

**Abbreviated VITA**  
**GEORGE M. SUGAI**

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Special Education Program  
Department of Educational Psychology  
Neag School of Education  
University of Connecticut  
Storrs, Connecticut

**PROFESSIONAL PREPARATION**

Ph.D., Special Education, University of Washington, Seattle 1980  
M.Ed., Special Education, University of Washington, Seattle 1974  
B.A., Biological Sciences, University of California, Santa Barbara 1973

**PROFESSIONAL EXPERIENCE**

Professor & Carole J. Neag Chair in Special Education, University of Connecticut, Storrs (2005-present) (tenure)  
Professor, Special Education, University of Oregon, Eugene (1997-2005) (tenure)  
Associate Professor, Special Education, University of Oregon, Eugene (1989-1997) (tenure)  
Visiting Fellow, Special Education, Edith Cowan University, Perth, Western Australia (1991)  
Assistant Professor, Special Education, University of Oregon, Eugene (1984-1989)  
Treatment Director, Spaulding Youth Center, Tilton, NH (1983-1984)  
Assistant Professor, Special Education, University of Kentucky, Lexington (1979-1983)  
Special Education Teacher, Aurora Public Schools, Aurora, CO (1974-1978)

**PROFESSIONAL AFFILIATIONS**

Council for Exceptional Children	Council for Children with Behavior Disorders
Association for Direct Instruction	Association for Behavior Analysis
Association for Positive Behavioral Supports	

**RECENT REFEREED JOURNAL PUBLICATIONS** (Since 2004) (Over 100 refereed journal publications since 1981)

Sugai, G., & Preciado, J. (in press). Lessons and advances in school-wide positive behavior support. *SUPPORTS: Catalan Journal of Inclusive Education*.

Spaulding, S. A., Horner, R. H., Irvin, L. K., May, S. L., Emeldi, M., Tobin, T. J., & Sugai, G. (In press). School-wide social-behavioral climate, student problem behavior, and related administrative decisions: Empirical patterns from 1,510 schools nationwide. *Journal of Positive Behavioral Interventions*.

Simonsen, B., Shaw, S., Faggella-Luby, M., Sugai, G., Coyne, M., Rhein, B., Madaus, J., & Alfano, M. (in press). A school-wide model for service delivery: Redefining special educators as interventionists. *Remedial and Special Education*.

Sugai, G., & Horner, R. H. (in press). Responsiveness-to-intervention and school-wide positive behavior supports: Similarities and differences. *Exceptionality*.

Sugai, G., & Horner, R. H. (in press). School-wide positive behavior support: Establishing a continuum of evidence based practices. *Journal of Evidence-based Practices for Schools*.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-145.

Flannery, K. B., Sugai, G., & Anderson, C. M. (2009). School-wide positive behavior support in high school: Early lessons learned. *Journal of Positive Behavior Interventions*, 11, 133-145.

Colvin, G., Flannery, B., Sugai, G., & Monegan, J. (2009). Using observational data to provide performance feedback to teachers: A high school case study. *Preventing School Failure*, 53, 95-104.

Sadler, C., & Sugai, G. (2009). Effective behavior and instructional support: A district model for early identification and prevention of reading and behavior problems. *Journal of Positive Behavior Interventions*, 11, 35-46.

- McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (2008). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions, 10*, 243-255.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351-380.
- Sugai, G., Simonsen, B., & Horner, R. H. (2008) (Eds.). Schoolwide positive behavior supports: A continuum of positive behavior supports for all students (invited special issue). *Teaching Exceptional Children, 40*(6). 5.
- Simonsen, B., Sugai, G., & Negrón, M. (2008). School-wide positive behavior supports: Primary systems and practices. *Teaching Exceptional Children, 40*(6). 32-40.
- Fairbanks, S., Simonsen, B., & Sugai, G. (2008). Classwide secondary and tertiary tier practices and systems. *Teaching Exceptional Children, 40*(6). 44-54.
- Sugai, G., & Horner, R. H. (2008). What we know and need to know about preventing problem behavior in schools. *Exceptionality, 16*, 67-77.
- Preciado, J., & Sugai, G. (2007). Donar suport a l'alumnat amb problemes conductuals des d'un enfocament centrat en la funció. *Revista Catalana d'Educació Inclusiva, 11*(1), 4-11.
- Hagan-Burke, S., & Burke, M., & Sugai, G. (2007). Using structural analysis and academic-based intervention for a student at risk for EBD. *Behavioral Disorders, 32*, 174-190.
- Simonsen, B., & Sugai, G. (2007). Using school-wide data systems to make decisions efficiently and effectively. *School Psychology Forum, 1*(2), 46-58.
- Doolittle, J. H., Horner, R. H., Bradley, R., Sugai, G., & Vincent, C. (2007). Importance of student social behavior in the mission statements, personnel preparation standards, and innovation efforts of state departments. *Journal of Special Education, 40*, 239-245.
- Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. *Exceptional Children, 73*, 288-310.
- Sugai, G. (2007) (invited). Promoting behavioral success in schools: Commentary on exemplary practices. In McDougal, J., & Miller, D. Special Practitioner's Edition: Promoting behavioral success. *Psychology in the Schools, 44*, 113-118.
- Sugai, G., & Horner, R. (2006) (invited paper). A promising approach for expanding and sustaining the implementation of school-wide positive behavior support. *School Psychology Review, 35*, 245-259.
- Irvin, L. K., Horner, R. H., Ingram, K., Todd, A. W., Sugai, G., Sampson, N. K., & Boland, J. B. (2006). Using office discipline referral data for decision making about student behavior in elementary and middle schools: An empirical evaluation of validity. *Journal of Positive Behavior Interventions, 8*, 10-23.
- Ingram, K., Lewis-Palmer, T., & Sugai, G. (2005). Function-based intervention planning: Comparing the effectiveness of FBA indicated and contra-indicated intervention plans. *Journal of Positive Behavior Interventions, 7*, 224-236.
- Tobin, T. J., & Sugai, G. (2005). Preventing problem behaviors: Primary, secondary, and tertiary level prevention interventions for young children. *Journal of Early Intensive Behavior Intervention, 2*(3), 115-124.
- Sugai, G., & Lewis-Palmer, T. (eds.) (2004). Invited special Issue: Function-based assessment. *Assessment for Effective Instruction, 30*.
- Sugai, G., & Lewis-Palmer, T. (2004). Overview of function-based approach to behavior support within schools (invited special issue). *Assessment for Effective Instruction, 30*, 1-6.
- Lewis-Palmer, T., Bounds, M., & Sugai, G. (2004). District-wide system for providing individual student support (invited special issue). *Assessment for Effective Instruction, 30*, 53-66.
- Preciado, J., & Sugai, G. (2004) (invited). Suport conductual positiu a nivell d'escola: una revisió de les seves característiques crítiques. *Suports: Revista Catalana d'Educació Especial i Atenció a la Diversitat, 8*(2), 148-156.
- Beard-Jordan, K., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior. *Behavioral Disorders, 29*, 396-409.
- Hirsch, E. J., Lewis-Palmer, T., Sugai, G., & Schnacker, L. (2004). Using school bus discipline referral data in decision making: Two case studies. *Preventing School Failure, 48*(4), 4-9.
- Sugai, G. (2004) (invited). Commentary: Establishing efficient and durable systems of school-based support. *School Psychology Review, 32*, 530-535.

- Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The School-Wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 6, 3-12.
- Irvin, L.K., Tobin, T.J., Sprague, J.R., Sugai, G., & Vincent, C.G. (2004). 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*, 6, 131-147.

### **CHAPTERS (Since 2004) and BOOKS**

- Sailor, W., Dunlap, G., Horner, R. H., & Sugai, G. (Eds.) (2009). *Handbook of positive behavior support*. New York, Springer.
- McIntosh, K., Horner, R. H., & Sugai, G. (2008). Sustainability of systems-level evidence-based practices in schools: Current knowledge and future directions. In W. Sailor, G. Dunlap, R. H. Horner, & G. Sugai (Eds.). *Handbook of Positive Behavior Support*. Guilford Press.
- Sugai, G., Horner, R. H., & McIntosh, K. (2008). Best practices in developing a broad-scale system of support for school-wide positive behavior support. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology V* (Vol. 3, pp. 765-780). Bethesda, MD: National Association of School Psychologists.
- Simonsen, B., & Sugai, G. (2007). School-wide positive behavior support: A systems level application of behavioral principles. In S. W. Evans, Mark D. Weist, & Z. N. Serpell (Eds.), *Advances in school-based mental health interventions: Best practices and program models* (pp. 8-2 – 8-17). Kingston, NJ: Civic Research Institute.
- Chafouleas, S., Riley-Tillman, T. C., Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction*. New York: Guilford Press.
- Sugai, G. (2009). Teaching students with emotional and behavioral disorders: Then and now. In W. L. Heward, *Exceptional children: An introductory survey of special education* (9th ed.) (pp. 248-249). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Tobin, T. J., Rossetto Dickey, C., Horner, R. H., & Sugai, G. (2008). Comprehensive implementation of the three-tiered prevention approach to school-wide behavior support: An elementary school case study. In Greenwood, C. G. (Ed.), *Elementary School-Wide Prevention Models: Real Models and Real Lessons Learned*. New York: Guilford.
- Chard, D., Harn, B., Sugai, G., & Horner, R. (2008). Core Features of Multi-Tier Systems of Academic and Behavioral Support. In Greenwood, C. G. (Ed.), *Elementary School-Wide Prevention Models: Real Models and Real Lessons Learned*. New York: Guilford.
- Sugai, G. (2008). Personal reflections: Screening and classification. In J. M. Kauffman & T. J. Landrum (Eds.), *Characteristics of emotional and behavioral disorders of children and youth* (9<sup>th</sup> ed.) (pp. XX-XX). Columbus, OH: Merrill.
- Sugai, G., Horner, R. H., & McIntosh, K. (2008). Best practices in developing a broad-scale system of support for school-wide positive behavior support. In A. Thomas & J. P. Grimes (Eds.), *Best practices in school psychology V* (Vol. 3, pp. 765-780). Bethesda, MD: National Association of School Psychologists.
- Simonsen, B., & Sugai, G. (2007). School-wide positive behavior support: A systems level application of behavioral principles. In S. W. Evans, Mark D. Weist, & Z. N. Serpell (Eds.), *Advances in school-based mental health interventions: Best practices and program models* (pp. 8-2 – 8-17). Kingston, NJ: Civic Research Institute.
- Sugai, G., & Horner, R. H. (2005) (Eds). Educational applications (Volume III). In M. Hersen. *Encyclopedia of behavior modification and cognitive behavior therapy*. Sage Publications: New York.
- Sugai, G., & Horner, R. H. (2005). School-wide positive behavior supports: Achieving and sustaining effective learning environments for all students. In W. H. Heward (Ed.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 90-102). Upper Saddle River, NJ: Pearson Prentice-Hall
- Horner, R.H., & Sugai, G., (2005). School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.) *Positive Behavior Support* (pp. 359-390) New York: Guilford Press.
- Sugai, G., & Lewis, T. J. (2004). Social skills instruction in the classroom. In E. J. Kame'enui & C. Darch (Eds.). *Instructional classroom management* (2<sup>nd</sup> ed.) (pp. 152-172). White Plains, NY: Longman.

- Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (2004). School-wide discipline and instructional classroom management: A systems approach. In E. J. Kame'enui & C. Darch (Eds.). *Instructional classroom management* (2<sup>nd</sup> ed.) (pp. 218-248). White Plains, NY: Longman.
- Sugai, G. M., & Tindal, G. (1993). *Effective school consultation: An interactive approach*. Pacific Grove, CA: Brookes/Cole.
- Wolery, M. R., Bailey, D. B., Jr., & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston MA: Allyn & Bacon.

**FUNDED GRANT ACTIVITIES** (Since 1998) (More than \$25 million since 1984)

- Technical Assistance Center on Positive Behavioral Interventions and Supports (III) (Grant No. H326S03002). Office of Special Education Programs, U.S. Department of Education, \$8,500,000. 2008-2014. Project Co-Director with R. Horner.
- Post-Doctoral Training and the Center for Behavioral Education and Research (Grant No. R324B080007). Institute of Education Science. U.S. Department of Education. \$450,000. 2007-2012. Project Co-Director with S. Chafouleas.
- Center on State Implementation and Scaling of Evidence-based Practices (Grant No. H326K070002). Office of Special Education Programs, U.S. Department of Education, \$5,000,000 (\$50,000 subcontract). 2007-2013. Project Co-Investigator with D. Fixsen, K. Blasé, and R. Horner.
- Validation of Instruments for Assessing Behavior Longitudinally and Efficiently (Grant No. R324B060014). Institute of Education Science, U.S. Department of Education. \$1,200,000. 2005-2011. Project Co-Director with Sandy Chafouleas.
- Technical Assistance Center on Positive Behavioral Interventions and Supports (II) (Grant No. H324D030002). Office of Special Education Programs, U.S. Department of Education, \$8,499,998. 2003-2009. Project Co-Director with R. Horner.
- Leadership Preparation: Project Vanguard (Grant No. H325D030039). U.S. Department of Education, Office of Special Education Programs, \$800,000. 2003-2007. Project Co-Director with R. Horner & E. Kame'enui.
- Research and Demonstration Center on School-wide Behavior Support (Grant No. 84.324X010015). U.S. Department of Education, Office of Special Education Programs, \$4,497,995. 2001-2006. Project Co-Director with R. Horner.
- High School Positive Behavior Support: Increasing Success for All Students (Grant No. H324D020031). U.S. Department of Education, Office of Special Education Programs. \$539,983. 2002-2005. Project Co-Director with B. Flannery.
- A Functional Analytic Examination of Problem Behavior and Reading Difficulties in Young Children (Grant No. H324N000030). U.S. Department of Education, Office of Special Education Programs, \$225,000. 2000-2003. Project Co-Director with S. Hagan-Burke.
- Current Research on Educational Endeavors to Increase At-risk Learners' Success. Office of Professional Technical Education, Oregon Department of Education. \$20,000. 1999-2000. Project Co-Director with Tary Tobin.
- Employing Functional Assessment-Behavior Support Planning within Regular Classroom Settings and with Students At-risk for School Failure (Grant No. H324N990017). Office of Special Education Programs. U.S. Department of Education. \$224,919. 1999-2002. Project Co-Director with T. Palmer.
- Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders (Grant No. H324N80024). Office of Special Education Programs. U.S. Department of Education, \$218,036. 1998-2001. Project Co-Director with T. Tobin.
- Center for Positive Behavioral Interventions and Supports (Grant No. H326S980003). Office of Special Education Programs, U.S. Department of Education. \$3,249,840. 1998-2003. (\$250,000 in additional supplements). Project Co-Director with R. Horner.
- Comprehensive Functional Assessment for Schools (Grant No. H324M80076). Model Demonstration, Office of Special Education Programs, U.S. Department of Education. \$598,788. 1998-2002. Project Co-Director with R. Horner.