George Sugai

List of Publications by Year
in descending order

117 papers	11,213 citations	34105 52 h-index	30922 102 g-index
123 all docs	123 docs citations	123 times ranked	3052 citing authors

#	Article	IF	Citations
1	Strengthening MTSS for Behavior (MTSS-B) to Promote Racial Equity. School Psychology Review, 2023, 52, 518-533.	3.0	16
2	School-Based Supports and Interventions to Improve Social and Behavioral Outcomes with Racially and Ethnically Minoritized Youth: A Review of Recent Quantitative Research. Journal of Behavioral Education, 2022, 31, 123-156.	1.3	3
3	Sustaining and Scaling Positive Behavioral Interventions and Supports: Implementation Drivers, Outcomes, and Considerations. Exceptional Children, 2020, 86, 120-136.	2.2	70
4	Reinforcement Foundations of a Function-Based Behavioral Approach for Students With Challenging Behavior. Beyond Behavior, 2020, 29, 78-85.	0.5	1
5	Resource Leveraging to Achieve Large-Scale Implementation of Effective Educational Practices. Journal of Positive Behavior Interventions, 2019, 21, 67-76.	1.7	17
6	Promoting teachers€™ implementation of culturally and contextually relevant class€wide behavior plans. Psychology in the Schools, 2018, 55, 278-294.	1.8	14
7	Future Directions for Positive Behavior Support: A Commentary. Journal of Positive Behavior Interventions, 2018, 20, 19-22.	1.7	21
8	Assessing Teachers€™ Behavior Support Skills. Teacher Education and Special Education, 2017, 40, 128-139.	2.6	16
9	Implementing Effective Educational Practices at Scales of Social Importance. Clinical Child and Family Psychology Review, 2017, 20, 25-35.	4.5	76
10	MTSS Coaching: Bridging Knowing to Doing. Theory Into Practice, 2017, 56, 29-37.	1.6	40
11	National Climate Change: Doubling Down on Our Precision and Emphasis on Prevention and Behavioral Sciences. Report on Emotional & Behavioral Disorders in Youth, 2017, 17, 58-63.	0.0	0
12	Capacity Development and Multi-Tiered Systems of Support: Guiding Principles. Australasian Journal of Special Education, 2016, 40, 80-98.	0.6	12
13	Student Perceptions of School Climate as Predictors of Office Discipline Referrals. American Educational Research Journal, 2016, 53, 492-515.	2.7	63
14	Relationship Between School-Wide Positive Behavior Interventions and Supports and Academic, Attendance, and Behavior Outcomes in High Schools. Journal of Positive Behavior Interventions, 2016, 18, 41-51.	1.7	107
15	School-wide Positive Behavior Support and Response to Intervention: System Similarities, Distinctions, and Research to Date at the Universal Level of Support. , 2016, , 703-717.		13
16	Brief Report: Assessing Attitudes toward Culturally and Contextually Relevant Schoolwide Positive Behavior Support Strategies. Behavioral Disorders, 2015, 40, 251-260.	1.2	7
17	An Analysis of the Relationship Between Implementation of School-wide Positive Behavior Interventions and Supports and High School Dropout Rates,. The High School Journal, 2015, 98, 290-315.	0.2	28
18	Academic Achievement and School-Wide Positive Behavior Supports. Journal of Disability Policy Studies, 2015, 25, 199-209.	1.5	32

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19	Increasing New Teachers' Specific Praise Using a Within-School Consultation Intervention. Journal of Positive Behavior Interventions, 2015, 17, 50-60.	1.7	62
20	Strategies for Integrating Mental Health into Schools via a Multitiered System of Support. Child and Adolescent Psychiatric Clinics of North America, 2015, 24, 211-231.	1.9	56
21	School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance. Behavior Analysis in Practice, 2015, 8, 80-85.	2.0	224
22	Ethical and Professional Guidelines for Use of Crisis Procedures. Education and Treatment of Children, 2014, 37, 307-322.	0.9	15
23	Regression models and effect size measures for single case designs. Neuropsychological Rehabilitation, 2014, 24, 554-571.	1.6	30
24	Scaling Up School-Wide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions, 2014, 16, 197-208.	1.7	79
25	Funding Support for School-Wide Positive Behavioral Interventions and Support Implementation and Scale-Up. Journal of Disability Policy Studies, 2014, 25, 164-174.	1.5	6
26	Multitiered Support Framework for Teachers' Classroom-Management Practices. Journal of Positive Behavior Interventions, 2014, 16, 179-190.	1.7	85
27	A cluster randomized trial to evaluate external support for the implementation of positive behavioral interventions and supports by school personnel. Implementation Science, 2014, 9, 12.	6.9	18
28	Advancing Research in School Mental Health: Introduction of a Special Issue on Key Issues in Research. School Mental Health, 2014, 6, 63-67.	2.1	9
29	Creating a Positive School Climate. The Annual Report of Educational Psychology in Japan, 2014, 53, 184-187.	0.2	1
30	The Integration of Positive Behavioral Interventions and Supports and Social and Emotional Learning. Issues in Clinical Child Psychology, 2014, , 101-118.	0.2	30
31	The Effects of Self-Monitoring on Teachers' Use of Specific Praise. Journal of Positive Behavior Interventions, 2013, 15, 5-15.	1.7	67
32	Recent Changes in State Policies and Legislation regarding Restraint or Seclusion. Exceptional Children, 2013, 79, 427-438.	2.2	24
33	PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior. Education and Treatment of Children, 2013, 36, 3-14.	0.9	57
34	Truancy and Zero Tolerance in High School: Does Policy Align with Practice?. Education and Treatment of Children, 2013, 36, 117-138.	0.9	12
35	Illinois Statewide Positive Behavioral Interventions and Supports. Journal of Positive Behavior Interventions, 2012, 14, 5-16.	1.7	80
36	Explicitly Teaching Social Skills Schoolwide. Intervention in School and Clinic, 2012, 47, 259-266.	1.0	12

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37	Universal Screening for Behavioral Risk in Elementary Schools Using SWPBS Expectations. Journal of Emotional and Behavioral Disorders, 2012, 20, 38-54.	1.7	21
38	A Contextual Consideration of Culture and School-Wide Positive Behavior Support. Journal of Positive Behavior Interventions, 2012, 14, 197-208.	1.7	145
39	Consideration of Culture and Context in School-Wide Positive Behavior Support. Journal of Positive Behavior Interventions, 2012, 14, 209-219.	1.7	76
40	Chapter 11 Teacher Preparation and Students with Behavioral Disorders. Advances in Special Education, 2012, , 233-263.	0.1	2
41	Considerations for the Systematic Analysis and Use of Single-Case Research. Education and Treatment of Children, 2012, 35, 269-290.	0.9	132
42	Alternative Setting-Wide Positive Behavior Support. Behavioral Disorders, 2011, 36, 213-224.	1.2	26
43	A generalized least squares regression approach for computing effect sizes in single-case research: Application examples. Journal of School Psychology, 2011, 49, 301-321.	2.9	106
44	Increasing Teachers' Use of Praise with a Response-to-Intervention Approach. Education and Treatment of Children, 2011, 34, 35-59.	0.9	105
45	Principles of sustainable prevention: Designing scale‐up of School‐wide Positive Behavior Support to promote durable systems. Psychology in the Schools, 2010, 47, 5-21.	1.8	111
46	Examining the Evidence Base for School-Wide Positive Behavior Support. Focus on Exceptional Children, 2010, 42, .	0.7	340
47	Schoolwide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions. Journal of Positive Behavior Interventions, 2010, 12, 69-85.	1.7	57
48	School-Wide Positive Behavior Support and Students with Emotional/Behavioral Disorders: Implications for Prevention, Identification and Intervention. Exceptionality, 2010, 18, 82-93.	1.5	77
49	Responsiveness-to-Intervention and School-Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches. Exceptionality, 2009, 17, 223-237.	1.5	326
50	A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools. Journal of Positive Behavior Interventions, 2009, 11, 133-144.	1.7	572
51	Effective Behavior and Instructional Support. Journal of Positive Behavior Interventions, 2009, 11, 35-46.	1.7	40
52	School-Wide Positive Behavior Support in High School. Journal of Positive Behavior Interventions, 2009, 11, 177-185.	1.7	72
53	Using Observational Data to Provide Performance Feedback to Teachers: A High School Case Study. Preventing School Failure, 2009, 53, 95-104.	0.7	26
54	Overview and History of Positive Behavior Support. Issues in Clinical Child Psychology, 2009, , 3-16.	0.2	44

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55	Defining and Describing Schoolwide Positive Behavior Support. Issues in Clinical Child Psychology, 2009, , 307-326.	0.2	120
56	Sustainability of Systems-Level Evidence-Based Practices in Schools: Current Knowledge and Future Directions. Issues in Clinical Child Psychology, 2009, , 327-352.	0.2	55
57	Relationships Between Academics and Problem Behavior in the Transition from Middle School to High School. Journal of Positive Behavior Interventions, 2008, 10, 243-255.	1.7	85
58	What We Know and Need to Know about Preventing Problem Behavior in Schools. Exceptionality, 2008, 16, 67-77.	1.5	86
59	Schoolwide Positive Behavior Supports. Teaching Exceptional Children, 2008, 40, 32-40.	1.0	65
60	Classwide Secondary and Tertiary Tier Practices and Systems. Teaching Exceptional Children, 2008, 40, 44-52.	1.0	26
61	Evidence-based Practices in Classroom Management: Considerations for Research to Practice. Education and Treatment of Children, 2008, 31, 351-380.	0.9	616
62	Response to Intervention: Examining Classroom Behavior Support in Second Grade. Exceptional Children, 2007, 73, 288-310.	2.2	192
63	Importance of Student Social Behavior in the Mission Statements, Personnel Preparation Standards, and Innovation Efforts of State Departments of Education. Journal of Special Education, 2007, 40, 239-245.	1.7	11
64	Using Structural Analysis and Academic-Based Intervention for a Student at Risk of EBD. Behavioral Disorders, 2007, 32, 175-191.	1.2	11
65	Promoting behavioral competence in schools: A commentary on exemplary practices. Psychology in the Schools, 2007, 44, 113-118.	1.8	26
66	Using Office Discipline Referral Data for Decision Making About Student Behavior in Elementary and Middle Schools. Journal of Positive Behavior Interventions, 2006, 8, 10-23.	1.7	94
67	Function-Based Intervention Planning. Journal of Positive Behavior Interventions, 2005, 7, 224-236.	1.7	248
68	First Step to Success: An Early Intervention for Elementary Children at Risk for Antisocial Behavior. Behavioral Disorders, 2004, 29, 396-409.	1.2	35
69	Districtwide System for Providing Individual Student Support. Assessment for Effective Intervention, 2004, 30, 53-65.	0.8	7
70	Overview of a Function-Based Approach to Behavior Support Within Schools. Assessment for Effective Intervention, 2004, 30, 1-5.	0.8	2
71	Validity of Office Discipline Referral Measures as Indices of School-Wide Behavioral Status and Effects of School-Wide Behavioral Interventions. Journal of Positive Behavior Interventions, 2004, 6, 131-147.	1.7	194
72	The School-Wide Evaluation Tool (SET). Journal of Positive Behavior Interventions, 2004, 6, 3-12.	1.7	341

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73	Using School Bus Discipline Referral Data in Decision Making: Two Case Studies. Preventing School Failure, 2004, 48, 4-9.	0.7	24
74	The Efficacy of Function-Based Interventions for Students with Learning Disabilities Who Exhibit Escape-Maintained Problem Behaviors: Preliminary Results from a Single-Case Experiment. Learning Disability Quarterly, 2003, 26, 15-25.	1.3	25
75	Commentary: Establishing Efficient and Durable Systems of School-Based Support. School Psychology Review, 2003, 32, 530-535.	3.0	8
76	Trans-Situational Interventions: Generalization of Behavior Support across School and Home Environments. Behavioral Disorders, 2003, 28, 299-312.	1.2	12
77	Wraparound and Positive Behavioral Interventions and Supports in the Schools. Journal of Emotional and Behavioral Disorders, 2002, 10, 171-180.	1.7	134
78	Introduction to the Special Series on Positive Behavior Support in Schools. Journal of Emotional and Behavioral Disorders, 2002, 10, 130-135.	1.7	181
79	The Evolution of Discipline Practices: School-Wide Positive Behavior Supports. Child and Family Behavior Therapy, 2002, 24, 23-50.	0.6	576
80	Title is missing!. Journal of Behavioral Education, 2002, 11, 255-267.	1.3	89
81	School-wide and individualized effective behavior support: An explanation and an example.. The Behavior Analyst Today: A Context for Science With A Commitment for Change, 2002, 3, 51-75.	0.2	11
82	Interpreting Outcomes of Social Skills Training for Students with High-Incidence Disabilities. Exceptional Children, 2001, 67, 331-344.	2.2	451
83	PREFACE: Including the Functional Behavioral Assessment Technology in Schools. Exceptionality, 2000, 8, 145-148.	1.5	11
84	School-Wide Behavior Support. Journal of Positive Behavior Interventions, 2000, 2, 231-232.	1.7	100
85	Overview of the Functional Behavioral Assessment Process. Exceptionality, 2000, 8, 149-160.	1.5	88
86	Elements of Behavior Support Plans: A Technical Brief. Exceptionality, 2000, 8, 205-215.	1.5	55
87	Using Discipline Referrals To Make Decisions. NASSP Bulletin, 2000, 84, 106-117.	0.7	21
88	Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. Journal of Positive Behavior Interventions, 2000, 2, 131-143.	1.7	610
89	A Self-Management Functional Assessment-Based Behavior Support Plan for a Middle School Student with EBD. Journal of Positive Behavior Interventions, 2000, 2, 208-217.	1.7	43
90	Preventing School Violence. Journal of Emotional and Behavioral Disorders, 2000, 8, 94-101.	1.7	275

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91	Effective Behavior Support: A Systems Approach to Proactive Schoolwide Management. Focus on Exceptional Children, 1999, 31, .	0.7	55
92	Functional-Assessment-Based Behavior Support Planning: Research to Practice to Research. Behavioral Disorders, 1999, 24, 253-257.	1.2	76
93	Using an Instructional Intervention to Reduce Problem and Off-Task Behaviors. Journal of Positive Behavior Interventions, 1999, 1, 195-204.	1.7	76
94	Self-Monitoring and Self-Recruited Praise. Journal of Positive Behavior Interventions, 1999, 1, 66-122.	1.7	55
95	Teaching Respect in the Classroom: An Instructional Approach. Journal of Behavioral Education, 1998, 8, 245-262.	1.3	19
96	Using Functional Assessments to Develop Behavior Support Plans. Preventing School Failure, 1998, 43, 6-13.	0.7	46
97	Reducing Problem Behavior Through a School-Wide System of Effective Behavioral Support: Investigation of a School-Wide Social Skills Training Program and Contextual Interventions. School Psychology Review, 1998, 27, 446-459.	3.0	157
98	Postmodernism and Emotional and Behavioral Disorders: Distraction or Advancement?. Behavioral Disorders, 1998, 23, 171-177.	1.2	10
99	Antisocial Behavior in Schools. Issues in Clinical Child Psychology, 1998, , 451-474.	0.2	40
100	Provide Ongoing Skill Development and Support. Journal of Emotional and Behavioral Disorders, 1997, 5, 55-64.	1.7	14
101	Using active supervision and precorrection to improve transition behaviors in an elementary school.. School Psychology Quarterly, 1997, 12, 344-363.	2.0	134
102	Using teacher perceptions to screen for primary students with high risk behaviours. Australasian Journal of Special Education, 1997, 21, 18-35.	0.6	0
103	Using Flowcharts to Plan Teaching Strategies. Teaching Exceptional Children, 1997, 29, 37-42.	1.0	2
104	School-Wide Behavioral Support: Starting the Year Off Right. Journal of Behavioral Education, 1997, 7, 99-112.	1.3	171
105	Integrated Approaches to Preventing Antisocial Behavior Patterns among School-Age Children and Youth. Journal of Emotional and Behavioral Disorders, 1996, 4, 194-209.	1.7	532
106	Descriptive and experimental analysis of teacher and peer attention and the use of assessment-based intervention to improve pro-social behavior. Journal of Behavioral Education, 1996, 6, 7-24.	1.3	54
107	Patterns in Middle School Discipline Records. Journal of Emotional and Behavioral Disorders, 1996, 4, 82-94.	1.7	125
108	Functional assessment of problem behavior: A pilot investigation on the comparative and interactive effects of teacher and peer social attention on students in general education settings.. School Psychology Quarterly, 1996, 11, 1-19.	2.0	88

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109	The Problem Behavior Questionnaire: A Teacher-Based Instrument To Develop Functional Hypotheses of Problem Behavior in General Education Classrooms. Assessment for Effective Intervention, 1994, 19, 103-115.	0.2	81
110	A review of functional assessment use in data-based intervention studies. Journal of Behavioral Education, 1994, 4, 397-413.	1.3	50
111	Teaching communicative alternatives to socially withdrawn behavior: An investigation in maintaining treatment effects. Journal of Behavioral Education, 1993, 3, 61-75.	1.3	31
112	Precorrection: An Instructional Approach for Managing Predictable Problem Behaviors. Intervention in School and Clinic, 1993, 28, 143-150.	1.0	49
113	A Decision Model for Social Skills Curriculum Analysis. Remedial and Special Education, 1991, 12, 33-42.	2.3	19
114	Social Skills Curriculum Analysis. Teaching Exceptional Children, 1989, 22, 36-39.	1.0	9
115	Teaching Social Skills. Teaching Exceptional Children, 1988, 20, 68-71.	1.0	12
116	Single Subject Research in Bilingual Special Education. NABE Journal, 1987, 12, 65-84.	0.1	0
117	Delivering High Quality School-Wide Positive Behavior Support in Inclusive Schools. , 0, , .		12