

EIEIO

Evidence-based International
Early Intervention Office

NEWSLETTER

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EIEIO is a unit of the Department of Special Education and Multiple Abilities in the College of Education. The mission of the EIEIO is to promote family-centered, functional early intervention (birth - 5 years) through the [Routines-Based Model](#).

EIEIO is affiliated with [The RAM Group](#), an international think tank and community of practice and research.

In this inaugural newsletter, I let you know about presentations, trainings, publications, a symposium series, and modules. I am bound to have left out some events. Future newsletters won't be this long. I'm making up for lost time! Next time, we'll feature our early intervention (birth-3) program, EI@UA.

PRESENTATIONS

Brookes

Cami Stevenson and I presented a [webinar](#) on "How to Support Families, Virtually, When You Are Usually a Classroom Teacher." People have been counting on the Routines-Based Model for methods to work through caregivers to ensure they meet children's needs.

Cami and I did another webinar, co-sponsored with Brookes and ZERO TO THREE on "Where Intervention Happens." We had a massive response to this webinar.

"We had a massive response to this webinar."

MEISR

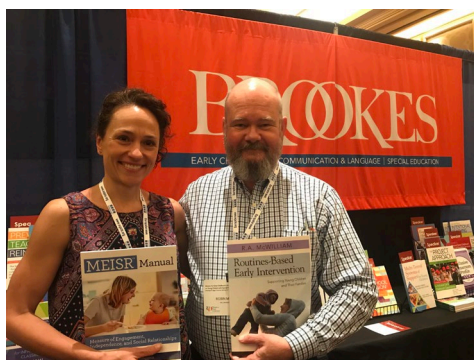
Naomi Younggren and I conducted a webinar, again with hundreds of people, on the [MEISR](#): Measure of Engagement, Independence, and Social Relationships. If you want to know how a child is really functioning throughout his or her daily routines, have the family complete the Measure of Engagement, Independence, and Social Relationships.

AWWA

In October 2020, Cami and I conducted a webinar for over 1,000 people on "[An Environment to Encourage Engagement in Early Education](#)." Do you love the alliteration? We had over 1,000 participants, doing this at night for Singaporean morning. This webinar was sponsored by [AWWA](#), "a social service agency" including "early intervention for pre-schoolers... social assistance for vulnerable families." In 2019, I worked with AWWA in person.

Proyecto EISR

Catalina Morales Murillo, my former graduate assistant (University of Tennessee at Chattanooga) and research intern/doctoral student (The University of Alabama/Catholic University of Valencia) has developed the [Proyecto EISR](#), with colleagues, at UNIR, "la Universidad de internet." I did a presentation for 1,600 participants on "[Collaborative Consultation to Children's Classrooms \(CC2CC\)](#)." You will hear more about this



Cami Stevenson(L) and Robin McWilliam (R), leaders of the EIEIO/The RAM Group

exciting project in coming newsletters. Later this month, Cami is doing a presentation on the Measure of Engagement, Independence, and Social Relationships (MEISR) for the project.

TRAININGS

EIEIO has conducted numerous multi-session trainings. We use the term “trainings” cautiously, because we have always said that workshops are not training: Training involves observation and feedback. The implementation science world, however, uses “training” to mean workshops, and “coaching” to mean observation and feedback. I’ll use implementation science language here and say we have conducted trainings in Alabama, Oregon, Singapore, and Spain.

Alabama RBI Bootcamp

Alabama’s Early Intervention System has adopted the Routines-Based Model (RBM) and is systematically training all early intervention professionals in the state on the RBM. We conducted a virtual RBI bootcamp, which missed the opportunity for participants to practice interviewing families and receiving immediate feedback. In Alabama, mostly dedicated service coordinators (i.e., those who do only service coordination) receive this training. A small number of trusted RBI certified trainers review videos for approval by the state.

Alabama BRHV Bootcamps

I have trained early intervention service providers, consisting of “special instructors” (i.e., primarily early childhood special education professionals) and occupational therapists, physical therapists, and speech-language pathologists through bootcamps consisting of eight sessions. Every other week, a group of 70-100 providers has met with me on Zoom to learn about routines-based home visits. You can find the slide decks for these sessions at the foot of www.eieio.ua.edu/materials.

MECP

I continue to work with the Multnomah Early Childhood Program (MECP) in Portland, OR, although the pandemic and return-to-in-person protocols have interfered with our usual monthly sessions. Nevertheless, MECP continues to showcase the model for children 0-5 and their families. This outstanding program has implemented the model in cohorts, so some staff are well versed in the model, and others are just now becoming trained in it. This is where Cami works, so she is the point person for this training, with the support of her fellow administrators.

NWRES D

Northwest Regional Education Service District (NWRES D) in Oregon, right next to MECP, has been implementing the model and requested a booster training. The EI/ECSE Coordinator for Washington County, Dr. Peggy Freund, is a former student and colleague of mine. She, of course, knows our work and knew of my work with MECP, so she had us work with NWRES D. I did four sessions on “RBI+” and four sessions on Routines-Based Home Visits + CC2CC.

SPD

In Singapore, in 2019, I had worked with SPD, an agency serving people with disabilities since 1964. Cami and I conducted eight sessions with SPD professionals to train them on the RBI. Participants from entities like SPD receiving training on a component of the RBM are eligible for *endorsement* from the EIEIO, if they fulfill the requirement of the training. *Certification* is available only to those participating in our in-person institutes.

Castilla la Mancha

Dr. Pau García Grau has been working with early interventionists 0-5 in Castilla la Mancha, in Spain. He has provided a number of sessions, with homework in between, on the RBI. Participants are required to send videos, which he reviews and provides feedback on.

PUBLICATIONS

In the past two years, we have published, Cami and I are working on a book, and a book is being translated.

Articles and Chapters

We have published the following articles in the last two years:

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

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: 10.1177/10538915118803722

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).

Ridgley, R., Snyder, P. A., & McWilliam, R. A. (2020). Individualized family service plan quality and alignment of child-focused outcomes to federal outcomes and state early learning guidelines. *Topics in Early Childhood Special Education, 39*, 200-212. 10.1177/0271121418786434. Published online in 2018.

García-Grau, P., McWilliam, R. A., Martínez-Rico, G., & Morales-Murillo, C. P. (in press). Rasch analysis of the Families in Early Intervention Quality of Life (FEIQoL) scale. *Applied Research in Quality of Life*.

Tomeny, K. R., McWilliam, R. A., & Tomeny, T. S. (2019). Caregiver-implemented intervention for young children with autism spectrum disorder: A systematic review of coaching components. *Review Journal of Autism and Developmental Disorders, 7*, 168-181. DOI: 10.1007/s40489-019-00186-7.

Fernández Valero, R., Serrano, A. M., McWilliam, R. A., Cañadas, M. (in press). Variables predictoras del empoderamiento familiar en prácticas de atención temprana centradas en la familia (Predictor variables of family empowerment in family-centered early intervention). *Revista de Logopedia, Foniatría y Audiología*.

Schiariti, V., & McWilliam, R. A. (2021). Crisis brings positive change: Collaborative empathic tele-intervention for children with disabilities during the COVID-19 lockdown. *International Journal of Environmental Research and Public Health, 18*, 1749.

McWilliam, R. A., & García-Grau (2020). Towards implementation of an early intervention model by a Paraguayan organization. *Educação, 43*(1), 1-11. 10.15448/1981-2582.2020.1.35700

Barnard-Brak, L., Morales-Aleman, M., Tomeny, K. R., & McWilliam, R. A. (in press). Rural and racial/ethnic differences in children receiving early intervention services.

McWilliam, R. A., Boavida, T., Bull, K., Cañadas, M., Hwang, A.-W., Józefacka, N., Lim, H. H., Pedernera, M., Sergnese, T., & Woodward, J. (2020). The Routines-Based Model internationally implemented. *International Journal of Environmental Research and Public Health, 17*, 8308. [10.3390/ijerph17228308](https://doi.org/10.3390/ijerph17228308).

Tomeny, K. R., García-Grau, P., & McWilliam, R. A. (in press). Early interventionists' ratings of family-centered practices in natural environments. *Infants & Young Children*.



Słonezna Kraina, Poland

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Morales-Murillo, C. P., García-Grau, P., McWilliam, R. A., & Grau-Sevilla, M. D. (2021). Rasch analysis of authentic evaluation of young children's functioning in classroom routines. *Frontiers in Psychology: Quantitative Psychology and Measurement*, 12, 16 pp. [10.3389/fpsyg.2021.615489](https://doi.org/10.3389/fpsyg.2021.615489)

I have also co-authored two books in the past two years:

McWilliam, R. A., & Younggren, N. (2019). *MEISR Manual: Measure of Engagement, Independence, and Social Relationships, Research Edition*. Baltimore, MD: Brookes Publishing.

Gajdzica, Z., McWilliam, R. A., Potměšil, M., & Guo, L. (2020). *Inclusive education of learners with disability: The theory versus reality*. Volume 30 of B. Paz (Ed.), *Studies in Philosophy, Culture and Contemporary Society*. Berlin: Peter Lang.

Finally, we have two chapters published or in press:

McWilliam, R. A., & García Grau, P. (2019). Doce pasos críticos para el encuentro profesional-familia. In C. T. Escorcía Mora & L. Rodríguez García (Eds.), *Prácticas de atención temprana centradas en la familia y en entornos naturales* (pp. 93-106). Madrid: Universidad Nacional de Educación a Distancia.

McWilliam, R. A., Morales-Murillo, C. P., & Stevenson, C. M. (in press). Assessment of early childhood school and classroom environments. In V. C. Alfonso, B. A. Bracken, & R. J. Nagle (Eds.), *Psychoeducational Assessment of Preschool Children-Fifth Edition*. Abingdon, U.K.: Taylor & Francis.

RBEI Revision

Cami and I are writing the second edition of the best selling [*Routines-Based Early Intervention*](#).

Polish Engagement Book

Our Polish colleagues and implementers are translating [*Engagement of Every Child in the Preschool Classroom*](#) and adding a summary of their implementation activities. The professionals associated with the Słonezna Kraina program, affiliated with the University of Silesia, where I'm a visiting professor, are doing an amazing job at collecting data on implementation of the Engagement Classroom Model.

SYMPOSIUM SERIES

We are planning a series of symposia to find out what each country's experience is with implementation of the RBM. We have 10 countries implementing the model, at one level or another. The symposia will occur approximately every other week, for two hours. Each country will present what it has been doing, challenges to implementation, and enhancers of implementation. We will ask them questions and give suggestions. We will send the schedule as it is developed.

MODULES

Cami has been busy, putting together modules about the RBM. Once they are complete, you can contact us to find out how you can have access to them. Our plan is to make them available, for a fee. These modules can be used to introduce professionals to the model and to remind them of the model, if they have had previous exposure to it.