

George Sugai

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11767007/publications.pdf>

Version: 2024-02-01

117
papers

11,213
citations

34016

52
h-index

31759

101
g-index

123
all docs

123
docs citations

123
times ranked

3052
citing authors

#	ARTICLE	IF	CITATIONS
1	Evidence-based Practices in Classroom Management: Considerations for Research to Practice. <i>Education and Treatment of Children</i> , 2008, 31, 351-380.	0.6	616
2	Applying Positive Behavior Support and Functional Behavioral Assessment in Schools. <i>Journal of Positive Behavior Interventions</i> , 2000, 2, 131-143.	1.2	610
3	The Evolution of Discipline Practices: School-Wide Positive Behavior Supports. <i>Child and Family Behavior Therapy</i> , 2002, 24, 23-50.	0.5	576
4	A Randomized, Wait-List Controlled Effectiveness Trial Assessing School-Wide Positive Behavior Support in Elementary Schools. <i>Journal of Positive Behavior Interventions</i> , 2009, 11, 133-144.	1.2	572
5	Integrated Approaches to Preventing Antisocial Behavior Patterns among School-Age Children and Youth. <i>Journal of Emotional and Behavioral Disorders</i> , 1996, 4, 194-209.	1.1	532
6	Interpreting Outcomes of Social Skills Training for Students with High-Incidence Disabilities. <i>Exceptional Children</i> , 2001, 67, 331-344.	1.4	451
7	The School-Wide Evaluation Tool (SET). <i>Journal of Positive Behavior Interventions</i> , 2004, 6, 3-12.	1.2	341
8	Examining the Evidence Base for School-Wide Positive Behavior Support. <i>Focus on Exceptional Children</i> , 2010, 42, .	0.7	340
9	Responsiveness-to-Intervention and School-Wide Positive Behavior Supports: Integration of Multi-Tiered System Approaches. <i>Exceptionality</i> , 2009, 17, 223-237.	1.1	326
10	Preventing School Violence. <i>Journal of Emotional and Behavioral Disorders</i> , 2000, 8, 94-101.	1.1	275
11	Function-Based Intervention Planning. <i>Journal of Positive Behavior Interventions</i> , 2005, 7, 224-236.	1.2	248
12	School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance. <i>Behavior Analysis in Practice</i> , 2015, 8, 80-85.	1.5	224
13	Validity of Office Discipline Referral Measures as Indices of School-Wide Behavioral Status and Effects of School-Wide Behavioral Interventions. <i>Journal of Positive Behavior Interventions</i> , 2004, 6, 131-147.	1.2	194
14	Response to Intervention: Examining Classroom Behavior Support in Second Grade. <i>Exceptional Children</i> , 2007, 73, 288-310.	1.4	192
15	Introduction to the Special Series on Positive Behavior Support in Schools. <i>Journal of Emotional and Behavioral Disorders</i> , 2002, 10, 130-135.	1.1	181
16	School-Wide Behavioral Support: Starting the Year Off Right. <i>Journal of Behavioral Education</i> , 1997, 7, 99-112.	0.9	171
17	Reducing Problem Behavior Through a School-Wide System of Effective Behavioral Support: Investigation of a School-Wide Social Skills Training Program and Contextual Interventions. <i>School Psychology Review</i> , 1998, 27, 446-459.	1.8	157
18	A Contextual Consideration of Culture and School-Wide Positive Behavior Support. <i>Journal of Positive Behavior Interventions</i> , 2012, 14, 197-208.	1.2	145

#	ARTICLE	IF	CITATIONS
19	Using active supervision and precorrection to improve transition behaviors in an elementary school.. School Psychology Quarterly, 1997, 12, 344-363.	2.4	134
20	Wraparound and Positive Behavioral Interventions and Supports in the Schools. Journal of Emotional and Behavioral Disorders, 2002, 10, 171-180.	1.1	134
21	Considerations for the Systematic Analysis and Use of Single-Case Research. Education and Treatment of Children, 2012, 35, 269-290.	0.6	132
22	Patterns in Middle School Discipline Records. Journal of Emotional and Behavioral Disorders, 1996, 4, 82-94.	1.1	125
23	Defining and Describing Schoolwide Positive Behavior Support. Issues in Clinical Child Psychology, 2009, , 307-326.	0.2	120
24	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.	1.1	111
25	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.	1.2	107
26	A generalized least squares regression approach for computing effect sizes in single-case research: Application examples. Journal of School Psychology, 2011, 49, 301-321.	1.5	106
27	Increasing Teachers'™ Use of Praise with a Response-to-Intervention Approach. Education and Treatment of Children, 2011, 34, 35-59.	0.6	105
28	School-Wide Behavior Support. Journal of Positive Behavior Interventions, 2000, 2, 231-232.	1.2	100
29	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.	1.2	94
30	Title is missing!. Journal of Behavioral Education, 2002, 11, 255-267.	0.9	89
31	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.	2.4	88
32	Overview of the Functional Behavioral Assessment Process. Exceptionality, 2000, 8, 149-160.	1.1	88
33	What We Know and Need to Know about Preventing Problem Behavior in Schools. Exceptionality, 2008, 16, 67-77.	1.1	86
34	Relationships Between Academics and Problem Behavior in the Transition from Middle School to High School. Journal of Positive Behavior Interventions, 2008, 10, 243-255.	1.2	85
35	Multitiered Support Framework for Teachers'™ Classroom-Management Practices. Journal of Positive Behavior Interventions, 2014, 16, 179-190.	1.2	85
36	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

#	ARTICLE	IF	CITATIONS
37	Illinois Statewide Positive Behavioral Interventions and Supports. <i>Journal of Positive Behavior Interventions</i> , 2012, 14, 5-16.	1.2	80
38	Scaling Up School-Wide Positive Behavioral Interventions and Supports. <i>Journal of Positive Behavior Interventions</i> , 2014, 16, 197-208.	1.2	79
39	School-Wide Positive Behavior Support and Students with Emotional/Behavioral Disorders: Implications for Prevention, Identification and Intervention. <i>Exceptionality</i> , 2010, 18, 82-93.	1.1	77
40	Functional-Assessment-Based Behavior Support Planning: Research to Practice to Research. <i>Behavioral Disorders</i> , 1999, 24, 253-257.	0.8	76
41	Using an Instructional Intervention to Reduce Problem and Off-Task Behaviors. <i>Journal of Positive Behavior Interventions</i> , 1999, 1, 195-204.	1.2	76
42	Consideration of Culture and Context in School-Wide Positive Behavior Support. <i>Journal of Positive Behavior Interventions</i> , 2012, 14, 209-219.	1.2	76
43	Implementing Effective Educational Practices at Scales of Social Importance. <i>Clinical Child and Family Psychology Review</i> , 2017, 20, 25-35.	2.3	76
44	School-Wide Positive Behavior Support in High School. <i>Journal of Positive Behavior Interventions</i> , 2009, 11, 177-185.	1.2	72
45	Sustaining and Scaling Positive Behavioral Interventions and Supports: Implementation Drivers, Outcomes, and Considerations. <i>Exceptional Children</i> , 2020, 86, 120-136.	1.4	70
46	The Effects of Self-Monitoring on Teachers'™ Use of Specific Praise. <i>Journal of Positive Behavior Interventions</i> , 2013, 15, 5-15.	1.2	67
47	Schoolwide Positive Behavior Supports. <i>Teaching Exceptional Children</i> , 2008, 40, 32-40.	0.8	65
48	Student Perceptions of School Climate as Predictors of Office Discipline Referrals. <i>American Educational Research Journal</i> , 2016, 53, 492-515.	1.6	63
49	Increasing New Teachers'™ Specific Praise Using a Within-School Consultation Intervention. <i>Journal of Positive Behavior Interventions</i> , 2015, 17, 50-60.	1.2	62
50	Schoolwide Social-Behavioral Climate, Student Problem Behavior, and Related Administrative Decisions. <i>Journal of Positive Behavior Interventions</i> , 2010, 12, 69-85.	1.2	57
51	PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior. <i>Education and Treatment of Children</i> , 2013, 36, 3-14.	0.6	57
52	Strategies for Integrating Mental Health into Schools via a Multitiered System of Support. <i>Child and Adolescent Psychiatric Clinics of North America</i> , 2015, 24, 211-231.	1.0	56
53	Effective Behavior Support: A Systems Approach to Proactive Schoolwide Management. <i>Focus on Exceptional Children</i> , 1999, 31, .	0.7	55
54	Self-Monitoring and Self-Recruited Praise. <i>Journal of Positive Behavior Interventions</i> , 1999, 1, 66-122.	1.2	55

#	ARTICLE	IF	CITATIONS
55	Elements of Behavior Support Plans: A Technical Brief. <i>Exceptionality</i> , 2000, 8, 205-215.	1.1	55
56	Sustainability of Systems-Level Evidence-Based Practices in Schools: Current Knowledge and Future Directions. <i>Issues in Clinical Child Psychology</i> , 2009, , 327-352.	0.2	55
57	Descriptive and experimental analysis of teacher and peer attention and the use of assessment-based intervention to improve pro-social behavior. <i>Journal of Behavioral Education</i> , 1996, 6, 7-24.	0.9	54
58	A review of functional assessment use in data-based intervention studies. <i>Journal of Behavioral Education</i> , 1994, 4, 397-413.	0.9	50
59	Precorrection: An Instructional Approach for Managing Predictable Problem Behaviors. <i>Intervention in School and Clinic</i> , 1993, 28, 143-150.	0.8	49
60	Using Functional Assessments to Develop Behavior Support Plans. <i>Preventing School Failure</i> , 1998, 43, 6-13.	0.4	46
61	Overview and History of Positive Behavior Support. <i>Issues in Clinical Child Psychology</i> , 2009, , 3-16.	0.2	44
62	A Self-Management Functional Assessment-Based Behavior Support Plan for a Middle School Student with EBD. <i>Journal of Positive Behavior Interventions</i> , 2000, 2, 208-217.	1.2	43
63	Effective Behavior and Instructional Support. <i>Journal of Positive Behavior Interventions</i> , 2009, 11, 35-46.	1.2	40
64	MTSS Coaching: Bridging Knowing to Doing. <i>Theory Into Practice</i> , 2017, 56, 29-37.	0.9	40
65	Antisocial Behavior in Schools. <i>Issues in Clinical Child Psychology</i> , 1998, , 451-474.	0.2	40
66	First Step to Success: An Early Intervention for Elementary Children at Risk for Antisocial Behavior. <i>Behavioral Disorders</i> , 2004, 29, 396-409.	0.8	35
67	Academic Achievement and School-Wide Positive Behavior Supports. <i>Journal of Disability Policy Studies</i> , 2015, 25, 199-209.	0.9	32
68	Teaching communicative alternatives to socially withdrawn behavior: An investigation in maintaining treatment effects. <i>Journal of Behavioral Education</i> , 1993, 3, 61-75.	0.9	31
69	Regression models and effect size measures for single case designs. <i>Neuropsychological Rehabilitation</i> , 2014, 24, 554-571.	1.0	30
70	The Integration of Positive Behavioral Interventions and Supports and Social and Emotional Learning. <i>Issues in Clinical Child Psychology</i> , 2014, , 101-118.	0.2	30
71	An Analysis of the Relationship Between Implementation of School-wide Positive Behavior Interventions and Supports and High School Dropout Rates,. <i>The High School Journal</i> , 2015, 98, 290-315.	0.3	28
72	Promoting behavioral competence in schools: A commentary on exemplary practices. <i>Psychology in the Schools</i> , 2007, 44, 113-118.	1.1	26

#	ARTICLE	IF	CITATIONS
73	Classwide Secondary and Tertiary Tier Practices and Systems. <i>Teaching Exceptional Children</i> , 2008, 40, 44-52.	0.8	26
74	Using Observational Data to Provide Performance Feedback to Teachers: A High School Case Study. <i>Preventing School Failure</i> , 2009, 53, 95-104.	0.4	26
75	Alternative Setting-Wide Positive Behavior Support. <i>Behavioral Disorders</i> , 2011, 36, 213-224.	0.8	26
76	The Efficacy of Function-Based Interventions for Students with Learning Disabilities Who Exhibit Escape-Maintained Problem Behaviors: Preliminary Results from a Single-Case Experiment. <i>Learning Disability Quarterly</i> , 2003, 26, 15-25.	0.9	25
77	Using School Bus Discipline Referral Data in Decision Making: Two Case Studies. <i>Preventing School Failure</i> , 2004, 48, 4-9.	0.4	24
78	Recent Changes in State Policies and Legislation regarding Restraint or Seclusion. <i>Exceptional Children</i> , 2013, 79, 427-438.	1.4	24
79	Using Discipline Referrals To Make Decisions. <i>NASSP Bulletin</i> , 2000, 84, 106-117.	0.4	21
80	Universal Screening for Behavioral Risk in Elementary Schools Using SWPBS Expectations. <i>Journal of Emotional and Behavioral Disorders</i> , 2012, 20, 38-54.	1.1	21
81	Future Directions for Positive Behavior Support: A Commentary. <i>Journal of Positive Behavior Interventions</i> , 2018, 20, 19-22.	1.2	21
82	A Decision Model for Social Skills Curriculum Analysis. <i>Remedial and Special Education</i> , 1991, 12, 33-42.	1.7	19
83	Teaching Respect in the Classroom: An Instructional Approach. <i>Journal of Behavioral Education</i> , 1998, 8, 245-262.	0.9	19
84	A cluster randomized trial to evaluate external support for the implementation of positive behavioral interventions and supports by school personnel. <i>Implementation Science</i> , 2014, 9, 12.	2.5	18
85	Resource Leveraging to Achieve Large-Scale Implementation of Effective Educational Practices. <i>Journal of Positive Behavior Interventions</i> , 2019, 21, 67-76.	1.2	17
86	Assessing Teachers' Behavior Support Skills. <i>Teacher Education and Special Education</i> , 2017, 40, 128-139.	1.6	16
87	Strengthening MTSS for Behavior (MTSS-B) to Promote Racial Equity. <i>School Psychology Review</i> , 2023, 52, 518-533.	1.8	16
88	Ethical and Professional Guidelines for Use of Crisis Procedures. <i>Education and Treatment of Children</i> , 2014, 37, 307-322.	0.6	15
89	Provide Ongoing Skill Development and Support. <i>Journal of Emotional and Behavioral Disorders</i> , 1997, 5, 55-64.	1.1	14
90	Promoting teachers' implementation of culturally and contextually relevant classwide behavior plans. <i>Psychology in the Schools</i> , 2018, 55, 278-294.	1.1	14

#	ARTICLE	IF	CITATIONS
91	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
92	Teaching Social Skills. Teaching Exceptional Children, 1988, 20, 68-71.	0.8	12
93	Trans-Situational Interventions: Generalization of Behavior Support across School and Home Environments. Behavioral Disorders, 2003, 28, 299-312.	0.8	12
94	Explicitly Teaching Social Skills Schoolwide. Intervention in School and Clinic, 2012, 47, 259-266.	0.8	12
95	Truancy and Zero Tolerance in High School: Does Policy Align with Practice?. Education and Treatment of Children, 2013, 36, 117-138.	0.6	12
96	Delivering High Quality School-Wide Positive Behavior Support in Inclusive Schools. , 0, , .		12
97	Capacity Development and Multi-Tiered Systems of Support: Guiding Principles. Australasian Journal of Special Education, 2016, 40, 80-98.	0.8	12
98	PREFACE: Including the Functional Behavioral Assessment Technology in Schools. Exceptionality, 2000, 8, 145-148.	1.1	11
99	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.	1.2	11
100	Using Structural Analysis and Academic-Based Intervention for a Student at Risk of EBD. Behavioral Disorders, 2007, 32, 175-191.	0.8	11
101	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
102	Postmodernism and Emotional and Behavioral Disorders: Distraction or Advancement?. Behavioral Disorders, 1998, 23, 171-177.	0.8	10
103	Social Skills Curriculum Analysis. Teaching Exceptional Children, 1989, 22, 36-39.	0.8	9
104	Advancing Research in School Mental Health: Introduction of a Special Issue on Key Issues in Research. School Mental Health, 2014, 6, 63-67.	1.1	9
105	Commentary: Establishing Efficient and Durable Systems of School-Based Support. School Psychology Review, 2003, 32, 530-535.	1.8	8
106	Districtwide System for Providing Individual Student Support. Assessment for Effective Intervention, 2004, 30, 53-65.	0.6	7
107	Brief Report: Assessing Attitudes toward Culturally and Contextually Relevant Schoolwide Positive Behavior Support Strategies. Behavioral Disorders, 2015, 40, 251-260.	0.8	7
108	Funding Support for School-Wide Positive Behavioral Interventions and Support Implementation and Scale-Up. Journal of Disability Policy Studies, 2014, 25, 164-174.	0.9	6

#	ARTICLE	IF	CITATIONS
109	School-Based Supports and Interventions to Improve Social and Behavioral Outcomes with Racially and Ethnically Minoritized Youth: A Review of Recent Quantitative Research. <i>Journal of Behavioral Education</i> , 2022, 31, 123-156.	0.9	3
110	Using Flowcharts to Plan Teaching Strategies. <i>Teaching Exceptional Children</i> , 1997, 29, 37-42.	0.8	2
111	Overview of a Function-Based Approach to Behavior Support Within Schools. <i>Assessment for Effective Intervention</i> , 2004, 30, 1-5.	0.6	2
112	Chapter 11 Teacher Preparation and Students with Behavioral Disorders. <i>Advances in Special Education</i> , 2012, , 233-263.	0.1	2
113	Creating a Positive School Climate. <i>The Annual Report of Educational Psychology in Japan</i> , 2014, 53, 184-187.	0.3	1
114	Reinforcement Foundations of a Function-Based Behavioral Approach for Students With Challenging Behavior. <i>Beyond Behavior</i> , 2020, 29, 78-85.	0.4	1
115	Single Subject Research in Bilingual Special Education. <i>NABE Journal</i> , 1987, 12, 65-84.	0.1	0
116	Using teacher perceptions to screen for primary students with high risk behaviours. <i>Australasian Journal of Special Education</i> , 1997, 21, 18-35.	0.8	0
117	National Climate Change: Doubling Down on Our Precision and Emphasis on Prevention and Behavioral Sciences. <i>Report on Emotional & Behavioral Disorders in Youth</i> , 2017, 17, 58-63.	0.0	0