

ROBERT ALEXANDER (“ROBIN”) McWILLIAM

Dept. of Special Education
 Capital Hall 1813
 The University of Alabama
 Tuscaloosa, Alabama, 35487
 USA

Telephone: 615-715-0394

Email: ramcwilliam@ua.edu

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Education

August 1992	Doctor of Philosophy	University of North Carolina at Chapel Hill; Education (Early Childhood Special Education)
August 1987	Master of Arts	Appalachian State University, Boone, NC; Special Education (Severe and Profound Disabilities)
December 1978	Bachelor of Arts	University of North Carolina at Chapel Hill; Interdisciplinary Studies (Education of the Blind and Creative Writing)

Doctoral Dissertation and Master's Thesis

McWilliam, R. A. (1992). Predictors of service delivery models in center-based early intervention. *Dissertation Abstracts International*, 53-09A, 3171. (University Microfilms No. 9302548)

McWilliam, R. A. (1987). *The effects of noncontingent stimulation on learning by handicapped preschoolers and nonhandicapped infants*. Unpublished master's thesis, Appalachian State University, Boone, NC.

Areas of Specialization

Early intervention with infants and toddlers	Family support practices
Intervention plan development	Criteria for evidence-based practices
Routines-Based Interview	(completed WWC Single-Case Design Standards Training, 6/9/21)
Child engagement	Challenging behaviors
Preschool classroom organization & management	Implementation planning
Checklist-based feedback	

Experience

2016-Present

Professor, Department of Special Education and Multiple Abilities, The University of Alabama

Teach undergraduate and graduate students. Member of the

Director and Founder, Evidence-based International Early Intervention Office (EIEIO), College of Education, The University of Alabama

Provide training and technical assistance on the Routines-Based Model within the United States and in nine other countries. Lead three certification institutes for the Routines-Based Interview, Routines-Based Home Visiting, and Collaborative Consultation to Children's Classrooms. Host international interns, who come to study with me and learn about the Routines-Based Model and to learn research skills.

2019-Present

Executive Director and Founder, EI@UA, EIEIO, The University of Alabama

Early intervention service program for infants and toddlers with disabilities and their families in the Tuscaloosa area. Serves as a model demonstration site for the Routines-Based Model.

Affiliated Faculty, Center for Youth Development and Intervention (CYDI), The University of Alabama

2016-2019

Professor and Department Head, Special Education and Multiple Abilities, The University of Alabama

2015-Present

Principal and Purveyor, The RAM Group (ramgroup.info)

Coordinating, training, and supporting members to provide top-quality services, and training in early intervention 0-6 throughout the world. Operated like a hybrid of a community of practice, a think tank, and a speakers' bureau, the RAM Group consists of experts intent on ensuring the Routines-Based Model is presented and implemented with fidelity. Conducting research is an important part of the group's work. In implementation science, a purveyor is the developer of a model.

Owner, Robin McWilliam Consulting, R. A. McWilliam, LLC, Tuscaloosa, AL (mcwilliamconsulting.com)

Helping administrators, early intervention professionals, and researchers all over the world to assess their needs, develop solutions, and measure success. Services consist of child and family assessment and intervention planning, implementation and strategic planning, personal coaching, planning and implementing professional development, presentations, and research design and measurement.

2008-2016

Professor of Education (courtesy appointment), College of Health, Education, and Professional Studies; University of Tennessee at Chattanooga.

2008-2015

Siskin Endowed Chair of Research in Early Childhood Education, Development, and Intervention

Director of the Siskin Center for Child and Family Research

Siskin Children's Institute, Chattanooga, TN

Service and Training

Director of the Siskin Home- and Community-Based Early Intervention Program

Director of the ESCALATE Program (2010-2012)

Director of Training for Intervention, Engagement, and Reinforcement (2013-2014)

Founder and Director of Routines-Based Interview Certification Institute

Grant-Funded Research

Principal Investigator: TEIDS *Plus*: Integrating quality assurance and data-based decision making to enhance IFSP quality, implementation, and child and family outcomes (2007-2011)

2008-2013

Adjoint Professor (courtesy appointment), Department of Special Education, Peabody College, Vanderbilt University

2002-2008

Division Chief, Center for Child Development (division for developmental and behavioral pediatrics), Department of Pediatrics, Vanderbilt University School of Medicine and the Monroe Carell Jr. Children's Hospital at Vanderbilt.

Professor (tenured), Department of Pediatrics, Vanderbilt University School of Medicine

Professor (secondary appointment), Department of Special Education, Peabody College, Vanderbilt University

Investigator, John F. Kennedy Center for Research on Education and Human Development

Investigator, Learning Sciences Institute

Service Chief, ACGME-accredited training program for fellowships in developmental and behavioral pediatrics, Vanderbilt University School of Medicine

Service and Training

Director: Junior-League Vanderbilt Center for Parenting Young Children (2007-2008)

Principal Investigator: National Individualizing Inclusion Project: A Project of National Significance (2003-2005)

Principal Investigator: Tennessee Technical Assistance and Resources for Enhancing Deafblind Supports (2005-2008)

Grant-Funded Research

Principal Investigator: Improving Engagement in Preschoolers With Disabilities (2001-2005)

Principal Investigator: The Engagement Classroom: A Model for Preschool Inclusion (2005-2008)

Principal Investigator: Routines-Based Interview to Plan Interventions and Measure Family Quality of Life (2006-2007)

Principal Investigator: TEIDS *Plus*: Integrating quality assurance and data-based decision making to enhance IFSP quality, implementation, and child and family outcomes (2007-2011)

Investigator: A Comparison of Home- and Center-Based Intervention Settings for Infants and Toddlers with Hearing Loss (PI: Anne Marie Tharpe, 2005-2007)

1988-2002

Senior Scientist, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Previous job titles: Social Research Associate II (1988-1992), Investigator (1992-1999), Fellow (1996-1999), Scientist (1999-2001)

Service and Training

Investigator: Early Intervention Training Center on Visual Impairment (2001-2005; PI: Deborah Hatton)

Principal Investigator: Doctoral Training Program in Early Intervention and Family Support (2000-2002; Don Bailey PI 1998-2000)

Principal Investigator: Project INTEGRATE (Integrated and Naturalistic Therapy and Education Garnered from Research And Treatment Experiences; 1997-2000)

Grant-Funded Research

Principal Investigator: Improving Engagement in Preschoolers With Disabilities (2001-2003)

Principal Investigator: Individualizing Inclusion in Child Care Model Demonstration Project (2000-2002; Mark Wolery PI 1998-2000)

Principal Investigator: Engagement as an Outcome of Child Care Quality (“The Engagement Project”; 1997-2000)

Investigator: National Early Intervention Longitudinal Study (1995-2000; contract from SRI, Inc.; PI: Kathy Hebbeler)

Principal Investigator: School Practices Project, Early Childhood Follow-Through Research Institute (1995-2000; PIs: Mark Wolery & Don Bailey)

Principal Investigator: Teaching Styles in Early Intervention: Responsiveness and Directiveness (1994-1997).

Principal Investigator: Transitions From Part H to Preschool (1995-1996).

Investigator: Early Childhood Research Institute: Service Utilization (1994-1997; PI: Gloria Harbin)

Principal Investigator: Integrated vs Isolated Treatment Grant (1993-1995). Project Director (1990-1992; PI: Don Bailey)

Principal Investigator: Service Delivery by Allied-Health Professionals: A Focus Group Study (1994-1995)

Principal Investigator: Engagement Validation for Research with Children with Mental Retardation (1994)

Principal Investigator: Professional Perceptions of Early Intervention Services in North Carolina (1994)

Investigator: Evaluation Study of Part H Services in North Carolina (1992-94; PI: Pat Porter)

Principal Investigator: ICC Survey of Family Satisfaction with Early Intervention Services (1992-1993)

Project Director: Child Engagement Research Grant (1989-1990)

Investigator: Carolina Institute for Research on Infant Personnel Preparation (PI: Don Bailey) (1988-1992)

2002-2004 **Research Professor**, Early Childhood, Families, and Literacy Area, School of Education, University of North Carolina at Chapel Hill

1998-2002 **Research Associate Professor**, Early Childhood, Families, and Literacy Area, School of Education, University of North Carolina at Chapel Hill

1998-2001 **Sports Counselor**, Field Hockey Program, Department of Athletics, University of North Carolina at Chapel Hill

1996-1998 **Research Assistant Professor**, Department of Special Education and Literacy Studies, School of Education, University of North Carolina at Chapel Hill

1993-1995 **Clinical Assistant Professor**, Department of Specialized Education Programs, School of Education, University of North Carolina at Chapel Hill

1992 (Fall) **Visiting Assistant Professor**, Department of Special Education, School of Education, University of North Carolina at Chapel Hill

1986-1988

Project Coordinator, Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators), Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC

1983-1987

Project Coordinator, Project SUNRISE (Support Network of Rural Intervention Services), Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC

1984-1987

Supervisor, Family Place Preschool Classrooms, Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC

1982-1983

Child Development Specialist, The Tammy Lynn Center, Early Childhood Intervention Program, Raleigh, NC

1981-1982

Child Development Specialist, Johnston County Mental Health Center, Early Childhood Intervention Program, Smithfield, NC

1980

Independent Living Skills Instructor (Consultant), North Carolina Department of Human Resources, Division of Services for the Blind, Raleigh, NC

1979

Educational Development Assistant, The Governor Morehead School, Raleigh, NC

Other Affiliations

- 2019-Present EQUIDEI (Equity, Diversity, and Inclusive Education) research group, based at the Autonomous University of Madrid. Investigator.
- 2017-2019 Early Childhood Personnel Center (University of Connecticut Health Center; Mary Beth Bruder, PI). Leadership Team.
- 2005-2008 Consultant: Kent State University-University of Kentucky Collaborative Leadership Grant for Doctoral Education in Early Childhood Special Education. Director: Kristie Pretti-Frontzcak, Kent State University
- 2004-2007 Investigator: The Center to Guide Personnel Preparation Policy and Practice in Early Intervention and Early Childhood Special Education. PI: Mary Beth Bruder, University of Connecticut
- 2004-2006 Consultant: Enhancing the Quality of Inclusion in Preschool (Project EQuIP). PI: Lee Ann Jung, University of Kentucky.
- 2003-2006 External evaluator: Tennessee General Supervision Enhancement Grant. PI: Rich Lewis, Southeastern Regional Resource Center, University of Kentucky
- 2003 Consultant: Autism Services Study. PI: Joe Morrissey, Program on Mental Health Services and Systems Research, Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill

- 2003-2006 External Evaluator: Carolina Interdisciplinary Large-Scale Policy Research Training. PI: Gloria Harbin, FPG Child Development Center, University of North Carolina at Chapel Hill.
- 2002-2005 Evaluator: National Center for Special Education Accountability Monitoring. PI: Alan Coulter, Louisiana State University Health Sciences Center.
- 2001-2003 Investigator: The Integration of Health and Social Services for Young Children and Their Families ("The Integration Study"; Canada). PI: John D. McLennan, McMaster University.
- 2005-Present Team Collaborator: Fundação para a Ciência e a Tecnologia, Portugal, by virtue of collaboration with the Centro de Psicologia da Universidade do Porto.

Relevant Skills

Working competence in Braille and Signed Exact English (sign language)

Competent in Spanish

Editorial Experience

- 2018-2019 Global Implementation Society Journal Committee
- 2009-Present International Editor, *Infants and Young Children*
- 2009-2016 Associate Editor, *Exceptional Children*
- 1997-2002 Editor, *Journal of Early Intervention*
- 1997 Steering Committee, *Young Exceptional Children*
- 1993-1997 Managing Editor/Copyeditor. *Journal of Early Intervention*
- 1990-1996 Associate Editor, *TEACHING Exceptional Children*.
- 1985 Associate Guest Editor. *Analysis and Intervention in Developmental Disabilities*, 5(1-2).
Special issue on early intervention.

Editorial Boards

- 1988-1996 *TEACHING Exceptional Children*
- 1993-Present *Journal of Early Intervention*
- 1994-Present *Topics in Early Childhood Special Education*
- 1996-2016 *Exceptional Children*
- 1997-1998 *Young Exceptional Children*
- 1999-Present *Early Childhood Research and Practice*
- 2000-Present *Journal of Special Education*
- 2001-Present *Infants and Young Children*
- 2008-Present *Journal of Developmental and Behavioral Pediatrics*
- 2009-2021 *McGill Journal of Education / Revue des sciences de l'éducation de McGill*
- 2019-Present *Implementation Applications and Research*
- 2021-Present *Early Childhood Research Quarterly*

Since 1989 **Guest Reviewer**

American Educational Research Journal:
American Journal of Obstetrics and Gynecology
American Journal on Mental Retardation
Child & Youth Care Forum

*Family Relations**International Journal of Disability, Development and Education**International Journal of Environmental Research and Public Health**Journal of Autism and Developmental Disorders**Journal of Behavioral Education**Journal of Child and Family Studies**Journal of Educational Psychology**Journal of Policy and Practice in Intellectual Disabilities**Journal of the Association for Persons with Severe Handicaps**The Lancet Global Health**Psychological Reports: Perceptual and Motor Skills**Review of Educational Research**Education Sciences***Service***International*

2002-Present	Collaborating Member, Fundação para a Ciência e a Tecnologia (Foundation for Science and Technology), Portugal
2021-2025	Fulbright Specialist
2021	Scientific Committee, 2nd International Equity, Diversity, and Inclusive Education Congress (Spain)

National

1987-1995	HCEEP Rural Network Board of Directors
1991-1992	Division of Early Childhood (CEC) Recommended Practices Task Force. Strand Co-Chair: Service-Delivery Models/Environments
1996-1997	National Part H Evaluation Consortium
1996-1997	Advisory Board, Quality of Programs for Infants and Toddlers With Disabilities, National Center for Education, Development, and Learning
1997	Office of Special Education Programs, U.S. Department of Education (review of Early Childhood Longitudinal Study—Birth Cohort)
1998-2000	Interdisciplinary Models Strand (chair), DEC Recommended Practices Revision
2001	Peer Review Work Group, Office of Special Education Programs, U.S. Department of Education
2003	CEC Division of Research Committee on Families of Individuals with Disabilities
2003	Committee to Review Quality of Evidence From Correlational Research for Evidence-Based Practice, Division for Research, Council for Exceptional Children
2004	Intervention Planning Group, Fragile X Newborn Screening Planning Grant, University of North Carolina at Chapel Hill
2004-2007	Early Childhood Outcomes Center Technical Work Groups on Child and Family Outcomes

2004-2010	ERIC Subject Matter Expert (early childhood), CSC for the U.S. Department of Education
2005-2009	Council for Exceptional Children—Division for Research, Presidential track: Vice-President (2005-2006), President-Elect (2006-2007), President (2007-2008), Past President (2008-2009); Families Committee, Publications Committee
2006-2009	Early Childhood Family Supports Community of Action Steering Committee, organized by Ann Turnbull, Beach Center, University of Kansas
2006-2011	National Center on High Quality Personnel in Inclusive Preschool Settings, Leadership Team
2007-2012	Evidence-Based Practice Pilot Team, Council for Exceptional Children
2009-2014	Early Childhood Outcomes Center, Advisory Board
2010	IFSP/IEP-Outcomes Integration Think Tank, sponsored by NECTAC/ECO
2010-2015	Technical Work Group, National Evaluation of the IDEA Technical Assistance and Dissemination Program
2010	National Advisory Board, Texas Early Intervention Study, SRI International
2010-2011	National Advisory Board, Institute for Partnership in the Early Years, University of Kansas
2012	Individualized Education Program and Child Outcomes Workgroup, sponsored by NECTAC
2012	Reviewer, Office of Special Education Programs center grants
2013	Topic team on teaming and collaboration, DEC Recommended Practices
2013-2014	IDEA Early Childhood System Framework Technical Working Group, Early Childhood Technical Assistance Center
2021-Present	Special Education Research Accelerator (SERA) Research Partner, University of Virginia

State

1983-1988	North Carolina Association for Infants and Families. Board of Directors, Vice President (1985-1988).
1986-1988	Governor's Task Force on the NC Schools for Deaf and the Blind
1986-1991	Personnel Development Task Force of the NC Interagency Coordinating Council.
1988-2002	North Carolina Division for Early Childhood of CEC (President, 1988-89; Past President, 1989-90; Chair, Advocacy and Governmental Relations Committee, 1989-91)
1988-1994	North Carolina Department of Public Instruction Preschool Handicapped Certification Committee and Practicum Planning and Supervision Committee
1989-1991	Public Awareness Task Force of the NC Interagency Coordinating Council
1990-1991	North Carolina Developmental Disabilities Consortium
1991-1998	Children & Families Committee of the NC Interagency Coordinating Council (Professional Co-Chair, 1994-1997).

1994-1998	North Carolina Interagency Coordinating Council (ICC) for Children Ages Birth to Five with Disabilities and Their Families (appointed by Governor Jim Hunt)
1996	Task Force on Early Intervention for Hearing Impaired Children, NC Department of Human Resources, Division of the Deaf and Hard of Hearing
1996-2000	New York Service Guidelines National Advisory Panel
2003-2005	Advisory Council, TREDIS: Tennessee Technical Assistance and Resources for Enhancing Deafblind Supports, Vanderbilt University.
2004-2008	Statewide Genetics Coordinating Committee, Tennessee Department of Health
2004-2011	Early Childhood Comprehensive System Advisory Committee, Division of Maternal and Child Health, Tennessee Department of Health
2005-2006	Diagnosis and Treatment Work Group on Access to Care After EPSDT Screenings, Children's Hospital Alliance of Tennessee
2005-2006	Service Guidelines Committee for Part C Services, Tennessee Department of Education
2006-2012	Advisory Council, Disability Law & Advocacy Center of Tennessee's Protection & Advocacy for Individuals with Mental Illness (PAIMI); Chair 2007-2009
2008	Steering Panel, Childhood Mental Health, Governor's Office of Children's Care Coordination, Tennessee
2009-2011	Disability Law Advocacy Center of Tennessee Fundraising Committee
2016-Present	Alabama Alliance for Early Success
2019-Present	First 5 Alabama (Alabama Association for Infant and Early Childhood Mental Health)
2022	Alabama's Early Intervention System Financial Task Force
2023-Present	Alabama's Early Intervention System Rate Study Steering Committee

Local

1993-95	School Governance Committee (elected parent representative), Frank Porter Graham Elementary School, Chapel Hill, NC (Chair, 1994-95)
1998-2000	Advisory Group, Individualizing Inclusion in Child Care, Model Demonstration Project, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill
2005-2007	Service Delivery Committee (Chair), Greater Nashville Local Interagency Coordinating Council
2009	Research Advisory Group, Children's Discovery Museum, Chattanooga, TN
2009-2013	Advisory Board, Project Ready for School, United Way of Greater Chattanooga
2011-2013	Advisory Committee, Invest in Children and Youth, United Way of Greater Chattanooga
2012	Grundy County, TN, Frontiers of Innovation Committee; Advisory Board, South Cumberland Collaborative for Children and Families
2016-Present	Tuscaloosa Young Child Wellness Council

Conference Review and Planning

1989-Present	Proposals for Division for Early Childhood (CEC) Conference
1992, 1994	Proposals for American Educational Research Association Conference
1997, 1998 (Chair), 2001 (Chair)	Planning Committee, Research Project Directors Meeting, sponsored by OSERS, U.S. Dept. of Education; and the Council for Exceptional Children
1998, 2001, 2002	Planning Committee, Research to Practice Summit on Inclusion in the Early Years (NECTAS)
2002, 2003	Chair, Planning Committee, National Early Childhood Meeting, sponsored by OSEP, U.S. Dept. of Education; and the National Early Childhood Technical Assistance Center

*University Service***University of North Carolina at Chapel Hill**

1988-1999	FPG Child Care Management Team
1993	Child Development/Family Studies Program Planning Committee, School of Education
1993-1997	Research Advisory Board, Division of Physical Therapy, Department of Medical Allied Health Professions
1993	Pre-K Certification Committee, Department of Specialized Education Programs, School of Education
1992-1997	Ira Gordon Lecture Series Committee
1995	Computer Services Review Committee (Chair), Frank Porter Graham Child Development Center
1998	Summer Pre-Graduate Research Experience Program Review Team
1998-2000	Volunteer Sports Counselor, University of North Carolina-CH Field Hockey Program
1998-2001	Official Scorekeeper/Statistician, University of North Carolina-CH Field Hockey Program
1998	Committee to Develop EPA Nonfaculty Classification System, Frank Porter Graham Child Development Center
1999	Task Force on Outreach and Public Service (Chair), Frank Porter Graham Child Development Center
2000	Search Committee for Director of Outreach Services (Chair), Frank Porter Graham Child Development Center
2000	Search Committee for Assistant Professor of Early Childhood Intervention and Child Development and Family Studies, School of Education
2001-2002	Graduate Studies Division Committee, School of Education
2001-2002	Carolina First Campaign Steering Committee for Women's Field Hockey
2009-2014	Morehead-Cain Scholarship Alumni Reader
2019	Morehead-Cain UK Scholarship Reviewer

Vanderbilt University

2002-2008	Department of Pediatrics Research Committee on Community Building
2002-2008	Faculty Advisor, Field Hockey Club
2003-2005	Advisory Board, TREDIS: Tennessee Technical Assistance and Resources for Enhancing Deafblind Supports, Vanderbilt University.
2003-2004	Sponsor Team member, redesigning services for children with disabilities, sponsored by Vanderbilt Children's Hospital
2004-2008	Leadership Council, Vanderbilt Habilitation and Rehabilitation Services
2003-2006	Search Committee, Director of the Division of General Pediatrics
2003-2004	Search Committee, Early Childhood Special Education Faculty Member
2004-2008	Department of Pediatrics Appointments and Promotions Committee
2004-2006	Equal Access Committee, Vanderbilt University
2004	Susan Gray School Financial Sustainability Committee
2006-2008	Ed.D. in Early Childhood Leadership Committee, Peabody College

University of Alabama

University

2017-2020	International Education Committee
2017-2020	Internationalization Lab (co-chair of Subcommittee on Faculty Practices and Research)
2016-2019	University Council on Teacher Education
2022-Present	Faculty Advisor, Chronically Ill & Disabled Students Alliance

College of Education

2016-2018	Assessment Committee
2016-2019	Leadership Council
2018-2019	CrossingPoints Advisory Board (transition to postsecondary life)
2021-Present	Faculty Issues Committee
2016-Present	Review committees for appointment to full professor, for the Departments of Special Education and Multiple Abilities; Kinesiology; and Educational Studies in Psychology, Research Methodology, and Counseling

Department of Special Education and Multiple Abilities

2016-2017	Chair, Search Committee for Professor of Implementation Science
2016-2017	Chair, Search Committee for Associate/Full Professor of Special Education for the Autism Cluster

University of Colorado

Special Graduate Faculty member in the Education and Human Development Program

Organizations (Current Member)

Council for Exceptional Children

Division for Early Childhood

Division of Research

Board of Directors (Vice President, 2005-2006; President-Elect, 2006-2007; President, 2007-2008; Past President, 2008-2009)

Division on Autism and Developmental Disabilities

Division of International Special Education Services

International Society on Early Intervention

Global Implementation Society

Founding Member

Ontario Association of Infant and Child Development

First 5 Alabama (Alabama Association for Infant and Early Childhood Mental Health)

Boards

1998-2000	Individualizing Inclusion in Child Care Model Demonstration Project, University of North Carolina at Chapel Hill (PI: Mark Wolery). Advisory board member
2003-2005	National Early Childhood Transition Center (PI: Beth Rous, University of Kentucky). Expert panel member
2003-2005	Advisory Board, TRENDS: Tennessee Technical Assistance and Resources for Enhancing Deafblind Supports, Vanderbilt University.
2005-2008	Board of Directors, First Steps, Inc., Nashville, TN
2006-2012	Advisory Council, Tennessee Protection and Advocacy for Individuals with Mental Illness; Chair 2007-2009
2006-2009	Board of Directors, American Association for Home-Based Early Interventionists
2007-2009	Board of Directors, Disability Law & Advocacy Center of Tennessee (DLAC)
2009-2013	Advisory Board, Project Ready for School, United Way of Greater Chattanooga
2009-2013	Invest in Children and Youth Committee, United Way of Greater Chattanooga

2023-2026 Advisory Board, International Early Childhood Inclusion Institute, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Honors

1975-1978 John Motley Morehead Scholarship, University of North Carolina, Chapel Hill, NC.

1977 Order of the Grail (honorary society recognizing scholarship, leadership, character, and service), University of North Carolina-CH.

1977 Order of the Old Well (honorary society recognizing “unrecognized” humanitarian service), University of North Carolina-CH.

1984 Employee of the Year for Innovativeness, Family, Infant and Preschool Program, Western Carolina Center, Morganton, NC.

1988 Employee of the Year for Training and Technical Assistance, Family Infant and Preschool Program, Western Carolina Center, Morganton, NC.

1989 North Carolina Division for Early Childhood of the Council for Exceptional Children Award for Contributions to NC-DEC.

1997-2002 Editor, Journal of Early Intervention.

2005-2008 Council for Exceptional Children—Division for Research, presidential track

2006 Outstanding volunteer, 5th Annual Community Action Awards, Metropolitan Action Commission, Nashville and Davidson County, TN

2006-2009 Advisory Council, Tennessee Protection and Advocacy for Individuals with Mental Illness; Chair 2007-2009,

2008 Appointed first Siskin Endowed Research Chair in Early Childhood Education, Development, and Intervention

2014 Mary McEvoy Service to the Field Award from the Division for Early Childhood of the Council for Exceptional Children

2021-2025 Fulbright Specialist

2023 Runner up in Autonomous University of Madrid’s Prize for Innovation and Knowledge Transfer, as part of the research team EQUIDEI: Equidad, Diversidad y Educación Inclusiva (Equity, Diversity, and Educational Inclusion), PI: D^a Cecilia Simón Rueda

Grant Review

Allegheny-Singer Research Institute, Intramural Grant Competition.

Office of Special Education and Rehabilitative Services, U.S. Department of Education, Student-Initiated Research Projects.

2005 Social Sciences and Humanities Research Council of Canada (SSHRC).

2009 Institute for Education Sciences, U.S. Department of Education

- 2012 Personnel Development to Improve Services and Results for Children with Disabilities – Early Childhood Personnel Center, OSEP, U.S. Department of Education
- 2023 Personnel Development to Improve Services and Results for Children with Disabilities Program – Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs, OSEP. U.S. Department of Education

Legislative Testimony

- March, 1990 Testimony to the Joint Committee on Education of the North Carolina General Assembly on the need for a preschool mandate.
- April, 1991 Testimony to the Select Subcommittee on Education of the U.S. House of Representatives Committee on Education and Labor on personnel preparation issues regarding reauthorization of Part H and Part B (Section 619) of the Individuals with Disabilities Education Act.

University Teaching

Courses Taught

- Fall 1992 Assessment and Intervention. Early Childhood Special Education Master's Program, University of North Carolina at Chapel Hill.
- Spring 1993- Spring 2002 Problems in Special Education (Independent Study), University of North Carolina-CH
- Fall 1993- Spring 1994 Master's Practicum in Early Intervention and Family Support, University of North Carolina-CH
- Fall 1996 EDSP 342: Doctoral Seminar on Research Design and Methods, University of North Carolina-CH
- Spring 1999 Teaching Strategies (2 weeks). Institute of Educational Studies, Cairo University, Egypt
- Spring 1999 Research Design and Methods (1 week). Faculdade de Psicologia e de Ciências de Educação, Universidade do Porto, Portugal
- Spring 2000 EDSP 342: Doctoral Seminar on Research on Interventions and Program Models for Young Children With Disabilities, University of North Carolina-CH
- Fall 2001
- Fall 2000 EDSP 342: Doctoral Seminar on Families Research, University of North Carolina-CH
- Spring 2001 CDFS 60: Infant-Toddler Assessment and Intervention
- Spring 2002 EDUC 361: Single-Subject Research in Early Intervention in Developmental Studies (minicourse), Faculdade de Psicologia e de Ciências de Educação, Universidade do Porto, Portugal

Spring 2008	Seminar on Early Intervention in Natural Environments (online), Kent State University-University of Kentucky
Fall 2016-2019	SPE 600: Seminar on Introduction to Doctoral Studies, The University of Alabama
Spring 2017	SPE 611: Independent Doctoral Study, The University of Alabama
Spring 2018	SPE 606: Special Topics in Special Education: Single-Case Research Design, The University of Alabama
Summer 2018	SPE 617: Administration, Policy, and Law in Special Education, The University of Alabama
Fall 2019-Spring 2020	SPE 699: Dissertation Hours, The University of Alabama
Spring 2020	SPE 374: Working With Families of Children With Disabilities, The University of Alabama

Mentorship

Summer 1993-94	Mentor for Summer Pre-Graduate Research Experience for Minority Students
Summer 1996-98	

Teaching Assistant

Fall 1989	Methods in Early Intervention (Don Bailey, Ph.D., Instructor), Department of Special Education, University of North Carolina at Chapel Hill.
Fall 1990	

Guest Lecturer

Fall 1986	Professional Issues in Speech and Language Services. Appalachian State University
Spring 1990	Alternative Service Delivery Models. Graduate Speech and Hearing Class, University of North Carolina at Chapel Hill.
Spring 1991	
Fall 1992	Implementation of PL 99-457. Graduate Speech and Hearing Class, University of North Carolina at Chapel Hill
Fall 1992	Exceptionalities. Working with Families Class, Meredith College
Fall 1993-2000	Child Engagement. Graduate Speech and Hearing Class, University of North Carolina at Chapel Hill
Spring 1996	Child Engagement. Early Childhood Education Class Salem College
Summer 1996	Writing Research Proposals, Professional Development,
Summer 1997	Child Development and Family Studies, University of North Carolina at Chapel Hill

Fall 1997 Fall 1998	Mixed-Method Research. EDFO 390, University of North Carolina at Chapel Hill
Spring 1999 Spring 2000	Methods for Teaching Children With Disabilities in Learning (2 weeks), Institute of Educational Studies, Cairo University, Cairo, Egypt
Spring 2000	Classroom Management Methods, Institute of Educational Studies, Cairo University, Cairo, Egypt
Spring 2001, 2003	Integrated Services in Natural Environments. Early Intervention Master's Class. University of Connecticut
Summer 2001	Early Intervention in Natural Environments. Lecture presented at the Faculdade de Psicologia e de Ciências de Educação, University of Porto.
Fall 2002, 2003	Engagement. Undergraduate and Graduate Class on Preschool Intervention, Department of Special Education, Peabody College, Vanderbilt University
Spring 2003	Research Methods; Faculdade de Psicologia e de Ciências de Educação, University of Porto
Spring 2003, 2004	Home Visiting, Graduate Infant-Toddler Intervention, Special Education Department, Vanderbilt University
Fall 2003	Family-Centered Services. Graduate Speech and Hearing Class, Vanderbilt University
Fall 2003	Routines-Based Interview. Undergraduate Class on Assessment, Department of Special Education, Peabody College, Vanderbilt University
Summer 2004	Engagement and Participation (with Rune J. Simeonsson), Transatlantic Consortium on Early Intervention, Vanderbilt University
July 2004	Old and New Standards for Quality Research: Applications for Family-Centered Practice and Disability, College of Educational and Developmental Psychologists, Queensland University of Technology
March 2006	Behavioral-Ecological Special Education, Faculdade de Ciências Sociais, Universidade Católica Portuguesa, Braga, Portugal
July 2010	(a) Home- and Community-Based Early Intervention, (b) Engagement of Every Child in the Preschool Classroom, The University of Connecticut A. J. Papanikou Center for Excellence in Developmental Disabilities, Farmington, CT

Practicum Supervisor

1991-1993 Statewide Practicum Supervisor for candidates seeking Preschool Handicapped certification from the NC Department of Public Instruction.

Postdoctoral Supervision

1. Cecilia Aguiar ISPA Lisbon, Portugal

2. Joana Cadima University of Porto, Portugal
3. Tânia Boavida University of Tennessee at Chattanooga
4. Pau García Grau The University of Alabama

Doctoral (Ph.D.) Committees

1. Sarintha Stricklin University of New Orleans (Special Education)
2. Craig Pohlman University of North Carolina at Chapel Hill (School Psychology)
3. Brad McMillen University of North Carolina at Chapel Hill (Special Education; Dissertation Advisor)
4. Susan Miller University of North Carolina at Chapel Hill (Special Education; Chair)
5. Kim Sloper University of North Carolina at Chapel Hill (School Psychology; Dissertation Advisor)
6. Toni Jardine University of New Orleans (Special Education)
7. Laurie Selz University of North Carolina at Chapel Hill (Special Education)
8. Anita Scarborough University of North Carolina at Chapel Hill (Special Education)
9. Rachael Ragin University of North Carolina at Chapel Hill (Educational Administration—Ed.D.)
10. Rebecca Zulli University of North Carolina at Chapel Hill (Education—Educational Psychology)
11. Holly Greenwood Rhodes University of North Carolina at Chapel Hill (Education; Chair)
12. Margaret S. Brashers University of North Carolina at Chapel Hill (Education)
13. Debbie Reinhartsen University of North Carolina at Chapel Hill (Education; Chair)
14. Patricia Rodriguez University of North Carolina at Chapel Hill (Education)
15. Anne Wheeler University of North Carolina at Chapel Hill (Education—School Psychology)
16. Nicole Ament University of North Carolina at Chapel Hill (Education)
17. Chia-Ling Tien University of North Carolina at Chapel Hill (Education)
18. Holly Appanaitis University of North Carolina at Chapel Hill (Education--School Psychology; Advisor)
19. Cecília Aguiar University of Porto (Psychology and Educational Sciences; Research Advisor)

20. Ana Isabel Pinto University of Porto (Psychology and Educational Sciences)
21. Danielle Liso Vanderbilt University (Special Education)
22. Nicolette L. Bainbridge Vanderbilt University (Special Education)
23. Cornelia Taylor Vanderbilt University (Special Education)
24. Cecilia Aguiar University of Porto (Psychology and Educational Sciences)
25. Amy Casey Vanderbilt University (Special Education; Chair)
26. Cynthia Bachofer Vanderbilt University (Special Education)
27. Joana Cadima University of Porto (Psychology and Educational Sciences)
28. Tânia Boavida ISPA University Institute, Lisbon (Educational Psychology; Co-Advisor)
29. Pau García Grau Catholic University of Valencia (Psychology; Co-Director)
30. Catalina Morales Murillo Catholic University of Valencia (Psychology; Co-Director)
31. Rosa Fernández Valero University of Minho (Special Education; Co-Director)
32. Kimberly Resua Tomeny The University of Alabama (Special Education, Advisor)
33. Lauren Rollins The University of Alabama (Special Education)
34. Shannon Bridges Romano The University of Alabama (Special Education, Dissertation Advisor)
35. Yeny Gallego University of Barcelona (Educational Psychology)
36. Kimberly Stephenson The University of Alabama (Special Education/Gifted)
37. Kameron Carden The University of Alabama (Special Education, Advisor)
38. Carolina Kudesev The University of Alabama (Special Education)

Professional-Doctoral Committees

1. Julia Wong Vanderbilt University School of Medicine (Doctor of Audiology capstone committee)
2. Allyson Sisler Vanderbilt University School of Medicine (Doctor of Audiology capstone committee)
3. Erin J. Coomes Vanderbilt University School of Medicine (Doctor of Audiology capstone committee)

- | | | |
|----|---------------------------|--|
| 4. | Debbie Burton
Cheatham | Vanderbilt University School of Nursing (Doctor of Nursing
Practice research committee) |
| 5. | Linda Rivers | University of Tennessee at Chattanooga College of Health,
Education, and Professional Sciences (Doctor of Education
committee; Co-Advisor) |
| 6. | Chris J. Miller | University of Colorado Denver (Educational Leadership) |

Doctoral Grant Supervision

- | | | |
|----|---|--|
| 1. | Cecília Aguiar | University of Porto, Portugal (grant from Fundação para a Ciência e a
Tecnologia) |
| 2. | Joana Cadima | University of Porto, Portugal (grant from Fundação para a Ciência e a
Tecnologia) |
| 3. | Carla Peixoto | University of Porto, Portugal (grant from Fundação para a Ciência e a
Tecnologia) |
| 4. | Ana Madalena
Gamelas | University of Porto, Portugal (grant from Fundação para a Ciência e a
Tecnologia) |
| 5. | Helena Manuela
Martins da Cruz
Magalhães do Rosário | University of Porto, Portugal (grant from Fundação para a Ciência e a
Tecnologia) |
| 6. | Amy Casey | Vanderbilt University (grant from Administration on Children and
Families, Head Start Bureau) |
| 7. | Tânia Boavida Silva | Instituto Superior de Psicologia Aplicada, Lisbon, Portugal (grant from
Fundação para a Ciência e a Tecnologia) |
| 8. | Pau García Grau | Catholic University of Valencia |

Master's Committees

- | | |
|--------------------|---|
| Stephanie Shobladt | University of North Carolina at Chapel Hill (Speech & Hearing Sciences,
Audiology) |
| Melissa Raspa | University of North Carolina at Chapel Hill (Educational Psychology) |
| Amy Casey | Vanderbilt University (Applied Developmental Psychology—Child
Studies) |
| Candy Ideozu | Vanderbilt University (Applied Developmental Psychology—Child
Studies) |
| Courtney Paisley | The University of Alabama (Clinical Psychology) |
| Grace Lee Simmons | The University of Alabama (Clinical Psychology) |

International Interns

- | | | |
|------|---------------------|-------------------------------|
| 2005 | Cecília Aguiar | University of Porto, Portugal |
| 2006 | Madleine Azmi, M.D. | Cairo |
| 2007 | Joana Cadima | University of Porto, Portugal |
| 2007 | Carla Peixoto | University of Porto, Portugal |

2008	Ana Madalena Gamelas	University of Porto, Portugal
2008	Helena Manuela Martins da Cruz Magalhães do Rosário	University of Porto, Portugal
2009, 2011, 2012	Tânia Boavida Silva	Instituto Superior de Psicologia Aplicada (ISPA), Lisbon, Portugal
2011	Friederick Theuerkauff	Germany
2012	Nathalie Silva	Catholic University of Valencia
2014	Pau García Grau	Catholic University of Valencia
2014	Katrin Völkel	Medical School Hamburg
2014	Francesca Arnold	Medical School Hamburg
2014	Natasha Baqués Aguiar	Ramon Llull University, Barcelona
2014	Rosa Fernandez Valero	Catholic University of Valencia
2017	Mia Aberg Cobo	Universidad Nacional de San Martín, Buenos Aires
2017	Victoria de Tezanos Pinto	Universidad Nacional de San Martín, Buenos Aires
2017	Catalina Schlussekblum	Colegio Santa Inés, San Isidro
2017-18	Marisú Pedernera	Teletón Paraguay
2018	Catalina Morales Murillo	Catholic University of Valencia

Grants Funded

1986 North Carolina Department of Human Resources, Mental Health and Mental Retardation. Research Grant. "The Effects of Noncontingent Stimulation on Learning by Handicapped Preschoolers and Nonhandicapped Infants." \$950.

1986 (Co-author) U.S. Department of Education, Office of Special Education Programs, Handicapped Children's Early Education Program. Outreach Grant. "Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators7 [Co-author: Carl J. Dunst]). Approx. \$100,000 per year (3 years).

1987 (Co-author) N.C. Department of Public Instruction. Preschool Grant Program. "Family Place" (Co-author: Carl J. Dunst).

1988 U.S. Department of Education, Office of Special Education Programs, Handicapped Children's Early Education Program. Statewide Outreach Grant. "Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)." \$390,000.

1989 U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitative Research. Innovation Grant. "Child engagement in early intervention with infants, toddlers, and preschoolers with disabilities." \$47,073.

1990 (Co-author) U.S. Department of Education, Office of Special Education and Rehabilitative Services. Field-Initiated Research Project. "Integrated vs. isolated treatment in early intervention: A controlled, longitudinal comparison of treatment models" (Co-author: Donald B. Bailey, Jr.). Approx. \$997,000 (5 years).

- 1992 N.C. Department of Human Resources. "ICC survey of family satisfaction with early intervention." \$9,000.
- 1993 N.C. Department of Human Resources. "ICC survey of professionals' perceptions of early intervention services." \$5,000.
- 1993 Frank Porter Graham Child Development Center. Small Grants Competition. "Engagement validation for research with children with mental retardation." \$13,600.
- 1994 U.S. Department of Education, Office of Special Education and Rehabilitative Services. Field-Initiated Research Project. "Teaching styles in early intervention: Responsiveness and directiveness." \$525,000 (3 years).
- 1995 (Co-Author) U.S. Department of Education, Office of Special Education and Rehabilitative Services. Early Childhood Research Institute. "Early Childhood Follow-Through Research Institute" (Principal Investigators: Mark Wolery & Donald B. Bailey, Jr. \$4,134,000; 5 years). PI of UNC-CH subcontract: McWilliam.
- 1997 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Early Education Program for Children with Disabilities, Outreach Grants. "Project INTEGRATE: Integrated Therapy and Education Garnered from Research And Treatment Experiences." \$420,000 (3 years).
- 1997 U.S. Department of Education, Office of Educational Research and Improvement, National Institute on Early Childhood Development and Education, Field-Initiated Studies. "Engagement as an Outcome of Program Quality." \$675,000 (3 years).
- 1998 Cultural Diversity Committee, NC Interagency Coordinating Council for Children Birth to Five With Disabilities and Their Families, Mini-Grants. "Latino Families' Perceptions of Services: Translation of Research Instruments." \$1,000 (7 months).
- 2001 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Field-Initiated Research, "Improving Engagement in Preschoolers With Disabilities." \$538,524 (3 years)
- 2002 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Project of National Significance, "National Individualizing Preschool Inclusion Project." \$600,000 (3 years)
- 2004 U.S. Department of Education, Office of Special Education and Rehabilitative Services, Model Demonstration Research, "The Engagement Classroom: A Model for Preschool Inclusion." \$540,000 (3 years)
- 2005 Vanderbilt Kennedy Center, Family Research Program, Faculty Pilot Studies, "Routines-Based Interview to Plan Interventions and Measure Family Quality of Life." \$17,268 (1 year)
- 2005 Vanderbilt Children's Hospital Children's Fund, "Family-Centered Positive Behavior Support Program." \$40,000 (1 year)
- 2007 Vanderbilt Children's Hospital Children's Fund, "Partnership With TennCare to Address Challenging Behaviors in Young Children." \$50,000 (1 year)
- 2007 Junior League of Nashville Home Board. Founder's Gift. "Junior League-Vanderbilt Center for Parenting Young Children." \$450,000 (2 years)

2007 U.S. Department of Education, Institute for Education Sciences. "TEIDS *Plus*: Integrating quality assurance and data-based decision making to enhance IFSP quality, implementation, and child and family outcomes" \$1,750,857 (4 years)

2007 Vanderbilt Children's Hospital Fund, "Using a Psychological Examiner in the Child Development Diagnostic Clinic." \$50,000 (1 year)

2010 State of Tennessee, Department of Education (contract), "Engagement, Social, Communications and Learning Approaches to Toddler Education (ESCALATE: home- and classroom-based supports for toddlers with or at risk for autism)." \$236,000 (2 years)

2010-2015 State of Tennessee, Department of Education (contract), "Home- and Community-Based Early Intervention." Approximately \$515,000 per year (annual)

2018-2019 Council on Community-Based Partnerships, The University of Alabama, "Using Telehealth to Build Community Partnerships in Early Intervention: Supporting Families of Young Children With and at Risk for Autism Spectrum Disorder." \$4,902.

Awarded \$7,816,595 in grants, excluding Alabama and Tennessee contracts for home- and community-based early intervention

PUBLICATIONS

Journal Articles

- 1 McWilliam, R. A., Trivette, C. M., & Dunst, C. J. (1985). Behavior engagement as a measure of the efficacy of early intervention. *Analysis and Intervention in Developmental Disabilities, 5*, 59-71.
- 2 Dunst, C. J., McWilliam, R. A., & Holbert, K. (1986). Assessment of preschool classroom environments. *Diagnostique, 11*, 212-232.
- 3 Bailey, D. B., & McWilliam, R. A. (1990). Normalizing early intervention. *Topics in Early Childhood Special Education, 10*, 33-47.
- 4 Roush, J., & McWilliam, R. A. (1990). A new challenge for pediatric audiology: Public Law 99-457. *Journal of the American Academy of Audiology, 1*, 196-208.
- 5 McWilliam, R. A. (1991). Targeting teaching at children's use of time: Perspectives on preschoolers' engagement. *TEACHING Exceptional Children, 23*(4), 42-43.
- 6 Bailey, D. B., Burchinal, M. R., & McWilliam, R. A. (1993). Age of peers and early child development. *Child Development, 64*, 848-862.
- 7 Bailey, D. B., McWilliam, R. A., Ware, W. B., & Burchinal, M. A. (1993). The social interactions of toddlers and preschoolers in same-age and mixed-age play groups. *Journal of Applied Developmental Psychology, 14*, 261-276.
- 8 McWilliam, R. A. (1993). Patterns of therapy and instruction in early intervention: What predicts pull-out services? *Developmental Medicine and Child Neurology (Supplement No. 69), 35*, 14.
- 9 McWilliam, R. A., & Ware, W. B. (1994). The reliability of observations of young children's engagement: An application of generalizability theory. *Journal of Early Intervention, 18*. 34-47.
- 10 McWilliam, R. A., & Bailey, D. B. (1994). Predictors of service delivery models in center-based early intervention. *Exceptional Children, 61*, 56-71.
- 11 McWilliam, R. A. (1995). Integration of therapy and consultative special education: A continuum in early intervention. *Infants and Young Children 7*, 29-38.
- 12 McWilliam, R. A., & Sekerak, D. (1995). Integrated practices in center-based early intervention: Perceptions of physical therapists. *Pediatric Physical Therapy, 7*, 51-58.
- 13 McWilliam, R. A., Lang, L., Vandiviere, P., Angell, R., Collins, L., & Underdown, G. (1995). Satisfaction and struggles: Family perceptions of early intervention services. *Journal of Early Intervention, 19*, 43-60.
- 14 McWilliam, R. A., & Bailey, D. B. (1995). Effects of classroom social structure and disability on engagement. *Topics in Early Childhood Special Education, 15*, 123-147.
- 15 Roberts, J. E., Prizant, B., & McWilliam, R. A. (1995). Out-of-class vs. in-class service delivery in language intervention: Effects on communicative interactions with young children. *American Journal of Speech-Language Pathology, 4*(2), 87-93.

- 16 McWilliam, R. A., Young, H. J., & Harville, K. (1996). Therapy services in early intervention: Current status, barriers, and recommendations. *Topics in Early Childhood Special Education, 16*, 348-374.
- 17 Bailey, D. B., McWilliam, R. A., Buysse, V., & Wesley, P. (1998). Inclusion in the context of competing values in early childhood education. *Early Childhood Research Quarterly, 13*, 27-47.
- 18 Bailey, D. B., Jr., McWilliam, R. A., Darkes, L. A., Hebbler, K., Simeonsson, R. J., Spiker, D., & Wagner, M. (1998). Family outcomes in early intervention: A framework for program evaluation and efficacy research. *Exceptional Children, 64*, 313-328.
- 19 McWilliam, R. A., Ferguson, A., Harbin, G. L., Porter, P., Munn, D., & Vandiviere, P. (1998). The family-centeredness of individualized family service plans. *Topics in Early Childhood Special Education, 18*, 69-82.
- 20 Wolery, M., & McWilliam, R. A. (1998). Classroom-based practices for preschoolers with disabilities. *Intervention in School and Clinic, 34*, 95-102, 117.
- 21 McWilliam, R. A., Tocci, L., & Harbin, G. L. (1998). Family-centered services: Service providers' discourse and behavior. *Topics in Early Childhood Special Education, 18*, 206-221.
- 22 Scott, S. M., McWilliam, R. A., & Mayhew, L. (1999). Integrating therapies into the classroom. *Young Exceptional Children, 2*(3), 15-24.1
- 23 McWilliam, R. A. (1999). Controversial practices: The need for a reacculturation of early intervention fields. *Topics in Early Childhood Special Education, 19*, 189-193.
- 24 de Kruif, R. E. L., & McWilliam, R. A. (1999). Multivariate relationships among developmental age, global engagement, and observed child engagement. *Early Childhood Research Quarterly, 14*, 515-536.1
- 25 McWilliam, R. A., Maxwell, K. L., & Sloper, K. M. (1999). Beyond "involvement": Are elementary schools ready to be family centered? *School Psychology Review, 28*, 378-394.
- 26 Pohlman, C., & McWilliam, R. A. (1999). Paper lion in a preschool classroom: Promoting social competence. *Early Childhood Education Journal, 27*, 87-94. 1
- 27 Ridley, S. L., McWilliam, R. A., & Oates, C. S. (2000). Observed engagement as an indicator of child care program quality. *Early Education & Development, 11*, 143-146. 1
- 28 McWilliam, R. A. (2000). Editorial: New guidelines and standards for JEI authors and reviewers. *Journal of Early Intervention, 23*, 75-76.
- 29 McWilliam, R. A. (2000). Author and reviewer guidelines: Reporting qualitative studies. *Journal of Early Intervention, 23*, 77-80.

To promote the abilities of staff colleagues, numerous papers were written with colleagues as first authors. They took the lead in drafting the manuscripts, but my roles were to design the studies, make decisions about the content, to edit the manuscript, and to provide the conclusions.

- 30 McWilliam, R. A., Snyder, P., Harbin, G. L., Porter, P., & Munn, D. (2000). Professionals' and families' perceptions of family-centered practices in infant-toddler services. *Early Education & Development, 11* (Special Issue: Families and Exceptionality), 519-538.
- 31 de Kruif, R. E. L., McWilliam, R. A., Ridley, S. M., & Wakely, M. B. (2000). Classification of teachers' interaction behaviors in early childhood classrooms. *Early Childhood Research Quarterly, 15*, 247-268. 1
- 32 McWilliam, R. A., & Scott, S. (2001). A support approach to early intervention: A three-part framework. *Infants & Young Children, 13*, 55-66.
- 33 Ridley, S. M., & McWilliam, R. A. (2001). Putting the child back into child care quality assessment. *Young Children, 56*(4), 92-93. 1
- 34 Sjoblad, S., Roush, J., Harrison, M., & McWilliam, R. A. (2001). Parents' reactions and recommendations following diagnosis and hearing aid fitting. *American Journal of Audiology, 10*, 24-3124-31.
- 35 Raspa, M. J., McWilliam, R. A., & Ridley, S. M. (2001). Child care quality and children's engagement. *Early Education and Development, 12*, 209-224. 1
- 36 Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. W. (2001). Predictors of developmentally appropriate classroom practices in kindergarten through third grade. *Early Childhood Research Quarterly, 16*, 431-452.
- 37 McWilliam, R. A., de Kruif, R. E. L., & Zulli, R. A. (2002). The observed construction of teaching: Four contexts. *Journal of Research in Childhood Education, 16*, 148-161.
- 38 Buysse, V., Bernier, K. Y., & McWilliam, R. A. (2002). A statewide profile of early intervention services using the Part C data system. *Journal of Early Intervention, 25*, 15-26.
- 39 McWilliam, R. A. (2002). A cause for happiness (editorial). *Journal of Early Intervention, 25*, 75-77.
- 40 McWilliam, R. A., Scarborough, A. A., & Kim, H. (2003). Adult interactions and child engagement. *Early Education & Development, 14*, 7-27.
- 41 McWilliam, R. A. (2003). The primary-service-provider model for home- and community-based services. *Psicologia, 17*, 115-135.
- 42 Rapport, M. J., McWilliam, R. A., & Smith, B. J. (2004). Practices across disciplines in early intervention: The research base. *Infants and Young Children, 17*, 32-44.
- 43 Thompson, B., Diamond, K., McWilliam, R. A., Snyder, P., & Snyder, S. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children, 71*, 181-194.
- 44 Jung, L. A., & McWilliam, R. A. (2005). Reliability and validity of scores on the IFSP Rating Scale. *Journal of Early Intervention, 27*, 125-136.
- 45 Casey, A. M., & McWilliam, R. A. (2005). Where is everybody? Organizing adults to promote child engagement. *Young Exceptional Children, 8*(2), 2-10.

- 46 Bruckner, C. T., Yoder, P. J., & McWilliam, R. A. (2006). Generalizability and decision studies: An example using conversational language samples. *Journal of Early Intervention, 28*, 139-153.
- 47 McWilliam, R. A. (2006). What happened to service coordination? *Journal of Early Intervention, 28*, 166-168.
- 48 Turnbull, A. P., Summers, J. A., Turnbull, R., Brotherson, M. J., Winton, P., Roberts, R., Snyder, P., McWilliam, R., Chandler, L., Schrandt, S., Stowe, M., Bruder, M. B., Divenere, N., Epley, P., Hornback, M., Huff, B., Miksch, P., Mitchell, L., Sharp, L., & Stroup-Rentier, V. (2007). Family supports and services in early intervention: A bold vision. *Journal of Early Intervention, 29*, 187-206
- 49 Casey, A. M., & McWilliam, R. A. (2007). The STARE: Data collection without the scare. *Young Exceptional Children, 11*(1), 2-15.
- 50 Casey, A. M., & McWilliam, R. A. (2008). Graphical feedback to increase teachers' use of incidental teaching. *Journal of Early Intervention, 30*, 251-268.
- 51 Rantala, A., Uotinen, S., & McWilliam, R. A. (2009). Providing early intervention within natural environments: A cross-cultural comparison. *Infants & Young Children, 22*, 119-131.
- 52 McWilliam, R. A., Casey, A. M., & Sims, J. (2009). The routines-based interview: A method for assessing needs and developing IFSPs. *Infants & Young Children, 22*, 224-233.
- 53 Cadima, J., McWilliam, R., & Leal, T. (2009). Environmental risk factors and children's literacy skills during the transition to elementary school. *International Journal of Behavioral Development, 34*, 24-33. DOI: 10.1177/0165025409345045.
- 54 Boavida, T., Aguiar, C., McWilliam, R. A., Pimentel, J. S. (2010). Quality of individualized education program goals of preschoolers with disabilities. *Infants and Young Children, 23*, 233-243. DOI: 10.1097/IYC.0b013e3181e45925.
- 55 Casey, A. M., & McWilliam, R. A. (2011). The characteristics and effectiveness of feedback interventions applied in early childhood settings. *Topics in Early Childhood Special Education, 31*, 68-77. DOI: 10.1177/0271121410368141.
- 56 Casey, A. M., & McWilliam, R. A. (2011). The impact of checklist-based training on teachers' use of the zone defense schedule. *Journal of Applied Behavior Analysis, 44*, 397-401.
- 57 McWilliam, R. A. (2011). The top 10 mistakes in early intervention in natural environments—and the solutions. *Zero to Three, 31*(4), 11-16.
- 58 Ridgley, R., Snyder, P. A., McWilliam, R. A., & Davis, J. E. (2011). Development and initial validation of a professional development intervention to enhance the quality of individualized family service plans. *Infants & Young Children, 24*, 309-328.
- 59 McWilliam, R. A. (2012). Implementing and preparing for home visits. *Topics in Early Childhood Special Education, 31*, 224-231. DOI: 10.1177/0271121411426488.
- 60 Casey, A. M., McWilliam, R. A., & Sims, J. (2012). Contributions of incidental teaching, developmental quotient, and peer interactions to child engagement. *Infants & Young Children, 25*, 122-135. DOI: 10.1097/IYC.0b013e31824cbac4

- 61 Aguiar, C., & McWilliam, R. A. (2013). Consistency of toddler engagement across two settings. *Early Childhood Research Quarterly, 28*, 102-110.
- 62 Boavida, T., Aguiar, C., & McWilliam, R. A. (2013). A training program to improve IFSP/IEP goals and objectives through the Routines-Based Interview. *Topics in Early Childhood Special Education, 33*, 200-211. DOI: 10.1177/0271121413494416
- 63 Ridgley, R., Snyder, P., & McWilliam, R. A. (2014). Exploring type and amount of parent talk during individualized family service plan meetings. *Infants & Young Children, 27*, 345-358. DOI: 10.1097/IYC.0000000000000021
- 64 Cook, B. G., Buysse, V., Klingner, J., Landrum, T. J., McWilliam, R. A., Tankersley, M., & Test, D. W. (2014). CEC's standards for classifying the evidence base of practices in special education. *Remedial and Special Education, 36*, 220-234. DOI: 10.1177/0741932514557271
- 65 McWilliam, R. A. (2014). Future of early intervention with infants and toddlers for whom typical experiences are not effective. *Remedial and Special Education, 36*, 33-38. doi: 10.1177/0741932514554105
- 66 Boavida, T., Aguiar, C., McWilliam, R. A., & Correia, N. (2015). Effects of an in-service training program using the Routines-Based Interview. *Topics in Early Childhood Special Education, 36*, 67-77. DOI: 10.1177/0271121415604327
- 67 Boavida, T., Akers, K., McWilliam, R. A., & Jung, L. A. (2015). Rasch analysis of the Routines-Based Interview Implementation Checklist. *Infants & Young Children, 28*, 237-247. DOI: 10.1097/IYC.0000000000000041.
- 68 Jung, L. A., Bradley, K. D., Sampson, S. O., McWilliam, R. A., & Toland, M. D. (2015). Evaluating construct validity and internal consistency of individualized family service plans. *Studies in Educational Evaluation 45*, 10-16.
- 69 McWilliam, R. A. (2016). Metanoia in early intervention: Transformation to a family-centered approach. *Revista Latinoamericana de Educación Inclusiva, 10*, 155-173.
- 70 McWilliam, R. A. (2016). The routines-based model for supporting speech and language. *Logopedia, Foniatría y Audiología, 36*, 178-184.
- 71 Mas, J. M., Giné, C., & McWilliam, R. A. (2016). The adaptation process of families with children with intellectual disabilities in Catalonia. *Infants & Young Children, 29*, 4.
- 72 García-Grau, P., McWilliam, R. A., Martínez-Rico, G., & Grau-Sevilla, M. D. (2017). Factor structure and internal consistency of a Spanish version of the Family Quality of Life (FaQoL). *Applied Research in Quality of Life, 13*, 385-398. DOI: 10.1007/s11482-017-9530-y.
- 73 Valero, R. F., Serrano, A. M., McWilliam, R. A., & Cañadas, M. (2017). Relación entre empoderamiento familiar y calidad de los servicios de atención temprana (Early intervention quality and family empowerment). *Revista de Estudios e Investigación en Psicología y Educación, 11*, 317-321.

- 74 Morales-Murillo, C. P., McWilliam, R. A., Grau-Sevilla, M. D., & García-Grau, P. (2018). Internal consistency and factor structure of the 3M. *Infants & Young Children, 31*, 246-258. DOI: 10.1097/IYC.000000000000117.
- 75 García-Grau, P., Martínez-Rico, G., McWilliam, R. A., & Cañadas M. (2020). Typical and ideal practices in early intervention in Spain during a transformation process of professional practices. *Journal of Early Intervention, 42*, 3-19. 10.1177/1053815119859046
- 76 Morales Murillo, C. P., McWilliam, R. A., Grau Sevilla, M. D., García Grau, P. (2018). Evolución del estudio de la implicación desde tres enfoques (Evolution of the study of engagement from three approaches). *Revista Internacional de Educación y Aprendizaje, 6*, 245-258.
- 77 García-Grau, P., McWilliam, R. A., Martínez-Rico, G., & Morales-Murillo, C. P. (2019). Child, family, and early intervention characteristics related to family quality of life in Spain. *Journal of Early Intervention, 41*, 44-61. DOI: 10.1177/105389151 18803722
- 78 García-Grau, P., Martínez-Rico, G., McWilliam, R. A., Grau-Sevilla, M. D. (2019). Early intervention and family-centeredness in Spain: Description and profile of professional practices. *Topics in Early Childhood Special Education*. Published online May 10, 2019. DOI: [10.1177/0271121419846332](https://doi.org/10.1177/0271121419846332).
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9. Bailey, D. B., McWilliam, R. A., & Roberts, J. E. (1991). *Providing Center-Based Occupational Therapy Services in Early Intervention*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
10. Bailey, D. B., McWilliam, R. A., & Roberts, J. E. (1991). *Providing Center-Based Physical Therapy Services in Early Intervention*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
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23. McWilliam, R. A. (1994). *Scoring the CEQ*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
24. McWilliam, R. A., (1994). *E-QUAL Engagement Quality Observation System*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
25. McWilliam, R. A., McMillen, B., Sloper, K., & Sturtz, J. (1995). *Day Care FOCAS (Family Orientation of Community & Agency Services)*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
26. McWilliam, R. A. (1995, 1998). *Children's Engagement Rating Scale (English and Arabic)*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
27. Sloper, K. M., McWilliam, R. A., & Maxwell, K. L. (1996). *Family-Centered Elementary School Practices*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
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32. McWilliam, R. A. (1997). *Integrated Home Based Services Scale*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
33. McWilliam, R. A. (1998). *Engagement Check II*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
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37. Mayhew, L., & McWilliam, R. A. (1998). A Rating of Family Perceptions of Integrated Therapy Services. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
38. Mayhew, L., & McWilliam, R. A. (1998). Knowledge of Integrated Therapy (KIT). Project INTEGRATE, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
39. McWilliam, R. A. (2000). Scale for Teachers' Assessment of Routines Engagement (STARE). FPG Child Development Institute, University of North Carolina at Chapel Hill.
40. McWilliam, R. A. (2000). Families In Natural Environments Scale of Service Evaluation (FINESSE). FPG Child Development Institute, University of North Carolina at Chapel Hill.
41. Scott, S., & McWilliam, R. A. (2000). Scale for Assessment of Family Enjoyment within Routines (SAFER). Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
42. McWilliam, R. A. (2000). Engagement and Participation in Children (EPIC). Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
43. McWilliam, R. A., & Scott, S. M. (2001). Examination of the Implementation of Embedded Intervention through Observation. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
44. McWilliam, R. A. (2001). Scale of Early Intervention Goal Functionality. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
45. McWilliam, R. A. (2001). Female-Athlete Student Life Questionnaire. University of North Carolina at Chapel Hill & Vanderbilt University.

46. McWilliam, R. A. (2003). RBI Report Form. Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
47. McWilliam, R. A., & Clingenpeel, B. (2003). Individualizing Inclusion Assessment (IndIA). Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
48. McWilliam, R. A., & Ajero, G. (2003). McWilliam-Ajero Rating of Behavior Linked to Engagement (MARBLE). Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
49. Clingenpeel, B. T., & McWilliam, R. A. (2003). Scale for the Assessment of Teachers' Impressions of Routines and Engagement (SATIRE). Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
50. McWilliam, R. A. (2003). Routines-Based Interview: Questionnaire for Families. Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
51. McWilliam, R. A. (2004). Vanderbilt Center for Child Development Brief Outcome Scale. Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
52. McWilliam, R. A. (2005). Goal Functionality Scale. Vanderbilt Center for Child Development, Nashville, TN.
53. Casey, A. M., Freund, P. J., & McWilliam, R. A. (2004). Vanderbilt Ecological Congruence of Teaching Opportunities in Routines (VECTOR): Classroom Version. Vanderbilt Center for Child Development, Nashville, TN.
54. McWilliam, R. A., & Casey, A. M. (2004). Engagement Quality & Incidental Teaching for Improved Education (E-Qual-ITIE). Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
55. McWilliam, R. A., & Hornstein, S. (2007). Measure of Engagement, Independence, and Social Relationships (MEISR). Vanderbilt Center for Child Development, Nashville, TN.
56. McWilliam, R. A. (2008). Classroom Measure of Engagement, Independence, and Social Relationships (ClAMEISR).
57. McWilliam, R. A., & Casey, A. M. (2004). Engagement Quality & Incidental Teaching for Improved Education (E-Qual-ITIE). Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
58. McWilliam, R. A. (2008). Practices for Instruction, Play, and Engagement Rating Scale (PIPERS).
59. McWilliam, R. A. (2009). Protocol for the Routines-Based Interview™.

Checklists

1. McWilliam, R. A. (1994). *Integrated Therapy Checklist*. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
2. McWilliam, R. A. (1998). Home-Based Services Checklist. Project INTEGRATE, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

3. McWilliam, R. A. (2001). Incidental Teaching Checklist. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
4. McWilliam, R. A. (2001). Outcome Functionality Checklist. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
5. McWilliam, R. A. (2001). Routines-Based Assessment and Intervention Planning Checklist. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
6. McWilliam, R. A. (2002). Model Selection Checklist. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
7. McWilliam, R. A. (2002). Consultative Model Checklist: Individual During Routine. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
8. McWilliam, R. A. (2002). Consultative Model Checklist: Group Activity. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
9. McWilliam, R. A. (2002). Model Checklist: Ways to Ensure Imitation. Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
10. Clingenpeel, B. T., & McWilliam, R. A. (2003). Individualizing Inclusion Checklist. Center for Child Development, Vanderbilt University Medical Center, Nashville, TN.
11. McWilliam, R. A. (2009). Incidental Teaching Checklist.
12. McWilliam, R. A. (2009). Integrated-Therapy Checklist.
13. McWilliam, R. A. (2009). Receiving Consultation or Integrated Therapy Checklist.

PRESENTATIONS

Invited

International

- 1 McWilliam, R. A. (2001, June). Early intervention in natural environments. Lecture presented at the Faculdade de Psicologia e de Ciências de Educação, University of Porto, Portugal.
- 2 McWilliam, R. A. (2002, June). The five key elements of providing early intervention in natural environments and Support-based home visits. Keynote addresses presented at the annual meeting of the National Early Intervention Association, Coimbra, Portugal.
- 3 McWilliam, R. A., & McWilliam, P. J. (2004, July). Applying a natural-environments model of early intervention. Workshop presented at the Early Child Intervention Australia Annual Meeting, Melbourne, Australia.
- 4 McWilliam, R. A. (2004, July). Engagement: A focus for functional early intervention. Keynote address to the Early Child Intervention Australia Annual Meeting, Melbourne, Australia.
- 5 McWilliam, R. A. (2004, July). Rescuing child development through ecobehavioral interventions. Invited address sponsored by the University of Queensland, Brisbane, Australia.
- 6 McWilliam, R. A. (2004, September). Collaborative consultation in community contexts. Plenary session at the Europe Regional Medical Command, Educational and Developmental Intervention Services Conference, Willingen, Germany.
- 7 McWilliam, R. A. (2004, September). Routines-based interview: Creating family-centered, functional intervention plans and Home visiting. Workshops presented at the Europe Regional Medical Command, Educational and Developmental Intervention Services Conference, Willingen, Germany.
- 8 McWilliam, R. A. (2005, May). Foundations for learning in a modern society. Paper presented at the Encontro Internacional Diferenciação do Conceito à Prática, Universidade Católica Portuguesa, Porto, Portugal.
- 9 McWilliam, R. A. (2005, August). The Routines-Based Interview and Home visiting. Workshops presented at the Europe Regional Medical Command, Educational and Developmental Intervention Services Conference, Garmisch-Partenkirchen, Germany.
- 10 Goetze, L., Maude, S., & McWilliam, R. A. (2007, October). Primary service model versus independent-vendor model in early intervention. Paper presented at the 23rd Annual International Conference on Young Children (Division for Early Childhood of CEC), Niagara Falls, Ontario, Canada.
- 11 McWilliam, R. A. (2006, November). The three foundations for learning for children birth to 6 years of age and The missing assessment: Needs of children and families in everyday life. Papers presented at the V Congresso Nacional de Intervenção Precoce, Associação Nacional de Intervenção Precoce, Aveiro, Portugal.
- 12 McWilliam, R. A. (2007, November). Needs assessment and intervention where they make sense: In routines. Associação Nacional de Intervenção Precoce, Coimbra, Portugal.

- 13 McWilliam, R. A. (2009, November). Atención Temprana basada en rutinas: Dirigiéndose a los fundamentos del aprendizaje en entornos naturales. Keynote address at the 3rd Interdisciplinary Meeting on Disability/Developmental Disorders and Early Care and the European Meeting on Early Intervention, Madrid, Spain.
- 14 McWilliam, R. A. (2009, November). Early intervention teams educational area/other professionals. Invited colloquium at the 3rd Interdisciplinary Meeting on Disability/Developmental Disorders and Early Care and the European Meeting on Early Intervention, Madrid, Spain.
- 15 McWilliam, R. A. (2010, May). Intervenção precoce: Construindo practices com impacto. Workshop presented at the Fórum Cultural José Manuel Figueiredo, Baixa da Banheira, Portugal (organized by Associação NÓS).
- 16 McWilliam, R. A. (2010, May). Early childhood intervention: Out of clinics and into natural environments. Paper presented at the Faculdade de Psicologia ed de Ciências da Educação, Universidade de Porto, Portugal.
- 17 McWilliam, R. A. (2010, October). The importance of family in early intervention and How to work with families in early intervention for IV Encontro Intervenção Precoce sponsored by the Centre Cultural de Campo Maior, Portugal.
- 18 McWilliam, R. A. (2011, November). Não compliquem a IPI: centrem-se em envolvimento, independência e interacções sociais (Don't complicate the IFSP: Focus on engagement, independence, and social relationships). Keynote address to the IX Congresso Nacional de Intervenção Precoce, Madeira, Portugal.
- 19 McWilliam, R. A. (2012, June). A day with Robin McWilliam. Presentation at Massey University, Auckland, New Zealand.
- 20 McWilliam, R. A. (2012, August). Practical discussion of evidence-based practices. Organized by Early Childhood Intervention Australia-Victoria, held at the Victoria Department of Educational and Early Childhood Development, Melbourne, Victoria, Australia.
- 21 McWilliam, R. A. (2012, August). Promoting engagement through a routines-based approach. Keynote address at the Early Childhood Intervention Australia biennial national conference, Perth, Western Australia, Australia.
- 22 McWilliam, R. A. (2012, August). Engagement of every child in the child care and preschool setting. Workshop presented at the Early Childhood Intervention Australia biennial national conference, Perth, Western Australia, Australia.
- 23 McWilliam, R. A. (2012, September). Ten family-level strategies for promoting child and family outcomes. Keynote address at the 1st International Early Childhood Intervention Conference (ANIP—Portuguese National Early Intervention Association) Eurlyaed Annual Conference, Braga, Portugal.
- 24 Guralnick, M., Carpenter, B., McWilliam, R. A. , Pretis, M., Espe-Sherwendt, M., & Chaves de Almeida, I (2012, September). Future perspectives in early childhood intervention. Panel

- discussion at the 1st International Early Childhood Intervention Conference (ANIP—Portuguese National Early Intervention Association) Eurlyaed Annual Conference, Braga, Portugal.
- 25 McWilliam, R. A. (2013, July). A day with Robin McWilliam. University of Christchurch, New Zealand.
- 26 McWilliam, R. A. (2013, November). Early intervention in natural environments. Presentation organized by FEAPS, Madrid, Spain.
- 27 McWilliam, R. A. (2013, November). Early intervention in natural environments. Presentation organized by ONCE and CERMI, Valencia, Spain.
- 28 McWilliam, R. A. (2014, February). Functional needs assessment, writing functional goals, and using consultation for service delivery. Presentation for Getting Ready for Inclusion Today program, Edmonton, Alberta, Canada.
- 29 McWilliam, R. A. (2014, April). Functional goal writing, consultative practices, and inclusion. Presentation to North East Infant and Child Development Services, Windsor, and Infant & Child Development Services PEEL, Mississauga, Ontario, Canada.
- 30 McWilliam, R. A. (2014, May). Unified model of early intervention 0-5. Presentation at the Autonomous University of Madrid, Spain.
- 31 McWilliam, R. A. (2014, May). Promover las competencias de las familias: El plan individualizado de apoyo familiar. Presentation at the Second International Conference on Families and Disability, organized by Ramón Llul University, Barcelona, Spain.
- 32 McWilliam, R. A., & Serrano, A. (2014, May). Working with families: New challenges for families and professionals. Presentation at the Second International Conference on Families and Disability, organized by Ramón Llul University, Barcelona, Spain.
- 33 McWilliam, R. A. (2014, September). Early intervention in natural and family-centered contexts to improve the quality of life of people with disabilities and promote their development and Family-centered positive behavior support. Keynote addresses at the Seventh International Congress on Disability, Medellín, Colombia.
- 34 McWilliam, R. A. (2014, October). Routines-based early intervention. Guest lecture at Chang Gung University, Tao-Yuan, Taiwan.
- 35 McWilliam, R. A. (2014, October). From RBI to IFSP. Guest lecture for Department of Special Education, National Taipei University of Education, Taiwan.
- 36 McWilliam, R. A. (2014, October). Early intervention in natural contexts. Keynote speech. Home-visiting training for early interventionists. Workshop. Intervention strategies in home and classroom. Workshop. 15th International Conference of Early Intervention for Children with Developmental Delay, Taipei, Taiwan.
- 37 McWilliam, R. A. (2015, April). Working with families in natural environments. Workshop at Children's Autism Services of Edmonton, Alberta, Canada.

- 38 McWilliam, R. A., & Fernández Valero, R. (2015, April). Implementing components of the Routines-Based Model. Colóquio Internacional 2015 Psicologia e Educação, ISPA Instituto Universitário, Lisbon, Portugal.
- 39 McWilliam, R. A. (2015, August). Consultation on KKH DCD community projects. KK Women's and Children's Hospital, Singapore.
- 40 McWilliam, R. A. (2015, August). Consultation on functional early intervention model and RBI. THK EIPIC Centre, Singapore.
- 41 McWilliam, R. A. (2015, August). The value of early intervention in natural environments. Lecture at Health Promotion Board, Singapore.
- 42 McWilliam, R. A. (2015, August). RBEI. Lecture at Social Service Institute, Singapore.
- 43 McWilliam, R. A. (2015, September). Implementation planning in early intervention. Meeting with research team members, National Taipei University, Taipei, Taiwan.
- 44 McWilliam, R. A. (2015, September). Train the trainers on RBI. Three-day mini-institute, Chung Yuan Christian University, Tao-Yuan, Taiwan.
- 45 McWilliam, R. A. (2015, September). Early intervention. Three guest lectures, Chung Yuan Christian University, Tao-Yuan, Taiwan
- 46 McWilliam, R. A. (2015, September). Early intervention. Lecture, Chang Gung University, Taipei, Taiwan.
- 47 McWilliam, R. A. (2015, September). (a) Home visiting (workshop), (b) Integrated model and collaborative teaming (workshop), (c) Implementation planning in early intervention (keynote speech), (d) Implementation of early intervention (advanced course). The 16th International Conference of Early Intervention for Children with Developmental Delays, Cardinal Tien Hospital, Taipei, Taiwan.
- 48 McWilliam, R. A. (2015, November). El abordaje familiar: Más allá de la práctica clínica. Universidad del Museo Social Argentino, Buenos Aires, Argentina.
- 49 McWilliam, R. A. (2015, November). (a) Encuentro con las familias: Modelo centrado en la familia. Preconference session. (b) Evidencia científica de practicas centradas en las familias y en el context cotidiano. (c) (with Cañadas, M.) Experiencias del modelo de atención temprana de la Universidad de Valencia, España. XIII Congreso Internacional ORITEL, Asunción, Paraguay.
- 50 McWilliam, R. A. (2015, December). Intervention in the natural environment: The Routines-Based Model. Two-day workshop presented at the Encontro Científico com Professor Doutor Robin McWilliam, Associação do Porto de Parálisia Cerebral, Porto, Portugal.
- 51 McWilliam, R. A. (2015, December). Workshops for staff and parents on the Routines-Based Model. Associação do Porto de Parálisia Cerebral, Porto, Portugal.
- 52 McWilliam, R. A. (2016, October). Engagement theory (keynote address), Home visiting (session), Tools of the trade for home visiting (session). Ontario Association for Infant and Child Development, Windsor, Ontario, Canada.

- 53 McWilliam, R. A. (2017, January). Assessing needs and building caregivers' abilities by focusing on functioning in routines. 9th Annual Conference of Children's Autism Services of Edmonton, Edmonton, Alberta, Canada.
- 54 McWilliam, R. A. (2017, June). Routines-Based Model. Nova Scotia Early Childhood Development Intervention Services, Halifax, Nova Scotia, Canada.
- 55 McWilliam, R. A. (2017, June). Routines-based interventions for children with ASD. Southwest Nova Scotia Chapter of Autism Nova Scotia, Canada.
- 56 McWilliam, R. A. (2017, October). Out of clinics and into children's and families' lives. Conference on Developmental Perspectives of Premature Children and Their Families. University of Silesia in Cieszyn, Poland.
- 57 McWilliam, R. A. (2018, October). Promoting family quality of life through engagement. Lecture at ISCTE-IUL, Lisbon, Portugal.
- 58 McWilliam, R. A. (2018, May). How early intervention is done elsewhere. University of Silesia-Cieszyn.
- 59 McWilliam, R. A. (2018, May). Single-case research design and qualitative research. University of Silesia-Cieszyn.
- 60 McWilliam, R. A. (October, 2018). Implementation of the Routines-Based Model. II Encuentro Internacional de Actualización e Investigación en Atención Temprana y Desarrollo Infantil. Prácticas Recomendadas. Mérida , Extremadura, Spain.
- 61 McWilliam, R. A. (October, 2018). Three-part support approach to early intervention. Third International Early Intervention Conference, University of Silesia-Cieszyn.
- 62 McWilliam, R. A. (November 2018). (1) Introduction of RBM for early intervention 0-5 years of age, (2) RBM in home-based early intervention. Fifth Conference of the Taiwan Society of International Classification of Functioning, Disability, and Health, Taipei City, Taiwan.
- 63 McWilliam, R. A. (November 2018). (1) Routines-based classroom model: Promoting young children's engagement, (2) Keynote: Routines-based model: cross-cultural implementation experiences, (3) Application of routines-based model in various practical settings 19th International Conference and Workshops of Early Intervention Profession for Children with Developmental Delays, Taiwan Association Of Child Development And Early Intervention.
- 64 McWilliam, R. A. (November 2018). Theory and practice about Routines-Based Model. Childhood Early Development International Summit Forum 2018, Chongqing, China.
- 65 McWilliam, R. A. (March, 2019). (1) Single-subject experimental designs: Arcane or prevalent? (2) Widening and deepening engagement. University of Silesia at Cieszyn, Poland.
- 66 McWilliam, R. A., & Stevenson, C. (April 2020). Yes, you can! Routines-based early childhood intervention and telepractice. Webinar organized by Early Childhood Intervention Australia National.
- 67 McWilliam, R. A., & Stevenson, C. (July 31, 2020). An environment to encourage engagement in early education. Webinar for AWWA, Singapore.

- 68 McWilliam, R. A., & Stevenson, C. (October 3, 2020). An environment to encourage engagement in early education. Webinar for AWWA, Singapore.
- 69 McWilliam, R. A. (April 22, 2021). Collaborative consultation to children's classrooms (CC2CC). Webinar for Proyecto EISR, Spain.
- 70 McWilliam, R. A. (September 15, 2021). Inclusion as embracement: Un abrazo. Virtual presentation at the International Congress on Social Participation and Inclusive Education, organized by the Autonomous University of Madrid, Spain.
- 71 McWilliam, R. A. (September 24, 2021). Who is teaching the children? Virtual keynote presentation at MURID Congress, Croatia.
- 72 McWilliam, R. A. (November 12, 2021). The Routines-Based Model: Present & future. IV Congresso ALDID Brasil, with Cost Rica (virtual; 101 participants).
- 73 McWilliam, R. A. (November 14, 2021). Routines-based visits and telepractice: How to get it started. Webinar for TACDEI, Taiwan.
- 74 McWilliam, R. A., & Stevenson, C. (October 3, 2022). Telepractice & the routines-based model. Webinar for City University of Hong Kong.
- 75 McWilliam, R. A. (November 9, 2022). Building caregivers' capacity to promote child participation. Keynote presentation at XIV Encontro de Intervenção Precoce, Campo Maior, Portugal.
- 76 McWilliam, R. A. (May 8, 2023). Collaborative consultation = equity; Medical model = inequity. Keynote presentation at the Eurlyard conference, Prague, Czechia.
- 77 McWilliam, R. A. (October 20, 2023). Collaborative consultation = equity; Medical model = inequity. Keynote presentation at the ANIP 25th anniversary, Coimbra, Portugal.
- 78 McWilliam, R. A. (October 28, 2023). The Routines-Based Model as a contemporary, cross-cultural approach to early childhood intervention. Keynote presentation at the Routines-Based Conference, Seoul, South Korea.

USA

- 1 36th Annual Conference on Exceptional Children, North Carolina Dept. of Public Instruction, "Project SUNRISE: Parents using alternative strategies with handicapped young children," November, 1984, Charlotte, NC.
- 2 Governor Morehead School Preschool Conference, Annual Meeting of the NC Alliance for Parents of the Visually Impaired, Keynote Address, "Parent empowerment: Whose responsibility?" February, 1985, Raleigh, NC.
- 3 Governor Morehead School Preschool Conference, "Self-help skills: Working for independence in the multihandicapped or visually impaired preschooler," and, "A support system approach to raising your multihandicapped child," February, 1985, Raleigh, NC.
- 4 Conference for Early Childhood Special Education, Virginia Dept. of Education, "An assessment intervention model for use with multihandicapped infants," March, 1985, Lynchburg, VA.

- 5 West Virginia Schools for the Deaf Fall Conference, "Training paraprofessionals in assessment-intervention techniques with infants and preschoolers," April, 1985, Romney, WV.
- 6 Coalition for Parent Education and Family Resource Coalition Regional Conference, "Empowering rural families," May, 1986, Shreveport, LA.
- 7 Family, Infant and Preschool Program, Fourth Annual Forum on Young Children and Their Families, "Establishing partnerships with families in classroom programs," November, 1987, Morganton, NC. Project SUNRISE Training for Excellence Conference, "Training as a function of good supervision," November, 1987, Winston-Salem, NC.
- 8 Project SUNRISE Training for Excellence Conference, "Taking the state of the art to classroom programs," November, 1987, Winston-Salem, NC.
- 9 North Carolina Day Care Association, "Making every moment a teaching moment," and "Putting current research into practice," November, 1987, Lake Junaluska, NC.
- 10 North Carolina Symposium on Early Education of the Handicapped, "Instruction and functional IEP development" and, "Environmental organization and curriculum considerations," February, 1988, Durham, NC.
- 11 A New Vision: Change in Attitude and Systems for Young Children with Disabilities and Their Families, "Center-Based integration of severely handicapped and nonhandicapped infants, toddlers, and preschoolers," April, 1988, Chapel Hill, NC.
- 12 Pediatric Research and Training Center Spring Conference, "Supervision as a means of staff development;" "Promoting engagement: Strategies for child success;" "Family Place: A model environment for all children," April, 1988, Danbury, CT.
- 13 University of Tennessee, Knoxville, Conference on PL 99-457, "Outcomes of different types of intervention: Family empowerment and child engagement," May, 1988, Knoxville, TN.
- 14 Fifth Annual Forum on Young Children and Their Families, "Getting your ducks in a row: How to start a classroom program," May, 1988, Morganton, NC.
- 15 Second Annual State of the Child in Durham Conference, "Integration of children with special needs . . . Preschool through transition to work," May, 1988, Durham, NC.
- 16 West Virginia Chapter I Conference, "Family empowerment" (keynote), September, 1988, Pipestem Park, WV.
- 17 Division for Exceptional Children, NC Department of Public Instruction, 40th Annual Conference on Exceptional Children, "Assuring appropriate curricula for preschool handicapped children," November, 1988, Charlotte, NC.
- 18 A New Vision: Mainstreaming Preschool Environments ... Making It Happen, "Who decides what and how children should learn?" (plenary session) and "Is your classroom good for children with and without handicaps?" February, 1989, Durham, NC.
- 19 Project SUNRISE Training for Excellence Institute, "How effective are your interventions? Engagement and other measures," July, 1989, Wilmington, NC.

- 20 North Carolina Training Institute on Early Education for the Handicapped, State Department of Public Instruction, "The process of planning integrated interventions," February, 1990, Durham, NC.
- 21 North Carolina Federation, Council for Exceptional Children, Annual Conference, "Preschoolers with handicaps: Are they little special education students?" February, 1990, Research Triangle Park, NC.
- 22 University of Connecticut Health Center, Annual Early Intervention Conference, "Engagement: Opportunities to promote mastery in toddlers and preschoolers," April, 1990, Cromwell, CT.
- 23 New Vision Conference on Mainstreaming in Early Intervention, "Enhancing interactions among normally developing and special needs children," April, 1990, Research Triangle Park, NC.
- 24 Sixth Annual Early Intervention Summer Institute (sponsored by Child Development Resources and the College of William and Mary), "Changing center-based services: New roles for families and staff" (workshop), August 6, 1991, Williamsburg, VA.
- 25 1991 Child Care--We Care Conference (sponsored by Catawba Valley Community College), "Developmentally appropriate practice: What this means to today's child care centers in North Carolina" (keynote address), August 24, 1991, Hickory, NC.
- 26 North Carolina Division for Early Childhood 2nd Annual Conference, "Integrated vs isolated special services: Preliminary research findings," October 18, 1991, Lake Norman, NC.
- 27 43rd Annual Conference on Exceptional Children (sponsored by NC Division of Exceptional Children's Services), "Teachers helping parents to help their children," November 21, 1991, Charlotte, NC.
- 28 Gulf Coast Conference on Early Intervention, "Research on classroom engagement," June 30, 1992, Point Clear, AL.
- 29 SUNRISE Summer Institute, "Principles of early intervention" (keynote) and "Integrated services: An application of early intervention principles in classroom programs," August 12, 1993, Hilton Head Island, SC.
- 30 NC-DEC Annual Conference, "Parents' perceptions of early intervention services in North Carolina: Quantitative and qualitative analyses," October 6, 1993, Greensboro, NC
- 31 UNC Hospitals Pediatric Grand Rounds, "Early intervention: Process & purpose," October 14, 1993, Chapel Hill, NC.
- 32 Southeastern Regional DEC/Head Start Conference, "Family-Centered Practices: Beyond the Rhetoric" (keynote), August 7, 1994, Lexington, KY.
- 33 North Carolina Association for the Education of Young Children/Division for Early Childhood Annual Study Conference, "Does therapy carry over to the classroom? How to make early intervention more effective" (with Anita Scarborough), September 23, 1994, Greensboro, NC.
- 34 Louisiana Early Education Program, "Ecological considerations in instruction," July 17, 1995, New Orleans, LA.

- 35 Fourth Annual Parent-to-Parent Conference, “Best practices in preschool and the early grades,” April 17, 1996, Dover, DE.
- 36 OSEP Research Project Directors’ Meeting, “Writing for Publication” (with Robert Algozzine & Paul Sindelar), July 11, 1996, Washington, DC.
- 37 TEACCH Winter In-Service, “Working Together in the Classroom” (keynote), February 12, 1997, Chapel Hill, NC.
- 38 Second Annual Alabama Conference on Inclusion, “Inclusion for Children Birth to Five and Their Families,” May 1, 1997, Montgomery, AL.
- 39 New Jersey Early Intervention Coalition, “Putting Interventions in Their Place—Where Families and Children Can Use ‘Em” (keynote), May 30, 1997, Iselin, NJ.
- 40 OSEP Research Project Directors’ Meeting, “Writing for Publication” (with Paul Sindelar & Vivian Correa), July 17, 1997, Washington, DC.
- 41 OSEP Research Project Directors’ Meeting, “Conceptualizing and Measuring the Effect of Research on Practice” (moderator), July 17, 1997, Washington, DC.
- 42 North Carolina Area Program Conference for Early Intervention Staff, “Integrated Therapies,” September 11, 1997, New Bern, NC.
- 43 New York University RAP Disabilities Services Conference for Region II, “Family-Centered Planning: A Routines-Based Intervention,” September 24, 1997, New York, NY.
- 44 Pennsylvania State and Local Interagency Coordinating Council Conference, “Community Involvement/Family-Centered Planning” (keynote), October 28, 1997, State College, PA.
- 45 Integrated Therapies Conference for School-Based Therapy Teams, “Rethinking Pull-Out Services” (keynote), February 26, 1998, Indianapolis, IN.
- 46 First Annual Preschool Retreat, NC Schools for the Deaf, “Family-Centered Practices,” March 3, 1998, Brown’s Summit, NC.
- 47 Council for Exceptional Children International Conference, “The Rules: Family-Centered Practices in Different Early Intervention Service Delivery Models,” April 16, 1998, Minneapolis, MN.
- 48 Southwest Virginia Regional Coordinating Councils 7th Annual New Horizons: Parents and Professionals as partners Conference, “Collaborative and Consultative Models: No More Beating About the Bush” (keynote and follow-up session), May 14, 1998, Bristol, VA.
- 49 National Institute on Early Childhood Development and Education (OERI), 1998 Project Directors’ Meeting, “Engagement as an Outcome of Program Quality” (poster), June 10, 1998, Washington, DC.
- 50 OSEP Research Project Directors’ Meeting, “Writing for Publication” (with Bob Algozzine & Judy Carta), July 18, 1998, Washington, DC.

- 51 Research to Practice Summit on Inclusion in the Early Years (NECTAS & OERI), “Intervention Strategies in Group Settings” (session leader; with Joan Lieber & Mary Beth Bruder), July 30, 1998, Washington, DC.
- 52 Research to Practice Summit on Inclusion in the Early Years (NECTAS & OERI), “Early Elementary” (with Mark Wolery & Marci Hanson), July 31, 1998, Washington, DC.
- 53 ECI Regional Conference (Region IV Education Service Center), “Family-Based Practices,” August 26-27, 1998, Houston, TX.
- 54 Georgia Association on Young Children 32nd Annual Conference, “Natural Environments: Interventions Where They Count” (featured speaker), “The Rules: Family-Centered Practices in Different Early Intervention Service Delivery Models,” October 9, 1998, Atlanta, GA.
- 55 Promising Practices in Early Childhood Inclusion (Partnerships for Inclusion), “Promoting Engagement,” November 6, 1998, Durham, NC.
- 56 14th Annual DEC International Early Childhood Conference on Children With Special Needs, “Child engagement” (with Judith Carta; research roundtable). December 7, 1998, Chicago, IL.
- 57 McWilliam, R. A. (1999, March). Key aspects of most natural environments. Presentation at teleconference on natural environments in North Carolina, Raleigh, NC.
- 58 McWilliam, R. A. (1999, May). Family-centered intervention in the natural environment. Workshop presented at the 1999 Early Childhood Intervention Annual Statewide Conference, Austin, TX.
- 59 McWilliam, R. A., Miller, M., Stahmer, D., Welham, R., & Suarez-Moss, C. (1999, May). One ECI program’s experiences with family-centered practices. Paper presented at the 1999 Early Childhood Intervention Annual Statewide Conference, Austin, TX.
- 60 McWilliam, R. A. (1999, May). Quality indicators in early intervention. Paper presented at the 1999 Early Childhood Intervention Annual Statewide Conference, Austin, TX.
- 61 McWilliam, R. A. (1999, August). Home visiting ain't what it used to be. Workshop presented at the 1999 Early Intervention Summer Institute, Collegeville, MN.
- 62 McWilliam, R. A. (1999, August). The four linchpins of natural environments. Workshop presented at the Babies Can't Wait Natural Environments Conference, Atlanta, GA.
- 63 McWilliam, R. A. (1999, November). (1) Having friends over: Moving therapy services to a consultative model, (2) Eating out: Implementing services in natural settings (for administrators), (3) At the grocery store: Becoming comprehensive when without therapy resources. Papers presented at the 1999 Alabama Early Intervention and Preschool Conference, Huntsville, AL.
- 64 McWilliam, R. A., Mayhew, L., & Scott, S. (1999, December). Interdisciplinary service models—Making sure therapies make sense. Preconference workshop: Recommended practices. 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC.

- 65 Ostrosky, M. M., & McWilliam, R. A. (1999, December). Getting published in JEI and YEC. Crackerbarrel session at the 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC.
- 66 McWilliam, R. A. (2000, February). Therapy, Special Instruction, and Service Coordination as Support in Natural Environments. Workshop presented at the Louisiana Superconference on Early Intervention, Baton Rouge, LA.
- 67 McWilliam, R. A. (2000, March). Naturalistic intervention is more than a location issue. Paper presented at the Kansas Division for Early Childhood Interdisciplinary Conference, Wichita, KS.
- 68 McWilliam, R. A. (2000, May). Family-centered intervention in the natural environment. Workshop presented at the Texas Early Childhood Intervention Annual Statewide Conference, Austin, TX.
- 69 McWilliam, R. A., & McWilliam, P. J. (2000, September). Family-centered services: Involving families in planning. Paper presented at the Research to Policy Institute, Partnerships for Inclusion, Chapel Hill, NC.
- 70 McWilliam, R. A. (2001, February). Report of the findings of the NEILS study. Paper presented at the 2001 Office of Special Education Programs Personnel Preparation Project Directors' Conference, Washington, DC.
- 71 McWilliam, R. A. (2001, May). Follow-up to routines-based assessment. Paper presented at the Annual ECI Conference, Austin, TX.
- 72 McWilliam, R. A. (2001, May). Home visiting. Paper presented at the Annual ECI Conference, Austin, TX.
- 73 McWilliam, R. A. (2001, June). Early intervention in natural environments. Keynote address to the Annual Early Intervention Conference, San Juan, Puerto Rico
- 74 Danielson, L., Hanley, T., McWilliam, R. A., & Harris, K. (2001, July). Reviewing the review: Current efforts to improve the OSEP grant review process. 2001 OSEP Research Project Directors' Conference, Washington, DC.
- 75 McWilliam, R. A. (2001, August). Integrated therapies and instruction in preschool classrooms. The Second National Early Childhood Inclusion Institute (sponsored by NECTAS), Chapel Hill, NC.
- 76 McWilliam, R. A. (2001, August). Making change happen: Beyond a book title. Plenary address at the Second National Early Childhood Inclusion Institute (sponsored by NECTAS), Chapel Hill, NC.
- 77 McWilliam, R. A. & Bruder, M. E. (2001, October). Natural environments are both less and more complicated than we thought. Plenary session at the 10th Annual Early Childhood Institute (sponsored by the Colorado Department of Education Early Childhood Initiatives), Vail, CO.
- 78 McWilliam, R. A. (2001, October). Getting to know families and their priorities/demonstration and Integrating services into home-based routines. 10th Annual Early Childhood Institute (sponsored by the Colorado Department of Education Early Childhood Initiatives), Vail, CO.
- 79 McWilliam, R. A. (2001, December). Publishing your dissertation. Paper presented at the 17th Annual DEC Conference on Young Children with Special Needs and Their Families, Boston, MA.

- 80 Santos, R. M., Ostrosky, M., Rule, S., McWilliam, R. A., & Horn, E. (2001, December). Addressing culture and language in research: Challenges and strategies in publishing research. Crackerbarrel session at the 17th Annual DEC Conference on Young Children with Special Needs and Their Families, Boston, MA.
- 81 McWilliam, R. A. (2002, April). Grown-ups talk to each other: Assessment and natural-environments intervention. Workshop presented at the 21st Annual ECI Statewide Conference, Dallas, TX.
- 82 McWilliam, R. A. (2002, May). Putting interventions where they matter. Keynote address presented at the Infants and Toddlers Early Intervention Program Spring Statewide Meeting, Orlando, FL.
- 83 McWilliam, R. A. (2002, May). (a) Round-table discussion session and (b) The routines-based interview. Breakout sessions presented at the Infants and Toddlers Early Intervention Program Spring Statewide Meeting, Orlando, FL.
- 84 McWilliam, R. A. (2002, May). Problems with dumping a clinic-based model on the living room floor. Keynote address presented at the 11th Annual New Horizons Conference sponsored by the Southwest Virginia Regional Coordinating Councils, Abingdon, VA.
- 85 McWilliam, R. A. (2002, May). The primary service provider model and implications for home visits. Paper presented at the 11th Annual New Horizons Conference sponsored by the Southwest Virginia Regional Coordinating Councils, Abingdon, VA.
- 86 McWilliam, R. A., & Scott, S. M. (2002, July). Individualizing inclusion in child care. Paper presented at the NECTAC Inclusion Institute, Chapel Hill, NC.
- 87 McWilliam, R. A. (2002, July). The full circle of natural environments and inclusion: Infants, toddlers, and families. Keynote address to the NECTAC Inclusion Institute, Chapel Hill, NC.
- 88 McWilliam, R. A. (2002, July). Integrated therapies and instruction in preschool classroom. Paper presented at the NECTAC Inclusion Institute, Chapel Hill, NC.
- 89 McWilliam, R. A. (2002, October). Good things start with a functional assessment of the family's routines and The primary-service-provider model for providing services in natural environments. Papers presented at the Colorado Early Childhood Institute, Vail, CO.
- 90 McWilliam, R. A. (2002, November). Three innovative evidence-based practices for individualizing inclusion. Paper presented at the OSEP National Early Childhood Meeting, Washington, DC.
- 91 McWilliam, R. A., & Peterson, C. (2002, November). The quality of home visits. Paper presented at the OSEP National Early Childhood Meeting, Washington, DC.
- 92 McWilliam, R. A. (2002, November). It's what happens between sessions that matters. Keynote presentation at the Early Childhood Center's Conference on Inclusive Services in Early Childhood, Carmel, IN.
- 93 McWilliam R. A. (2002, November). The power of naturalistic intervention. Paper presented at the Early Childhood Center's Conference on Inclusive Services in Early Childhood, Carmel, IN.

- 94 McWilliam, R. A. (2002, December). Knowing that “this is not good.” Keynote presentation at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
- 95 McWilliam, R. A. (2002, December). From dissertation to publication. Paper presented at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
- 96 McWilliam, R. A. (2003, May). The McWilliam model for providing services in natural environments. Keynote address at the Early On (Michigan Part C) Annual Conference, Mt. Pleasant, MI.
- 97 McWilliam, R. A. (2003, May). The routines-based interview and Support-based home visits. Papers presented at the Early On (Michigan Part C) Annual Conference, Mt. Pleasant, MI.
- 98 McWilliam, R. A. (2003, June). Family support as intervention. Presentation at Grand Rounds jointly sponsored by the John F. Kennedy Center for Research on Human Development and the Center for Child Development (Pediatrics), Vanderbilt University, Nashville, TN.
- 99 Odom, S., Buysse, V., McWilliam, R. A., & Sainato, D. (2003, July). Critical issues in early intervention/early childhood special education research. Paper presented at the 2003 OSEP Research Project Directors’ Conference, Washington, DC.
- 100 Danielson, L. (replaced by Hanley, T.), McWilliam, R. A., & Harris, K. (2003, July). NAS workshop on peer review. Paper presented at the 2003 OSEP Research Project Directors’ Conference, Washington, DC.
- 101 McWilliam, R. A. (2003, August). Setting the stage: Rethinking natural environments. Keynote address at Minnesota’s Early Intervention Summer Institute. Collegeville, MN.
- 102 McWilliam, R. A. (2003, August). The routines-based interview. Paper presented at Minnesota’s Early Intervention Summer Institute. Collegeville, MN.
- 103 McWilliam, R. A. (2004, January). The routines-based interview. Workshop presented at the Michigan Collaborative Early Childhood Conference, Dearborn, MI.
- 104 McWilliam, R. A. (2004, March). Preparing for kindergarten. Panel presentation at the Mayor’s Summit on Early Childhood and Education, Nashville, TN.
- 105 McWilliam, R. A. (2004, March). Facilitating collaboration between general and special education services providers. Plenary session at the Administration on Children and Youth Forum on Inclusion, Washington, DC.
- 106 McWilliam, R. A., & Atkins-Burnett, S. (2004, March). Personnel preparation for inclusive preschool education. Paper presented at the OSEP Personnel Preparation Project Directors’ Meeting, Washington, DC.
- 107 McWilliam, R. A. (2004, March). Increasing sophisticated participation by children with disabilities: Scheduling, responsive teaching and engagement. Paper presented at the Contemporary Forums Conference on the Young Child With Special Needs, Nashville, TN.

- 108 McWilliam, R. A., Clingenpeel, B., & Uhl, A. (2004, April). Individualizing preschool inclusion. Preconference workshop at the International Conference of the Council for Exceptional Children, New Orleans, LA.
- 109 McWilliam, R. A. (2004, April). Educational perspectives on children with disabilities. Consortium on Child Psychiatry, Nashville, TN.
- 110 McWilliam, R. A. (2004, April). The five key elements of providing early intervention in natural environments. Keynote address presented at the Mississippi Early Intervention Conference, Hattiesburg, MS.
- 111 McWilliam, R. A. (2004, April). Giving families a chance to talk so they can plan. Workshop presented at the Mississippi Early Intervention Conference, Hattiesburg, MS.
- 112 McWilliam, R. A. (2004, June). Fostering critical areas of development for successful child functioning. Presentation to Metro Schools counselors, Nashville, TN.
- 113 McWilliam, R. A. (2004, August). Early Steps: Not just a new name and look but a new service delivery system. Videoconferenced statewide address, August 5, 2004, Tallahassee, FL
- 114 McWilliam, R. A. (2004, August). Integrated specialized services: Therapists and ECSEs work in classroom routines; The routines-based interview: Functional intervention planning with families and teachers; Embedded intervention: What teachers do when specialists aren't around; Update session with project partners. Papers presented at the Fourth National Early Childhood Inclusion Institute, August 9, 2004, Chapel Hill, NC.
- 115 McWilliam, R. A. (2004, August). A support framework for effective home visits. Keynote address presented at the Kentucky Early Intervention Conference, Owensboro, KY.
- 116 McWilliam, R. A. (2004, October). What do we really want? New outcomes that work for all children. Paper presented at the Tennessee Association for the Education of Young Children Conference, Nashville, TN.
- 117 McWilliam, R. A. (2004, November). Engagement: A focus for functional early intervention. Workshop presented at the 2004 Early Intervention Institute, sponsored by Southwest Human Development, Phoenix, AZ.
- 118 McWilliam, R. A. (2004, November). Addressing communication goals during daily routines in early childhood classrooms. Paper presented at Fired Up! For Down Syndrome: A Statewide Conference, Franklin, TN.
- 119 McWilliam, R. A., & Casey, A. M. (2004, December). More is not always better: Research Findings. Paper presented at the International Conference on Early Childhood, sponsored by the Division for Early Childhood of the Council for Exceptional Children, Chicago, IL.
- 120 Casey, A. M., & McWilliam, R. A. (2004, December). Beyond environmental assessments: Creating high quality preschools by focusing on child engagement. Paper presented at the International Conference on Early Childhood, sponsored by the Division for Early Childhood of the Council for Exceptional Children, Chicago, IL.

- 121 Snyder, P., & McWilliam, R.A. (2006, February). Use of parallel analysis to inform extraction decisions in factor analysis: Application with the Children's Engagement Questionnaire. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- 122 McWilliam, R. A. (2005, July). Children with disabilities can be successfully included: three key practices. Keynote address at the Statewide Conference on Individualizing Inclusion, Jamestown, NJ.
- 123 McWilliam, R. A. (2005, August). The Routines-Based Interview. Fifth Conference on Preschool Inclusion, Chapel Hill, NC.
- 124 McWilliam, R. A. (2005, November). Why integrated therapies and itinerant early childhood special education? Myths, strategies, and Documentation. 55th Conference on Exceptional Children, sponsored by the Public Schools of North Carolina, Greensboro, NC.
- 125 McWilliam, R. A. (2006, November). Returning to the purpose of early intervention: Enhancing natural learning opportunities. Help Me Grow (OH Part C Program) Leadership Institute, Dublin, OH.
- 126 McWilliam, R. A. (2007, February). Returning to the purpose of early intervention: Enhancing natural learning opportunities. North Dakota Part C Program, Grand Forks, ND.
- 127 McWilliam, R. A. (2007, February). Natural environments and inclusion. Connecticut Part C and 619 Programs, Cromwell, CT.
- 128 McWilliam, R. A. (2007, April). (1) Routines-based interview for functional assessment and outcome selection, (2) Writing functional individual family service plan outcomes, (3) The transdisciplinary approach, (4) Support-based home visits. 2007 Indiana Early Childhood Conference (Indiana Association for the Education of Young Children), Indianapolis, IN.
- 129 McWilliam, R. A. (2007, May). (1) Developing and using functional family and child goals, (2) Functional goals. Tennessee's Early Intervention Conference, Montgomery Bell State Park, TN.
- 130 McWilliam, R. A. (2007, May). Challenges in bringing early intervention into family routines. Town Hall Meeting, NYU Steinhardt School of Culture, Education and Human Development, New York, NY.
- 131 McWilliam, R. A. (2007, May). A routines-based approach to partnering with families. Plenary address, Ninth Conference at New York University, Steinhardt School, New York, NY.
- 132 McWilliam, R. A. (2007, July). The RBI: Functional intervention planning with families and teachers. Inclusion Institute (Frank Porter Graham Child Development Institute, UNC), Chapel Hill, NC.
- 133 McWilliam, R. A. (2007, August). Individualizing preschool inclusion: Working with families to gather information and provide appropriate services. 2007 CESA Summer Institute, Altoona, WI.
- 134 McWilliam, R. A. (2007, September). A functional, family-centered process for IFSP development and service delivery: Five components. Connecticut Birth to Three System, Cromwell, CT.

- 135 McWilliam, R. A. (2007, October). Returning to the purpose of early intervention: Enhancing natural learning opportunities. Part C Program, North Dakota Department of Human Services, Bismarck, ND.
- 136 McWilliam, R. A. (2007, December). Effective early intervention. Minnesota Part C Program. Minneapolis, MN.
- 137 McWilliam, R. A. (2007, December). Promoting child engagement in early childhood special education. Early Childhood Education Initiative, Cromwell, CT.
- 138 McWilliam, R. A. (2008, May 22). Working with families not too much, not too little. Keynote presentation. Integration through consultation in service provision. Paper presented at the 2008 South Carolina Early Intervention Conference for Families and Providers, Winnsboro, SC.
- 139 McWilliam, R. A. (2008, July). Early intervention in childcare settings and Routines-based interventions. Papers presented at the Southeastern Meeting of the American Association of Home-Based Early Interventionists, Norcross, GA.
- 140 McWilliam, R. A. (2008, July 22). Supporting toddler and preschool inclusion in the four contexts of teaching. Paper presented at the Eighth National Early Childhood Inclusion Institute, Chapel Hill, NC.
- 141 McWilliam, R. A. (2008, July). Routines-based interventions. Texas Early Intervention Training Institute, Austin, TX.
- 142 McWilliam, R. A. (2008, August). The 11 principles of behavior management. Plenary session for the annual meeting of the Nashville Association for the Education of Young Children, Nashville, TN.
- 143 McWilliam, R. A. (2008, December). Why We Should Apologize for Too Much Early Intervention Service. Paper presented at the TASH Conference, Nashville, TN.
- 144 McWilliam, R. A. (2009, April). The 5-Component Model for Early Intervention in Natural Environments. A workshop for Cerebral Palsy Associations of New York State, Albany, NY.
- 145 McWilliam, R. A. (2009, August). The Foundations of Learning. Presentation to Early Childhood Leadership Academy, Chattanooga, TN.
- 146 Bricker, D., McWilliam, R. A., & Odom, S. L. (2010, February). Part C—What is happening to early intervention? Panel at the Conference on Research Innovations in Early Intervention (CRIEI 2010), San Diego, CA.
- 147 McWilliam, R. A., Odom, S. L., Okagaki, L., & Danielson, L. (2010, April). The future of special education research funding. Town hall moderated at the Council for Exceptional Children Convention and Expo, Nashville, TN.
- 148 McWilliam, R. A. (2010, May). Engagement of every child in the toddler or preschool classroom. Paper presented twice at the Tenth National Inclusion Institute, hosted by the FPG Child Development Institute and the National Early Childhood Technical Assistance Center, Chapel Hill, NC.

- 149 McWilliam, R. A. (2010, May). Supporting infant-toddler caregivers in using effective inclusion practices. Paper presented at the Tenth National Inclusion Institute, hosted by the FPG Child Development Institute and the National Early Childhood Technical Assistance Center, Chapel Hill, NC.
- 150 McWilliam, R. A. (2010, October). Pay attention to engagement in young children and systematic incidental teaching as a behavioral approach to developmentally appropriate preschool instruction. Sessions for Utah's Early Childhood Special Education Conference organized by the Utah State Office of Education. Salt Lake City, Utah.
- 151 McWilliam, R. A. (2011, February). Grown-ups getting organized to teach preschoolers effectively. Conference on Inclusive Education. Session for and organized by the The PEAK Parent Center. Denver, Colorado.
- 152 McWilliam, R. A. (2011, February). Engaging every child in community-based and center-based settings. ResultsMatter Institute. Session organized and sponsored by the Nebraska Department of Education and Nebraska Department of Health and Human Services. LaVista, Nebraska.
- 153 McWilliam, R. A. (2011, March). The three foundations of learning for all children, opening keynote; Is there a role for direct instruction in early childhood? Paper. Hair stylists, massage therapists, early-childhood educators, even doctors sometimes... What do they have in common? Paper. Presented at the Child Engagement Conference, Chattanooga, TN.
- 154 McWilliam, R. A. (2011, May). Systematic incidental teaching by families and teachers: Beefing up instruction in everyday routines. Paper presented at the Eleventh National Inclusion Institute, hosted by the FPG Child Development Institute and the National Early Childhood Technical Assistance Center, Chapel Hill, NC.
- 155 McWilliam, R. A. (2011, August). Systematic incidental teaching by families and teachers: Beefing up instruction in everyday routines. Session for and organized by the Family Literacy and Involvement Program through Cumberland County Schools Federal Programs/PreK Department. Fayetteville, NC.
- 156 McWilliam, R. A. (2011, August). Sustaining a system of teams using the RBI. Session for and organized by the Missouri Department of Elementary & Secondary Education. Jefferson City, Missouri.
- 157 McWilliam, R. A. (2011, September). Identifying quality practices for program improvement. Keynote address at the Measuring & Improving Child and Family Outcomes Conference. Session for and organized by National Early Childhood Technical Assistance Center (NECTAC). New Orleans, LA.
- 158 McWilliam, R. A. (2012, May). It's a family affair: Support families to improve child outcomes. Session for and organized by The State of Washington Department of Early Learning: Infant and Early Childhood Conference. Tacoma, Washington.
- 159 McWilliam, R. A., (2012, May). (1) Making inclusion for toddlers and preschoolers individualized, instructional and inspirational; (2) Latest news: Preschoolers are not orphans! They have

- families; and (3) It's getting better all the time: Look at practice quality. Presentation at the Inclusion Institute, University of North Carolina at Chapel Hill.
- 160 McWilliam, R. A. (2012, May). Early intervention therapy: How children learn and how early intervention services work. Presentations organized by ECI, Billings, MT.
- 161 McWilliam, R. A. (2012, June). Ten secrets to successful inclusion of children birth to five. Presentation at the Tennessee Early Childhood Summit. Nashville, TN.
- 162 McWilliam, R. A. (2012, October). Routines-based early intervention based on child engagement and family priorities. Presented in celebration of the 40th anniversary of the founding of the Family, Infant and Preschool Program, Iverson Riddle Developmental Center. Morganton, NC.
- 163 McWilliam, R. A., & Younggren, N. (2012, October). Child functioning in routines as information for child outcomes reporting. Paper presented at the Measuring and Improving Child and Family Outcomes Conference, Minneapolis, MN.
- 164 McWilliam, R. A., Headrick, M., Munson, D., Thomas, P., Kinavey, E., & Bainter, S. (2012, October). Progressive directions states have been charting in Part C. Presentation at the DEC Conference, Minneapolis, MN.
- 165 McWilliam, R. A. (2013, February). Latest news: Young children are not orphans! They have families; Systematic incidental teaching; and Routines-based early intervention. Keynote and sessions at the Kansas Division for Early Childhood Conference, Wichita, KS.
- 166 McWilliam, R. A. (2013, February). Home visiting. Early Childhood Intervention, Billings, MT.
- 167 McWilliam, R. A. (2013, May). If you want personnel to do the right thing, train them through checklists. Presentation at the Inclusion Institute, University of North Carolina at Chapel Hill.
- 168 McWilliam, R. A. (2013, May). Manny on Routines-Based Early Intervention with the modern family. Presentation for Massachusetts early intervention, Marlborough, MA.
- 169 McWilliam, R. A. (2013, August). Implementing the Routines-Based Early Intervention model. Statewide presentation, Helena, MT.
- 170 McWilliam, R. A. (2013, August). Taking a routines-based approach with classroom-based young children with disabilities. Lincoln Public Schools, NE.
- 171 McWilliam, R. A., Brown, C., Studt, W., & Bunnell, A. (2013, September). Long-term implementation of the Routines-Based Early Intervention model. Presentation at the Improving Outcomes meeting, Washington, DC.
- 172 McWilliam, R. A. (2013, October). Understanding professionals and their roles; Working with families; and Embedding outcomes into instruction. Plenary presentations at the 6th Annual Early Intervention Conference sponsored by East Carolina University and the NC Developmental Disabilities Council, Greenville, NC.
- 173 McWilliam, R. A. (2013, October). Falling in love in IFPS development. Presconference workshop. DEC Conference, San Francisco, CA.

- 174 McWilliam, R. A. (2013, October). High quality now for success tomorrow and A routines-based approach for developing IFSPs and IEPs. Keynote and session at the Maryland Division of Special Education/Early Intervention Services Fall Leadership Conference, Ocean City, MD.
- 175 McWilliam, R. A. (2014, January). Past, present, and future of early intervention. Tammy Lynn Center, Raleigh, NC.
- 176 McWilliam, R. A. (2014, March). Engagement Classroom Model. Statewide presentation. Denver, CO.
- 177 McWilliam, R. A. (2014, March). How the RBI, functional goals, and effective home visits all fit together. Presentation at 2nd Annual Early Intervention Resource Agency Conference, Murfreesboro, TN.
- 178 McWilliam, R. A. (2014, May). I know we need to improve 619 services, but where do I start? Assessing functional needs to develop meaningful IEP goals, and Functional skills in classroom routines. Presentations at the Inclusion Institute, Chapel Hill, NC.
- 179 McWilliam, R. A. (2014, June). Routines-based early intervention. Plenary address to Early On Center for Higher Education Faculty Colloquium, Grand Valley State University, Grand Rapids, MI.
- 180 McWilliam, R. A. (2014, June). Unified model of early intervention: Essential early intervention practices. Wayne RESA and Detroit Public Schools, Detroit, MI.
- 181 McWilliam, R. A. (2014, June). Measuring and analyzing child outcomes for early intervention/early childhood special education. Lincoln, NE.
- 182 McWilliam, R. A. (2014, August). Implementing evidence-based practices for preschoolers with disabilities: Program quality and early childhood inclusion. Colorado Dept. of Education, Denver, CO.
- 183 McWilliam, R. A. (2014, September). How states can improve quality to improve outcomes. Improving Data, Improving Outcomes Conference, New Orleans, LA.
- 184 McWilliam, R. A. (2014, September). Implementing the Routines-Based Model through itinerant and consultative services. Multnomah County Early Childhood Program, Portland, OR.
- 185 McWilliam, R. A. (2014, October). Kick off implementation of the RBEI model. Statewide presentation, Brewer, ME.
- 186 McWilliam, R. A. (2014, November). National perspectives on early intervention/early childhood special education. Maryland Division of Special Education Annual Leadership Conference, Ocean City, MD.
- 187 McWilliam, R. A. (2015, March). Fun, functionality, and families. Presentation at the 21st Annual Inclusion Conference (Delaware), Dover, DE.
- 188 McWilliam, R. A. (2015, May). (a) Application of basketball strategy to home visiting, (b) Measuring family quality of life for evaluation and support. 2015 National Early Childhood Inclusion Institute, Chapel Hill, NC.

- 189 McWilliam, R. A. (2015, May). (a) What to do when you feel ineffective on home visits, (b) Collaboration with therapists. Building Best Practices 2015 Conference, Tennessee Early Intervention System, Murfreesboro, TN.
- 190 McWilliam, R. A. (2015, June). Powerful partnerships promoting child engagement. Kansas Inservice Training System Summer Institute, Lawrence, KS.
- 191 McWilliam, R. A. (2015, June). Home-visiting conference. Head Start for Kent County, MI.
- 192 McWilliam, R. A. (2015, August). RBI training. Rhode Island College, Providence, RI.
- 193 McWilliam, R. A. (2015, August). First day of Maryland RBI bootcamp. Johns Hopkins University, Columbia, MD.
- 194 McWilliam, R. A. (2015, September). (a) All the intervention occurs between visits (keynote), (b) Routines are the vertebrae of families' lives (workshop), (c) The child's second and third teachers (workshop). Sharing a Vision 2015 Conference, Springfield, IL.
- 195 McWilliam, R. A. (2015, September). Providing early intervention in the natural environment: The primary service provider approach. DC Early Intervention All-Staff Conference, Gallaudet University (contracted by Georgetown University), Washington, DC.
- 196 McWilliam, R. A. (2015, October). Still in love: The effect of the rbi on families, professionals, and IFSPs. DEC Conference, Atlanta, GA.
- 197 McWilliam, R. A. (2015, October). (a) 10 Mistakes in early intervention, (b) From Kirsten to New Zealand,: Personal to systemic perspectives on inclusion (keynote), (c) 9 Often unmet needs in early childhood. Presentations at the 2015 Inclusion Collaborative State Conference, Santa Clara County Office of Education, San Jose, CA.
- 198 McWilliam, R. A. (2015, November). (a) Consultation with DOE state leadership; (b) Consultation with Part C PD team members, site directors, and DOE state leadership; (c) Presentation to all Part C staff, including contracted providers. Augusta, ME.
- 199 McWilliam, R. A. (2016, August). We thought our work would be with children, but it turns out to be with adults (keynote address), Everybody has routines: Use them! (session). Summer Institute, Western Oregon University, Monmouth, OR.
- 200 McWilliam, R. A. (2016, October). Engagement: A promising theory for human functioning (keynote address), Twelve critical elements of a routines-based visit (workshop), Collaborative consultation to child care (CC2CC; workshop). Ontario Association for Infant and Child Development Annual Conference.
- 201 McWilliam, R. A. (2016, October). Evidence-based practices where they matter: In everyday routines. Keynote address. Mississippi Early Childhood Association conference, Natchez, MS.
- 202 McWilliam, R. A. (2016, October). How to treat grown-ups like grown-ups on home visits. Alabama Early Intervention and Preschool Conference, Huntsville, AL.
- 203 McWilliam, R. A. (2017). Teaching functional skills to infants and toddlers with severe disabilities. Paper presented at the Division for Early Childhood Conference, Portland, OR

- 204 McWilliam, R. A., & Stevenson, C. M. (2017). Falling in love through the RBI. Preconference workshop the Division for Early Childhood Conference, Portland, OR.
- 205 McWilliam, R. A., & García Grau, P. (April 2019). (1) Nuts and bolts of the routines-based model for children birth to five and their families, (2) International implementation of early intervention birth to five. National Early Childhood Inclusion Institute, UNC-Chapel Hill, North Carolina.
- 206 McWilliam, R. A. (October 2019). (1) Collaborative consultation to children’s classrooms (CC2CC), (2) Writing really useful outcomes—enough of them and measurable. 35th Annual Early Intervention-Preschool Conference, Mobile, AL.
- 207 McWilliam, R. A., & Tomeny, K. R. (October 2019). Getting ahead of the Routines-Based Home Visiting curve. 35th Annual Early Intervention-Preschool Conference, Mobile, AL.
- 208 McWilliam, R. A., & Stevenson, C. (July 15, 2020). Where intervention happens: A routines-based approach for young children with disabilities. Webinar organized by ZERO TO THREE.
- 209 McWilliam, R. A., & Stevenson, C. (September 2020). How to support families, virtually, when you are usually a classroom teacher. Online session for Virtual National Early Childhood Inclusion Institute organized by the FPG Child Development Institute.
- 210 McWilliam, R. A., & Stevenson, C. (October 29, 2020). How to support families, virtually, when you are usually a classroom teacher. Brookes Coffee Chat webinar organized by Brookes Publishing.
- 211 McWilliam, R. A. (November 10, 2021). Centering assessment and intervention around routines. Pre-conference session for 2021 Virtual Early On Michigan Conference: Strong Foundations for the Future of Early Intervention (virtual; 858 participants).
- 212 Carberry, S., Reilly, K., García Grau, P., Stevenson, C., & McWilliam, R. A. (2021). International implementation of collaborative consultation to children’s classrooms. Paper presented at the 21st International Early Childhood Inclusion Institute, UNC-Chapel Hill.
- 213 McWilliam, R. A. (February 25, 2022). Child engagement: From FIPP to the world. Virtual presentation for FIPP (Morganton, NC) 50th anniversary.
- 214 McWilliam, R. A., & Stevenson, C. (April 27, 2022). Caring for teachers: Six practical strategies for promoting engagement in child care/classroom settings. Paper presented at the 22nd International Early Childhood Inclusion Institute, UNC-Chapel Hill.

Papers/Presentations Submitted and Accepted

International

1. McWilliam, R. A. (1999). Journal of Early Intervention *reviewer guidelines*. Part of minicourse on “All About Publishing From Editors’ Perspectives: Basic Skills for Hopeful Authors,” at the American Educational Research Association international meeting, Montreal, Canada, April 19, 1999.

2. de Kruif, R. E. L., McWilliam, R. A., & Wakely, M. B. (April, 1999). *Classification of teaching styles in early childhood classrooms*. Roundtable at the American Educational Research Association international meeting, Montreal, Canada, April 21, 1999.
3. Raspa, M. J., & McWilliam, R. A. (2000, April). *If you want kids to develop, get them engaged*. Paper presented at the Council for Exceptional Children International Conference, Vancouver, BC.
4. McWilliam, R. A. (2000, April). *Preparing young children for kindergarten*. Paper presented at the Council for Exceptional Children International Conference, Vancouver, BC.
5. McWilliam, R. A., & Er, M. (2003, September). *A model for using natural environments: International applications?* Poster presented at the meeting of the International Society for Early Intervention, Rome, Italy.
6. McWilliam, R. A., de Kruif, R. E. L., & Bairrão, J. (2003, September). *Child engagement: A useful and overlooked domain*. Paper presented at the meeting of the International Society for Early Intervention, Rome, Italy.
7. de Kruif, R. E. L., & McWilliam, R. A. (2003, September). *Improving teacher-child interactions with the Teaching Styles Rating Scale*. Paper presented at the meeting of the International Society for Early Intervention, Rome, Italy.
8. McWilliam, R. A. (2008, July). *Engagement as an outcome for young children with or without disabilities: Twenty-three years of inquiry*. Paper presented at the 4th Global Conference on Creative Engagements Thinking with Children, Oxford, UK.
9. Boavida, T., McWilliam, R. A., & Aguiar, C. (2011, May). *Using RBI and ICF in concert to improve early intervention services*. Paper presented at the Third Conference of the International Society of Early Intervention, New York, NY, USA.
10. Boavida, T., Aguiar, C., McWilliam, R. A., & Pimentel, J. (2011, May). *Individualized education program goals quality in the context of a new special education law in Portugal*. Poster presented at the Third Conference of the International Society of Early Intervention, New York, NY, USA.
11. Boavida, T., Silva, C., Aguiar, C., & McWilliam, R. (2017). *Collaborative consultation in early childhood intervention*. Presentation at the 18th European Conference on Developmental Psychology, Utrecht, The Netherlands. August 31, 2017.
12. Fernandez, R., Serrano, A. M., McWilliam, R. A., Cañadas, M. (2018). *Assessment of the quality of early Intervention services*. Presentation at the ECI Conference 2018, Kharkiv, Ukraine. October 11, 2018. (Presented by Fernandez)
13. Boavida, T., Velez, Â., Martins, T., Aguiar, C., & McWilliam, R. A. (2018). *Professionals' perceptions on collaborative consultation in early childhood intervention in Portugal*. Presentation at the ECI Conference 2018, Kharkiv, Ukraine. October 11, 2018. (Presented by Boavida)

14. Fernandez, R., Serrano, A. M., McWilliam, R. A., Cañadas, M. (2018). *Assessment of family empowerment in early Intervention*. Presentation at the ECI Conference 2018, Kharkiv, Ukraine. October 11, 2018. (Presented by Fernandez)
15. Pan, Y.-L., Hsu, H.-C., Lee, Y.-C., Cheng, A.-A., Tsai, M.-R., Lu, L., Shieh, J.-Y., Liao, H.-F., Hwang, A.-W., & McWilliam, R. A. (2020). *Implementing RBM in medical settings: What we have learned from it*. Presentation at the 21st International Conference and Workshops of Early Intervention for Child Development, Taipei, Taiwan. November 21, 2020. (Presented by Pan)

USA

1. HCEEP Rural Network, Appalachian Region, "Parent cooperative preschools: A model for support in rural intervention services," November, 1984, Kingsport, TN.
2. North Carolina Association for Infants and Families, "Engagement as an alternative child measure: Methods and outcomes," November, 1984, Charlotte, NC.
3. North Carolina Association for Infants and Families, "The transdisciplinary service delivery model: Rationale and staff development needs," November, 1984, Charlotte, NC.
4. American Association on Mental Deficiency, NC Chapter, "Model demonstration programs for mentally retarded children and their families," November, 1984, Greenville, NC.
5. National Center for Clinical Infant Programs Conference, "Parent empowerment and family support," December, 1984, Washington, DC.
6. North Carolina Association for Infants and Families, "Functional evaluation for intervention: The SUNRISE assessment and program plan," May, 1985, Winston-Salem, NC.
7. Young Adult Institute Conference, "Strengthening families today for success tomorrow: The Family, Infant and Preschool Program," May, 1986, New York, NY.
8. Young Adult Institute Conference, "Preschool assessment of the classroom environment: A family-strengthening exercise," May, 1986, New York, NY.
9. Association for Behavior Analysis Twelfth Annual Convention, "Behavioral engagement as a measure of the efficacy of early intervention," May, 1986, Milwaukee, WI.
10. Family Resource Coalition National Conference, "Operating parent cooperative preschools to assist special needs families," May, 1986, Chicago, IL.
11. International Conference for Infant Mental Health, "Creating optimal center-based environments for infant education," May, 1986, Chicago, IL.
12. CEC/DEC National Early Childhood Conference on Children with Special Needs, "Mediational teaching: A successful approach to teaching handicapped preschoolers in group settings," October, 1986, Louisville, KY.
13. North Carolina Association for Infants and Families, Fourth Annual Conference, "Responsive environments for infants," October, 1986, Greenville, NC.
14. North Carolina Association for Infants and Families, Fourth Annual Conference, "Teaching on the crawl: The use of incidental teaching with infants," October, 1986, Greenville, NC.

15. Western Carolina Center, Sam O. Cornwell Lecture Series, "Child-level intervention strategies," November, 1986, Morganton, NC.
16. Seventh Annual National Rural Special Education Conference, "Classroom-based inservice training: From assessing staff needs to evaluating their performance," November, 1987, Asheville, NC.
17. Council for Exceptional Children 65th conference, "Striving for excellence: Best management practices," November, 1987, Chicago, IL.
18. Council for Exceptional Children 65th Conference, "Practical strategies for parent involvement and teacher improvement," November, 1987, Chicago, IL.
19. Texas Early Childhood Intervention Conference, "How to implement best center-based practices: Implications for staff training," November, 1987, Austin, TX.
20. Appalachian Early Intervention Network, "Training for success in center-based programs: Checklists and prompt cards," November, 1987, Johnston City, TN.
21. Division for Early Childhood, National Early Childhood Conference on Children with Special Needs, "Training classroom aides: Performance checklists for observation and feedback," November, 1987, Denver, CO.
22. Division for Early Childhood, National Early Childhood Conference on Children with Special Needs, "Partnerships with parents: Assessing children's performance through parent-staff partnerships," November, 1987, Denver, CO.
23. Project SUNRISE Training for Excellence Institute, "A continuum of responsive teaching strategies," August, 1988, Hilton Head Island, SC.
24. North Carolina Association for Infants and Families, "Meaningful participation by parents of children with disabilities in the intervention planning process" (with P. J. Cushing), October, 1988, Hendersonville, NC.
25. Division for Early Childhood, Council for Exceptional Children, International Early Childhood Conference on Children with Special Needs, "Effecting teacher change through hands-on training," November, 1988, Nashville, TN.
26. Division for Early Childhood (CEC), International Early Childhood Conference on Children with Special Needs, "Evaluating in-service education in early intervention: Issues and alternatives" (with D. B. Bailey, S. Geissinger, P. J. McWilliam, & R. J. Simeonsson), October, 1989, Minneapolis, MN.
27. Division for Early Childhood (CEC), International Early Childhood Conference on Children with Special Needs, "Same-age versus mixed-age groupings in mainstream programs" (with D. B. Bailey, P. M. Blasco, & I. Lund), October 1989, Minneapolis, MN.
28. Southeastern Regional DEC Conference, "Engagement and mastery: Theory, research, and application," July, 1990, Atlanta, GA.

29. 1990 Child Care Conference, North Carolina Day Care Association, Keynote Address: "Strengthening individual children in group settings" and Seminar: "Kids on the fringe," September, 1990, Charlotte, NC.
30. Community Forum on Mainstreaming Preschool Children, "Overview of Public Law 99-457," December, 1990, Burlington, NC.
31. Council for Exceptional Children Conference, "How toddlers and preschoolers spend their time: Strategies for increasing levels and quality of engagement," April, 1991, Atlanta, GA.
32. Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, "Effects of same-age versus mixed-age grouping on toddlers and preschoolers with and without developmental disabilities," May, 1991, Key Biscayne, FL.
33. American Association on Mental Retardation Conference, "Context-integrated special services in early intervention: How is it different from pull-out?" (poster), May, 1991, Washington, DC.
34. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Research issues in comparing in-class and out-of-class special services for young children with disabilities" (with D. B. Bailey & M. Vandermaas), November 16, 1991, St. Louis, MO.
35. American Speech-Language-Hearing Association Conference, "Service delivery for birth-5: Pull-out or in class?" (miniseminar; with J. E. Roberts, B. Prizant, & L. Gates), November 24, 1991, Atlanta, GA.
36. 70th Annual Council for Exceptional Children Convention, "A comparison of in-class and out-of-class special services for young children with disabilities" (with Phyllis Hoffman), April, 14, 1992, Baltimore, MD.
37. American Educational Research Association Conference
 - (a) "The effects of activity structure and age mixture on child engagement" (poster with Donald B. Bailey, Jr.), April 21, 1992,
 - (b) "Follow-up options after using generalizability theory in multivariate observational research," (roundtable with Donald B. Bailey, Jr.), April 23, 1992, San Francisco, CA.
38. North Carolina Division for Early Childhood 3rd Annual Conference, "Consultant and teacher roles in early intervention" (with Amelia Spencer), October 8, 1992, Greensboro, NC.
39. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "From integrated to pull-out services: Practices and perceptions of four disciplines" (with Don Bailey), December 4, 1992, Washington, DC.
40. North Carolina Federation of the Council for Exceptional Children, Early Childhood Strand (Chair), "Integrated Services Symposium" (Moderator), "Findings from Two Years of Research at the Frank Porter Graham Child Care Program," "Single-Subject Studies" (with J. E. Roberts & K. A. Grabowski), "National Survey of Four Disciplines" (with K. Applequist), "Service Delivery Models," February 5, 1993, Greensboro, NC.
41. Collaborative Early Intervention Conference, "Family-Centered Intervention Planning," April 7-8, 1993, Winston-Salem, NC

42. American Academy for Cerebral Palsy and Developmental Medicine, "Patterns of therapy and instruction in early intervention: What predicts pull-out services?" October 7, 1993, Nashville, TN.
43. American Speech-Language-Hearing Association Annual Convention, "Factors influencing center-based speech-language services in early intervention (with J. E. Roberts), 1993.
44. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "New broad-based measures in research: Focus on engagement" (with Stephen Lawson & Pat Snyder), December 13, 1993, San Diego, CA.
45. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Practitioners' perceptions of typical and ideal practices" (poster with Karen Applequist), December 13-14, 1993, San Diego, CA.
46. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "A comparison of in-class and out-of-class instruction" (poster with Katherine Grabowski), December 13-14, 1993, San Diego, CA.
47. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Integrated vs. pull-out speech-language services in early intervention: A mixed-method study" (poster with Amelia Spencer), December 13-14, 1993, San Diego, CA.
48. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "A structure for meaningful participation by families in intervention planning" (postconference workshop), December 15, 1993, San Diego, CA.
49. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Integrated therapy/instruction: Synthesis of Four Years of Research," October 9, 1994, St. Louis, MO.
50. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "How to write quality IFSPs: Creating functional, family-centered documents" (Poster with Ardith Ferguson, Pat Vandiviere, & Patricia Porter), October 8, 1994, St. Louis, MO.
51. American Educational Research Association, "Measurement of family-centeredness in early intervention" (Paper presented with Patricia Snyder & Sarintha Stricklin), April 18, 1995, San Francisco, CA.
52. American Educational Research Association, "Dependability and factorial validity of the Children's Engagement Questionnaire: A broad-based child status measure for early intervention." (Paper presented with Patricia A. Snyder & Stephen Lawson), April 22, 1995, San Francisco, CA.
53. Zero to Three 10th National Training Institute, "Disturbing and reassuring views from the living-room floor in nine communities" (Poster presented with Gloria Harbin, Lynn Tocci, & Ardith Ferguson), December 2, 1995, Atlanta, GA.

54. Zero to Three 10th National Training Institute, "Evaluation of family-centered, coordinated Part H services in North Carolina" (Poster presented with Gloria Harbin), December 2, 1995, Atlanta, GA.
55. Zero to Three 10th National Training Institute, "Front-line view of early intervention service in nine communities" (Poster presented with Lynn Tocci & Gloria Harbin), December 2, 1995, Atlanta, GA.
56. Council for Exceptional Children Annual Convention, "Facilitating Effective Integrated Therapy." (Paper presented with Steven F. Warren & Eva Horn), April 4, 1996, Orlando, FL.
57. McWilliam, R. A., Harbin, G. L., Tocci, L., & Sideris, J. (1996). Large-sample case studies: The best of both worlds. Paper presented at the American Educational Research Association Annual Meeting, New York, NY (April 10, 1996).
58. American Educational Research Association Annual Meeting, "Family-Centered: What It Means, Who It's For, How It's Measured" (paper presented with Patricia Snyder and David Sexton), April 12, 1996, New York, NY.
59. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Integrated Therapy: Strategies for Therapists, Teachers, Families, and Administrators," December 9, 1996, Phoenix, AZ.
60. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Beyond the Toy Bag: Revelations of Family-Centered Practices," December 10, 1996, Phoenix, AZ.
61. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Findings of the Early Childhood Follow-Through Research Institute" (paper presented with Mark Wolery, Donald B. Bailey, Kelly Maxwell, Carl J. Dunst, Margaret G. Werts, Carol M. Trivette, John Schuster, Mary Louise Hemmeter, & Melinda Ault), December 10, 1996, Phoenix, AZ.
62. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Developmental and Disability Effects on Global and Observed Engagement" (poster), December 9, 1996, Phoenix, AZ.
63. Women and Power Conference (sponsored by Middle Tennessee State University Women's Studies), "Bonding Among Women Athletes: Findings and Implications," February 22, 1997, Murfreesboro, TN.
64. Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, "Case Study Interpretations of Family-Service Provider Relationships in Early Intervention" (poster), March 12, 1997, Riverside, CA.
65. North Carolina Federation of the Council for Exceptional Children 10th Annual Conference, "Innovations for Working With Elementary School Students With Disabilities and Their Families" (with Kelly Maxwell & Syndee Kraus), March 21, 1997, Raleigh, NC.

66. American Educational Research Association, "Femininity, Competitiveness, and Bonding in College Women: Field Hockey Players as Emblematic Cases" (roundtable presentation), March 28, 1997, Chicago, IL.
67. North Carolina Speech, Hearing and Language Association Convention, "Therapy Services in Early Intervention: Current Status, Barriers, and Recommendations" (with Vickie Dieter & Kathleen Davis), April 3, 1997, Research Triangle Park, NC.
68. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Different 'Teaching'—Different Engagement," November 21, 1997, New Orleans, LA.
69. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Family-Centered Early Intervention Services: Research and Practice" (with Sarintha Stricklin, Patricia Snyder, David Sexton, & James Ernest), November 22, 1997, New Orleans, LA.
70. International Early Childhood Conference on Children with Special Needs (sponsored by the Division for Early Childhood, CEC), "Fostering Good Family-Professional Relationships" (with James J. Gallagher & Gloria L. Harbin), November 22, 1997, New Orleans, LA.
71. North Carolina Association for Research in Education, "Cases of Responsiveness and Directiveness and Different Levels of Teaching" (with Renee E. L. de Kruif [presenter], Rebecca A. Zulli [presenter], R. A. McWilliam, Anita A. Scarborough, & Kimberly M. Sloper), April 1, 1998, Greensboro, NC.
72. Council for Exceptional Children International Conference, "The promise still unfulfilled: IFSPs and IEPs in early intervention," April 16, 1998, Minneapolis, MN.
73. Council for Exceptional Children International Conference, "Integrating and coordinating services in the primary grades" (poster). April 16, 1998, Minneapolis, MN.
74. Conference on Research Innovations in Early Intervention, "Teacher interaction behaviors and child engagement" (poster). May 1, 1998, Charleston, SC.
75. 14th Annual DEC International Early Childhood Conference on Children With Special Needs, "What everyone should know about engagement" (with Renée de Kruif). December 7, 1998, Chicago, IL.
76. 14th Annual DEC International Early Childhood Conference on Children With Special Needs, "Oh, the places they'll go: Mixed-method case studies of elementary schools." December 7, 1998, Chicago, IL.
77. 14th Annual DEC International Early Childhood Conference on Children With Special Needs, "Where are our children going? Elementary school services for children with disabilities" (with Kelly L. Maxwell). December 7, 1998, Chicago, IL.
78. McWilliam, R. A. (March, 1999). Future directions in motor intervention theory and research. Paper presented at the 32nd Annual Gatlinburg Conference, Charleston, SC, March 20, 1999.

79. Raspa, M. J., & McWilliam, R. A. (March, 1999), Child engagement as an indicator of program quality. Paper presented (by Raspa) at the North Carolina Association for Research in Education, Greensboro, NC, March 31, 1999.
80. McMillen, B. J., McWilliam, R. A., & Maher, S. L. (April, 1999). Promoting engagement in early childhood educational settings. Paper presented at the 1999 Annual Convention of the Council for Exceptional Children, Charlotte, NC, April 16, 1999.
81. McWilliam, R. A., de Kruif, R. E. L., & Raspa, M. J. (April, 1999). How to rate the quality of child care environments. Paper presented at the 1999 Annual Convention of the Council for Exceptional Children, Charlotte, NC, April 16, 1999.
82. McWilliam, R. A., Snyder, P., Dunlap, G., Wolery, M., Bruder, M. B., & Cole, K. (December, 1999). Improving what is published: JEI guidelines for authors and reviewers. Research roundtable presented at the 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC, December 10, 1999.
83. Hebbeler, K., Spiker, D., McWilliam, R. A., Bailey, D. B., Simeonsson, R. J., & Brown, S. (December, 1999). Beginning services: Data from the National Early Intervention Longitudinal Study. Paper presented at the 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC, December 10, 1999.
84. Melissa, M. J., Maher, S. L., de Kruif, R. E. L., & McWilliam, R. A. (December, 1999). How many kids are busy? Using engagement to assess program quality. Paper presented at the 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC, December 10, 1999.
85. Maxwell, K. L., Kraus, S., Chetney, P., & McWilliam, R. A. (December, 1999). Family-centered practices in elementary schools. Paper presented at the 15th Annual Division for Early Childhood International Early Childhood Conference on Children With Special Needs, Washington, DC, December 10, 1999.
86. Raspa, M. J., & McWilliam, R. A. (2000, April). Children's development in day care; The effects of engagement and program quality. Poster presented at the American Educational Research Association annual meeting, New Orleans, LA (presented by Raspa).
87. de Kruif, R. E. L., Zulli, R. A., & McWilliam, R. A. (2000, April). Cases of responsiveness and directiveness and different levels of teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA (presented by de Kruif).
88. Maxwell, K. L. , McWilliam, R. A., Hemmeter, M. L., Ault, M., & Schuster, J. W. (2000, April). Perspectives on individualized and developmentally appropriate practices in K-3rd grade inclusive classrooms. Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, LA (presented by Maxwell).
89. McWilliam, R. A. (2000, June). Child care and engagement. Poster presented at NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.

90. Bailey, D. B., McWilliam, R. A., & Hebbeler, K. M. (2000, July). Families' perspectives on beginning services. Paper presented at Head Start's Fifth National Research Conference, Washington, DC.
91. Ridley, S. M., de Kruif, R. E. L., & McWilliam, R. A. (2000, August). Effects of child and teacher characteristics on children's observed engagement. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
92. Raspa, M. J., & McWilliam, R. A. (2001, April). Child care quality and children's engagement. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.
93. McWilliam, R. A. (2001, April). Engagement and child care quality. Symposium ("Observational Assessments of Early Childhood Settings for Children With and Without Disabilities: Classroom Ecology and Child Behavior") paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.
94. McWilliam, R. A. (2001, April). Early intervention programs changing to focus on natural environments. Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.
95. McWilliam, R. A. (2001, April). Élite writing for publication in scholarly journals. Paper presented at the annual meeting of the Council for Exceptional Children, Kansas City, MO.
96. Jackson, L., Campbell, P. H., & McWilliam, R. A. (2001, April). Delivering OT services in natural environments. Workshop presented at the AOTA Annual Conference and Exposition 2001, Philadelphia, PA.
97. McWilliam, R. A., & Raspa, M. J. (2001, December). Evaluating programs with FINESSE. Paper presented at the 17th Annual DEC Conference on Young Children with Special Needs and Their Families, Boston, MA.
98. McWilliam, R. A., & Scott, S. (2001, December). Individualizing inclusion in child care. Poster presented at the 17th Annual DEC Conference on Young Children with Special Needs and Their Families, Boston, MA.
99. Spiker, D., Mallik, S., Robinson, C., & McWilliam, R. A. (2002, March). Characterizing services in early intervention: Models, concepts and measurement issues. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
100. Raspa, M. J., & McWilliam, R. A. (2001, April). Child care quality and children's engagement: Implications for development. Poster presented at the Society for Research in Child Development, Minneapolis, MN.
101. Raspa, M. J., & McWilliam, R. A. (2002, April). *Integrating therapy and instruction in classroom programs for young children with disabilities*. Paper presented at the 2002 Annual Convention of the Council for Exceptional Children, New York, NY.
102. McWilliam, R. A., & Wolery, M. (2002, April). Natural environments and inclusive early childhood. Paper presented at the 2002 Annual Convention of the Council for Exceptional Children, New York, NY.

103. McWilliam, R. A. (2002, July). Improving engagement in preschoolers through classroom-level interventions. Poster presented at the OSEP Research Project Directors' Meeting, Washington, DC.
104. Raspa, M. J., & McWilliam, R. A. (2002, December). Improving engagement through teacher- and classroom-level interventions. Paper presented at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
105. Greene, K., & McWilliam, R. A. (2002, December). How to use embedded intervention to target children's goals in the classroom. Paper presented at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
106. McWilliam, R. A. (2002, December). Writing for publication. Workshop presented at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
107. Erba, H. W., Schwartz, I., & McWilliam, R. A. (2002, December). Alternative treatment use: Implications for early intervention services and research. Paper presented at the 18th Annual DEC Conference on Young Children with Special Needs and Their Families, San Diego, CA.
108. Raspa, M. J., McWilliam, R. A., & Appanaitis (2003, April). Improving Engagement in Preschool Children With Disabilities. Poster presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
109. McWilliam, R. A., & Er, M. (2003, September). A model for using natural environments: International applications? Poster presented at the meeting of the International Society for Early Intervention, Rome, Italy.
110. Casey, A. M., & McWilliam, R. A. (2003, October). Three keys to making group care work for children with disabilities. 2003 Tennessee Association for the Education of Young Children Annual Conference. Memphis, TN.
111. Morrissey, J. P., Thomas, K. C., Jackson, E., McWilliam, R. A., & McLaurin, C. (2003, November). Utilization and expenditures for the care and treatment of children with autism. Paper presented at the American Public Health Association Annual Meeting, San Francisco, CA.
112. McInerney, W., Dinnebeil, L., Klein, M. D., & McWilliam, R. A. (2004, February). Efficacy of itinerant early childhood special education. Paper presented at the Third Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
113. McWilliam, R. A., Jung, L. A., & Pretti-Frontczak, K. (2004, February). Measuring the quality of intervention plans. Poster presented at the Third Biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
114. Thompson, B., Diamond, K. E., McWilliam, R. A., Snyder, P., & Snyder, S. W. (2004, April). Quality indicators in research: Correlational designs. Paper presented at the International Conference of the Council for Exceptional Children, New Orleans, LA.
115. McWilliam, R. A. (2005, September). Family variables in children seeking a diagnosis. Poster accepted at the Society for Developmental and Behavioral Pediatrics (SDBP) 2005 Annual Conference, San Diego, CA.

116. Casey, A. M., & McWilliam, R. A. (2006, October). How to create the engagement classroom: Tools to promote participation. Poster presented at the 22nd Annual International Conference on Young Children With Special Needs and Their Families (Division for Early Childhood of the Council for Exceptional Children), Little Rock, AR.
117. McWilliam, R. A., & Casey, A. M. (2006, October). The routines-based interview: Preliminary data and research tribulations. Poster presented at the 22nd Annual International Conference on Young Children With Special Needs and Their Families (Division for Early Childhood of the Council for Exceptional Children), Little Rock, AR.
118. Casey, A. M., & McWilliam, R. A. (2007, April). Data-based feedback to increase teachers' use of incidental teaching. Presentation at the Council for Exceptional Children's 2007 Annual Convention, Louisville, KY.
119. McWilliam, R. A. (2007, October). Getting a community on the same page in infant-toddler services. Paper presented at the 23rd Annual International Conference on Young Children (Division for Early Childhood of CEC), Niagara Falls, Ontario, Canada.
120. Hornstein, S., & McWilliam, R. A. (2007, October). Measuring family quality of life in families with children with autism. Poster presented at the 23rd Annual International Conference on Young Children (Division for Early Childhood of CEC), Niagara Falls, Ontario, Canada.
121. Hornstein, S., & McWilliam, R. A. (2008, February). Assessing children with deafblindness through engagement, independence, social relationships, and routines. Poster presented at the Conference for Research on Innovation in Early Intervention, San Diego, CA.
122. McWilliam, R. A., & Casey, A. M. (2008, February). We wanted to study child performance but had to study adult performance. Poster presented at the Conference for Research on Innovation in Early Intervention, San Diego, CA.
123. Ridgley, R., Snyder, P., Davis-Keenan, J., & McWilliam, R. A. (2008, October). Incorporating recommended practices within quality assurance systems: Challenges and barriers. Roundtable presentation at the 24th Annual International Conference on Young Children (Division for Early Childhood of CEC), Minneapolis, MN.
124. McWilliam, R. A., & Rasmussen, J. L. (2008, October). A community parenting center: Using early intervention practices for prevention and intervention. Paper presented at the 24th Annual International Conference on Young Children (Division for Early Childhood of CEC), Minneapolis, MN.
125. Rasmussen, J. L., Casey, A. M., & McWilliam, R. A. (2008, October). The engagement classroom: Description and findings. Roundtable presentation at the 24th Annual International Conference on Young Children (Division for Early Childhood of CEC), Minneapolis, MN.
126. Ridgley, R., McWilliam, R. A., Snyder, P., & Davis, J. (2009, October). Improving the quality of IFSPs by integrating supports within state Part C data systems. Paper presented at the 25th Annual International Conference on Young Children with Special Needs & Their Families, Albuquerque, NM.

127. Casey, A. M., McWilliam, R. A., & Wingate, K. (2009, October). Where is everybody? Organizing adults to promote child engagement? Paper presented at the 25th Annual International Conference on Young Children with Special Needs & Their Families, Albuquerque, NM.
128. Ridgley, R., Davis, J., McWilliam, R. A., & Snyder, P. (2010, February). Enhancing IFSP quality through learning objects on a Part C data system: A look at parents' involvement in the IFSP process. Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI 2010), San Diego, CA.
129. McWilliam, R. A., Casey, A., & Schwartz, I. (2010, February). Classroom interventions in early-intervention research. Paper presented at the Conference on Research Innovations in Early Intervention (CRIEI 2010), San Diego, CA.
130. Ridgley, R., McWilliam, R. A., Snyder, P., & Davis, J. (2010, April). Improving IFSP quality by embedding professional development supports within state data systems. Paper presented at the Council for Exceptional Children's 2010 Convention and Expo, Nashville, TN.
131. McWilliam, R. A., Casey, A. M., Barton, E. E., Artman, K., & Bryant, D. (2010, June). The efficacy and feasibility of implementing technology-based feedback interventions to improve teachers' classroom performance. Paper presented at Head Start's 10th National Research Conference, Washington, DC.
132. McWilliam, R. A., Snyder, P., Ridgley, R., & Davis, J. E. (2010, June). Learning objects on a part c data system to improve ifsp quality. Fifth Annual Institute of Education Sciences (IES) Research Conference, National Harbor, MD.
133. McWilliam, R. A., Snyder, P. A., Ridgley, R., & Davis, J. (2010, October). How to measure the quality of IFSP process and product. Conference session at the 26th Annual International Conference on Young Children with Special Needs and Their Families, Kansas City, Missouri.
134. Casey, A. M., & McWilliam, R. A. (2011, October). Using engagement, independence, and social relationships to make life "fun"-ctional again. Paper presented at the Tennessee CEC conference. Chattanooga, TN.
135. Ridgley, R., Snyder, P., McWilliam, R. A., & Davis, J. (2011, November). Impact of job-embedded professional development intervention on IFSP quality. Paper presented at the 27th Annual International Conference on Young Children With Special Needs & Their Families (DEC), National Harbor, MD.
136. McWilliam, R. A., & Casey, A. M. (2012, February). Evaluating support-based home- and community-based early intervention. Poster presented at the 2012 Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
137. Ridgley, R., Snyder, P., McWilliam, R. A., & Rakap, S. (2012, February). Evaluating the type and amount of parent talk during IFSP meetings. Poster presented at the 2012 Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
138. McWilliam, R. A., Headrick, M., Munson, D., Thomas, P., Kinavey, E., Bunnell, A., Bainter, S., & Luebbbers, J. (2012, October). Progressive directions states have been charting in Part C. Paper presented at the Division for Early Childhood Conference, Minneapolis, MN.

139. Boavida, T., Aguiar, C., & McWilliam, R. A. (2012). A training program bridging the gap between philosophy/research and practice. Poster presented at the Division for Early Childhood Conference, Minneapolis, MN.
140. Bainter, S., Hankey, C., & McWilliam, R. A. (2013, July). EI/ECSE implementation of the Routines-Based Early Intervention and Classroom Engagement models. Office of Special Education Programs Leadership Conference (U.S. Department of Education), Washington, DC.
141. McWilliam, R. A. (2014, January). How to recognize and promote engagement in young children with autism spectrum disorder. Presentation at the 15th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater, FL.
142. McWilliam, R. A., & García Grau, P. (2015). How much can early intervention help family quality of life? Presentation at the 16th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater, FL.
143. McWilliam, R. A. (2015, January). How the routines-based model can address problems in preschool special education. Presentation at the Tennessee Department of Education Conference, Partners in Education, Nashville, TN.
144. McWilliam, R. A. (2016, January). Using implementation science to scale up a family-centered, natural-environments approach. Presentation at the 17th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Waikiki Beach, HI.
145. McWilliam, R. A. (2017, January). Why is family quality of life lower when more professionals are involved? Presentation at the 18th International Conference on Autism, Intellectual Disability and Developmental Disabilities, Clearwater Beach, FL.
146. McWilliam, R. A., & Stevenson, C. M. (2017, April). The Routines-Based Interview to generate functional IFSP/IEP goals and family goals. CEC Convention, Boston, MA.
147. McWilliam, R. A., & García-Grau, P. (2017). Family quality of life in early intervention and early intervention practices in Spain and U.S. Paper presented at the Division for Early Childhood Conference, Portland, OR.
148. Callender, S., Davis, V., & McWilliam, R. A. (2017). The gift of feedback: How we survived RBI bootcamp. Poster presented at the Division for Early Childhood Conference, Portland, OR.
149. Younggren, N., & McWilliam, R. A. (2017). Assessing infant and toddler functioning in the home. Poster presented at the Division for Early Childhood Conference, Portland, OR.
150. Johnson, L., McWilliam, R. A., & Sutherland, K. (2018). Child Engagement: Defining, Measuring, Analyzing, and other Issues of the Chicken and Egg Sort. Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.
151. Hughes-Belding, K., McWilliam, R. A., & Roggman, L. (2020, January). Knocking down the doors of home visiting silos: How are EI, IMH, & FS/EC home visits similar and different? Presentation at the Ounce of Prevention National Home Visiting Summit, Washington, DC.

152. McWilliam, R. A., Anderson, K., Andrews, D., Byfield, K., Schweigert, J., & Stevenson, C. (2020). Implementing the Routines-Based Model with fidelity, families, and, frankly, fabulousness. CEC Convention, Portland, OR.
153. McWilliam, R. A., & Stevenson, C. (2022). Routines-based visits: A structure for home, classroom, or clinic encounters. International Division for Early Childhood & International Society on Early Intervention Conference, Chicago, IL.
154. McWilliam, R. A., & Stevenson, C. (2022). Promoting equity through routines-based consultation. DEC/ISEI Conference, Chicago, IL.
155. McWilliam, R. A., Low, H. S., Wrona, S., Józefacka, N., & Stevenson, C. (2022). Leadership in implementation of evidence-based practices. DEC/ISEI Conference, Chicago, IL.
156. Peterson, C., Schnurr, M., Rouse, H., & McWilliam, R. A. (2022). Early intervention and home visiting: Dreams, reality, ideas, and new directions. DEC/ISEI Conference, Chicago, IL.
157. Carden, K., McWilliam, R. A., Lakin, J., McLeod, R. H. (2023). Participant Validation: Recommendations for Detecting and Guarding Against Fraudulent Responses in Survey Studies. Poster presentation at 2023 ASHA Convention, November 16-18, Boston, MA.

IMPLEMENTATION ACTIVITIES

Activities include introduction to the Routines-Based Model, implementation planning, translating materials, workshops on the model, and training/coaching on the model, with implementation fidelity checks.

1. Alabama
2. Brazil
3. Croatia
4. Hong Kong (City University, Heep Hong, Jockey Club)
5. Illinois
6. Jordan
7. Kansas (Reno Co.)
8. Kentucky
9. Maine
10. Maryland
11. Mississippi
12. Missouri
13. Myanmar
14. Nebraska
15. New Jersey
16. New Zealand
17. Noah's Ark, Melbourne and Canberra, Australia
18. North Dakota
19. Ohio
20. Oregon (MECP, Clackamas ESD, Northwest Regional ESD)
21. Paraguay (Teletón)
22. Poland (Ślonezna Kraina, Cieszyn & University of Silesia)
23. Portugal
24. Serbia
25. Singapore (AWWA, SPD, THK)

26. Siskin Children's Institute, Chattanooga, Tennessee
27. Slovenia
28. South Korea
29. Spain (Castilla-La Mancha, Plena Inclusión, Proyecto EISR, Universidad Autónoma de Madrid, Universidad Católica de Valencia)
30. Taiwan (TACDEI)
31. Turkey
32. Ukraine
33. York Region, Ontario, Canada

Selected Consulting Activities

Research

1999-2008	Faculty and doctoral students, University of Porto
January 2000-	Pre-Elementary Education Longitudinal Study (PEELS), SRI International,
January 2001	Menlo Park, CA
January 2001-	Integration of Health and Social Services for Young Children and their
December 2003	Families, Research Grant funded by the Canadian Health Services Research Foundation. PI: John D. McLennan, M.D., M.P.H., McMaster University
June 2001	Engagement and Child Care Quality Study (McWilliam, 2014), Faculdade
June 2002	de Psicologia e de Ciências de Educação, University of Porto
2002-2005	National Center on Monitoring and Evidence-Based Decisionmaking. PI: Alan Coulter, Louisiana State University Health Sciences Center
July 2004	New master's training program for school psychologists, School of Educational and Developmental Psychology, Queensland University of Technology
2008-2012	Faculty and doctoral students, ISPA, Lisbon
2012-Present	Faculty and doctoral students, ISCTE, Lisbon

Program Quality and Evaluation

July 1988	Infant Programs, Department of Mental Health and Mental Retardation and Texas Early Childhood Intervention, Houston, TX (family-centered approach to assessment and intervention)
August 1988	Northwest Ministry Developmental School, Winston-Salem, NC (program management)
May 1989	Project KEEP PACE, Klein, TX (family-centered approach to assessment and intervention)

June 1989 June 1990	Gaston Comprehensive Day Center, Dallas, NC (working with families, integration; IFSP development)
March 1991	Mental Retardation Institute, New York Medical College, Valhalla, NY (child engagement)
January 1993	Association for Retarded Citizens--Peninsula, Newport News, VA (evaluation of early intervention program)
July 1995 December 2003	Human Development Center, Louisiana State University Medical Center, New Orleans, LA (inclusion)
Summer 1997	Longview Early Childhood Intervention, Longview, TX (family-centered services)
December 1997 September 1998	Florida Diagnostic & Learning Resources System, Broward County, FL (classroom management)
May 1998	Project TYKE, Katy, TX (functional intervention, service delivery models, family-centered intervention planning)
May 1998	Bay Area Rehabilitation Center, Baytown, TX (functional intervention, service delivery models, family-centered intervention planning)
June 1998 September 1998	Adults and Children with Learning and Developmental Disabilities, Bay Shore, NY (transdisciplinary service delivery)
September 1998	Office of Special Education Programs, U.S. Department of Education (review of Early Childhood Longitudinal Study—Birth Cohort)
September 1998	Broward Co., FL, Preschool Program for Children With Disabilities (integrated therapy)
February 1999	New Iberia, LA, CHILNET, Region IV (family-centered, integrated services)
February-July 1999	Talladega, Birmingham, Decatur, Selma, Troy, AL, Alabama Part C Comprehensive System of Personnel Development (natural environments forums)
July 1999	Wichita Falls, TX, North Texas Rehabilitation Center (functional intervention, service delivery models, family-centered intervention planning)
November 1999	New Orleans, LA, CHILNET, Region I (family-centered, integrated services)
September 1999 February 2000	Temple, Harker Heights, & Copperas Cove, TX, CHILDTEAM (functional intervention, service delivery models, family centered intervention planning)

February 2000	McAllen, TX, Easter Seals Early Intervention & Edinburg ECI (functional intervention, service delivery models, family centered intervention planning)
May 2000	Interdisciplinary Center for Children with Disabilities, Queens, NY (integrated therapy)
May 2000	Klaras Children's Center, Waco, TX (functional intervention, service delivery models, family centered intervention planning)
August 2000	Caribbean Quality Improvement Center, San Juan, Puerto Rico (functional intervention, service delivery models, family centered intervention planning)
August 2000	Early Childhood Intervention, Lubbock, TX (functional intervention, service delivery models, family centered intervention planning)
September 2000	TARC, Topeka, KS (functional intervention, service delivery models, family centered intervention planning)
January 2001	Millard Public Schools Early Intervention Program, Omaha, NE (functional intervention, service delivery models, family centered intervention planning)
August 2001	
May 2001	Family and Child Studies, University of Connecticut Health Sciences Center (natural environments)
May 2001	New York University Quality Improvement Center—Disabilities, Puerto Rico & U.S. Virgin Islands (integrated therapies)
June 2001	
June 2001	Part C Office, Puerto Rico (policy recommendations for implementing services in natural environments)
July 2001	Colorado Part C (natural environments and IFSP training)
August 2001	Early Childhood Intervention, San Angelo, TX (functional intervention, service delivery models, family centered intervention planning)
August 2003	Part C, Denver, CO (routines-based intervention using the transdisciplinary primary service provider model)
2003-Present	Too many to list

Selected Workshops (Local, State, or National; Live or Teleconference)

1982-Present

The Routines-Based Interview
 Three Alternative Domains: Engagement, Independence, and Social Relationships
 Routines-Based Assessment: The Springboard of Functional Outcomes
 Delivering OT Services in Natural Environments
 Integrating Instruction and Therapy: Putting Interventions in Their Place Where

They Make a Difference
Quality Programs and Evaluation
Project INTEGRATE
Planning Your Child's Community: A Day-to-Day Approach
Family-Centered Early Intervention
Working Together In The Classroom.
Rethinking Service Delivery In Early Intervention
Current Research In Early Intervention: What We Haven't Had Time To Read.
Family-Centered Practices
Strategies for Classroom Organization
How to Get Along With Other Grown-Ups in the Classroom
Integrated Therapy We Don't Want to Be the Bad Guys: Postassessment Meetings
Full Inclusion and Collaboration: What Will This Mean for Me?
A Structure for Meaningful Participation by Families in Intervention Planning
Developmentally Appropriate Practice: Is It Enough for Children with Special Needs?
School Psychologists Working with Families of Preschoolers with Handicaps
Least Restrictive Environments for Students with Special Needs: An Administrative Perspective.
Working with Special Needs Infants.
Peer Engagement: Getting Kids Involved.
Mainstreaming Strategies for Special Needs Preschoolers.
Instructional Intervention and Curriculum Development for Preschool Children with Handicaps.
Adapting Early Childhood Curricula and Environments to Meet the Needs of Children with Handicaps.
Developing Functional Objectives for Children and Their Families.
Making Classroom Programs Work.
Instructional Procedures.
Supervision of Child Care Providers and Indicators of Quality Programs.
Curriculum and Teaching Techniques.
The Functional Individual Curriculum.
Working with Parents.
Teaching Young Children with Handicaps: Best Practices from Recent Research.
Response-Contingent Instruction for Severely and Profoundly Handicapped Students.
Response-Contingent Instruction for Functional Skills in the Classroom.
Best Practices in Working with Special Needs Children.
Looking at the Classroom Environment: Effects on Child and Caregiver Behavior.
Functionally Based Teaching Strategies for Use with Developmentally Disabled Infants and Children.
Competency-Based Training: Teaching Severely and Profoundly Handicapped Preschoolers.
Empowerment Strategies for Parents of Handicapped Children.
Parent-Operated Cooperative Classrooms for Handicapped Preschoolers.
Assessment of Young Handicapped Children: Information on Choosing Optimal Instruments.

High Engagement: An Important Outcome of Successful Programming for Handicapped Children.
Theory And Practical Suggestions On Working With Visually Impaired Preschool Children.

Consultations, Trainings, and Technical-Assistance Visits (Since 1997; partial list)

The majority of these visits have been to promote and implement the Early Intervention in Natural Environments Model. Some were on the Engagement Classroom Model, formerly the Individualizing Inclusion model.

June	1997	Napierville	IL
June	1997	Suffolk Co./Hauppauge	NY
July	1997	Dallas	TX
September	1997	New York	NY
December	1997	Ft. Lauderdale	FL
February, March	1998	South Bend	IN
May	1998	Wilkes-Barre	PA
May	1998	Houston	TX
August	1998	Houston	TX
September	1998	Long Island	NY
February	1999	Birmingham	AL
May	1999	Wilkes-Barre	PA
July	1999	Wichita Falls	TX
July	1999	Montgomery	AL
August	1999	Plano	TX
August	1999	St. Cloud	MN
September	1999	Charlotte	NC
September	1999	Killeen	TX
October	1999	Long Island	NY
November	1999	Birmingham	AL
February	2000	Temple	TX
February	2000	Baton Rouge	LA
March	2000	Topeka	KS
October	2001	Topeka	KS
May	2000	Queens	NY
May	2000	Waco	TX
June	2000	Long Island	NY
June	2000	Austin	TX
August	2000	Lubbock	TX
September	2000	Howard Co.	MD
January, March	2001	Howard Co.	MD
January, August	2001	Omaha	NE
February	2001	Johnson Co.	KS
April	2001	Cookeville (statewide audience)	TN
May	2001	Guayanilla	PR
May	2001	Arecibo	PR
May	2001	San Juan	PR

May	2001	St. Croix	USVI
May	2001	Boerne	TX
May	2001	Reno	NV
June	2001	Hillsborough	NC
July	2001, 2003	Denver	CO
August	2001	San Angelo	TX
November	2001	Albuquerque & Rio Rancho	NM
November	2001	Casper (statewide audience)	WY
January	2002	Las Vegas	NV
January	2002	Dallas, Allen, McKinney	TX
February	2002	Queens	NY
April	2002	Milan	TN
September	2002	Wyandotte Co.	KS
August	2003	San Antonio	TX
January	2004	Gillette	WY
May	2004	Houston	TX
June	2004	Katy	TX
June	2004	Pierre	SD
August	2004	Livingston	TX
August	2004	El Paso	TX
September	2004	Europe (U.S. Army bases)	
January	2005	Sioux Falls (statewide audience)	SD
April	2005	Palm Beach County	FL
May	2005	Burlington (statewide audience)	VT
May	2005	Marlborough (statewide audience)	MA
May	2005	Lucerne & Wyoming Cos.	PA
July	2005	Austin (statewide audience)	TX
July	2005	Lubbock	TX
December	2005	Cedar Rapids	IA
January	2006	Nacogdoches	TX
January	2007	Denison	TX
February	2007	Kansas City	MO
May	2007	Austin	TX
June	2007	Midland	TX
December	2007	Camden	CT
February	2008	Minneapolis	MN
March	2008	Green Bay	WI
March	2008	Branson (statewide audience)	MO
May	2008	Columbus	OH
August	2008	Katy	TX
August	2008	McAllen	TX

August	2008	San Antonio	TX
January	2009	Cromwell (statewide audience)	CT
March	2009	Nassau County UCP	NY
April	2009	UCP Associations of New York State, Albany	NY
May	2009	CONUS Early Developmental Intervention Services, U.S. Army	TN
June	2009	OCONUS Early Developmental Intervention Services, U.S. Army	Germany
August	2009	Oakland County	MI
September	2009	Carbon Lehigh Intermediate Unit, Schnecksville,	PA
September September	2009 2010	NE Department of Education, Omaha	NE
October	2009	Pocahontas	IA
March	2010	Ingham Intermediate School District, Mason	MI
March	2010	Frederick County Developmental Center, Frederick	MD
August	2010	Johnson City	TN
October	2010	Indianapolis	IN
December	2010	Oklahoma City (statewide)	OK
March	2011	Sandy (statewide)	UT
June	2011	Nebraska City	NE
August, September	2011	Memphis	TN
February, June	2012	Kearney	NE
March	2012	Gillette	WY
March	2012	Lafayette (statewide)	LA
April	2012	Roseville (statewide)	MN
April	2012	Normal (statewide)	IL
April	2012	Easton	PA
April	2012	Cincinnati (SW Ohio)	OH
May	2012	Portland (Multnomah ESD)	OR
May	2012	Fairlee (statewide)	VT
May, June, July	2012	Helena, Billings (statewide)	MT
May	2012	Billings	MT
September	2012	Ramon Llull University, Barcelona	Spain
September	2012	Universidad Católica de Valencia	Spain
October	2012	Morgantown	NC
October	2012	DEC Minneapolis	MN
February	2013	DEC Kansas, Wichita	KS
February	2013	ECO Advisory, Arlington	VA

February	2013	Billings	MT
May	2013	Inclusion Institute, Chapel Hill	NC
May	2013		Massachusetts
June	2013	Christchurch	New Zealand
July	2013	RBI Institute, Chattanooga	TN
July	2013	Special Education Leadership Conference, Washington	DC
August	2013		MT
August	2013	Augusta	ME
August	2013	Lincoln	NE
Spetember	2013	Outcomes Conference, Washington	DC
October	2013	Greenville	NC
October	2013	San Francisco	CA
October	2013	Ocena City	MD
October	2013	Augusta	ME
November	2013	Lisbon	Portugal
November	2013	Valencia	Spain
January	2014	Clearwater	Florida
January	2014	Raleigh	NC
February	2014	Edmonton, Alberta	Canada
March	2014	Denver	Colorado
March	2014	Murfreesboro	TN
April	2014	Augusta	ME
April	2014	Windsor/Mississauga, Ontario	Canada
May	2014	Barcelona, Valencia, Salamanca & Madrid	Spain
May	2014	Chapel Hill	NC
August	2014	Denver	CO

Consultation for Systemic Transformation

Two models have emerged from my work, one for early intervention in natural environments and one for classroom organization and teaching. The former has been known as the five-component model, the FACINATE model, the McWilliam model, and, with the publication of the eponymous book, *routines-based early intervention (RBEI)*. Most recently, I have used **Routines-Based Model (RBM)** to describe both models together. Components of the model can be found in many states and local programs for infants and toddlers with disabilities and their families across the U.S. and in selected places overseas. The Routines-Based Interview™ (RBI) has been the practice most commonly implemented, with inclusion as a mandated or optional practice in many states for development of the individualized family service plan. In the past few years, I have worked with a number of entities not just to train practitioners but to engage in strategic planning, when they have indicated an interest in adopting the RBM. I have had deep or long-time engagement with the following entities.

Colorado Preschool Special Education	In 2014, I worked with the 619 team and stakeholders to develop a 4-year implementation plan, featuring practices from the Engagement Classroom Model.
Early Intervention Services, Educational & Development Intervention Services (EDIS), U.S. Army Medical Department	Since 2004, have worked intermittently with EDIS to help them adopt RBEI components, especially the RBI. I continue to work closely with Naomi Younggren, who has developed complementary materials and who spearheaded early implementation of the model, particularly the RBI. Currently, we are working on marrying a functional, routines-based child development tool of mine with the federal early childhood outcomes. I work with EDIS intermittently.
Maine Child Development Services	CDS is Maine’s 0-5 agency for children with disabilities. The state has adopted the Routines-Based Model and is my partner in putting on the Routines-Based Home Visit Certification Institute. The early intervention program in Portland, REACH, provides the coaches for the institute.
Maryland	The state, through a project with Johns Hopkins University, provides statewide training on the Routines-Based Interview. I have trained many RBI trainers and have twice kicked off their RBI bootcamps with demonstrations of the interview.
Mississippi	The state’s program for infants and toddlers with disabilities and their families has adopted the RBM in their state systemic improvement plan to increase scores on their child outcomes. I have trained trainers on the RBI, and those trainers are training service coordinators across the state.
Missouri Part C	In 2007, the State had me present very large workshops in St. Louis, Kansas City, and Jefferson City to introduce an alternative to the medical model of providing early intervention. This began a relationship in which I helped them decide on practices they wanted to include in their transformation, including their sending all their district managers to be certified to train on the RBI. Their approach, which they call “teaming,” is very consistent with the RBEI approach.
Montana Part C	In an effort to reconceptualize how early intervention should be delivered, I facilitated a strategic plan with leaders of all Part C agencies. They unanimously decided to adopt the model and developed a 4-year implementation timeline. The state is planning to implement the RBI for all children, youth, and adults with disabilities. I will continue to assist in some manner throughout implementation.

Multnomah Early Childhood Program (MECP), Portland, OR

An early adopter of the Routines-Based Model, in 2017, MECP made a renewed commitment to implementing the model with fidelity, when they realized lack of ongoing feedback had resulted in lack of fidelity. They also added in outcome measures from the RBM to document their successes in authentic ways that could inform their child and family outcome reporting, as well as monitor goal attainment.

Nebraska

In 2009, the state department of education asked me to make statewide presentations on both models and to facilitate stakeholder meetings to assess typical and ideal practice, relative to birth-5 programs for children with disabilities. The state has attempted to saturate the districts with certified RBI trainers (through our institute) and is implementing the model statewide. I am very involved in their transformation activities, usually working in the state twice a year.

Noah's Ark, Melbourne, Victoria, Australia

I have trained RBI trainers from Noah's Ark, a large early intervention (0-6) program in Victoria and Canberra, and they are training all their service providers. Noah's Ark is the vehicle for implementation of the RBM in Australia.

Northern New Zealand

The Northern Region Ministry of Education asked me to train trainers on the RBI and to engage in strategic planning with them for adopting evidence-based and recommended practices for children with disabilities birth to 6. They developed a 4-year implementation plan for adopting the RBEI model. I will continue to assist in some manner throughout implementation.

New Zealand

Following the successful training in the Northern region, I provided some RBI training to a national group of early interventionists, who will be approved by the trainers I worked with previously. I also conducted a day-long presentation for a national audience. Most important, I facilitated a strategic-planning process with early intervention leaders, in which they chose practices to implement and deadlines for full implementation.

Portugal

I have traveled to Portugal every year since 1999, in the last few years helping two thrusts to implement the RBEI nationwide. One is through the Portuguese national early intervention association (ANIP); I helped them develop a strategic plan for nationwide training. The other is by mentoring Tânia Boavida, a doctoral student, to study the impact of RBEI trainings in the Lisbon area for her dissertation. A number of Portuguese universities teach components of the model because of associations I have had with them. I continue to be involved with numerous entities in Portugal.

- Singapore** Project ECHO, at one time with KK Hospital but now with Dr. Lim Hong Huay, has developed a replication of the Routines-Based Model. I have provided training, technical assistance, and many materials.
- Siskin Children’s Institute, Chattanooga, Tennessee** The Early Learning Centers, consisting of approximately 20 classrooms for children 6 weeks-6 years of age, adopted the Engagement Classroom Model and is practices inspired by Reggio Emilia. Amy Casey and I guided the implementation of the Engagement Classroom Model, so the Institute became a showcase for this approach. The Home- and Community-Based Early Intervention program, which I ran, demonstrated the use of support-based home visits (with family consultation) and collaborative consultation to child care, which are components of the Routines-Based Model.
- Spain** The Catholic University of Valencia established a partnership with me to introduce the Routines-Based Model to them and other teams in Spain. The association of disability organizations, Plena Inclusión, which was already transforming programs to focus on families, adopted the model for implementation by its early intervention (0-6) teams. Four interns who studied with me in Chattanooga are in Spain, providing training and technical assistance on the model.
- Taiwan** The only randomized control trial on the RBM was conducted by Dr. Ai-Wen Huang and colleagues, in Taiwan. I have conducted presentations there and worked with a group of trainers on the RBI. The model is taught at various universities and is implemented in various programs in Taiwan. The Chinese Association for Early Intervention Professional (sic) has adopted the model and funded the training I have provided.
- Tennessee Part C** Tennessee’s Early Intervention System has invested in having its Part C trainers be certified by my RBI Certification Institute, and they have worked with me to develop an implementation plan to have every service coordinator in the state trained on the RBI, so every family entering the system will received a high-fidelity RBI. We advise and assist the State in this transformation.
- Campbell County Developmental Center, Gillette, Wyoming** We originally had provided this center with training through the National Individualizing Preschool Inclusion Project. We have subsequently conducted a study with them, comparing two classrooms operating with the Engagement Classroom Model and two classrooms operating as usual. A consultation visit midstream was essential for implementation of the model with fidelity.

Teletón Paraguay

This large organization, with four centers in Paraguay, serves children 0-18 with physical disabilities. For children 0-6, it is adopting the RBM, with an emphasis on the RBI, a primary service provider, and routines-based visits. It is a member of Organización Internacional de Teletones (Oritel), providing a potential path to more widespread adoption in Central and South America.

York Region, Ontario

This organization serves children through home-based visits and through collaborative consultation to child care. They have also used the McWilliam method of implementation planning.

Routines-Based Interview Training

RBI Certification Institute

Since 2008, I have organized this almost-annual institute to provide a week of intensive training on conducting the RBI and preparing trainees to train others to conduct the interview. Admission to the institute is competitive. The institute includes a demonstration by me of the RBI, workshops, role play, and practice interviews with real families and with coaching. Participants have to complete some activities after the institute, which we review to decide if they have displayed competent implementation. About three quarters of the participants succeed in being certified. As of May 2019, over 120 people have been certified.

State RBI Institutes

I organize or lead train-the-trainer 4-day institutes for statewide training on the RBI. Typically, certified (through our RBI Certification Institute) trainers in the state approve the competencies of the trainees and their trainees. These have been conducted in

- Tennessee
- Kentucky
- Montana
- Maine
- Alabama
- TA provided to Colorado, Montana, and Nebraska to lead their own bootcamps

Implementation of the RBI

About 26 states mention “McWilliam’s RBI” or some variation of that, as a method for conducting the family assessment, a child assessment, or part of the IFSP development. Additional states mention “a routines-based interview,” which might not directly refer to the practice I developed.

Recent Media Appearances

Siskin Children’s Institute: WUTC interview about new research center (8 minutes).

<http://www.youtube.com/watch?v=df55IOAUeHs>. Uploaded on 1/5/09.

Dr. McWilliam named associate editor for *Exceptional Children*. *The Chattanooga.com*.

<http://www.chattanooga.com/2009/9/9/158480/Dr.-McWilliam-Named-Associate-Editor.aspx>. 9/9/09.

Routines-Based Interview (Robin) feeding.mpg (3 minutes).

<http://www.youtube.com/watch?v=LdEkZvsUVQE>. Uploaded on 7/14/10.

Routines-Based Interview (Robin) wrapup.mpg (5 minutes).

<http://www.youtube.com/watch?v=UVR1YZBJqCk>. Uploaded on 7/14/10.

Home visiting practices for infants and toddlers with disabilities and their families (8 minutes).

Pappanikou Center production. <http://www.youtube.com/watch?v=zUwCRFgbdYk>. Uploaded on 7/17/10.

Conference brings together families of children with disabilities. *Chattanooga Times Free Press*. 10/23/10.

Beginning of the Routines-Based Interview (7 minutes). <http://www.youtube.com/watch?v=QM3Wrlfz-J8>. Uploaded on 2/8/12.

The MEISR (12 minutes). http://www.youtube.com/watch?v=anQ_6wzhAdk. Uploaded on 11/7/12.

McWilliam on RBI and early intervention (13 minutes).

<http://www.youtube.com/watch?v=yhcUotSkYAY>. Uploaded on 12/20/12.

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Press conference for International Autism Month, Cieszyn, Poland, 3/30/19.

McWilliam, R. A. (1991). *Children's Engagement Questionnaire*. Chapel Hill, NC: Frank Porter Graham Child Development Center.

McWilliam, R. A. (2014). Future of early intervention with infants and toddlers for whom typical experiences are not effective. *Remedial and Special Education, 36*, 33-38. doi:10.1177/0741932514554105