Amanda L Sullivan

List of Publications by Year
in descending order

59 papers	1,793 citations	361413 20 h-index	302126 39 g-index
61 all docs	61 docs citations	61 times ranked	1201 citing authors

#	Article	IF	Citations
1	Disproportionality in Special Education Identification and Placement of English Language Learners. Exceptional Children, 2011, 77, 317-334.	2.2	239
2	A Systematic Review of School-Based Social-Emotional Interventions for Refugee and War-Traumatized Youth. Review of Educational Research, 2016, 86, 503-530.	7.5	193
3	Disproportionality in Special Education: Effects of Individual and School Variables on Disability Risk. Exceptional Children, 2013, 79, 475-494.	2.2	160
4	Beyond Behavior: Multilevel Analysis of the Influence of Sociodemographics and School Characteristics on Students' Risk of Suspension. School Psychology Review, 2013, 42, 99-114.	3.0	78
5	Exclusionary Discipline of Students With Disabilities. Remedial and Special Education, 2014, 35, 199-210.	2.3	76
6	The Education of Children in Im/migrant Families. Review of Research in Education, 2009, 33, 246-271.	1.6	73
7	Theorizing Racial Inequity in Special Education. Urban Education, 2011, 46, 1526-1552.	1.8	67
8	School-Based Autism Identification: Prevalence, Racial Disparities, and Systemic Correlates. School Psychology Review, 2013, 42, 298-316.	3.0	57
9	Demography and early academic skills of students from immigrant families: The kindergarten class of 2011.. School Psychology Quarterly, 2016, 31, 149-162.	2.0	55
10	Do preschool special education services make a difference in kindergarten reading and mathematics skills?: A propensity score weighting analysis. Journal of School Psychology, 2013, 51, 243-260.	2.9	51
11	Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. School Psychology Review, 2014, 43, 450-471.	3.0	49
12	Examining the changing landscape of school psychology practice: A survey of school‐based practitioners regarding Response to Intervention. Psychology in the Schools, 2010, 47, 1059-1070.	1.8	42
13	PRESERVICE TEACHERS' CLASSROOM MANAGEMENT TRAINING: A SURVEY OF SELF-REPORTED TRAINING EXPERIENCES, CONTENT COVERAGE, AND PREPAREDNESS. Psychology in the Schools, 2015, 52, 248-264.	1.8	42
14	A Situated Analysis of Special Education Disproportionality for Systemic Transformation in an Urban School District. Remedial and Special Education, 2014, 35, 3-14.	2.3	32
15	Longitudinal mathematics development of students with learning disabilities and students without disabilities: A comparison of linear, quadratic, and piecewise linear mixed effects models. Journal of School Psychology, 2015, 53, 105-120.	2.9	32
16	Discrimination Matters: Relations of Perceived Discrimination to Student Mental Health. School Mental Health, 2019, 11, 425-437.	2.1	30
17	Are school psychologists' special education eligibility decisions reliable and unbiased?: A multi-study experimental investigation. Journal of School Psychology, 2019, 77, 90-109.	2.9	30
18	Parsing the Relations of Race and Socioeconomic Status in Special Education Disproportionality. Remedial and Special Education, 2017, 38, 159-170.	2.3	29

#	ARTICLE	IF	CITATIONS
19	Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation. Journal of Educational and Psychological Consultation, 2015, 25, 129-147.	1.1	27
20	Wading Through Quicksand: Making Sense of Minority Disproportionality in Identification of Emotional Disturbance. Behavioral Disorders, 2017, 43, 244-252.	1.2	25
21	Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change. School Psychology Review, 2021, 50, 1-7.	3.0	24
22	Longitudinal models of reading achievement of students with learning disabilities and without disabilities.. School Psychology Quarterly, 2017, 32, 336-349.	2.0	24
23	A call to action for school psychology to address COVID-19 health disparities and advance social justice.. School Psychology, 2021, 36, 410-421.	2.4	22
24	Learning disability identification consistency: The impact of methodology and student evaluation data.. School Psychology Quarterly, 2017, 32, 254-267.	2.0	20
25	A survey of school psychologists' preparation, participation, and perceptions related to positive behavior interventions and supports. Psychology in the Schools, 2011, 48, 971-985.	1.8	19
26	Making Visible the Invisible: Multistudy Investigation of Disproportionate Special Education Identification of U.S. Asian American and Pacific Islander Students. Exceptional Children, 2020, 86, 449-467.	2.2	19
27	Examining an executive function rating scale as a predictor of achievement in children at risk for behavior problems.. School Psychology Quarterly, 2012, 27, 236-246.	2.0	18
28	Interrogating Instruction and Intervention in RTI Research With Students Identified as English Language Learners. Reading and Writing Quarterly, 2013, 29, 64-88.	1.4	17
29	Using the Multifaceted Rasch Model to Improve the TAT/PSE Measure of Need for Achievement. Journal of Personality Assessment, 2006, 86, 100-114.	2.1	16
30	The educational implications of type i diabetes mellitus: A review of research and recommendations for school psychological practice. Psychology in the Schools, 2011, 48, 587-603.	1.8	15
31	School Psychology in Rural Contexts: Ethical, Professional, and Legal Issues. Journal of Applied School Psychology, 2014, 30, 254-277.	0.9	13
32	Adolescent Racial Identity: Self-Identification of Multiple and â€œOtherâ€•Race/Ethnicities. Urban Education, 2017, 52, 775-794.	1.8	13
33	Double Jeopardy? Disproportionality in First Juvenile Court Involvement by Disability Status. Exceptional Children, 2019, 85, 453-470.	2.2	13
34	CONFRONTING THE UBIQUITY OF ELECTRONIC COMMUNICATION AND SOCIAL MEDIA: ETHICAL AND LEGAL CONSIDERATIONS FOR PSYCHOEDUCATIONAL PRACTICE. Psychology in the Schools, 2016, 53, 517-532.	1.8	12
35	Psychopharmacological treatment among adolescents with disabilities: Prevalence and predictors in a nationally representative sample.. School Psychology Quarterly, 2015, 30, 443-455.	2.0	11
36	Culturally and Linguistically Responsive Practices in Psychoeducational Reports for English Language Learners. Journal of Applied School Psychology, 2015, 31, 141-166.	0.9	10

#	Article	IF	Citations
37	A Framework for Bilingual School Consultation to Facilitate Multitier Systems of Support for English Language Learners. Journal of Educational and Psychological Consultation, 2017, 27, 367-392.	1.1	10
38	IDEA's Double Bind: A Synthesis of Disproportionality Policy Interpretations. Exceptional Children, 2019, 85, 395-412.	2.2	10
39	Externalizing Behavior Problems and Low Academic Achievement: Does a Causal Relation Exist?. Educational Psychology Review, 2021, 33, 915-936.	8.4	10
40	Multivariate Screening Model for Later Word Reading Achievement: Predictive Utility of Prereading Skills and Cognitive Ability. Journal of Applied School Psychology, 2013, 29, 52-71.	0.9	9
41	Is There Evidence to Support the Use of Social Skills Interventions for Students with Emotional Disabilities?. Journal of Applied School Psychology, 2014, 30, 107-131.	0.9	9
42	Relationships of Aggression Subtypes and Peer Status Among Aggressive Boys in General Education and Emotional/Behavioral Disorder (EBD) Classrooms. Exceptionality, 2014, 22, 111-128.	1.5	8
43	Educating Somali Immigrant and Refugee Students: A Review of Cultural-Historical Issues and Related Psychoeducational Supports. Journal of Applied School Psychology, 2015, 31, 347-368.	0.9	8
44	Does the Empirical Literature Inform Prevention of Dropout among Students with Emotional Disturbance? A Systematic Review and Call to Action. Exceptionality, 2016, 24, 251-262.	1.5	8
45	Ethical and legal landmines: Causal inference in special education decisions. Psychology in the Schools, 2017, 54, 1134-1147.	1.8	8
46	Patterns and predictors of childcare subsidies for children with and without special needs. Children and Youth Services Review, 2018, 88, 218-228.	1.9	8
47	School Psychologists' Confidence in Learning Disability Identification Decisions. Learning Disability Quarterly, 2018, 41, 243-256.	1.3	8
48	Relations of social-emotional functioning and kindergarten academic achievement in children of immigrants. Psychology in the Schools, 2019, 56, 1413-1433.	1.8	8
49	Racialization of Abilities and Disabilities in U.S. Schools: Asian American Students in Gifted and Special Education. Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations, 2013, 20, 49-59.	0.1	8
50	Professional Development Needs and Training Interests: a Survey of Early Career School Psychologists. Contemporary School Psychology, 2017, 21, 49-57.	1.3	7
51	Childcare Type and Quality Among Subsidy Recipients With and Without Special Needs. Infants and Young Children, 2018, 31, 109-127.	0.7	6
52	The relationship between behavior at school entry and services received in third grade. Psychology in the Schools, 2019, 56, 809-823.	1.8	4
53	Multisector Involvement Among Adolescents With Disabilities. Remedial and Special Education, 2018, 39, 353-364.	2.3	3
54	Linear-linear piecewise growth mixture models with unknown random knots: A primer for school psychology. Journal of School Psychology, 2019, 73, 89-100.	2.9	3

#	Article	IF	Citations
55	Effects of child care subsidy on school readiness of young children with or at-risk for special needs. Early Childhood Research Quarterly, 2019, 47, 496-506.	2.7	3
56	Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. School Psychology Review, 2014, 43, 450-471.	3.0	1
57	Parity or Disparity? Outcomes of Court-Involved Youth With and Without Disabilities. Remedial and Special Education, 2020, 41, 368-377.	2.3	1
58	Social-Emotional Predictors of Postsecondary Enrollment for Students with Disabilities: Findings from a Nationally Representative Sample. Exceptionality, 2013, 21, 158-175.	1.5	0
59	Predictors of kindergartenâ€reading performance for children with special needs: Do intervention intensity and service provider matter?. Children and Society, 2022, 36, 806-820.	1.7	0