Steven W Evans

List of Publications by Year
in descending order

128 papers	5,876 citations	94415 37 h-index	85537 71 g-index
133 all docs	133 docs citations	133 times ranked	3373 citing authors

#	Article	IF	Citations
1	Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents. Pediatrics, 2019, 144, .	2.1	641
2	Evidence-Based Psychosocial Treatments for Children and Adolescents with Attention-Deficit/Hyperactivity Disorder. Journal of Clinical Child and Adolescent Psychology, 2014, 43, 527-551.	3.4	466
3	Attention-Deficit/Hyperactivity Disorder Among Adolescents: A Review of the Diagnosis, Treatment, and Clinical Implications. Pediatrics, 2005, 115, 1734-1746.	2.1	302
4	Evidence-Based Psychosocial Treatments for Children and Adolescents With Attention Deficit/Hyperactivity Disorder. Journal of Clinical Child and Adolescent Psychology, 2018, 47, 157-198.	3.4	296
5	ADHD and Emotion Dysregulation Among Children and Adolescents. Clinical Child and Family Psychology Review, 2015, 18, 185-217.	4.5	168
6	Pharmacological and psychosocial treatments for adolescents with ADHD: An updated systematic review of the literature. Clinical Psychology Review, 2014, 34, 218-232.	11.4	158
7	Dose–response effects of methylphenidate on ecologically valid measures of academic performance and classroom behavior in adolescents with ADHD.. Experimental and Clinical Psychopharmacology, 2001, 9, 163-175.	1.8	149
8	What Specific Facets of Executive Function are Associated with Academic Functioning in Youth with Attention-Deficit/Hyperactivity Disorder?. Journal of Abnormal Child Psychology, 2013, 41, 1145-1159.	3.5	139
9	Social and Academic Impairment in Youth with ADHD, Predominately Inattentive Type and Sluggish Cognitive Tempo. Journal of Abnormal Child Psychology, 2014, 42, 77-90.	3.5	129
10	Teacher Ratings of *DSM-III-R* Symptoms for the Disruptive Behavior Disorders: Prevalence, Factor Analyses, and Conditional Probabilities in a Special Education Sample. School Psychology Review, 1992, 21, 285-299.	3.0	124
11	The efficacy, safety, and practicality of treatments for adolescents with attention-deficit/hyperactivity disorder (ADHD). Clinical Child and Family Psychology Review, 2000, 3, 243-267.	4.5	116
12	The reliability, validity, and unique contributions of self-report by adolescents receiving treatment for attention-deficit/hyperactivity disorder.. Journal of Consulting and Clinical Psychology, 2000, 68, 489-499.	2.0	109
13	Cumulative Benefits of Secondary School-Based Treatment of Students With Attention Deficit Hyperactivity Disorder. School Psychology Review, 2007, 36, 256-273.	3.0	108
14	Evaluation of a school-based treatment program for young adolescents with ADHD.. Journal of Consulting and Clinical Psychology, 2016, 84, 15-30.	2.0	108
15	Effectiveness of the Challenging Horizons After-School Program for Young Adolescents With ADHD. Behavior Therapy, 2011, 42, 462-474.	2.4	107
16	Measuring Symptoms and Functioning of Youth with ADHD in Middle Schools. Journal of Abnormal Child Psychology, 2005, 33, 695-706.	3.5	106
17	Educational Accommodations for Students With Behavioral Challenges. Review of Educational Research, 2013, 83, 551-597.	7.5	101
18	Commentary: Implementing Empirically Supported Treatments in the Schools: What Are We Asking?. Clinical Child and Family Psychology Review, 2004, 7, 263-267.	4.5	95

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19	Development of a School-Based Treatment Program for Middle School Youth With ADHD. Journal of Attention Disorders, 2005, 9, 343-353.	2.6	94
20	Social Cognition and Interpersonal Impairment in Young Adolescents with ADHD. Journal of Psychopathology and Behavioral Assessment, 2010, 32, 193-202.	1.2	93
21	Efficacy of a School-Based Treatment Program for Middle School Youth With ADHD. Behavior Modification, 2004, 28, 528-547.	1.6	68
22	Dosage effects of methylphenidate on the social behavior of adolescents diagnosed with attention deficit hyperactivity disorder.. Experimental and Clinical Psychopharmacology, 1998, 6, 187-204.	1.8	64
23	Incremental Benefits of a Daily Report Card Intervention Over Time for Youth With Disruptive Behavior. Behavior Therapy, 2012, 43, 848-861.	2.4	63
24	Rates of peer victimization in young adolescents with ADHD and associations with internalizing symptoms and self-esteem. European Child and Adolescent Psychiatry, 2017, 26, 201-214.	4.7	61
25	The Efficacy of Notetaking to Improve Behavior and Comprehension of Adolescents With Attention Deficit Hyperactivity Disorder. Exceptionality, 1994, 5, 1-17.	1.5	60
26	Measuring ADHD and ODD Symptoms and Impairment Using High School Teachers' Ratings. Journal of Clinical Child and Adolescent Psychology, 2013, 42, 197-207.	3.4	60
27	A School-Based Organization Intervention for Young Adolescents with Attention-Deficit/Hyperactivity Disorder. School Mental Health, 2009, 1, 78-88.	2.1	56
28	Clinical implications of daytime sleepiness for the academic performance of middle school‐aged adolescents with attention deficit hyperactivity disorder. Journal of Sleep Research, 2013, 22, 542-548.	3.2	55
29	Future Directions for Psychosocial Interventions for Children and Adolescents with ADHD. Journal of Clinical Child and Adolescent Psychology, 2020, 49, 134-145.	3.4	51
30	Feasibility and Preliminary Efficacy of an After-School Program for Middle Schoolers With ADHD. Journal of Attention Disorders, 2008, 12, 207-217.	2.6	50
31	Psychostimulant effects on academic and behavioral measures for ADHD junior high school students in a lecture format classroom. Journal of Abnormal Child Psychology, 1991, 19, 537-552.	3.5	49
32	Evaluating the content of Individualized Education Programs and 504 Plans of young adolescents with attention deficit/hyperactivity disorder.. School Psychology Quarterly, 2014, 29, 452-468.	2.0	49
33	Tying Together Research and Practice: Using ROPE for Successful Partnerships in School Mental Health. Administration and Policy in Mental Health and Mental Health Services Research, 2012, 39, 238-247.	2.1	48
34	Preventing Failure Among Middle School Students With Attention Deficit Hyperactivity Disorder: A Survival Analysis. School Psychology Review, 2009, 38, 14-27.	3.0	46
35	An Evaluation of a Summer Treatment Program for Adolescents With ADHD. Cognitive and Behavioral Practice, 2011, 18, 530-544.	1.5	46
36	Treatment of Parenting Behavior with a Psychostimulant: A Case Study of an Adult with Attention-Deficit Hyperactivity Disorder. Journal of Child and Adolescent Psychopharmacology, 1994, 4, 63-69.	1.3	45

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37	Rates of Common Classroom Behavior Management Strategies and Their Associations With Challenging Student Behavior in Elementary School. Journal of Emotional and Behavioral Disorders, 2018, 26, 156-169.	1.7	45
38	Community-Based Prevalence of Externalizing and Internalizing Disorders among School-Aged Children and Adolescents in Four Geographically Dispersed School Districts in the United States. Child Psychiatry and Human Development, 2021, 52, 500-514.	1.9	45
39	Changes in Caregiver Strain Over Time in Young Adolescents With ADHD. Journal of Attention Disorders, 2009, 12, 516-524.	2.6	44
40	Trajectories and Predictors of Response to the Challenging Horizons Program for Adolescents With ADHD. Behavior Therapy, 2016, 47, 339-354.	2.4	42
41	From Consultation to Student Outcomes: The Role of Teacher Knowledge, Skills, and Beliefs in Increasing Integrity in Classroom Management Strategies. School Mental Health, 2015, 7, 34-48.	2.1	39
42	Differentiating Anxiety and Depression in Relation to the Social Functioning of Young Adolescents With ADHD. Journal of Clinical Child and Adolescent Psychology, 2015, 44, 1015-1029.	3.4	39
43	Using Multi-component Consultation to Increase the Integrity with Which Teachers Implement Behavioral Classroom Interventions: A Pilot Study. School Mental Health, 2017, 9, 218-234.	2.1	37
44	The Protective Effects of Social Factors on the Academic Functioning of Adolescents With ADHD. Journal of Clinical Child and Adolescent Psychology, 2018, 47, 713-726.	3.4	36
45	High School–Based Treatment for Adolescents With Attention-Deficit/Hyperactivity Disorder: Results From a Pilot Study Examining Outcomes and Dosage. School Psychology Review, 2014, 43, 185-202.	3.0	34
46	Identifying ADHD Symptoms Most Associated with Impairment in Early Childhood, Middle Childhood, and Adolescence Using Teacher Report. Journal of Abnormal Child Psychology, 2015, 43, 1243-1255.	3.5	34
47	Evaluating School Impairment With Adolescents Using the Classroom Performance Survey. School Psychology Review, 2012, 41, 429-446.	3.0	33
48	Achievement Goals of Students with ADHD. Learning Disability Quarterly, 2006, 29, 137-158.	1.3	29
49	The Difficulties in Emotion Regulation Scale–Parent Report: A Psychometric Investigation Examining Adolescents With and Without ADHD. Assessment, 2020, 27, 921-940.	3.1	29
50	Eligibility, Assessment, and Educational Placement Issues for Students Classified with Emotional Disturbance: Federal and State-Level Analyses. School Mental Health, 2011, 3, 24-34.	2.1	28
51	Middle School–based and High School–based Interventions for Adolescents with ADHD. Child and Adolescent Psychiatric Clinics of North America, 2014, 23, 699-715.	1.9	28
52	Outcomes for adolescents who comply with long-term psychosocial treatment for ADHD.. Journal of Consulting and Clinical Psychology, 2017, 85, 250-261.	2.0	28
53	Potential Mechanisms of Action in the Treatment of Social Impairment and Disorganization in Adolescents with ADHD. School Mental Health, 2011, 3, 156-168.	2.1	26
54	Elementary and Middle School Teachers' Self-Reported Use of Positive Behavioral Supports for Children With ADHD: A National Survey. Journal of Emotional and Behavioral Disorders, 2017, 25, 246-256.	1.7	26

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55	Elementary and Middle School Teacher Perceptions of Attention-Deficit/Hyperactivity Disorder Prevalence. Child and Youth Care Forum, 2013, 42, 87-99.	1.6	25
56	Longitudinal evaluation of the importance of homework assignment completion for the academic performance of middle school students with ADHD. Journal of School Psychology, 2016, 55, 27-38.	2.9	25
57	Factors Associated with Healthy and Impaired Social Functioning in Young Adolescents with ADHD. Journal of Abnormal Child Psychology, 2017, 45, 883-897.	3.5	25
58	Treatment Response to an Intensive Summer Treatment Program for Adolescents With ADHD. Journal of Attention Disorders, 2012, 16, 443-448.	2.6	24
59	Classroom Strategies Designed to Reduce Child Problem Behavior and Increase Peer Inclusiveness: Does Teacher Use Predict Students' Sociometric Ratings?. School Mental Health, 2020, 12, 250-264.	2.1	24
60	Toward a Comprehensive Life-Course Model of Care for Youth with Attention-Deficit/Hyperactivity Disorder. Issues in Clinical Child Psychology, 2014, , 413-426.	0.2	24
61	The Effectiveness of Short- and Long-Acting Stimulant Medications for Adolescents With ADHD in a Naturalistic Secondary School Setting. Journal of Attention Disorders, 2017, 21, 40-45.	2.6	23
62	School-based treatment of attention-deficit/hyperactivity disorder. Psychology in the Schools, 2011, 48, 254-262.	1.8	22
63	Forming first impressions of children: the role of attention-deficit/hyperactivity disorder symptoms and emotion dysregulation. Journal of Child Psychology and Psychiatry and Allied Disciplines, 2018, 59, 556-564.	5.2	22
64	Consultation for Classroom Management and Targeted Interventions: Examining Benchmarks for Teacher Practices That Produce Desired Change in Student Behavior. Journal of Emotional and Behavioral Disorders, 2020, 28, 52-64.	1.7	22
65	Evidence-Based Assessment of Attention-Deficit/Hyperactivity Disorder. Journal of the American Academy of Child and Adolescent Psychiatry, 2006, 45, 1132-1137.	0.5	21
66	CARS Comprehensive Intervention for Secondary Students With Emotional and Behavioral Problems. Journal of Emotional and Behavioral Disorders, 2015, 23, 195-205.	1.7	21
67	The written expression abilities of adolescents with Attention-Deficit/Hyperactivity Disorder. Research in Developmental Disabilities, 2016, 51-52, 49-59.	2.2	21
68	Description of an Iterative Process for Intervention Development. Education and Treatment of Children, 2011, 34, 593-617.	0.9	20
69	Community and School Mental Health Professionals' Knowledge and Use of Evidence Based Substance Use Prevention Programs. Administration and Policy in Mental Health and Mental Health Services Research, 2013, 40, 319-330.	2.1	20
70	Feasibility of the MindMatters School Mental Health Promotion Program in American Schools. Journal of Youth and Adolescence, 2005, 34, 51-58.	3.5	19
71	Effective School-Based Mental Health Interventions: Advancing the Social Skills Training Paradigm. Journal of School Health, 2000, 70, 191-194.	1.6	18
72	Community Participation in the Treatment Development Process Using Community Development Teams. Journal of Clinical Child and Adolescent Psychology, 2005, 34, 765-771.	3.4	17

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73	Writing abilities longitudinally predict academic outcomes of adolescents with ADHD.. School Psychology Quarterly, 2016, 31, 393-404.	2.0	15
74	Using <scp>ADHD</scp> Medications to Treat Coexisting <scp>ADHD</scp> and Reading Disorders: A Systematic Review. Clinical Pharmacology and Therapeutics, 2018, 104, 619-637.	4.7	15
75	Comparison of accommodations and interventions for youth with ADHD: A randomized controlled trial. Journal of School Psychology, 2020, 80, 15-36.	2.9	15
76	Social Maladjustment and Special Education. Journal of Emotional and Behavioral Disorders, 2014, 22, 214-224.	1.7	14
77	Universal screening in middle and high schools: Who falls through the cracks?. School Psychology, 2019, 34, 591-602.	2.4	14
78	Symptom Profiles and Mental Health Services Received Among Referred Adolescents. School Mental Health, 2018, 10, 96-110.	2.1	13
79	Promoting Classroom Social and Academic Functioning among Children at Risk for ADHD: The MOSAIC Program. Journal of Clinical Child and Adolescent Psychology, 2022, 51, 1039-1052.	3.4	13
80	School-based intervention for adolescents with attention-deficit/hyperactivity disorder: Effects on academic functioning. Journal of School Psychology, 2021, 87, 48-63.	2.9	13
81	Special Educators' Conceptualizations of Emotional Disturbance and Educational Placement Decision Making for Middle and High School Students. School Mental Health, 2014, 6, 163-174.	2.1	12
82	Elementary school teachers' preferences for school‐based interventions for students with emotional and behavioral problems. Psychology in the Schools, 2019, 56, 1633-1653.	1.8	12
83	A Peer-Delivered Intervention for High School Students With Impairing ADHD Symptoms. School Psychology Review, 2020, 49, 275-290.	3.0	12
84	Longitudinal Evaluation of the Role of Academic and Social Impairment and Parent-Adolescent Conflict in the Development of Depression in Adolescents with ADHD. Journal of Child and Family Studies, 2017, 26, 2374-2385.	1.3	11
85	Social deficits in high school students with attention-deficit/hyperactivity disorder and the role of emotion dysregulation.. School Psychology, 2020, 35, 233-242.	2.4	11
86	Attributions and Perception of Methylphenidate Effects in Adolescents With ADHD. Journal of Attention Disorders, 2017, 21, 129-136.	2.6	10
87	A Clinician's Guide to Co-occurring ADHD Among Adolescent Substance Users: Comorbidity, Neurodevelopmental Risk, and Evidence-Based Treatment Options. Journal of Child and Adolescent Substance Abuse, 2017, 26, 277-292.	0.5	10
88	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
89	The Efficacy of Cognitive Videogame Training for ADHD and What FDA Clearance Means for Clinicians. Evidence-Based Practice in Child and Adolescent Mental Health, 2021, 6, 116-130.	1.0	9
90	A Practical Guide to Implementing School-Based Interventions for Adolescents with ADHD. , 2015, , .		8

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91	An Evaluation of 504 and Individualized Education Programs for High School Students With Attention Deficit Hyperactivity Disorder. School Psychology Review, 2020, 49, 333-345.	3.0	8
92	Evaluation of a Comprehensive Assessment-Based Intervention for Secondary Students With Social, Emotional, and Behavioral Problems. Journal of Emotional and Behavioral Disorders, 2021, 29, 44-55.	1.7	8
93	Motivational Ruler Ratings among Teachers Receiving Coaching in Classroom Management: Measurement and Relationship to Implementation Integrity. Prevention Science, 2021, 22, 769-774.	2.6	8
94	School-based interventions for adolescents with attention-deficit/hyperactivity disorder. Adolescent Medicine: State of the Art Reviews, 2008, 19, 300-12, x.	0.2	8
95	Changing Academic Support in the Home for Adolescents With Attention-Deficit/Hyperactivity Disorder: A Family-Based Clinical Protocol for Improving School Performance. Cognitive and Behavioral Practice, 2016, 23, 14-30.	1.5	7
96	Evaluating the Factor Validity of the Children's Organizational Skills Scale in Youth with ADHD. School Mental Health, 2017, 9, 143-156.	2.1	7
97	Risk and Protective Factors for Peer Victimization in Adolescents with ADHD. Journal of School Violence, 2020, 19, 234-247.	1.9	7
98	Game-Based Self-Management: Addressing Inattention during Independent Reading and Written Response. Journal of Applied School Psychology, 2020, 36, 38-61.	0.9	7
99	Incremental Benefits of a Daily Report Card Over Time for Youth with Disruptive Behavior: Replication and Extension. School Mental Health, 2020, 12, 507-522.	2.1	7
100	Behavioral Assessment Within Problem-Solving Models: Finding Relevance and Expanding Feasibility. School Psychology Review, 2010, 39, 427-430.	3.0	6
101	Teacher Perceptions of School Consultant Social Influence Strategies: Replication and Expansion. Journal of Educational and Psychological Consultation, 2017, 27, 411-436.	1.1	6
102	Trajectories of Global Self-Worth in Adolescents with ADHD: Associations with Academic, Emotional, and Social Outcomes. Journal of Clinical Child and Adolescent Psychology, 2019, 48, 765-780.	3.4	6
103	Cost-effectiveness of Consultation for a Daily Report Card Intervention: Comparing In-Person and Online Implementation Strategies. Journal of Educational and Psychological Consultation, 2021, 31, 382-409.	1.1	6
104	Does Reading Standardized Tests Aloud Meet the Scientific Definition of an Accommodation?. Journal of Applied School Psychology, 2019, 35, 380-399.	0.9	5
105	Assessment of a conceptually informed measure of emotion dysregulation: Evidence of construct validity *vis a vis* impulsivity and internalizing symptoms in adolescents with ADHD. International Journal of Methods in Psychiatric Research, 2020, 29, 1-14.	2.1	5
106	The role of emotion regulation in alcohol use among adolescents with attention-deficit/hyperactivity disorder.. Psychology of Addictive Behaviors, 2020, 34, 772-782.	2.1	5
107	Comparison of Four Classroom-Based Strategies for Middle School Students With ADHD: A Pilot Randomized Controlled Trial. Journal of Attention Disorders, 2022, 26, 1507-1519.	2.6	5
108	Balancing Feasibility and Treatment Adherence in School Mental Health Research. Advances in School Mental Health Promotion, 2008, 1, 28-38.	0.8	4

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109	Progress Monitoring Change in Children's Social, Emotional, and Behavioral Functioning: Advancing the State of the Science. Assessment for Effective Intervention, 2018, 43, 67-70.	0.8	3
110	Randomized Trial of Academic Training and Medication Decision-Making for Adolescents with ADHD in Usual Care. Journal of Clinical Child and Adolescent Psychology, 2020, 50, 1-14.	3.4	3
111	Organization Interventions for Children and Adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD). Issues in Clinical Child Psychology, 2014, , 385-398.	0.2	3
112	School-Based Interventions for Adolescents With Attention-Deficit/Hyperactivity Disorder. , 2008, , 300-312.		3
113	Developing a Framework for Curtailing Exclusionary Discipline for African-American Students with Disruptive Behavior Problems: A Mixed-Methods Approach. School Mental Health, 2020, 12, 661-676.	2.1	2
114	Cognitive mechanisms of methylphenidate in ADHD: Do improvements in sustained attention mediate behavioral improvements in the natural environment?. Child Neuropsychology, 2021, 27, 425-446.	1.3	2
115	Cost-Effectiveness of a Training Intervention for Adolescents with ADHD. Journal of Clinical Child and Adolescent Psychology, 2021, , 1-15.	3.4	2
116	Organization interventions as a mediator of change in grades in the Challenging Horizons Program. Journal of School Psychology, 2021, 87, 18-27.	2.9	2
117	Teacher Ratings of Acceptability of a Daily Report Card Intervention Prior to and During Implementation: Relations to Implementation Integrity and Student Outcomes. School Mental Health, 2021, 13, 69-83.	2.1	2
118	Association of parenting behaviours and online risk‑taking in adolescents with ADHD. Children and Society, 2022, 36, 1126-1138.	1.7	2
119	Factor Structure and Convergent Validity of the Stress Index for Parents of Adolescents (SIPA) in Adolescents With ADHD. Assessment, 2019, 26, 825-838.	3.1	1
120	Risk and Protective Factors for Patterns of Bullying Involvement in Middle School Students. Journal of School Violence, 2022, 21, 175-189.	1.9	1
121	Supporting Teachers' Use of Classroom Management Strategies via Different School-Based Consultation Models: Which Is More Cost-Effective for Whom?. School Psychology Review, 0, , 1-16.	3.0	1
122	Psychosocial treatment of adolescents with ADHD. Current Attention Disorders Reports, 2009, 1, 125-130.	0.3	0
123	The Family-School Success intervention improves some family and educational outcomes in children with attention deficit hyperactivity disorder more than a control psychosocial intervention. Evidence-Based Mental Health, 2013, 16, 13-13.	4.5	0
124	The Life Course Model for providing empirically supported school-based services for adolescents. , 0, , 267-281.		0
125	Lessons from the Literature. , 2015, , 23-57.		0
126	Evaluating School Mental Health Programs. , 2017, , 323-337.		0

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127	Attention Deficit Hyperactivity Disorder: Evidence-Based Assessment and Treatment for Children and Adolescents. , 2020, , .		0
128	An Examination of the Parent-Rated Adolescent Academic Problems Checklist: What Do Parents Really Know?. Journal of Psychopathology and Behavioral Assessment, 2022, 44, 151-164.	1.2	0