

Amanda L Sullivan

List of Publications by Year in descending order

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Version: 2024-02-01

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	Predictors of kindergarten reading performance for children with special needs: Do intervention intensity and service provider matter?. <i>Children and Society</i> , 2022, 36, 806-820.	1.7	0
2	Externalizing Behavior Problems and Low Academic Achievement: Does a Causal Relation Exist?. <i>Educational Psychology Review</i> , 2021, 33, 915-936.	8.4	10
3	Advancing Diversity, Equity, and Inclusion in School Psychology: Be the Change. <i>School Psychology Review</i> , 2021, 50, 1-7.	3.0	24
4	A call to action for school psychology to address COVID-19 health disparities and advance social justice.. <i>School Psychology</i> , 2021, 36, 410-421.	2.4	22
5	Parity or Disparity? Outcomes of Court-Involved Youth With and Without Disabilities. <i>Remedial and Special Education</i> , 2020, 41, 368-377.	2.3	1
6	Making Visible the Invisible: Multistudy Investigation of Disproportionate Special Education Identification of U.S. Asian American and Pacific Islander Students. <i>Exceptional Children</i> , 2020, 86, 449-467.	2.2	19
7	Double Jeopardy? Disproportionality in First Juvenile Court Involvement by Disability Status. <i>Exceptional Children</i> , 2019, 85, 453-470.	2.2	13
8	Relations of social-emotional functioning and kindergarten academic achievement in children of immigrants. <i>Psychology in the Schools</i> , 2019, 56, 1413-1433.	1.8	8
9	The relationship between behavior at school entry and services received in third grade. <i>Psychology in the Schools</i> , 2019, 56, 809-823.	1.8	4
10	Linear-linear piecewise growth mixture models with unknown random knots: A primer for school psychology. <i>Journal of School Psychology</i> , 2019, 73, 89-100.	2.9	3
11	Discrimination Matters: Relations of Perceived Discrimination to Student Mental Health. <i>School Mental Health</i> , 2019, 11, 425-437.	2.1	30
12	IDEA's Double Bind: A Synthesis of Disproportionality Policy Interpretations. <i>Exceptional Children</i> , 2019, 85, 395-412.	2.2	10
13	Are school psychologists' special education eligibility decisions reliable and unbiased?: A multi-study experimental investigation. <i>Journal of School Psychology</i> , 2019, 77, 90-109.	2.9	30
14	Effects of child care subsidy on school readiness of young children with or at-risk for special needs. <i>Early Childhood Research Quarterly</i> , 2019, 47, 496-506.	2.7	3
15	Childcare Type and Quality Among Subsidy Recipients With and Without Special Needs. <i>Infants and Young Children</i> , 2018, 31, 109-127.	0.7	6
16	Patterns and predictors of childcare subsidies for children with and without special needs. <i>Children and Youth Services Review</i> , 2018, 88, 218-228.	1.9	8
17	Multisector Involvement Among Adolescents With Disabilities. <i>Remedial and Special Education</i> , 2018, 39, 353-364.	2.3	3
18	School Psychologists' Confidence in Learning Disability Identification Decisions. <i>Learning Disability Quarterly</i> , 2018, 41, 243-256.	1.3	8

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19	Adolescent Racial Identity: Self-Identification of Multiple and "Other" Race/Ethnicities. <i>Urban Education</i> , 2017, 52, 775-794.	1.8	13
20	Professional Development Needs and Training Interests: a Survey of Early Career School Psychologists. <i>Contemporary School Psychology</i> , 2017, 21, 49-57.	1.3	7
21	A Framework for Bilingual School Consultation to Facilitate Multitier Systems of Support for English Language Learners. <i>Journal of Educational and Psychological Consultation</i> , 2017, 27, 367-392.	1.1	10
22	Parsing the Relations of Race and Socioeconomic Status in Special Education Disproportionality. <i>Remedial and Special Education</i> , 2017, 38, 159-170.	2.3	29
23	Ethical and legal landmines: Causal inference in special education decisions. <i>Psychology in the Schools</i> , 2017, 54, 1134-1147.	1.8	8
24	Wading Through Quicksand: Making Sense of Minority Disproportionality in Identification of Emotional Disturbance. <i>Behavioral Disorders</i> , 2017, 43, 244-252.	1.2	25
25	Learning disability identification consistency: The impact of methodology and student evaluation data.. <i>School Psychology Quarterly</i> , 2017, 32, 254-267.	2.0	20
26	Longitudinal models of reading achievement of students with learning disabilities and without disabilities.. <i>School Psychology Quarterly</i> , 2017, 32, 336-349.	2.0	24
27	CONFRONTING THE UBIQUITY OF ELECTRONIC COMMUNICATION AND SOCIAL MEDIA: ETHICAL AND LEGAL CONSIDERATIONS FOR PSYCHOEDUCATIONAL PRACTICE. <i>Psychology in the Schools</i> , 2016, 53, 517-532.	1.8	12
28	Does the Empirical Literature Inform Prevention of Dropout among Students with Emotional Disturbance? A Systematic Review and Call to Action. <i>Exceptionality</i> , 2016, 24, 251-262.	1.5	8
29	Demography and early academic skills of students from immigrant families: The kindergarten class of 2011.. <i>School Psychology Quarterly</i> , 2016, 31, 149-162.	2.0	55
30	A Systematic Review of School-Based Social-Emotional Interventions for Refugee and War-Traumatized Youth. <i>Review of Educational Research</i> , 2016, 86, 503-530.	7.5	193
31	Psychopharmacological treatment among adolescents with disabilities: Prevalence and predictors in a nationally representative sample.. <i>School Psychology Quarterly</i> , 2015, 30, 443-455.	2.0	11
32	Culturally and Linguistically Responsive Practices in Psychoeducational Reports for English Language Learners. <i>Journal of Applied School Psychology</i> , 2015, 31, 141-166.	0.9	10
33	Educating Somali Immigrant and Refugee Students: A Review of Cultural-Historical Issues and Related Psychoeducational Supports. <i>Journal of Applied School Psychology</i> , 2015, 31, 347-368.	0.9	8
34	Addressing Special Education Inequity Through Systemic Change: Contributions of Ecologically Based Organizational Consultation. <i>Journal of Educational and Psychological Consultation</i> , 2015, 25, 129-147.	1.1	27
35	Longitudinal mathematics development of students with learning disabilities and students without disabilities: A comparison of linear, quadratic, and piecewise linear mixed effects models. <i>Journal of School Psychology</i> , 2015, 53, 105-120.	2.9	32
36	PRESERVICE TEACHERS'™ CLASSROOM MANAGEMENT TRAINING: A SURVEY OF SELF-REPORTED TRAINING EXPERIENCES, CONTENT COVERAGE, AND PREPAREDNESS. <i>Psychology in the Schools</i> , 2015, 52, 248-264.	1.8	42

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37	Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. <i>School Psychology Review</i> , 2014, 43, 450-471.	3.0	1
38	Differentiating Social Maladjustment From Emotional Disturbance: An Analysis of Case Law. <i>School Psychology Review</i> , 2014, 43, 450-471.	3.0	49
39	School Psychology in Rural Contexts: Ethical, Professional, and Legal Issues. <i>Journal of Applied School Psychology</i> , 2014, 30, 254-277.	0.9	13
40	Relationships of Aggression Subtypes and Peer Status Among Aggressive Boys in General Education and Emotional/Behavioral Disorder (EBD) Classrooms. <i>Exceptionality</i> , 2014, 22, 111-128.	1.5	8
41	A Situated Analysis of Special Education Disproportionality for Systemic Transformation in an Urban School District. <i>Remedial and Special Education</i> , 2014, 35, 3-14.	2.3	32
42	Is There Evidence to Support the Use of Social Skills Interventions for Students with Emotional Disabilities?. <i>Journal of Applied School Psychology</i> , 2014, 30, 107-131.	0.9	9
43	Exclusionary Discipline of Students With Disabilities. <i>Remedial and Special Education</i> , 2014, 35, 199-210.	2.3	76
44	Multivariate Screening Model for Later Word Reading Achievement: Predictive Utility of Prereading Skills and Cognitive Ability. <i>Journal of Applied School Psychology</i> , 2013, 29, 52-71.	0.9	9
45	Do preschool special education services make a difference in kindergarten reading and mathematics skills?: A propensity score weighting analysis. <i>Journal of School Psychology</i> , 2013, 51, 243-260.	2.9	51
46	Social-Emotional Predictors of Postsecondary Enrollment for Students with Disabilities: Findings from a Nationally Representative Sample. <i>Exceptionality</i> , 2013, 21, 158-175.	1.5	0
47	Interrogating Instruction and Intervention in RTI Research With Students Identified as English Language Learners. <i>Reading and Writing Quarterly</i> , 2013, 29, 64-88.	1.4	17
48	Disproportionality in Special Education: Effects of Individual and School Variables on Disability Risk. <i>Exceptional Children</i> , 2013, 79, 475-494.	2.2	160
49	School-Based Autism Identification: Prevalence, Racial Disparities, and Systemic Correlates. <i>School Psychology Review</i> , 2013, 42, 298-316.	3.0	57
50	Beyond Behavior: Multilevel Analysis of the Influence of Sociodemographics and School Characteristics on Students' Risk of Suspension. <i>School Psychology Review</i> , 2013, 42, 99-114.	3.0	78
51	Racialization of Abilities and Disabilities in U.S. Schools: Asian American Students in Gifted and Special Education. <i>Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations</i> , 2013, 20, 49-59.	0.1	8
52	Examining an executive function rating scale as a predictor of achievement in children at risk for behavior problems.. <i>School Psychology Quarterly</i> , 2012, 27, 236-246.	2.0	18
53	The educational implications of type i diabetes mellitus: A review of research and recommendations for school psychological practice. <i>Psychology in the Schools</i> , 2011, 48, 587-603.	1.8	15
54	A survey of school psychologists' preparation, participation, and perceptions related to positive behavior interventions and supports. <i>Psychology in the Schools</i> , 2011, 48, 971-985.	1.8	19

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55	Theorizing Racial Inequity in Special Education. <i>Urban Education</i> , 2011, 46, 1526-1552.	1.8	67
56	Disproportionality in Special Education Identification and Placement of English Language Learners. <i>Exceptional Children</i> , 2011, 77, 317-334.	2.2	239
57	Examining the changing landscape of school psychology practice: A survey of school-based practitioners regarding Response to Intervention. <i>Psychology in the Schools</i> , 2010, 47, 1059-1070.	1.8	42
58	The Education of Children in Im/migrant Families. <i>Review of Research in Education</i> , 2009, 33, 246-271.	1.6	73
59	Using the Multifaceted Rasch Model to Improve the TAT/PSE Measure of Need for Achievement. <i>Journal of Personality Assessment</i> , 2006, 86, 100-114.	2.1	16