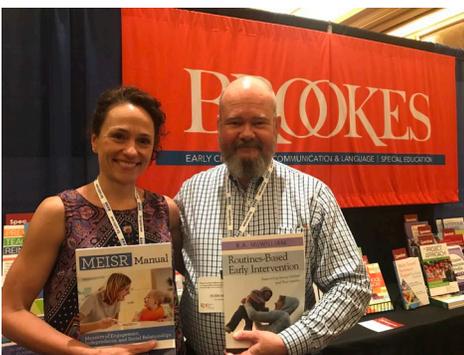


EIEIO

Evidence-based International
Early Intervention Office

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.



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

Newsletter

Volume 1 / Issue 2: September 2021

In this second newsletter, we let you know about our early intervention (birth-3) program, EI@UA; presentations; trainings, publications, a symposium series, and modules. I am bound to have left out some events.

[EI@UA](#)



We are implementing the Routines-Based Model in the early intervention 0-3 program we run in the Alabama Early Intervention System. Dr. Kimberly Tomeny is the Program Director. Our talented staff provide blended service coordination (i.e., they serve also as primary service providers), and we have additional professionals to serve on teams, to ensure the primary service providers and families have all the expertise they need.

Our program has special significance because it serves as a model demonstration program and pilot project for the State of Alabama to reinvent early intervention. The state early intervention office has invested much into training on the Routines-Based Model and has committed to implementation of the model.

Presentations

We presented, virtually, to early intervention professionals in **Massachusetts** about conducting RBIs with interpreters—a tricky but necessary accommodation.

We also presented for the **Virginia** Department of Education’s Training and Technical Assistance Center located at Virginia Commonwealth University (T/TAC at VCU) on “Using Routines-Based Conversations to Engage and Empower Caregivers.” We were pleased we could address 0-5, not just infants and toddlers or preschoolers.

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 Hong Kong.

Alabama BRHV Bootcamps

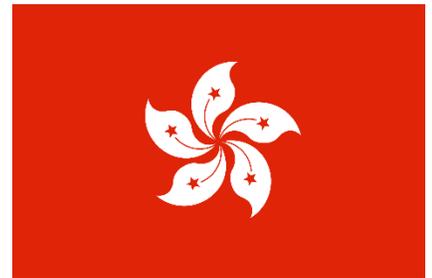
Robin has trained early intervention service providers, consisting of “special instructors” (i.e., primarily early childhood special education professionals) and occupational therapists, physical therapists, and speech-language pathologists through bootcamps consisting of eight sessions. Every other week, a group of 70-100 providers has met with Robin on Zoom to learn about routines-based home visits. Robin began with a new group of professionals in August and will work with them for eight sessions, as usual.

MECP

We 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. We resume training in September—unfortunately but safely through virtual sessions.

Hong Kong

Cami Stevenson and Robin McWilliam have been working with professionals in Hong Kong on Collaborative Consultation to Children’s Classrooms. We have been doing this training during a time of much tension in Hong Kong and are filled with admiration for the professionals’ dedication to providing excellent services to young children in classroom programs and their teachers. The training session was for eight 2-hour sessions.



THK

Robin and Cami worked with THK, an agency in Singapore with which Robin has worked in person, to train them on the Routines-Based Interview—or at least on Routines-Based Conversations, if they cannot be trained to fidelity on the RBI. Most trainees were social workers and they will use the RBI/RBC with families in the EIPIC centers.

Publications

Recent publications have included the following:

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

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)

Symposia Series

INTERNATIONAL SYMPOSIUM
Early Intervention

ROUTINES-BASED MODEL
Portugal

[McWilliam, 2010, 2016]

Zoom:
<https://zoom.us/j/7242166412?pwd=QmNlM3cyLlEJQ0hnbXWEIjBk1lQe m5Udz09>

Meeting ID: 724 216 6412
Passcode: Qg5thw

Monday,
September 6,
2021

17:00 – 19:00
(Portugal)

EIEIO The RBM Group

anip Associação Nacional de Intervenção Precoce

Our international symposia are well under way! We have had symposia about implementation of the RBM from Spain, Paraguay, and Taiwan. These presentations have been rewarding, showing the dedication of the people in those countries to effective services to children with special needs and their families. The next one is from Portugal. See the [schedule](#).

Modules

Cami has worked diligently to finish the modules, and they are almost done! Alabama and Mississippi, which sponsored the module development have access to these modules. Others interested in using them should contact eieio@ua.edu. Email me at ramcwilliam@ua.edu as a back-up.

Collaborations

BRIC

We are collaborating with the Greely Preschool Special Education program and the University of Northern Colorado to help them implement components of the RBM, especially the Engagement Classroom Model in their inclusive classrooms. Our friend, Dr. Hasan Zaghlawan, an internationally certified RBI trainer is the director of this project.

DI-RBM

We have supported the [Dynamic Impact](#) project and process from the Johns Hopkins University Center for Technology in Education, as they have worked with New Zealand and Taiwan (connections we made for them) on implementation of the RBM. We had our wrap-up meeting but will be beginning a second project. More to come next issue.

Clackamas Education Service District

We have worked with Clackamas ESD to develop the beginning of an implementation plan for them to adopt practices from the RBM in their early intervention (0-3) and ECSE (3-5) programs. As always, it's a daunting 4-year plan, but we have tried to make it feasible and sustainable. Implementation planning is a crucial step for making a commitment and moving from the exploration stage to the installation stage. The Clackamas ESD leadership is enthusiastic, committed, and knowledgeable, so this should be a fun journey (sorry for the "journey" cliché!). Fortunately, they are next to MECF, so Cami might be able to sneak across and help them.