, M., & Slagter, H. A. (2023). The neural correlates of consciousness: A systematic review and meta-analysis registered report (Stage One) on the visual awareness negativity and P3b.

*Grekov, P.*, & **Pustejovsky, J. E.** (2023). Flexible distributional models for reading fluency outcomes from single-case designs: An examination using Bayesian methods.

**SOFTWARE**

**CONFERENCE PRESENTATIONS** *(italics indicate student author)*

**Pustejovsky, J. E.**, & *Chen, M.* (2022). Synthesis of non-overlap of all pairs using logistic transformation or binomial generalized linear mixed model. Poster presented at the American Educational Research Association annual convention, April 21, 2022 (online).

Mathur, M., & **Pustejovsky, J. E.** (2021). Statistical frontiers for selective reporting and publication bias. Workshop presented at the Society for Improvement of Psychological Science 2021 meeting, June 23, 2021 (online).

*Lee, Y. R.,* & **Pustejovsky, J. E.** (2021). Comparison of competing approaches to analyzing cross-classified data. Presentation at the American Educational Research Association annual convention, April 12, 2021 (online).

**Pustejovsky, J. E.** (2021). On the multivariate distribution of effect size estimates from single-case experimental designs. Poster presented at the American Educational Research Association annual convention, April 12, 2021 (online).

*Chen, M.,* & **Pustejovsky, J. E.** (2021). Meta-analysis of single-case experimental designs using robust variance estimation. Poster presented at the American Educational Research Association annual convention, April 12, 2021 (online).

Swan, D. M., **Pustejovsky, J. E.**, & Beretvas, S. N. (2021). The impact of response-guided designs on within-case effect size estimates from count-outcome treatment reversal designs. Poster presented at the American Educational Research Association annual convention, April 12, 2021 (online).

*Rodgers, M. A.* & **Pustejovsky, J. E.** (2019). Evaluating meta-analytic methods to detect selective outcome reporting in the presence of dependent effect sizes. Presentation at the Society for Research Synthesis Methodology annual meeting, July 22, 2019 in Chicago, IL.

**Pustejovsky, J. E.**, & *English, K. E.* (2019). Effects of single-sex schools on academic performance: An evaluation of all-girls public schools in Texas. Presentation at the American Educational Research Association annual convention, April 7, 2019 in Toronto, Ontario.

*Furman, G.* & **Pustejovsky, J. E.** (2019). Assessing sampling methods for generalization from RCTs: Modeling recruitment and participation. Presentation at the Society for Research on Educational Effectiveness Conference, March 7, 2019 in Washington, D.C.

*Rodgers, M.A.* & **Pustejovsky, J.E**. (2018). Testing for funnel plot asymmetry of standardized mean differences. Presentation at the American Educational Research Association annual convention, April 15, 2018 in New York, NY.

Tipton, E., **Pustejovsky, J.E.**, & *Ahmadi, H.* (2018). Meta-analysis in Education: Past, Present, & Future. Presentation at the American Educational Research Association annual convention, April 15, 2018 in New York, NY.

Hedges, L. V., Shadish, W. R., & **Pustejovsky, J. E.** (2011). A d-estimator for single case designs. Presentation at the Society for Research Synthesis Methods conference, July 13, 2011 in Ottawa, Canada.

**Pustejovsky, J. E.** (2011). Power analysis for anticipated non-response in randomized block experimental designs. Poster presented at the Society for Research on Educational Effectiveness Conference, March 3-5, 2011 in Washington, D.C.

**Pustejovsky, J. E.** (2010). Power analysis for anticipated non-response in simple experimental designs. Poster presented at the Institute for Education Sciences Conference, June 28-30, 2010 in Washington, D.C.

**INVITED PRESENTATIONS**

**ADVISING**

*Doctoral dissertation supervision:*

* Man Chen (current, UW Madison, Quantitative Methods)
* Bethany Hamilton (current, UT Austin, Quantitative Methods, co-supervised with Tasha Beretvas)
* Melissa Rodgers (current, UT Austin, Quantitative Methods, co-supervised with Tasha Beretvas)
* Young Ri Lee (2023, UT Austin, Quantitative Methods, co-supervised with Tasha Beretvas)
* Gleb Furman (2023, UT Austin, Quantitative Methods)
* Nichole Baker (2023, UT Austin, School Psychology, co-supervised with Sarah-Kate Bearman)
* Megha Joshi (2021, UT Austin, Quantitative Methods, co-supervised with Tasha Beretvas)
* Christopher R. Runyon (2020, UT Austin, Quantitative Methods)
* Daniel M. Swan (2019, UT Austin, Quantitative Methods)

*Doctoral dissertation committee:*

* Jessica Kim (current, UW Madison, School Psychology)
* Xining Liao (current, UW Madison, School of Journalism and Mass Communication)
* Shanna Bodenhamer (2024, Texas A&M University, Special Education)
* Diego Gonzalez Campos (2024, University of Oslo, Educational Measurement)
* Alexander Latham (2024, UW Madison, School Psychology)
* Valerie Odeh-Couvertier (2024, UW Madison, Industrial and Systems Engineering)
* Kelly Gregus (2023, UW Madison, School Psychology)
* Soobin Im (2023, UW Madison, School Psychology)
* Pragya Shrestha (2023, University of Delaware, Quantitative Methods)
* Shiyu Yang (2023, UW Madison, Life Sciences Communication)
* Nana Kim (2022, UW Madison, Quantitative Methods)
* Rebecca Woo (2022, UT Austin, School Psychology)
* Lisa Moore (2021, UW Madison, School Psychology)
* Christy R. Austin (2019, UT Austin, Special Education)
* Kejin Lee (2019, UT Austin, Quantitative Methods)
* Michael J. Balsan (2019, UT Austin, Counseling Psychology)
* Abigail Mitchell (2019, UT Austin, School Psychology)
* Miranda Nadeau (2018, UT Austin, Counseling Psychology)
* Man Yang (2018, UT Austin, Special Education)
* Erica Wendel (2018, UT Austin, Human Development, Culture, and Learning Sciences)
* Sophia Yang Hooper (2018, UT Austin, Human Development, Culture, and Learning Sciences)
* Sunyoung Park (2018, UT Austin, Quantitative Methods)
* David Osman (2017, UT Austin, Human Development, Culture, and Learning Sciences)
* Meaghann Wheelis (2017, UT Austin, Quantitative Methods)
* Kelly Banneyer (2016, UT Austin, School Psychology)

*Doctoral qualifying process supervision:*

* Young Ri Lee (2020, UT Austin, Quantitative Methods)
* Megha Joshi (2019, UT Austin, Quantitative Methods)
* Melissa Rodgers (2018, UT Austin, Quantitative Methods)
* Gleb Furman (2017, UT Austin, Quantitative Methods)
* Daniel M. Swan (2016, UT Austin, Quantitative Methods)

*Masters thesis supervision:*

* Michael J. Balsan (2017, Program Evaluation)
* Weiwei Xu (2014, Statistics)

**SERVICE**

*Leadership:*

* AERA Special Interest Group on Systematic Reviews and Meta-Analysis
  + Chair (2021-present)
  + Program co-chair (2018-2021)

*Teaching:*

* Instructor, *Designing Simulations for Power Analysis (and Other Things): A Hands-on Workshop Series Using R*. Online workshop series sponsored by the Society for Research on Educational Effectiveness. May 20, May 27, June 3, & June 10, 2021 (online).
* Instructor, Institute of Education Sciences Summer Research Training Institute on Single-Case Intervention Design and Analysis. Madison, WI (June 4-8, 2018; June 18-22, 2019; July 12-16, 2022, July 25-29, 2023).
* Instructor, American Psychological Association Advanced Training Institute on Single-Case Intervention Research. Madison, WI, June 27-July 1, 2016.

*Grant review*

* Institute of Education Sciences grant review panel (2017, 2019-2021).
* National Science Foundation grant review panel (2023).
* National Science Foundation ad hoc grant review (2019, 2021).

*Editorial appointments:*

* Psychological Bulletin, associate editor (2020 - present)

*Editorial boards:*

* Research Synthesis Methods (2019 – present)
* Journal of Educational and Behavioral Statistics (2019 – present)
* Topics in Early Childhood Special Education (2016 – present)
* Psychological Bulletin (2015—2019)

*Referee service:*

* Methodological referee, Campbell Collaboration (2011—2016)
* Proposal reviews for:
  + Society for Research on Educational Effectiveness (2012, 2016-2019)
  + American Educational Research Association Systematic Reviews & Meta-Analysis SIG (2016-2018)
* Ad-hoc reviews for:
  + Behavior Research Methods
  + Computational Statistics and Data Analysis
  + Developmental Neurorehabilitation
  + Education and Treatment of Children
  + Evaluation Review
  + Field Methods
  + International Journal of Research & Method in Education
  + Journal for Specialists in Group Work
  + Journal of Educational and Behavioral Statistics
  + Journal of Educational Psychology
  + Journal of Research on Educational Effectiveness
  + Journal of School Psychology
  + Methodology: European Journal of Research Methods for the Behavioral and Social Sciences
  + Multivariate Behavioral Research
  + Psychological Methods
  + Remedial and Special Education
  + Research in Developmental Disabilities
  + Research Synthesis Methods
  + Review of General Psychology
  + Social Networks
  + Structural Equation Modeling

**MEMBERSHIP**

American Statistical Association

American Educational Research Association

Society for Research on Educational Effectiveness