



Publications & Studies:

Engagement Classroom Model

Aguiar, C., & McWilliam, R. A. (2013). Consistency of toddler engagement across two settings. *Early Childhood Research Quarterly, 28*, 102-110.

Bailey, D. B., Burchinal, M. R., & McWilliam, R. A. (1993). Age of peers and early child development. *Child Development, 64*, 848-862.

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.

Casey, A. M., & McWilliam, R. A. (2005). Where is everybody? Organizing adults to promote child engagement. *Young Exceptional Children, 8*(2), 2-10.

Casey, A. M., & McWilliam, R. A. (2007). The STARE: Data collection without the scare. *Young Exceptional Children, 11*(1), 2-15.

Casey, A. M., & McWilliam, R. A. (2008). Graphical feedback to increase teachers' use of incidental teaching. *Journal of Early Intervention, 30*, 251-268

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

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.

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

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*, published online before print 11/6/14. DOI: 10.1177/0741932514557271

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

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.

Dunst, C. J., McWilliam, R. A., & Holbert, K. (1986). Assessment of preschool classroom environments. *Diagnostic, 11*, 212-232.

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.

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.

McWilliam, R. A. (1991). Targeting teaching at children's use of time: Perspectives on preschoolers' engagement. *TEACHING Exceptional Children, 23*(4), 42-43.

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.

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.

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.

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.

McWilliam, R. A., Scarborough, A. A., & Kim, H. (2003). Adult interactions and child engagement. *Early Education & Development, 14*, 7-27.

McWilliam, R. A. & Casey, A. M., (2008). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H. Brookes Co

Pohlman, C., & McWilliam, R. A. (1999). Paper lion in a preschool classroom: Promoting social competence. *Early Childhood Education Journal*, 27, 87-94. ¹

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

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

Ridley, S. M., & McWilliam, R. A. (2000). Observing children at play: Using engagement to evaluate activities and the classroom environment. *Children and Families*, 14(3), 36-38

Ridley, S. M., & McWilliam, R. A. (2001). Putting the child back into child care quality assessment. *Young Children*, 56(4), 92-93. ¹

Wolery, M., & McWilliam, R. A. (1998). Classroom-based practices for preschoolers with disabilities. *Intervention in School and Clinic*, 34, 95-102, 117.