



Evidence-based International  
Early Intervention Office

# Newsletter

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In this newsletter, which is a few months late, we address “training,” publications, team transitions, leadership of the EIEIO, upcoming events, materials, EI@UA, teaching in Poland, and who we are.

## “Training”

Since the new year, Cami and I (see [Who We Are](#)) have conducted virtual workshops with the following:

- New Jersey service coordinators (13 sessions) on the Routines-Based Interview (RBI)
- Maine early intervention professionals (4 sessions) on Collaborative Consultation to Children’s Classrooms (CC2CC)
- Illinois service providers (we’ve begun 4 sessions) on Routines-Based Home Visits.

I also presented on our history of engagement research for the 50<sup>th</sup> anniversary of the Family, Infant and Preschool (FIPP) program at the Iverson Riddle Developmental Center—the home of coaching in early intervention 0-5, in their series of presentations by present and past members of FIPP. I coordinated a project and did research there from 1983 to 1988.

I repeated a session on “How to Not Write Bad” for the Southeastern Universities Graduate Research Symposium in April.

## Modules

Cami has put together modules for the Alabama Early Intervention System and for the Mississippi Early Intervention Program (First Steps). The 13 modules cover the Routines-Based Model, including stages of the RBI, Routines-Based Home Visits, CC2CC, and data/tools. Development for each state’s modules were sponsored by each state.

Cami has been refining the scoring of assignments within the modules and training coaches in Mississippi to score the assignments. She has also been scoring assignments completed in Alabama.

If you are interested in having access to the modules, please get in touch with [stevenson.camistevenson.cami@gmail.com](mailto:stevenson.camistevenson.cami@gmail.com).

## Publications

Our 2022 publications to date are the following:

Martinez-Rico, G., Simón, C., Cañadas, M., & McWilliam, R. (2022). Support networks and family empowerment in early intervention. *International Journal of Environmental Research and Public Health*, 19(4), 2001. <https://doi.org/10.3390/ijerph19042001>

García-Grau, P., McWilliam, R. A., Bull, K., & Foster, J. (2020). Good goals matter: Functional child goals, family goals, and parent perceptions of difference in performance. *Infants & Young Children*, 35(2), 106-119. DOI: 10.1097/IYC.0000000000000215

Simón, C, Martínez-Rico, G., McWilliam, R. A., & Cañadas, M. (in press). Attitudes toward inclusion and benefits perceived by families in schools with students with autism spectrum disorders. *Journal of Autism and Developmental Disorders*.

## Team Transitions

We've had several happy transitions in our team.

**Pau García Grau** and **Catalina Morales Murillo** are the proud parents of Llula. These two talented researchers met in my center in Chattanooga, Tennessee.



FIGURE 2. KIMBERLY AND KATE

**Kimberly Resua Tomeny**, the Program Director of EI@UA (see below) gave birth to her second child, Kate. Not surprisingly, given her parents, a beautiful baby.



FIGURE 1. CATALINA AND LLULA, AND ANOVA IN THE BACK

**Hannah Tubbs**, who just received her Master of Science in human development and family studies at The University of Alabama has joined our EI@UA team as a full-time early interventionist. Following our model, she fulfills the dual roles of service coordinator and service provider. She received her bachelor's in communicative disorders, also from UA. We are delighted to have such a smart, motivated, pleasant team member.

**Carolina Kudesev**, one of my students, who has helped with several EIEIO projects, had baby Boswell. He came early but is doing great. Carolina is from Ghana. As you can tell, I like to work with international students!



FIGURE 3. GRANDDADDY, SONNY, AND BENJAMIN

Finally, my grandson **Benjamin** was born about a month ago. He is beautiful because he looks like me! His older sister, Tinsley, has been unable to sell him on Craigslist.

## Leadership

We're reorganizing the leadership of the EIEIO to reflect changes over the past 2 years and to streamline operations. I, **Robin McWilliam**, continue to be the Director.

**Cami Stevenson** is the Associate Director. She is my partner in training in all things RBM and is the leader in materials related to the model. She is employed by an agency in Oregon but puts in untold numbers of hours on the RBM on her own time.

**Pau García Grau** and **Catalina Morales Murillo**, in Valencia, Spain, lead the European office of the EIEIO. They will be on parental leave for the next 8 months (are you listening, USA?!). But will quickly resume their training and research. **Sylwia Wrona** and **Natalia Józefacka** will head up the Polish Institute we are establishing.

FIGURE 4. GRANDDADDY, SONNY, AND BENJAMIN

**Kimberly Tomeny** leads EI@UA, providing early intervention services in Alabama.

We will make changes to the EIEIO website to reflect this reorganization and to reduce confusion between the EIEIO and [The RAM Group](#).

## Upcoming Events

We had four presentations accepted at the Division for Early Childhood/International Society on Early Intervention (DEC/ISEI) conference in Chicago in September. One session we won't be able to present because presenters can't be there. Those we are presenting are the following:

*Leadership in Implementation of Evidence-Based Practices*

*Routines-Based Visits—A Structure For Home, Classroom, or Clinic Encounters*

*Promoting Equity Through Collaborative Consultation*

Many of our anticipated presenters will be home on parental leave or on health concerns, but we'll do our best to represent everyone.

## Materials

We continue to be proud of our many freely available resources at [www.eieio.ua.edu/materials](http://www.eieio.ua.edu/materials). You'll see various languages represented. It seems like every week we are updating something, so keep checking those materials you're interested in.

## EI@UA

Our small early intervention program in Alabama persists in modeling recommended practices for the state (see <https://ectacenter.org/topics/eiservices/keyprinckeyprac.asp>): First, we use a blended service coordination approach, where the service coordinator is also the family's primary service provider. Second using a primary service provider approach means our early interventionist is the family's main and ongoing provider, bringing in other team members as necessary. Third, we employ a family consultation approach, where we work collaboratively with families to develop and refine strategies; we don't work hands-on with the child (other than to help the family) and we don't tell families what to do. Children are thriving and families feel confident!

Our biggest challenge is finding providers but see the great news about Hannah Tubbs above!

## Teaching in Poland

Again, I taught at the University of Silesia, virtually. I recorded my lectures, uploaded them to YouTube, and the students could change the subtitles to Polish. I also translated slides to Polish. It's a challenging way to teach, but these graduate students seem motivated and willing to tackle the considerable cultural discrepancy of a rigid preschool system with our play-based approach featuring incidental teaching and family-centered practices.

## Who We Are

You can read about me at <https://ramcwilliam.people.ua.edu/>.

Cami Stevenson is an amazing person! She is a team leader in early intervention birth-5 in Oregon, a leader in professional development on the RBM, and a doctoral student in educational leadership, with a focus on social justice. She is highly regarded for her work with the RBM in Hong Kong and Singapore as well as statewide in Alabama, Illinois, Mississippi, and Oregon. As everyone who know us is aware, if it weren't for Cami, I would be useless.