

Curriculum Vitae

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1 Personal Information

School of Education
The College of William and Mary
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Williamsburg, VA 23185



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2 Research and Teaching Interests

Psychological Assessment; Psychometrics and Measurement Theory; Judgment and Decision-Making in School Psychology; Assessment and Identification of Specific Learning Disability; Quantitative Psychology.

3 Educational Preparation

- Ph.D.** (2014) Chapman University^{1,2} (Orange, CA)
Major: Education Concentration: School Psychology
Dissertation: Beyond g: Assessing the Incremental Validity of the Cattell-Horn-Carroll (CHC) Broad Ability Factors on the Woodcock-Johnson III Tests of Cognitive Abilities (Chair: R. T. Busse, Ph.D.)
- CAGS** (2011) Saint Joseph's University³ (Philadelphia, PA)
Major: Behavior Analysis
- Ed.S.** (2009) La Sierra University (Riverside, CA)
Major: School Psychology
- M.A.** (2007) Point Loma Nazarene University (San Diego, CA)
Major: Education Concentration: School Counseling
- B.A.** (2006) Westmont College (Santa Barbara, CA)
Major: Political Science

4 Academic Experience

- 2016-Present Assistant Professor of School Psychology
The College of William and Mary⁴ (Williamsburg, VA)
- 2014-2016 Assistant Professor of Psychology
Co-Director, Applied Psychometric Laboratory
Texas Woman's University⁵ (Denton, TX)
- 2011-2014 Instructor, School Psychology Program
Chapman University⁴ (Orange, CA)

¹International School Psychology Association (ISPA) accredited.

²Program is an institutional member of the Council of Directors of School Psychology Programs.

³Behavior Analyst Certification Board (BACB) approved course sequence.

⁴NASP approved specialist program.

⁵APA and NASP approved doctoral program; NASP approved specialist program.

- 2010 Instructor, School Psychology Program
La Sierra University (Riverside, CA)
- 2009-2010 Graduate Assistant, School Psychology Program
Chapman University (Orange, CA)

5 Clinical and Professional Experience

- 2010-2014 School Psychologist (Permanent Status, 2012)⁶
Newport-Mesa Unified School District (Costa Mesa, CA)
Site Supervisors: Melissa Hurd, Ed.S., LEP; Jenni Khouri, M.A., NCSP
University Supervisor: Kelly S. Kennedy, Ph.D., NCSP
- 2010 School Psychologist and Autism Program Coordinator
Monrovia Unified School District (Monrovia, CA)
Site Supervisor: Michael Jason, Ed.D.
- 2008-2009 Intern School Psychologist (1,200 hours)
School Psychologist-In Training (600 practicum hours)
Orange Unified School District (Orange, CA)
Site Supervisors: Ben Figueora, M.A.; Susan Ferencz, Psy.D., ABSNP
University Supervisor: Dora Clarke-Pine, Ph.D.
- 2006-2007 Credentialed Substitute Teacher
Intern School Counselor (200 hours)
School Counselor-In Training (100 hours)
Garden Grove Unified School District (Garden Grove, CA)
Site Supervisor: Phaedra Arellano, M.S.
University Supervisor: Paul Forsee, M.A.

6 Licensure and Certification

California Commission on Teacher Credentialing
Clear Pupil Personnel Services Credential, School Psychologist Authorization (No. 140222638)

California Board of Behavioral Sciences
Licensed Educational Psychologist (No. 3454)

Virginia Board of Education
Pupil Personnel Services License-School Psychology (No. PPS-0605319)

Virginia Board of Medicine
Licensed Behavior Analyst (No. 0133000732)

Behavior Analyst Certification Board
Board Certified Behavior Analyst-Doctoral (No. 1-11-9515)

National School Psychology Certification Board
Nationally Certified School Psychologist (No. 45021)

⁶Advanced Pre-Doctoral Internship in School Psychology, (1,500 hours), 2012-2013

7 Honors and Awards

2016	APA Division 16 (School Psychology), Early Career Professional Travel Award
2016	Early Career Faculty Research Scholarship, Pearson/Trainers of School Psychologists
2015	Inducted as a Full Member into Sigma Xi, The Scientific Research Society
2015	Appointed Associate Member of the Graduate Faculty, Texas Woman's University
2014	Nominated, APA Division 16 (School Psychology) Outstanding Dissertation Award
2014	Inducted into Kappa Delta Pi, The International Honor Society of Education
2014	James L. Doti Outstanding Graduate Student Award, Chapman University
2014	Inducted into Psi Chi, The International Honor Society of Psychology
2013	Summer Research Fellowship, Chapman University
2012	Nominated, "Super Star" Award, Newport-Mesa Unified School District
2011	Research Fellowship, Chapman University
2011	Service Award, California Association of School Psychologists
2011	Newport Coast Elementary School Staff Appreciation Award
2010	Research Fellowship, Chapman University
2009	Research Fellowship, Chapman University
2008	Floyd G. Wood Memorial Scholarship, La Sierra University
2008	Floyd G. Wood and George H. Mayr Foundation Scholarship, La Sierra University
2005	Varsity Baseball Team Most Valuable Player, Westmont College
2003-2005	Athletic Scholarship, Westmont College
2002	Director of Athletics Honor Roll, Duquesne University
2002-2003	Athletic Scholarship, Duquesne University
2002	Academic Merit Scholarship, Duquesne University

8 Scholarly Activities ($N = 102$)

* Denotes student author or presenter

8.1 Books, Chapters, and Entries in Edited Volumes

3. Woodcock, R. W., Miller, D. C., Maricle, D. E., & **McGill, R. J.** (under contract). *Evidence-based selective assessment for intervention planning*. Middletown, MD: School Neuropsych Press.
2. Miller, D. C., **McGill, R. J.**, & Bauman Johnson, W. L. (2016). Neurocognitive applications of the WJ-IV. In D. P. Flanagan & V. C. Alfonso (Eds.), *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 355-388). San Diego, CA: Academic Press.
1. Miller, D. C., & **McGill, R. J.** (2016). Review of the WISC-V. In A. S. Kaufman, S. E. Raiford, & D. L. Coalson (Eds.), *Intelligent testing with the WISC-V* (pp. 645-662). Hoboken, NJ: Wiley.

8.2 Peer Refereed Publications

20. Dombrowski, S. C., **McGill, R. J.**, & Canivez, G. L. (in press). Exploratory and hierarchical factor analysis of the WJ-IV Cognitive at school age. *Psychological Assessment*. Advance online publication. doi: 10.1037/pas0000350
19. **McGill, R. J.** (in press). Single-case design and evaluation in R: An introduction and tutorial for school psychologists. *International Journal of School and Educational Psychology*. Advance online publication. doi: 10.1080/21683603.2016.1173610
18. **McGill, R. J.**, & Busse, R. T. (in press). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology*. Advance online publication. doi: 10.1007/s40688-016-0094-x

17. Canivez, G. L., & **McGill, R. J.** (in press). Factor structure of the Differential Ability Scales-Second Edition: Exploratory and hierarchical factor analyses with the core subtests. *Psychological Assessment*. Advance online publication. doi: 10.1037/pas0000279
16. **McGill, R. J.**, & *Spurgin, A. R. (in press). Exploratory higher order analysis of the Luria interpretive model on the Kaufman Assessment Battery for Children-Second Edition (KABC-II) school-age battery. *Assessment*. Advance online publication. doi: 10.1177/1073191115614081
15. **McGill, R. J.**, & *Spurgin, A. R. (2016). Assessing the incremental value of KABC-II Luria model scores in predicting achievement: What do they tell us beyond the MPI? *Psychology in the Schools*, *57*, 677-689. doi: 10.1002/pits.21940
14. **McGill, R. J.**, & Canivez, G. L. (2016). Orthogonal higher order structure of the WISC-IV Spanish using hierarchical exploratory factor analytic procedures. *Journal of Psychoeducational Assessment*, *34*, 600-606. doi: 10.1177/0734282915624293
13. **McGill, R. J.**, Styck, K. S., Palomares, R. S., & Hass, M. R. (2016). Critical issues in specific learning disability identification: What we need to know about the PSW model. *Learning Disability Quarterly*, *39*, 159-170. doi: 10.1177/0731948715618504
12. **McGill, R. J.**, Kennedy, K. S., & Busse, R. T. (2016). Data-based decision making in school counseling: Utilizing multiple single-case indicators to evaluate interventions. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, *5*, 104-121. Retrieved from <http://www.thepractitioner-scholar.com>
11. **McGill, R. J.** (2016). Invalidating the full scale IQ score in the presence of significant factor score variability: Clinical acumen or clinical illusion? *Archives of Assessment Psychology*, *6* (1), 49-79. Retrieved from <http://www.assessmentpsychologyboard.org/journal/index.php/AAP>
10. **McGill, R. J.** (2016). Investigating the factor structure of the Comprehensive Test of Nonverbal Intelligence-Second Edition (CTONI-2) using exploratory factor analysis. *Journal of Psychoeducational Assessment*, *34*, 339-350. doi: 10.1177/0734282915610717
9. *La Spata, M. G., *Carter, C. W., Johnson, W. L., & **McGill, R. J.** (2016). Evaluating video self-modeling treatment outcomes: Differentiating between statistically and clinically significant change. *Contemporary School Psychology*, *20*, 170-182. doi: 10.1007/s40688-015-0072-8
8. **McGill, R. J.** (2015). Interpretation of KABC-II scores: An evaluation of the incremental validity of CHC factor scores in predicting achievement. *Psychological Assessment*, *27*, 1417-1426. doi: 10.1037/pas0000127
7. **McGill, R. J.** (2015). Spearman's law of diminishing returns (SLODR): Examining effects at the level of prediction. *Journal of Psychology and Behavioral Science*, *3* (1), 24-36. doi: 10.15640/jpbs.v3n1a3
6. **McGill, R. J.**, & Busse, R. T. (2015). Incremental validity of the WJ III COG: Limited predictive effects beyond the GIA-E. *School Psychology Quarterly*, *30*, 353-365. doi: 10.1037/spq0000094
5. Busse, R. T., **McGill, R. J.**, & Kennedy, K. S. (2015). Methods for assessing single-case school-based intervention outcomes. *Contemporary School Psychology*, *19*, 136-144. doi: 10.1007/s40688-014-0025-7
4. **McGill, R. J.** (2015). Incremental criterion validity of the WJ-III COG clinical clusters: Marginal predictive effects beyond the general factor. *Canadian Journal of School Psychology*, *30*, 51-63. doi: 10.1177/0829573514560529
3. **McGill, R. J.**, *Baker, D., & Busse, R. T. (2015). Social Story™ interventions for decreasing challenging behaviors: A single-case meta-analysis 1995-2012. *Educational Psychology in Practice: Theory, Research, and Practice in Educational Psychology*, *31*, 21-42. doi: 10.1080/02667363.2014.975785

2. **McGill, R. J.** (2014). Assessing psychosocial impairment in children and adolescents: A review of the Barkley Functional Impairment Scale (BFIS). *Contemporary School Psychology, 18*, 255-260. doi: 10.1007/s40688-014-0029-3
1. **McGill, R. J.**, & Busse, R. T. (2014). An evaluation of multiple single-case outcome indicators using convergent evidence scaling. *Contemporary School Psychology, 18*, 13-23. doi: 10.1007/s40688-013-0004-4

8.3 Non-Peer Refereed Publications

5. **McGill, R. J.** (2015). Test review: Naglieri, J. A., Das, J. P., & Goldstein, S. (2014). Cognitive Assessment System-Second Edition. *Journal of Psychoeducational Assessment, 33*, 375-380. doi: 10.1177/0734282914566123
4. **McGill, R. J.** (2015). Best practices for assessing and promoting treatment integrity. [Review of the book Treatment integrity: A foundation for evidence-based practice in applied psychology, edited by L. M. H. Sannetti & T. R. Kratochwill]. *Communiqué, 43* (6), 38. Retrieved from <http://www.nasponline.org>
3. **McGill, R. J.** (2013). Book review: Cognitive Therapy for Adolescents in School Settings. *Contemporary School Psychology, 17*, 147-149. doi: 10.1007/BF03340995
2. **McGill, R. J.** (2013). Test review: Children's Psychological Processing Scale (CPPS). *Journal of Psychoeducational Assessment, 31*, 423-427. doi: 10.1177/0734282912463513
1. **McGill, R. J.** (2009). Advocating for instructional reform: Navigating through politics and policy as an intern school psychologist. *Communiqué, 38* (3), 35. Retrieved from <http://www.nasponline.org>

8.4 Manuscripts Submitted for Editorial Review

4. **McGill, R. J.**, & Dombrowski, S. C. (under review). What does the WRAML2 core battery measure? Utilizing exploratory and confirmatory techniques to disclose higher-order structure.
3. **McGill, R. J.**, Johnson, W. L., & Palomares, R. S. (under review). Analyses of school psychology training program Praxis IITM outcomes 2010-2012: Distinctions without a difference?
2. Dombrowski, S. J., **McGill, R. J.**, & Canivez, G. L. (under review). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV full test battery.
1. *McGeehan, B., *Ndip, N., & **McGill, R. J.** (under review). Exploring the multidimensional structure of the WASI-II: Further insights from Schmid-Leiman higher-order and exploratory bifactor solutions.

8.5 Manuscripts In Preparation

6. Styck, K. S., **McGill, R. J.**, & Canivez, G. L. (in preparation). Cross-battery assessment: Un-addressed concerns.
5. **McGill, R. J.**, & *Spurgin, A. R. (in preparation). Exploratory bifactor analysis of the KTEA-3.
4. **McGill, R. J.** (in preparation). Independent confirmatory factor analysis of the KABC-II Luria interpretive model: What does the Luria model measure?
3. **McGill, R. J.**, & Dombrowski, S. C. (in preparation). Investigating the WRAML-2 total battery structure at early school-age using exploratory bifactor analytic procedures.
2. **McGill, R. J.** (in preparation). Reexamining relations between broad cognitive abilities and reading achievement across the school age.
1. Dombrowski, S. J., & **McGill, R. J.** (in preparation). Assessment of intelligence/cognitive abilities and diagnostic decision-making in school psychology: Distinguishing between science and pseudoscience.

8.6 Academic Conference Presentations

39. **McGill, R. J.**, & Canivez, G. L. (2016, August). *Beyond g: Investigating the higher-order structure of the WISC-IV Spanish*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
38. **McGill, R. J.** (2016, August). *What does the CTONI-2 measure? An independent CFA investigation*. Poster presented at the meeting of the American Psychological Association, Denver, CO.
37. **McGill, R. J.**, & Canivez, G. L. (2016, July). Construct validity of the 14 WISC-IV Spanish core and supplementary subtests: Verification using exploratory and confirmatory techniques. In G. L. Canivez (Chair), *Psychometric evaluations of Wechsler Scales: Construct validity and diagnostic utility*. Symposium paper presented at the 10th conference of the International Test Commission, Vancouver, BC, CA.
36. **McGill, R. J.** (2016, May). *Exploratory bifactor analysis of the KABC-II using the Jennrich-Bentler rotation (2011) in R*. Poster presented at the meeting of the Association for Psychological Science, Chicago, IL.
35. *Ndip, N., *Lerma, B., & **McGill, R. J.** (2016, April). *Construct validity of the Wechsler Abbreviated Scale of Intelligence-Second Edition*. Poster presented at the meeting of the Southwestern Psychological Association, Dallas, TX.
34. **McGill, R. J.**, Styck, K. M., & Palomares, R. S. (2016, February). *SLD identification and the PSW model: Conceptual and empirical considerations*. Paper presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
33. *Spurgin, A. R., & **McGill, R. J.** (2016, February). *Orthogonal higher order structure of the WRAML-2 core battery*. Poster presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
32. **McGill, R. J.**, & Canivez, G. L. (2016, February). *DAS-II standardization sample exploratory and hierarchical schmid-leiman bifactor analyses*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
31. **McGill, R. J.**, Johnson, W. L., & *Caldwell, K. (2016, February). *Praxis series school psychology examination outcomes: Examining effects across salient training program characteristics*. Poster presented at the meeting of the Trainers of School Psychologists, New Orleans, LA.
30. **McGill, R. J.**, Palomares, R. S., & *Spurgin, A. R. (2015, November). *Diagnostic decision-making with contemporary cognitive measures: Examining the effects of multidimensionality on clinical interpretation*. Poster presented at the meeting of the Texas Psychological Association, San Antonio, TX.
29. **McGill, R. J.** (2015, September). *Reexamining relations between broad cognitive abilities and reading achievement across the school age after controlling for the effects of the general factor*. Poster presented at the meeting of the International Society for Intelligence Research, Albuquerque, NM.
28. **McGill, R. J.** (2015, August). *Examination of the structural validity of the nonverbal index on the KABC-II: An exploratory factor analytic investigation across five age groups*. Poster presented at the meeting of the American Psychological Association, Toronto, ON, CA.
27. **McGill, R. J.** (2015, August). *Interpretation of KABC-II CHC model scores: Examination of incremental predictive validity in a mixed clinical validation sample*. Poster presented at the meeting of the American Psychological Association, Toronto, ON, CA.
26. **McGill, R. J.** (2015, May). *Invalidating the full scale IQ score in the presence of significant factor variability: Science or pseudoscience?* Poster presented at the meeting of the Association for Psychological Science, New York, NY.

25. **McGill, R. J.** (2015, May). *Orthogonal higher order structure of the Kaufman Assessment Battery for Children-Second Edition: Cross-validation with a mixed clinical sample*. Poster presented at the meeting of the Association for Psychological Science, New York, NY.
24. **McGill, R. J.** (2015, February). *Incremental validity of contemporary intelligence tests: A meta-analytic review 1997-2015*. Poster presented at the meeting of the National Association of School Psychologists, Orlando, FL.
23. **McGill, R. J.** (2015, February). *Multilevel predictive effects on the KABC-II: Assessing the specificity hypothesis*. Poster presented at the meeting of the National Association of School Psychologists, Orlando, FL.
22. **McGill, R. J.** (2014, October). *Incremental validity of the WJ-III COG clinical clusters for children and adolescents: Evidence for predictive effects beyond the general factor*. Poster presented at the meeting of the Texas Association of School Psychologists, Irving, TX.
21. **McGill, R. J.** (2014, October). *PSW methods for identifying SLD: A psychometric and conceptual appraisal*. Paper presented at the meeting of the Texas Association of School Psychologists, Irving, TX.
20. **McGill, R. J.** (2014, August). *Predicting IDEA-related achievement scores: Assessing the incremental validity of the Cattell-Horn-Carroll (CHC) factor scores from the WJ-III COG*. Poster presented at the meeting of the American Psychological Association, Washington, DC.
19. **McGill, R. J.** (2014, August). *Spearman's law of diminishing returns (SLODR) and the WJ-III COG: Effects at the level of prediction*. Poster presented at the meeting of the American Psychological Association, Washington, DC.
18. **McGill, R. J.,** & Busse, R. T. (2014, February). *Incremental validity of the Woodcock-Johnson III Tests of Cognitive Abilities stratum II factor scores*. Poster presented at the meeting of the National Association of School Psychologists, Washington, DC.
17. **McGill, R. J.** (2014, February). *Meta-analytic assessment of intervention outcomes: Implications for program evaluation*. Poster presented at the meeting of the National Association of School Psychologists, Washington, DC.
16. **McGill, R. J.,** & Busse, R. T. (2013, November). *Assessment of ADHD-related behaviors with rating scales: A critical review of contemporary practice*. Paper presented at the meeting of the California Association of School Psychologists, Newport Beach, CA.
15. Siembieda, D., Pero, J., Gamble, A., Barnish, L., Hempner, M., Belisle, V., **McGill, R. J.,** & Dizon, F. (2013, November). In K. K. Kennedy (Chair), *Getting a school psychology job or internship: A panel discussion*. Symposium conducted at the annual convention of the California Association of School Psychologists, Newport Beach, CA.
14. **McGill, R. J.** (2013, November). *Representation of working memory within existing cognitive measures: Implications for SLD assessment*. Paper presented at the meeting of the California Association of School Psychologists, Newport Beach, CA.
13. **McGill, R. J.,** & Busse, R. T. (2013, February). *Stability of outcome indicators in assessing single-case RTI data*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.
12. **McGill, R. J.,** & Busse, R. T. (2013, February). *The incremental validity of CHC factors on the KABC-II*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.
11. **McGill, R. J.,** & Domzalski, S. (2013, February). *Working memory assessment and intervention: A primer for school psychologists*. Paper presented at the meeting of the National Association of School Psychologists, Seattle, WA.

10. **McGill, R. J.**, & Busse, R. T. (2012, October). *Diagnostic decision-making and contemporary cognitive assessment*. Paper presented at the meeting of the California Association of School Psychologists, Costa Mesa, CA.
9. **McGill, R. J.**, & Busse, R. T. (2012, October). *Rating scale technologies within a comprehensive behavioral assessment model*. Paper presented at the meeting of the California Association of School Psychologists, Costa Mesa, CA.
8. **McGill, R. J.**, & Domzalski, S. (2012, September). *Addressing school system barriers in the prevention of bullying: Moving beyond individual and responsive interventions*. Paper presented at the 2nd annual Chapman University Emerging Scholars Conference, Orange, CA.
7. **McGill, R. J.**, & Manes, N. (2012, February). *Beyond treatment integrity: A behavioral analytic critique of school-based interventions*. Paper presented at the meeting of the California Association for Behavioral Analysis, Garden Grove, CA.
6. **McGill, R. J.** (2012, February). *Single-case design outcomes: Evaluating the incremental benefit of statistical techniques*. Poster presented at the meeting of the California Association for Behavior Analysis, Garden Grove, CA.
5. **McGill, R. J.** (2011, April). *Empirical assessment of treatment outcomes in school consultation: Enhancing the reliability and validity of decision making*. Paper presented at the meeting of the California Association of School Psychologists, Costa Mesa, CA.
4. **McGill, R. J.**, & Busse, R. T. (2011, March). *Convergent evidence scaling methods for assessing response to intervention*. Poster presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
3. **McGill, R. J.**, & Busse, R. T. (2011, March). *Utilizing social stories to decrease target behaviors*. Poster presented at the meeting of the National Association of School Psychologists, San Francisco, CA.
2. **McGill, R. J.** (2010, March). *Advocating for instructional reform: Navigating through policy and politics as a new school psychologist*. Paper Presented at the meeting of the California Association of School Psychologists, Santa Clara, CA.
1. **McGill, R. J.** (2010, March). *Neuropsychological assessment and intervention: Crafting a role for cognitive assessment in the era of response to intervention*. Paper presented at the meeting of the California Association of School Psychologists, Santa Clara, CA.

8.7 Workshops, Lectures, and Invited Presentations

29. **McGill, R. J.** (2016, September). *Assessment research and practice*. Invited presentation at the William and Mary Fall School Psychology Internship Colloquium, Williamsburg, VA.
28. **McGill, R. J.** (2016, July). *Applied behavior analysis as a theoretical foundation for developing treatment programs for individuals with Autism Spectrum Disorder*. Guest lecture to school psychology and special education graduate students at Texas Woman's University, Denton, TX.
27. **McGill, R. J.** (2016, June). *Critical thinking and diagnostic decision-making in the presence of uncertainty: A refrain from visiting Lake Woebegone*. Workshop presented at the Inaugural TWU Applied Psychometric Laboratory Symposium, Denton, TX.
26. **McGill, R. J.** (2016, June). *Factor analytic methods: Conceptual foundations for exploring the structure of intelligence tests and related ability measures*. Workshop presented at the Inaugural TWU Applied Psychometric Laboratory Symposium, Denton, TX.
25. **McGill, R. J.** (2016, May). *Special education due process and witness preparation for school psychologists*. Guest lecture to school psychology graduate students at Texas Woman's University, Denton, TX.

24. **McGill, R. J.** (2016, April). *Psychometric properties of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V): Implications for clinical interpretation*. Workshop presented at Cook Children's Medical Center—Behavioral Health Services Clinic, Denton, TX.
23. **McGill, R. J.** (2015, December). *Clinical Utility of contemporary intelligence tests: Are they worth the effort?* Colloquium presentation for the College of Arts and Sciences Faculty Spotlight Series, Texas Woman's University, Denton, TX.
22. Maricle, D. E., **McGill, R. J.**, & Miller, D. C. (2015, May). *WISC-V update and review*. Workshop presented to school psychologists and school psychology graduate students, Texas Woman's University Office of Conference Services, Denton, TX.
21. **McGill, R. J.** (2015, March). *Assessing intervention outcomes: Establishing a framework for evidence-based clinical practice*. Guest lecture to school psychology graduate students at Texas Woman's University, Denton, TX.
20. **McGill, R. J.** (2015, January). *Conducting equitable SLD assessments with culturally and linguistically diverse students: Identifying and addressing barriers to best practice*. Workshop presented at the Texas Woman's University School Psychology Graduate Student Organization Symposium: A Multicultural Framework in School Psychology, Denton, TX.
19. **McGill, R. J.** (2014, September). *Careers in school psychology*. Invited presentation given to members of the International Honor Society in Psychology Chapter at the University of North Texas, Denton, TX.
18. **McGill, R. J.** (2014, April). *Assessment of ADHD-related behaviors with rating scales: A critical review of contemporary practice*. In-service presented to school psychologists in the Department of Special Education, Newport-Mesa Unified School District, Costa Mesa, CA.
17. **McGill, R. J.** (2014, April). *Navigating the faculty job search: An introduction and review of common practices*. Workshop presented to doctoral students in the College of Educational Studies at Chapman University, Orange, CA.
16. **McGill, R. J.** (2014, March). *Emotional disturbance: Treatment, programs, and outcomes*. Guest lecture to school psychology graduate students at Chapman University, Orange, CA.
15. **McGill, R. J.** (2013, December). *Functional behavioral assessment (FBA) procedures for school settings*. Invited presentation given to graduate students and faculty at Azusa Pacific University, Azusa, CA.
14. **McGill, R. J.** (2013, May). *Specific learning disability identification models and issues*. Guest lecture to school psychology interns at Chapman University, Orange, CA.
13. **McGill, R. J.** (2013, March). *Comprehensive assessment of academic outcomes: Going beyond norm-referenced tests*. Guest lecture to school psychology faculty and graduate students at Humboldt State University, Arcata, CA.
12. **McGill, R. J.** (2012, November). *Monitoring counseling outcomes*. In-service presented to school psychologists in the Department of Psychological Support Services, Newport-Mesa Unified School District, Costa Mesa, CA.
11. **McGill, R. J.** (2012, November). *Threat assessment and crisis intervention*. Workshop presented to secondary school counselors in the Newport-Mesa Unified School District, Costa Mesa, CA.
10. **McGill, R. J.**, & Domzalski, S. (2012, June). *Avoiding due process and mediation*. Guest lecture to school psychology graduate students at Alliant International University, Irvine, CA.
9. **McGill, R. J.** (2012, May). *Specific learning disability identification models and issues*. Guest lecture to school psychology interns at Chapman University, Orange, CA.

8. McGill, R. J. (2012, April). *Specific learning disability identification models*. Guest lecture to school psychology graduate students at Chapman University, Orange, CA.
7. McGill, R. J. (2012, March). *Specific learning disability regulations in the state of California*. Guest lecture to school psychology practicum students at Chapman University, Orange, CA.
6. Flowers, J., McClelland, C., Domzalski, S., & McGill, R. J. (2012, February). *Making counseling count*. Workshop presented at the meeting of the National Association of School Psychologists, Philadelphia, PA.
5. McGill, R. J. (2009, November). *Developing evidence-based counseling systems for enhanced student outcomes*. Workshop presented at the meeting of the California Association of School Counselors, Temecula, CA.
4. McGill, R. J. (2009, October). *Data-based decision making in response to intervention: Implications for evidence-based practice*. Invited presentation at the La Sierra University School Psychology Program Colloquium, Riverside, CA.
3. McGill, R. J. (2009, June). *Suicide prevention and crisis intervention: Differentiating between science, non-science, and nonsense*. Guest lecture to school counseling faculty and graduate students at Point Loma Nazarene University, Arcadia, CA.
2. McGill, R. J. (2009, April). *Administration and interpretation of the Cognitive Assessment System*. Guest lecture to school psychology graduate students at La Sierra University, Riverside, CA.
1. McGill, R. J. (2009, April). *Introduction to the Differential Ability Scales-Second Edition*. Guest lecture to school psychology graduate students at La Sierra University, Riverside, CA.

8.8 Technical Documents and Miscellaneous Publications

6. McGill, R. J. (2014). *Establishing a psychological processing deficit for specific learning disability identification in the state of California: Technical guidance for school psychologists*. Location: <http://www.rjmcgill.com>.
5. McGill, R. J. (2013). Beyond g: Assessing the incremental validity of the Cattell-Horn-Carroll (CHC) broad ability factors on the Woodcock-Johnson III Tests of Cognitive Abilities (Doctoral dissertation). *ProQuest Dissertations and Theses*, 238. (UMI No. 3621595)
4. McGill, R. J. (2013). *Historical development of the Cattell-Horn-Carroll (CHC) model of intelligence* (Unpublished qualifying examination: School psychology theory). Chapman University, Orange, CA.
3. McGill, R. J. (2013). *Methods for assessing the validity of factor-level scores on intelligence tests* (Unpublished qualifying examination: School psychology research methods). Chapman University, Orange, CA.
2. McGill, R. J. (2012). *Newport-Mesa Unified School District threat assessment and intervention manual*. Location: <http://www.rjmcgill.com>.
1. McGill, R. J. (2010). *Newport Coast Elementary School student study team handbook*. Location: <http://www.rjmcgill.com>.

9 Grantsmanship and Research Support ($N = 9$)

Spring Unrestricted Travel Grant, Psi Chi Grants and Awards Committee, (2016). *Exploratory Bifactor Analyses Using the Jennrich-Bentler (2011) Rotation in R*. \$500.00 direct costs. Role: Principal Investigator.

Faculty Travel Assistance Grant, Office of Research and Sponsored Programs, Texas Woman's University (2015). *Reexamining Relations Between Broad Cognitive Abilities and Reading Achievement After Controlling for the Effects of the General Factor*. \$300.00 direct costs. Role: Principal Investigator.

Faculty Development Grant, Office of the Provost, Texas Woman's University (2015). *Establishing an Applied Psychometric Laboratory in the Department of Psychology and Philosophy*. \$2,300.00 direct costs. Role: Project Director.

Faculty Research Grant, Office of Research and Sponsored Programs, Texas Woman's University (2014). *Independent Exploratory and Confirmatory Factor Analyses of the CTONI-2*. \$645.00 direct costs. Role: Principal Investigator.

Archived Standardization Data Access Grant, Pearson NCS (2014-2018). *Structural and Incremental Validity of the KABC-II*. Role: Principal Investigator.

Graduate Student Research Activity Grant, Faculty Graduate Studies Council, Chapman University (2013). *Incremental Validity of the CHC Factor Scores on the WJ-III COG*. \$324.00 direct costs. Role: Principal Investigator.

Archived Standardization Data Access Grant, Woodcock-Muñoz Foundation (2012-2015). *Incremental Validity of the WJ-III*. Role: Co-Principal Investigator.

Faculty Grant, Newport-Mesa Schools Foundation (2012). *Establishing a Multi-Tiered System of Intervention Support for an Emotional Disturbance and Behavioral Disorders Program*. \$350.00 direct costs. Role: Evaluator.

Children's Basic Needs/Mental Health Practitioner Grant, National Association of School Psychologists Children's Fund of School Psychology (2009). *Home-School Collaboration to Meet the Needs of At-Risk Elementary School Students*. \$200.00 direct costs. Role: Consultant.

10 Professional, Leadership, and Service Activities

10.1 Service to the University

10.1.1 The College of William and Mary

2016-Present Director, School Psychology Program

10.1.2 Texas Woman's University

2016 Faculty Sponsor, Honors Scholar Program
 2015-2016 Graduate Showcase Program Representative, School Psychology Program
 2015-2016 Member, Research Support Committee
 2015-2016 Test Library Coordinator, Department of Psychology and Philosophy
 2015-2016 University-Based Practicum Supervisor, School Psychology Program
 2014-2016 Member, School Psychology Program Committee
 2014-2016 Faculty Advisor, School Psychology Program
 2014-2015 Alternate Member, Research Support Committee

10.1.3 Chapman University

2010-2011 Graduate Writing Fellow, College of Educational Studies
 2009-2010 Member, Research Forum Committee, College of Educational Studies

10.1.4 Westmont College

2003-2004 Member, Student Leadership Council
 2003 Member, Head Baseball Coach Search Committee, Department of Athletics

10.1.5 Duquesne University

2002-2003 Member, Student Athlete Advisory Council, Department of Athletics

10.2 Service to External Organizations

2015-Present Grant Reviewer, Woodcock Institute for Neurocognitive Research and Applied Practice
 2014 Early-Career Mentor, Texas Association of School Psychologists
 2012 Annual Convention Co-Chair, California Association of School Psychologists
 2012 Member, Annual Convention Committee, California Association of School Psychologists
 2009 Member, Annual Convention Committee, California Association of School Psychologists
 2009 Graduate Program Representative, Riverside Association of School Psychologists
 2009 Standardization Examiner, American Association on Intellectual Disabilities
 2009 Student Leader, National Association of School Psychologists
 2008 Student Leader, National Association of School Psychologists

10.3 Professional Service and Consulting

2016-Present Psychometric Consultant, Houghton Mifflin Harcourt
 2015 Faculty Judge, Federation of North Texas Area Universities Research Symposium
 2014-2015 Consulting Statistician, Measurement/Learning/Consultants
 2013-2014 Member, Academic Review Team, Eastbluff Elementary School⁷
 2012-2014 Cadre Member, Positive Environment Network of Trainers (PENT)⁸
 2013 Member, Special Education Faculty Search Committee⁷
 2012 Chair, ELL/SLD Assessment Committee⁷
 2012 Member, School Social Worker Search Committee⁷
 2010-2011 Member, Problem Solving Team, Newport Coast Elementary School⁷
 2010 Member, Special Education Faculty Search Committee⁹

10.4 Editorial Appointments and Journal Reviewing

2016-Present Consulting Editor, *School Psychology Quarterly*
 2015-Present Editorial Board, *Journal of Psychoeducational Assessment*
 2015-Present Editorial Board, *Research and Practice in the Schools*
 2014-Present Editorial Board, *Contemporary School Psychology*
 2013-Present Editorial Board, *The Trainer's Forum*
 2012-2014 Student Editor, *Contemporary School Psychology*
 2009-2010 Managing Editor, *California School Psychologist*

Ad Hoc Reviewer

- *Archives of Scientific Psychology*
- *Psychological Reports*
- *School Psychology International*
- *Journal of Psychoeducational Assessment*
- *Research and Practice in the Schools*
- *Journal of School Psychology*
- *The Trainers' Forum*
- *Contemporary School Psychology*

⁷Newport-Mesa Unified School District

⁸California Department of Education

⁹Monrovia Unified School District

10.5 Conference Proposal Reviewing

2017	American Educational Research Association
2017	National Association of School Psychologists
2016	Southwestern Psychological Association
2016	Division 16 (School Psychology), American Psychological Association
2016	National Association of School Psychologists
2015	International Society for Intelligence Research
2015	Division 16 (School Psychology), American Psychological Association
2012	California Association of School Psychologists
2011	California Association of School Psychologists
2010	California Association of School Psychologists

10.6 Book and Chapter Reviewing

Spickard, J. V. (in progress). *Research basics: Design to data analysis in six steps*. Thousand Oaks, CA: Sage.

11 University Teaching

11.1 Undergraduate Courses

11.1.1 Texas Woman's University

PSY 3161	Behavior Therapy Laboratory
PSY 3163	Introduction to Behavior Therapy
PSY 4061	Research Team
PSY 4133	Physiological Psychology

11.2 Graduate Courses

11.2.1 The College of William and Mary

EDUC P23	Introduction to Professional School Psychology
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11.2.2 Texas Woman's University

PSY 5353	Research Design
PSY 5533	Evidence-Based Academic Interventions
PSY 5883	Cognitive Assessment: Scoring and Interpretation
PSY 6133	Advanced Behavioral Neuroscience
PSY 6913	Factor Analysis and Psychometric Modeling
PSY 6923	Supervised Practicum: Neuropsychology
PSY 6961	Research Team

11.2.3 Chapman University

CSP 615	Learning Disabilities and Learning
CSP 637	Cognitive and Neuropsychological Assessment
EDUC 544	Legal Aspects of Special Education
EDUC 601	Assessment and IEP Development

11.2.4 La Sierra University

EDPC 661	Academic Assessment and Intervention
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12 Graduate Degree Committees and Research Supervision

12.1 Graduate Degree Committees

- 2016 Daisy Horta, Preliminary Clinical Skills Examination, School Psychology¹⁰
 Daviana Sullivan, Preliminary Clinical Skills Examination, School Psychology¹⁰
 Alicia Jones, Preliminary Clinical Skills Examination, School Psychology¹⁰
- 2015 Richard Greer, Preliminary Comprehensive Examination, School Psychology¹⁰
 Krishna Parikh, Preliminary Comprehensive Examination, School Psychology¹⁰
 Latoya Bowens, Preliminary Comprehensive Examination, School Psychology¹⁰
 Kendra Hamilton, Preliminary Clinical Skills Examination, School Psychology¹⁰
- 2014 Alyzae Karim, Preliminary Comprehensive Examination, School Psychology¹⁰
 Kendra Hamilton, Preliminary Comprehensive Examination, School Psychology¹⁰
 Whitney Appleby, Preliminary Clinical Skills Examination, School Psychology¹⁰

12.2 Undergraduate Research Supervision

- 2015 Faculty Sponsor, Student Creative Arts and Research Symposium¹⁰

12.3 Dissertation and Theses Committees

La Spata, M. G. (2016). *The efficacy of video self-modeling in ameliorating aggressive behavior among students identified as at-risk within a response to intervention paradigm*. [Doctoral dissertation]. Texas Woman's University, School Psychology

Bowles, K. (2016). *A comparison of the efficacy of video self-modeling interventions between individuals with disabilities: A meta-analysis of single-case research*. [Doctoral dissertation]. Texas Woman's University, School Psychology

Janacek, S. L. (2015). *Growing up with autism: Experiences of adult siblings* [Doctoral dissertation]. Texas Woman's University, School Psychology.

13 Advanced Professional Development and Clinical Training

- 2016 Psychometric Theory with Applications in the R Statistical System, William Revelle
 2015 Data Science and R Programming, Johns Hopkins University
 2014 Richard Woodcock Institute, University of Texas at Austin
 2014 Psychometrics, Measurement, and Ethical Test Interpretation, Gary Canivez
 2014 Advances in CHC Theory, Kevin McGrew
 2014 Introductory Structural Equation Modeling with AMOS, Timothy Keith
 2013 Functional Analysis and Treatment of Severe Behavior Disorders, Brian Iwata
 2012 PREPARE Crisis Intervention Model, NASP
 2012 Non-Mathematical Introduction to Structural Equation Modeling, Marley Watkins
 2011 Advanced Evaluation Methods for RTI, T. C. Riley-Tillman and Matthew Burns
 2010 Behavior Intervention Case Manager, Newport-Mesa SELPA
 2010 CPI-Non-Violent Crisis Intervention, Newport-Mesa SELPA
 2009 Certified School Suicide Prevention Specialist¹¹
 2009 Certified DIBELS Mentor, Dynamic Measurement Group
 2009 Southern California Ordinal Scales of Development⁸

¹⁰Texas Woman's University

¹¹American Association of Suicidology

14 Clinical Supervision

2014-2016	Neuropsychology Practicum University Supervisor
2013-2014	Behavior Analyst Independent Fieldwork Supervisor ($N = 2$)
2015	BACB Supervisor Training, University of North Texas ¹²
2014	BACB Experience and Supervision Standards Training Module ¹²
2012-2014	School Psychology Internship Supervisor ($N = 3$)
2012-2014	School Psychology Fieldwork/Practicum Supervisor ($N = 2$)

15 Membership in Learned Societies

- National Association of School Psychologists (NASP)
- American Psychological Association (APA)
 - Division 5: Quantitative and Qualitative Methods
 - Division 16: School Psychology
- American Educational Research Association (AERA)
 - Division D: Measurement and Research Methodology
 - SIG: Cognition and Assessment
- Virginia Academy of School Psychologists (VASP)
- International Society for Intelligence Research (ISIR)
- Southeastern Psychological Association (SEPA)

16 Programming Languages and Statistical Computing Skills

SPSS, SAS[®], R, Mplus, EQS, L^AT_EX

17 Online Resources

Professional Website: <http://www.rjmcgill.com>

Google Scholar: <https://scholar.google.com/citations?user=U3jl-GkAAAAJ&hl=en>

LinkedIn: <http://www.linkedin.com/in/ryan-mcgill777>

W&M Faculty Page: <http://wmpeople.wm.edu/rmcgill>

ResearchGate: http://www.researchgate.net/profile/Ryan_Mcgill2

ResearcherID: <http://www.researcherid.com/rid/K-6938-2015>

¹²Required by the BACB in order to serve as an independent fieldwork supervisor.