

Curriculum Vitae

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1 Contact Information

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2 Areas of Scientific Interest

Psychological Assessment; Appraisal of Intelligence; SLD Identification; School Psychology.

3 Education

Ph.D. (2014) Chapman University¹² (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 (Publication No. 3621595). [Doctoral dissertation, Chapman University]. ProQuest Dissertations and Theses Global. Advisor and Chair: R. T. Busse, Ph.D.

CAGS (2021) The Citadel Graduate College (Charleston, SC)
Concentration: Higher Education Leadership

CAGS (2011) Saint Joseph's University³ (Philadelphia, PA)
Concentration: 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 Positions

2020-Present Associate Professor of School Psychology
William & Mary⁴ (Williamsburg, VA)

2016-2020 Assistant Professor of School Psychology
William & Mary⁴ (Williamsburg, VA)

2014-2016 Assistant Professor of Psychology
Co-Director, Applied Psychometric Laboratory
Texas Woman's University⁴⁵ (Denton, TX)

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.

⁴National Association of School Psychologists (NASP) approved specialist program.

⁵American Psychological Association (APA) and NASP approved doctoral program.

- 2011-2014 Instructor, School Psychology Program
Chapman University⁴ (Orange, CA)
- 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

- 2023-2024 School Psychologist
Williamsburg-James City County Public Schools (Williamsburg, VA)
Site Supervisor: Lindsay Purse, Ed.S., NCSP
- 2010-2014 School Psychologist⁶
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 (practicum 100 hours)
Garden Grove Unified School District (Garden Grove, CA)
Site Supervisor: Phaedra Arellano, M.S.
University Supervisor: Paul Forsee, M.A.

6 Credentials and Licensure

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

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

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

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

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

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

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

7 Honors and Awards

2024-Present	Gerdelman Family Term Distinguished Associate Professor, William & Mary
2024	WWC Certified Reviewer, Institute of Education Sciences
2023-2024	Editorial Appreciation Award, National Association of School Psychologists
2023	Honorable Mention, Article of the Year, <i>School Psychology Training and Pedagogy</i>
2023-2024	Editorial Appreciation Award, National Association of School Psychologists
2022	Honoree, 160 Years: Faces of Chapman University
2020-2023	Editorial Service Award, APA Division 16 (School Psychology)
2020-2021	Editorial Service Award, National Association of School Psychologists
2019	Article of the Year, <i>Journal of School Psychology</i> ^a
2018	Selected Participant, IES Advanced Training Institute on Single-Case Research Methods
2017	Excellence in Research Award, Mensa Education and Research Foundation
2017	Finalist, Early Career Research Award, Southeastern Psychological Association
2017	Early Career Scholar, School Psychology Research Collaboration Conference ⁷
2016-2018	Editorial Service Award, APA Division 16 (School Psychology)
2016	Early Career Professional Travel Award, APA Division 16 (School Psychology)
2016	Early Career Faculty Research Scholarship, Pearson/Trainers of School Psychologists
2015	Inducted into Sigma Xi, The Scientific Research Society
2015	Appointed Associate Member of the Graduate Faculty, Texas Woman's University
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
2011	Service Award, California Association of School Psychologists
2011	Staff Appreciation Award, Newport Coast Elementary School
2009-2011	Graduate 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
2003-2006	Athletic Scholarship, Westmont College
2002	Director of Athletics Honor Roll, Duquesne University
2002	Academic Merit Scholarship, Duquesne University
2002-2003	Athletic Scholarship, Duquesne University
2001	Congressional Appointment, United States Air Force Academy

8 Scholarship ($N = 260$)

* Denotes student co-author or presenter.

8.1 Books

1. Woodcock, R. W., Miller, D. C., Maricle, D. E., & McGill, R. J. (2017). *Evidence-based selective assessment for academic disorders*. School Neuropsych Press.

⁷Sponsored by the Society for the Study of School Psychology (SSSP).

8.2 Entries in Edited Volumes

7. **McGill, R. J.**, Styck, K. M., & Dombrowski, S. C. (2020). Learning disabilities. In E. A. Youngstrom, M. J. Prinstein, E. J. Mash, & R. A. Barkley (Eds.), *Assessment of disorders in childhood and adolescence* (5th ed., pp. 374-409). Guilford Press.
6. **McGill, R. J.**, & *Ndip, N. (2019). Learning disabilities. In M. J. Prinstein, E. A. Youngstrom, E. J. Mash, & R. A. Barkley (Eds.), *Treatment of disorders in childhood and adolescence* (4th ed., pp. 448-492). Guilford Press.
5. Woodcock, R. W., Maricle, D. E., Miller, D. C., & **McGill, R. J.** (2018). Functional Cattell-Horn-Carroll nomenclature. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (4th ed., pp. 901-911). Guilford Press.
4. **McGill, R. J.** (2018). Psychometrics. In B. B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 1328-1329). SAGE Publications. <http://dx.doi.org/10.4135/9781506326139.n554>
3. **McGill, R. J.** (2018). Kaufman-ABC intelligence test. In B. B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 919-922). SAGE Publications. <http://dx.doi.org/10.4135/9781506326139.n370>
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). Academic Press. <https://doi.org/10.1016/B978-0-12-802076-0.00013-X>
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). Wiley.

8.3 Journal Articles

68. Dombrowski, S. C., & **McGill, R. J.** (in press). Clinical assessment in school psychology: Impervious to scientific reform? *Canadian Journal of School Psychology*. Advance online publication. <https://doi.org/10.1177/08295735231224052>
67. **McGill, R. J.**, Beaujean, A. A., Benson, N. F., Dombrowski, S. C., & Canivez, G. L. (2024). Exploratory factor analysis of the NEPSY-II conceptual template: Acting on evidence. *Journal of Pediatric Neuropsychology*, *10*(2), 107-119. <https://doi.org/10.1007/s40817-024-00158-8>
66. Beaujean, A. A., **McGill, R. J.**, & Dombrowski, S. C. (2024). Financial conflicts of interest in school psychology: A continuing problem. *Contemporary School Psychology*, *28*, 109-119. <https://doi.org/10.1007/s40688-022-00435-3>
65. Dombrowski, S. C., Beaujean, A. A., **McGill, R. J.**, & Farmer, R. L. (2023). Online cognitive assessment in the era of COVID-19: Examining the validity of the MEASURE. *Psychological Assessment*, *35*(11), 901-910. <https://doi.org/10.1037/pas0001216>
64. Watkins, M. W., Dombrowski, S. C., **McGill, R. J.**, Canivez, G. L., Pritchard, A. E., & Jacobson, L. A. (2023). Bootstrap exploratory graph analysis of the WISC-V with a clinical sample. *Journal of Intelligence*, *11*(137), 1-12. <https://doi.org/10.3390/jintelligence11070137>
63. **McGill, R. J.** (2023). Confirmatory factor analysis of the WJ IV Cognitive: What does the standard battery measure at school age? *Journal of Psychoeducational Assessment*, *41*(4), 461-468. <https://doi.org/10.1177/07342829231159440>
62. Dombrowski, S. C., **McGill, R. J.**, Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (2022). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*, *51*(6), 771-784. <https://doi.org/10.1080/2372966X.2021.1960126>

61. Dombrowski, S. C., **McGill, R. J.**, Watkins, M. W., Canivez, G. L., Pritchard, A. E., & Jacobson, L. A. (2022). Will the real theoretical structure of the WISC-V please stand up? Implications for clinical interpretation. *Contemporary School Psychology, 26*(4) 492-503. <https://doi.org/10.1007/s40688-021-00365-6>
60. Farmer, R. L., **McGill, R. J.**, Lockwood, A. B., Dombrowski, S. C., Canivez, G. L., & Zaheer, I. (2022). Warning signs for hype in school-based assessment: Implications for training and pedagogy. *School Psychology Training and Pedagogy, 39*(1), 11-24. <https://doi.org/10.31234/osf.io/ypcv7>
59. Watkins, M. W., Canivez, G. L., Dombrowski, S. C., **McGill, R. J.**, Pritchard, A. E., Hologue, C. B., & Jacobson, L. A. (2022). Long-term stability of Wechsler Intelligence Scale for Children-Fifth Edition scores in a clinical sample. *Applied Neuropsychology: Child, 11*(3), 422-428. <https://doi.org/10.1080/21622965.2021.1875827>
58. Canivez, G. L., von der Embse, N. P., & **McGill, R. J.** (2021). Construct validity of the BASC-3 teacher rating scales: Hierarchical exploratory factor analyses with the normative sample. *School Psychology, 36*(4), 235-254. <https://doi.org/10.1037/spq0000444>
57. Farmer, R. L., **McGill, R. J.**, Dombrowski, S. C., & Canivez, G. L. (2021). Why questionable assessment practices remain popular in school psychology: Instructional materials as pedagogic vehicles. *Canadian Journal of School Psychology, 36*(2), 98-114. <https://doi.org/10.1177/0829573520978111>
56. Maki, K. E., **McGill, R. J.**, Conoyer, S. J., Fefer, S. A., & Ward, T. (2021). Assessing the impact of sequential data presentation on specific learning disabilities identification decisions using patterns of strengths and weaknesses methods. *Journal of Psychoeducational Assessment, 39*(3), 372-380. <https://doi.org/10.1177/0734282920983951>
55. **McGill, R. J.**, Ward, T. J., & Canivez, G. L. (2021). On the validation of ability measures in school psychology: Do established psychometric standards matter? *School Psychology International, 42*(2), 210-216. <https://doi.org/10.1177/0143034320985209>
54. Dombrowski, S. C., **McGill, R. J.**, & Morgan, G. B. (2021). Monte Carlo modeling of contemporary intelligence test (IQ) factor structure: Implications for IQ assessment, interpretation, and theory. *Assessment, 28*(3), 977-993. <https://doi.org/10.1177/1073191119869828>
53. Farmer, R. L., **McGill, R. J.**, Dombrowski, S. C., Benson, N. F., *Smith-Kellen, S., Lockwood, A. B., *Powell, S., *Pynn, C., & Stinnett, T. A. (2021). Conducting psychoeducational assessments during the COVID-19 crisis: The danger of good intentions. *Contemporary School Psychology, 25*(1), 27-32. <https://doi.org/10.1007/s40688-020-00293-x>
52. Dombrowski, S. C., Watkins, M. W., **McGill, R. J.**, Canivez, G. L., Hologue, C., Pritchard, A. E., & Jacobson, L. A. (2021). Measurement invariance of the Wechsler Intelligence Scale for Children, Fifth Edition 10-subtest primary battery: Can index scores be compared across age, sex, and diagnostic groups? *Journal of Psychoeducational Assessment, 39*(1), 89-99. <https://doi.org/10.1177/0734282920954583>
51. Dombrowski, S. C., **McGill, R. J.**, Canivez, G. L., Watkins, M. W., & Beaujean, A. A. (2021). Factor analysis and variance partitioning in intelligence research: Clarifying misconceptions. *Journal of Psychoeducational Assessment, 39*(1), 28-38. <https://doi.org/10.1177/0734282920961952>
50. Canivez, G. L., **McGill, R. J.**, & Dombrowski, S. C. (2020). Factor structure of the Differential Ability Scales-Second Edition core subtests: Standardization sample confirmatory factor analyses. *Journal of Psychoeducational Assessment, 38*(7), 791-815. <https://doi.org/10.1177/0734282920914792>
49. Andretta, J. R., & **McGill, R. J.** (2020). Interpreting intelligence test scores in forensic mental health assessments: Conceptual and psychometric considerations for “intelligent” testing. *Archives of Assessment Psychology, 10*(1). 45-76.

48. Farmer, R. L., **McGill, R. J.**, Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., *Powell, S. L., *Pynn, C., *Smith-Kellen, S., *Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Tele-assessment with children and adolescents during the Coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. *Professional Psychology: Research and Practice*, *51*(5), 477-487. <http://dx.doi.org/10.1037/pro0000349>
47. **McGill, R. J.**, Ward, T. J., & Canivez, G. L. (2020). Use of translated and adapted versions of the WISC-V: Caveat emptor. *School Psychology International*, *41*(3), 276-294. <https://doi.org/10.1177/0143034320903790>
46. Canivez G. L., **McGill, R. J.**, Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2020). Construct validity of the WISC-V in clinical cases: Exploratory and confirmatory factor analyses of the 10 primary subtests. *Assessment*, *27*(2), 274-296. <https://doi.org/10.1177/1073191118811609>
45. **McGill, R. J.** (2020). An instrument in search of a theory: Structural validity of the Kaufman Assessment Battery for Children-Second Edition Normative Update at school-age. *Psychology in the Schools*, *57*(2), 247-264. <https://doi.org/10.1002/pits.22304>
44. Dombrowski, S. C., Beaujean, A. A., **McGill, R. J.**, Benson, N. F., & Schneider, W. J. (2019). Using exploratory bifactor analysis to understand the latent structure of multidimensional psychological measures: An example featuring the WISC-V. *Structural Equation Modeling*, *26*(6), 847-860. <https://doi.org/10.1080/10705511.2019.1622421>
43. Dombrowski, S. C., Beaujean, A. A., **McGill, R. J.**, & Benson, N. F. (2019). The Woodcock-Johnson IV Tests of Achievement provides too many scores for clinical interpretation. *Journal of Psychoeducational Assessment*, *36*(7), 819-836. <https://doi.org/10.1177/0734282918800745>
42. **McGill, R. J.**, & Dombrowski, S. C. (2019). Critically reflecting on the origins, evolution, and impact of the Cattell-Horn-Carroll (CHC) Model. *Applied Measurement in Education*, *32*(3), 216-231. <https://doi.org/10.1080/08957347.2019.1619561>
41. Benson, N. F., Beaujean, A. A., **McGill, R. J.**, & Dombrowski, S. C. (2019). Rising to the challenge of SLD identification: A rejoinder. *The DiaLog*, *48*(1), 17-18.
40. Canivez, G. L., Watkins, M. W., & **McGill, R. J.** (2019). Construct validity of the Wechsler Intelligence Scale for Children-Fifth UK Edition: Exploratory and confirmatory factor analyses of the 16 primary and secondary subtests. *British Journal of Educational Psychology*, *89*(2), 195-224. <https://doi.org/10.1111/bjep.12230>
39. **McGill, R. J.** (2019). Evidence-based assessment in school psychology: An introduction. *Contemporary School Psychology*, *23*(2), 113-114. <https://doi.org/10.1007/s40688-019-00240-5>
38. Dombrowski, S. C., **McGill, R. J.**, Canivez, G. L., & Peterson, C. H. (2019). Investigating the theoretical structure of the Differential Ability Scales-Second Edition through hierarchical exploratory factor analysis. *Journal of Psychoeducational Assessment*, *37*(1), 91-104. <https://doi.org/10.1177/0734282918760724>
37. **McGill, R. J.**, & Canivez, G. L. (2018). Confirmatory factor analyses of the WISC-IV Spanish core and supplemental subtests: Validation evidence of the Wechsler and CHC models. *International Journal of School and Educational Psychology*, *6*(4), 239-251. <https://doi.org/10.1080/21683603.2017.1327831>
36. **McGill, R. J.**, Conoyer, S. J., & Fefer, S. (2018). Elaborating on the linkage between cognitive and academic weaknesses: Using diagnostic efficiency statistics to inform PSW assessment. *School Psychology Forum*, *12*(4), 118-132.

35. **McGill, R. J.**, Dombrowski, S. C., & Canivez, G. L. (2018). Cognitive profile analysis in school psychology: History, issues, and continued concerns. *Journal of School Psychology, 71*, 108-121. <https://doi.org/10.1016/j.jsp.2018.10.007>^a
34. **McGill, R. J.** (2018). Confronting the base rate problem: More ups and downs for cognitive scatter analysis. *Contemporary School Psychology, 22*(3), 384-393. <https://doi.org/10.1007/s40688-017-0168-4>
33. Benson, N. F., Beaujean, A., **McGill, R. J.**, & Dombrowski, S. C. (2018). Critique of the Core-Selective Evaluation Process. *The DiaLog, 47*(2), 14-18.
32. **McGill, R. J.**, & Dombrowski, S. C. (2018). Factor structure of the CHC model for the KABC-II: Exploratory factor analyses with the 16 core and supplemental subtests. *Contemporary School Psychology, 22*(3), 279-293. <https://doi.org/10.1007/s40688-017-0152-z>
31. **McGill, R. J.**, & Dombrowski, S. C. (2018). What does the WRAML2 core battery measure? Utilizing exploratory and confirmatory techniques to disclose higher-order structure. *Assessment, 25*(6), 729-743. <https://doi.org/10.1177/1073191116677799>
30. Benson, N. F., Beaujean, A. A., **McGill, R. J.**, & Dombrowski, S. C. (2018). Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. *Psychological Assessment, 30*(8), 1028-1038. <https://doi.org/10.1037/pas0000556>
29. Beaujean, A. A., Benson, N. F., **McGill, R. J.**, & Dombrowski, S. C. (2018). A misuse of IQ scores: Using the Dual Discrepancy/Consistency Model for identifying specific learning disabilities. *Journal of Intelligence, 6*(3), 1-25. <https://doi.org/10.3390/jintelligence6030036>
28. Dombrowski, S. C., **McGill, R. J.**, & Canivez, G. L. (2018). Hierarchical exploratory factor analyses of the Woodcock-Johnson IV full test battery: Implications for CHC application in school psychology. *School Psychology Quarterly, 33*(2), 235-250. <https://doi.org/10.1037/spq0000221>
27. Dombrowski, S. C., **McGill, R. J.**, & Canivez, G. L. (2018). An alternative conceptualization of the theoretical structure of the Woodcock-Johnson IV Tests of Cognitive Abilities at school age: A confirmatory factor analytic investigation. *Archives of Scientific Psychology, 6*(1), 1-13. <https://doi.org/10.1037/arc0000039>
26. Dombrowski, S. C., Golay, P., **McGill, R. J.**, & Canivez, G. L. (2018). Investigating the theoretical structure of the DAS-II core battery at school age using Bayesian structural equation modeling. *Psychology in the Schools, 55*(2), 190-207. <https://doi.org/10.1002/pits.22096>
25. **McGill, R. J.** (2017). Exploring the latent structure of the Luria model for the KABC-II at school age: Further insights from confirmatory factor analysis. *Psychology in the Schools, 54*(9), 1004-108. <https://doi.org/10.1002/pits.22037>
24. **McGill, R. J.**, & *Spurgin, A. R. (2017). Exploratory higher order analysis of the Luria interpretive model on the Kaufman Assessment Battery for Children-Second Edition (KABC-II) school-age battery. *Assessment, 24*(4), 540-552. <https://doi.org/10.1177/1073191115614081>
23. **McGill, R. J.** (2017). Re(examining) relations between CHC broad and narrow cognitive abilities and reading achievement. *Journal of Educational and Developmental Psychology, 7*(1), 265-282. <https://doi.org/10.5539/jedp.v7n1p265>
22. Dombrowski, S. C., **McGill, R. J.**, & Canivez, G. L. (2017). Exploratory and hierarchical factor analysis of the WJ-IV Cognitive at school age. *Psychological Assessment, 29*(4), 394-407. <https://doi.org/10.1037/pas0000350>
21. **McGill, R. J.**, & Busse, R. T. (2017). A rejoinder on the PSW model for SLD identification: Still concerned. *Contemporary School Psychology, 21*(1), 23-27. <https://doi.org/10.1007/s40688-017-0124-3>

20. **McGill, R. J.**, & Busse, R. T. (2017). When theory trumps science: A critique of the PSW model for SLD identification. *Contemporary School Psychology*, *21*(1), 10-18. <https://doi.org/10.1007/s40688-016-0094-x>
19. *McGeehan, B., *Ndip, N., & **McGill, R. J.** (2017). Exploring the multidimensional structure of the WASI-II: Further insights from Schmid-Leiman higher-order and exploratory bifactor solutions. *Archives of Assessment Psychology*, *7*(1), 7-27.
18. **McGill, R. J.** (2017). Single-case design and evaluation in R: An introduction and tutorial for school psychologists. *International Journal of School and Educational Psychology*, *5*(1), 39-51. <https://doi.org/10.1080/21683603.2016.1173610>
17. **McGill, R. J.**, Johnson, W. L., Palomares, R. S., & *Caldwell, K. (2017). Analyses of school psychology training program Praxis IITM outcomes 2010-2012: Distinctions without a difference? *Trainers' Forum*, *34*(2), 3-17.
16. Canivez, G. L., & **McGill, R. J.** (2016). Factor structure of the Differential Ability Scales-Second Edition: Exploratory and hierarchical factor analyses with the core subtests. *Psychological Assessment*, *28*(11), 1475-1488. <https://doi.org/10.1037/pas0000279>
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*(7), 677-689. <https://doi.org/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*(6), 600-606. <https://doi.org/10.1177/0734282915624293>
13. **McGill, R. J.**, Styck, K. M., 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*(3), 159-170. <https://doi.org/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*(1), 104-121.
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.
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*(4), 339-350. <https://doi.org/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*(2), 170-182. <https://doi.org/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*(4), 1417-1426. <https://doi.org/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. <https://doi.org/10.15640/jpbs.v3n1a3>
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5. Busse, R. T., **McGill, R. J.**, & Kennedy, K. S. (2015). Methods for assessing single-case school-based intervention outcomes. *Contemporary School Psychology, 19*(3), 136-144. <https://doi.org/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*(1), 51-63. <https://doi.org/10.1177/0829573514553926>
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, 31*(1), 21-42. <https://doi.org/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*(4), 255-260. <https://doi.org/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*(1), 13-23. <https://doi.org/10.1007/s40688-013-0004-4>

8.4 Newsletter Contributions, Published Reviews, and Abstracts

16. **McGill, R. J.** (in press). Test review of identi-FI: A Test of Visual Organization and Recognition. In J. F. Carlson, K. F. Geisinger, J. L. Jonson, & N. A. Anderson (Eds.), *The twenty-second mental measurements yearbook* (pp. xx-xx). Buros Center for Testing.
15. **McGill, R. J.** (in press). Test review of Sensory Processing Measure, Second Edition. In J. F. Carlson, K. F. Geisinger, J. L. Jonson, & N. A. Anderson (Eds.), *The twenty-second mental measurements yearbook* (pp. xx-xx). Buros Center for Testing.
14. Canivez, G. L., **McGill, R. J.**, James, K., & Good, R. (2023). Construct validity of the WISC-V UK with Irish clinical sample. *International Journal of Psychology, 58*(S1), 105. <https://doi.org/10.1002/ijop.12978>
13. **McGill, R. J.**, & Canivez, G. L. (2023). On the distinction between cognitive “g” and academic “g” in adulthood. *International Journal of Psychology, 58*(S1), 106. <https://doi.org/10.1002/ijop.12978>
12. **McGill, R. J.** (2023). Using evidence-based assessment to increase efficiency and accuracy. *Communiqué, 52*(3), 34-35.
11. **McGill, R. J.** (2021). Test review of Behavior Rating Inventory of Executive Function, Second Edition. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 81-83). Buros Center for Testing.
10. **McGill, R. J.** (2021). Test review of NIH Toolbox-Sensation Domain. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The twenty-first mental measurements yearbook* (pp. 485-488). Buros Center for Testing.
9. **McGill, R. J.** (2019). Book review: Surveying the landscape of intelligence testing in school psychology. *School Psychology in Virginia, 6*(2), 10-11.
8. Dombrowski, S. C., & **McGill, R. J.** (2019). Book review: Sattler (2018). Assessment of Children: Cognitive Foundations and Applications-Sixth Edition. *Journal of Psychoeducational Assessment, 37*(8), 1048-1051. <https://doi.org/10.1177/0734282919830217>
7. **McGill, R. J.**, Ward, T. J., & Canivez, G. L. (2018). On the evidential value of school psychology intervention research. *The School Psychologist, 72*(3), 48-57.

6. **McGill, R. J.**, & Dombrowski, S. C. (2017). School psychologists as consumers of research: What school psychologists need to know about factor analysis. *Communiqué*, 46(1), 16-18.
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(4), 375-380. <https://doi.org/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.
3. **McGill, R. J.** (2013). Book review: Cognitive Therapy for Adolescents in School Settings. *Contemporary School Psychology*, 17(1), 147-149. <https://doi.org/10.1007/BF03340995>
2. **McGill, R. J.** (2013). Test review: Children's Psychological Processing Scale (CPPS). *Journal of Psychoeducational Assessment*, 31(4), 423-427. <https://doi.org/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.

8.5 Refereed Conference Presentations

114. Canivez, G. L., Afshar, S., **McGill, R. J.**, & Watkins, M. W. (2024, August). *Construct validity of the Australia/New Zealand WISC-V: Evidence from confirmatory factor analyses* [Poster session]. Meeting of the American Psychological Association, Seattle, WA.
113. Canivez, G. L., Afshar, S., **McGill, R. J.**, & Watkins, M. W. (2024, August). *Construct validity of the Australia/New Zealand WISC-V: Evidence from hierarchical EFA* [Poster session]. Meeting of the American Psychological Association, Seattle, WA.
112. Canivez, G. L., **McGill, R. J.**, Wechsler, S., & Benson, N. (2024, July). Construct validity of the Brazilian WISC-IV: Hierarchical EFA and CFA. In G. L. Canivez (Chair), *Construct validity of international WISC versions: Informing evidence-based assessment* [Symposium]. 13th Conference of the International Test Commission, Granada, ES.
111. **McGill, R. J.**, Canivez, G. L., Afshar, S., & Watkins, M. W. (2024, July). Construct validity of the Australia/New Zealand WISC-V: Hierarchical EFA and CFA. In G. L. Canivez (Chair), *Construct validity of international WISC versions: Informing evidence-based assessment* [Symposium]. 13th Conference of the International Test Commission, Granada, ES.
110. Canivez, G. L., **McGill, R. J.**, Oh, J., & Lee, J. (2024, July). Construct validity of the Korean WISC-V: Hierarchical EFA and CFA. In G. L. Canivez (Chair), *Construct validity of international WISC versions: Informing evidence-based assessment* [Symposium]. 13th Conference of the International Test Commission, Granada, ES.
109. Canivez, G. L., **McGill, R. J.**, Hanson, J. L., & Dean, M. (2024, July). Construct validity of the Canadian WISC-V with an indigenous sample: Hierarchical EFA and CFA. In G. L. Canivez (Chair), *Construct validity of international WISC versions: Informing evidence-based assessment* [Symposium]. 13th Conference of the International Test Commission, Granada, ES.
108. Canivez, G. L., Afshar, S., **McGill, R. J.**, & Watkins, M. W. (2024, April). *WISC-V Australia/New Zealand construct validity: Evidence from CFA* [Poster session]. Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
107. Canivez, G. L., Afshar, S., **McGill, R. J.**, & Watkins, M. W. (2024, April). *WISC-V Australia/New Zealand version structural validity: Hierarchical exploratory factor analyses* [Poster session]. Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

106. **McGill, R. J.**, & Canivez, G. L. (2024, February). *Diagnostic efficiency of the CEFITM Youth Self-Report Form for ADHD* [Poster session]. Meeting of the National Association of School Psychologists, New Orleans, LA.
105. **McGill, R. J.** (2023, August). *Exploratory graph (network) analysis of the WJ IV Cognitive: Implications for CHC Theory* [Poster session]. Meeting of the American Psychological Association, Washington, DC.
104. Canivez, G. L., **McGill, R. J.**, James, K., & Good, R. (2023, July). *Construct validity of the WISC-V UK: CFA with a large Irish clinical sample* [Poster session]. Meeting of the International School Psychology Association, Bologna, IT.
103. Canivez, G. L., **McGill, R. J.**, Good, R., & James, K. (2023, July). *Construct validity of the WISC-V UK: Hierarchical EFA with a large Irish clinical sample* [Poster session]. Meeting of the International School Psychology Association, Bologna, IT.
102. **McGill, R. J.**, Canivez, G. L., James, K., & Good, R. (2023, July). *Bayesian psychometric network analysis of the WISC-V UK with an Irish clinical sample* [Poster session]. Meeting of the International School Psychology Association, Bologna, IT.
101. **McGill, R. J.**, & Canivez, G. L. (2023, April). *EGA of the WISC-V: Network analysis to the rescue?* [Poster session]. Meeting of the Southeastern Psychological Association, New Orleans, LA.
100. **McGill, R. J.** (2022, August). *Revisiting the origins of Gf-Gc theory: Distinctions without a difference?* [Poster session]. Meeting of the American Psychological Association, Minneapolis, MN.
99. **McGill, R. J.**, & Canivez, G. L. (2022, July). *Stability of “g” loadings in EFA: A safeguard against interpretive hubris* [Poster session]. Meeting of the Psychometric Society, Bologna, IT.
98. Canivez, G. L., Emam, M., & **McGill, R. J.** (2022, July). *Construct validity of the Arabic WISC-IV: CFA with the standardization sample* [Poster session]. Meeting of the International School Psychology Association, Leuven, BE.
97. Canivez, G. L., Emam, M., & **McGill, R. J.** (2022, July). *Construct validity of the Arabic WISC-IV: Hierarchical EFA with the standardization sample* [Poster session]. Meeting of the International School Psychology Association, Leuven, BE.
96. **McGill, R. J.**, & Canivez, G. L. (2022, March). *On the structure of human cognitive abilities: Revisiting the origins of foundational theories* [Poster session]. Meeting of the Southeastern Psychological Association, Hilton Head Island, SC.
95. **McGill, R. J.**, Parker, J. S., & Parris, L. (2022, February). *An examination of methodological frameworks in academic school psychology* [Poster session]. Meeting of the National Association of School Psychologists, Boston, MA.
94. Farmer, R. L., Gilbert, K., *Loethen, E., & **McGill, R. J.** (2022, February). *Teleassessment in school psychology* [Paper presentation]. Meeting of the National Association of School Psychologists, Boston, MA.
93. **McGill, R. J.**, Dombrowski, S. C., & Canivez, G. L. (2021, August). *Assessing the incremental validity of the WJ IV Cognitive CHC scores* [Poster session]. Meeting of the American Psychological Association, San Diego, CA.⁸
92. **McGill, R. J.**, Canivez, G. L., & Dombrowski, S. C. (2021, August). *Exploring pseudo-interpretive structures for the WISC-V: Risky post hoc redundancy?* [Poster session]. Meeting of the American Psychological Association, San Diego, CA.⁸

⁸Presented through an alternative format due to the COVID-19 pandemic.

91. Canivez, G. L., **McGill, R. J.**, James, K., & Good, R. (2021, July). *Construct validity of the WISC-V^{UK} with Irish clinical sample* [Poster session]. 32nd International Congress of Psychology, Prague, CZ.⁸
90. **McGill, R. J.**, & Canivez, G. L. (2021, July). *On the distinction between cognitive “g” and academic “g” in adulthood* [Poster session]. 32nd International Congress of Psychology, Prague, CZ.⁸
89. James, K., Good, R., **McGill, R. J.**, Canivez, G. L., & Watkins, M. W. (2021, July). Hierarchical exploratory factor analysis with the 10 WISC-V^{UK} primary subtests with a referred Irish sample. In G. L. Canivez & **R. J. McGill** (Co-chairs), *Construct validity of international WISC-V versions: Informing evidence-based assessment* [Symposium]. 12th Conference of the International Test Commission, Luxembourg, LU.⁸
88. **McGill, R. J.**, James, K., Good, R., Canivez, G. L., & Watkins, M. W. (2021, July). Incremental validity of the WISC-V^{UK} factor index scores with a referred Irish sample. In G. L. Canivez & **R. J. McGill** (Co-chairs), *Construct validity of international WISC-V versions: Informing evidence-based assessment* [Symposium]. 12th Conference of the International Test Commission, Luxembourg, LU.⁸
87. Good, R., James, K., **McGill, R. J.**, Canivez, G. L., & Watkins, M. W. (2021, July). Confirmatory factor analyses with the 10 WISC-V^{UK} primary subtests with a referred Irish sample. In G. L. Canivez & **R. J. McGill** (Co-chairs), *Construct validity of international WISC-V versions: Informing evidence-based assessment* [Symposium]. 12th Conference of the International Test Commission, Luxembourg, LU.⁸
86. Maki, K. E., **McGill, R. J.**, Fefer, S., & Conoyer, S. (2021, February). *The impact of data presentation on SLD identification decision making* [Paper presentation]. Meeting of the National Association of School Psychologists, Salt Lake City, UT.⁸
85. **McGill, R. J.** (2020, August). *Bifactor modeling and group factor bias? A simulation study* [Poster session]. Meeting of the American Psychological Association, Washington, DC.⁸
84. **McGill, R. J.** (2020, August). *Structural validity of the KABC-II Normative Update* [Poster session]. Meeting of the American Psychological Association, Washington, DC.⁸
83. **McGill, R. J.**, Canivez, G. L., & Dombrowski, S. C. (2020, June). *Interpreting subscale scores in clinical practice: Acting on evidence* [Poster session]. Meeting of the Southeastern Psychological Association, New Orleans, LA.⁸
82. Ward, T. J., **McGill, R. J.**, & Farmer, R. L. (2020, February). *Measurement invariance of the Adaptive Behavior Assessment System-Third Edition* [Poster session]. Meeting of the National Association of School Psychologists, Baltimore, MD.
81. **McGill, R. J.**, Canivez, G. L., & Dombrowski, S. C. (2020, January). *Challenging orthodoxy in clinical assessment: Reviewing the origins and scientific status of CHC theory* [Paper presentation]. 2nd Biennial Heterodoxy in Psychology Conference, Orange, CA.
80. **McGill, R. J.**, & *Ayoub, J. (2019, August). *Does cognitive scatter matter? A measurement invariance perspective* [Poster session]. Meeting of the American Psychological Association, Chicago, IL.
79. **McGill, R. J.**, & Dombrowski, S. C. (2019, August). Simulating the latent structure of achievement: Implications for theory and clinical interpretation. In A. A. Beaujean (Chair), *General academic achievement—attribute or artifact?* [Symposium]. Meeting of the American Psychological Association, Chicago, IL.
78. Good, R., James, K., **McGill, R. J.**, & Canivez, G. L. (2019, July). Confirmatory factor analyses of the WISC-V^{UK} primary subtests with a referred Irish sample. In G. L. Canivez (Chair), *Validity investigations for international versions of the WISC-V: Informing evidence based assessment* [Symposium]. Meeting of the International School Psychology Association, Basel, CH.

77. James, K., Good, R., **McGill, R. J.**, & Canivez, G. L. (2019, July). Incremental validity of the WISC-V^{UK} factor index scores with a referred Irish sample. In G. L. Canivez (Chair), *Validity investigations for international versions of the WISC-V: Informing evidence based assessment* [Symposium]. Meeting of the International School Psychology Association, Basel, CH.
76. **McGill, R. J.**, & Canivez, G. L. (2019, July). *Cognitive profile analysis in school psychology: Empirically supported practice or “too big to fail?”* [Roundtable discussion]. Meeting of the International School Psychology Association, Basel, CH.
75. Canivez, G. L., von der Embse, N. P., & **McGill, R. J.** (2019, April). *BASC-3 Teacher Rating Scales factor structure: Independent hierarchical EFA* [Poster session]. Meeting of the Midwestern Psychological Association, Chicago, IL.
74. **McGill, R. J.**, Ward, T. J., & Canivez, G. L. (2019, March). *False-positive clinical science? Using p-curve to detect Type I error in published intervention research in school psychology* [Poster session]. Meeting of the Southeastern Psychological Association, Jacksonville, FL.
73. Canivez, G. L., **McGill, R. J.**, & von der Embse, N. P. (2019, February). *BASC-3 Teacher Rating Scales construct validity: Independent hierarchical EFA* [Poster session]. Meeting of the National Association of School Psychologists, Atlanta, GA.
72. Canivez, G. L., von der Embse, N. P., & **McGill, R. J.** (2019, February). *BASC-3 Parent Rating Scales construct validity: Independent hierarchical EFA* [Poster session]. Meeting of the National Association of School Psychologists, Atlanta, GA.
71. **McGill, R. J.** (2019, February). *Mapping psychological space: Multidimensional scaling of the KABC-II* [Poster session]. Meeting of the National Association of School Psychologists, Atlanta, GA.
70. **McGill, R. J.** (2019, February). Measurement issues in SLD identification. In K. E. Maki (Chair), *SLD identification: The problems and what we can do better* [Symposium]. Meeting of the National Association of School Psychologists, Atlanta, GA.
69. **McGill, R. J.**, *Price, B. L., & Adolphsen, S. (2019, February). *Construct validity of the WIAT-III: Knowns and unknowns* [Poster session]. Meeting of the National Association of School Psychologists, Atlanta, GA.
68. **McGill, R. J.**, Dombrowski, S. C., & Canivez, G. L. (2019, February). *Why do questionable assessment practices remain popular? Acting on evidence* [Poster session]. Meeting of the Trainers of School Psychologists, Atlanta, GA.
67. Canivez, G. L., Pritchard, A. E., Jacobson, L. A., **McGill, R. J.**, Dombrowski, S. C., & Watkins, M. W. (2018, August). *WISC-V construct validity: Hierarchical EFA with a large clinical sample* [Poster session]. Meeting of the American Psychological Association, San Francisco, CA.
66. **McGill, R. J.** (2018, August). *Structural validity of the NEPSY-II across four standardization age groups* [Poster session]. Meeting of the American Psychological Association, San Francisco, CA.
65. **McGill, R. J.**, Spurgin, A. R., & *Price, B. L. (2018, August). *Reliability and factor validity of the KTEA-3 at secondary age* [Poster session]. Meeting of the American Psychological Association, San Francisco, CA.
64. **McGill, R. J.**, Ward, T. J., Frazier, T. W., & Youngstrom, E. A. (2018, July). *Revisiting the historical increase in the number of factors measured by commercial intelligence tests: An update and extension of Frazier and Youngstrom (2007)* [Poster session]. Meeting of the International Society for Intelligence Research, Edinburgh, UK.
63. **McGill, R. J.**, Canivez, G. L., & Watkins, M. W. (2018, July). Structural validity of the WISC-V^{UK}. In G. L. Canivez (Chair), *Psychometric evaluations of Wechsler Scales: Cross-cultural contexts* [Symposium]. 11th Conference of the International Test Commission, Montreal, QC, CA.

62. Canivez, G. L., **McGill, R. J.**, & von der Embse, N. (2018, April). *BASC-3 parent rating scales factor structure: Independent hierarchical EFA* [Paper presentation]. Meeting of the Midwestern Psychological Association, Chicago, IL.
61. **McGill, R. J.** (2018, March). *Construct validity of the WJ IV Cognitive: Reconciling the rhetoric of CHC theory with the enigma of evidence-based assessment* [Poster session]. Meeting of the Southeastern Psychological Association, Charleston, SC.
60. Canivez, G. L., **McGill, R. J.**, Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2018, February). *WISC-V construct validity with a large clinical sample: CFA evidence* [Poster session]. Meeting of the National Association of School Psychologists, Chicago, IL.
59. Canivez, G. L., **McGill, R. J.**, Dombrowski, S. C., Watkins, M. W., Pritchard, A. E., & Jacobson, L. A. (2018, February). *WISC-V construct validity with a large clinical sample: EFA evidence* [Poster session]. Meeting of the National Association of School Psychologists, Chicago, IL.
58. **McGill, R. J.** (2018, February). *Reconciling self-archiving practices with copyright: A primer for school psychologists* [Poster session]. Meeting of the Trainers of School Psychologists, Chicago, IL.
57. **McGill, R. J.**, & Hass, M. H. (2018, February). *School-based mental health treatment outcomes: Symptomology versus impairment* [Paper presentation]. Meeting of the National Association of School Psychologists, Chicago, IL.
56. **McGill, R. J.**, Ward, T. J., & Canivez, G. L. (2018, February). *On the evidential value of school psychology research* [Poster session]. Meeting of the National Association of School Psychologists, Chicago, IL.
55. Miller, D. C., Maricle, D. E., Woodcock, R., & **McGill, R. J.** (2017, November). *Functional Cattell-Horn-Carroll (F-CHC) nomenclature and its relationship to selective assessment* [Paper presentation]. Meeting of the Texas Association of School Psychologists, Dallas, TX.
54. Dombrowski, S. C., & **McGill, R. J.** (2017, August). CHC theory and modern tests of intelligence: Is this best practice? In A. A. Beaujean (Chair), *A century later: The evolution of cognitive ability tests and score interpretation* [Symposium]. Meeting of the American Psychological Association, Washington, DC.
53. Canivez, G. L., **McGill, R. J.**, & Dombrowski, S. C. (2017, August). *Construct validity of the DAS-II core subtests: CFA with the standardization sample* [Poster session]. Meeting of the American Psychological Association, Washington, DC.
52. **McGill, R. J.** (2017, August). *Assessing the latent factor structure of the KABC-II Luria model* [Poster session]. Meeting of the American Psychological Association, Washington, DC.
51. **McGill, R. J.** (2017, August). *Using diagnostic efficiency statistics to inform decision-making in PSW assessment* [Poster session]. Meeting of the American Psychological Association, Washington, DC.
50. Canivez, G. L., **McGill, R. J.**, & Watkins, M. W. (2017, July). Hierarchical exploratory factor analysis of the WISC-V^{UK} primary and secondary subtests. In G. L. Canivez (Chair), *Construct validity of the WISC-IV^{UK} and WISC-V^{UK}: Implications for ethical test interpretation* [Symposium]. Meeting of the International School Psychology Association, Manchester, UK.
49. Canivez, G. L., Watkins, M. W., & **McGill, R. J.** (2017, July). Confirmatory factor analysis of the WISC-V^{UK} primary and secondary subtests: Higher-order versus bifactor models. In G. L. Canivez (Chair), *Construct validity of the WISC-IV^{UK} and WISC-V^{UK}: Implications for ethical test interpretation* [Symposium]. Meeting of the International School Psychology Association, Manchester, UK.
48. **McGill, R. J.**, Canivez, G. L., & Styck, K. M. (2017, July). *Clinical interpretation of intelligence tests: Psychometric and ethical considerations* [Roundtable discussion]. Meeting of the International School Psychology Association, Manchester, UK.

47. **McGill, R. J.** (2017, May). *Are contemporary intelligence tests overfactored? Revisiting Frazier and Youngstrom (2007)* [Poster session]. Meeting of the Association for Psychological Science, Boston, MA.
46. **McGill, R. J.** (2017, April). *Academic achievement—g diva or a workhorse? Further insights from bifactor modeling with the WJ-IV* [Paper presentation]. Meeting of the American Educational Research Association, San Antonio, TX.
45. **McGill, R. J.** (2017, March). *Evidence-based assessment and cognitive profile scatter: Clinical acumen or clinical illusion?* [Paper presentation]. Meeting of the Southeastern Psychological Association, Atlanta, GA.
44. Dombrowski, S. C., **McGill, R. J.**, & Canivez, G. L. (2017, February). *Structural validity of the WJ IV Cognitive: Exploratory and hierarchical factor analysis* [Poster session]. Meeting of the National Association for School Psychologists, San Antonio, TX.
43. **McGill, R. J.** (2017, February). *FSIQ interpretation and scatter: Dispelling another shared professional myth* [Poster session]. Meeting of the National Association for School Psychologists, San Antonio, TX.
42. **McGill, R. J.** (2017, February). Decision-making in the PSW model: A psychometric perspective. In J. Miciak (Chair), *PSW methods for LD identification: An evaluation of evidence* [Symposium]. Meeting of the National Association of School Psychologists, San Antonio, TX.
41. **McGill, R. J.**, & Canivez, G. L. (2017 February). *Utility of estimating g via the DAS-II SNC composite* [Poster session]. Meeting of the National Association for School Psychologists, San Antonio, TX.
40. **McGill, R. J.**, & *Wilson, K. M. (2017, February). *Specialist-level training in statistics, measurement, and methodology in school psychology: Implications for evidence-based practice* [Poster session]. Meeting of the Trainers of School Psychologists, San Antonio, TX.
39. **McGill, R. J.**, & Canivez, G. L. (2016, August). *Beyond g: Investigating the higher-order structure of the WISC-IV Spanish* [Poster session]. 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 session]. 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]. 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 session]. 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 session]. 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 presentation]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 session]. 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 presentation]. 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 session]. 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 session]. 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 session]. 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 session]. 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 presentation]. 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* [Panel discussion]. Meeting 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 presentation]. 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 session]. 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 session]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 session]. 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 presentation]. Meeting of the California Association of School Psychologists, Costa Mesa, CA.
4. **McGill, R. J.**, & Busse, R. T. (2011, February). *Convergent evidence scaling methods for assessing response to intervention* [Poster session]. Meeting of the National Association of School Psychologists, San Francisco, CA.
3. **McGill, R. J.**, & Busse, R. T. (2011, February). *Utilizing social stories to decrease target behaviors* [Roundtable discussion]. 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 presentation]. 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 presentation]. Meeting of the California Association of School Psychologists, Santa Clara, CA.

8.6 Workshops and Invited Presentations

41. **McGill, R. J.** (2024, February). *Evidence-based assessment and clinical decision-making in school psychology* [President's strand documented session]. Meeting of the National Association of School Psychologists, New Orleans, LA.
40. **McGill, R. J.** (2024, February). *Chasing phantoms: Why cognitive discrepancy models for SLD identification continue to fail* [Invited speaker series webinar]. Connecticut Association of School Psychologists, Virtual.
39. **McGill, R. J.** (2023, February). *Cognitive profile analysis in School Psychology: A challenging history* [Invited Workshop]. Meeting of the National Association of School Psychologists, Denver, CO.
38. **McGill, R. J.** (2023, January). *Understanding legislation* [Invited session]. School Psychology Equity, Diversity, and Inclusion Summit, Williamsburg, Va.
37. **McGill, R. J.** (2023, January). *Reconsidering sacred cows: Cognitive profile analysis in school psychology* [Workshop]. San Diego City Schools, San Diego, CA.
36. Talbott, E., Huber, H. B., **McGill, R. J.** (2022, May). *What is single case research design and why should you use it?* [Panel session]. William & Mary School of Education Faculty Brown Bag Series, Williamsburg, VA.
35. **McGill, R. J.** (2022, April). *Persuasion and evidence in school psychology: Implications for advancing social justice in the digital era* [Invited session]. School Psychology Equity, Diversity, and Inclusion Summit, Williamsburg, VA.
34. **McGill, R. J.** (2021, October). *Cognitive profile analysis in school psychology: History, challenges, and opportunities?* [Keynote address]. Meeting of the Psychologists in Schools Association, Halifax, NS, CA.⁸
33. **McGill, R. J.** (2021, September). *Informational literacy in the digital age: A primer for school psychologists* [Workshop]. Meeting of the Virginia Academy of School Psychologists, Hot Springs, VA.
32. **McGill, R. J.** (2021, April). *Psychoeducational assessment of cultural and linguistically diverse students using the Wechsler Intelligence Scale for Children-Fifth Edition Spanish* [Invited discussion]. University of Colorado, Denver, Denver, CO.⁸
31. **McGill, R. J.** (2021, March). *Clinical assessment in school psychology: Evidence-based or cargo cult science?* [Invited presentation]. Sacramento State University, Sacramento, CA.⁸
30. **McGill, R. J.** (2021, March). *Pathological science in clinical assessment: Reconsidering sacred cows* [Invited presentation]. Manassas City Public Schools, Manassas, VA.⁸
29. **McGill, R. J.** (2020, December). *Cognitive profile analysis in school psychology: Evidence-based assessment or "pathological science?"* [Invited presentation]. West Contra Costa Unified School District, Richmond, CA.⁸
28. **McGill, R. J.** (2020, December). *Evidence-based assessment in school psychology: The rise of cognitive profile analysis 2.0* [Invited presentation]. Prince George's County Public Schools, Adelphi, MD.⁸

27. **McGill, R. J.**, & Farmer, R. L. (2020, April). *Cognitive profile analysis in school psychology* [Invited webinar]. Trainers of School Psychologists. <https://trainersofschoolpsychologists.org/COVID-Resources>
26. **McGill, R. J.**, Dombrowski, S. C., & Canivez, G. L. (2020, February). *Cognitive profile analysis in school psychology: A challenging history* [Sponsored documented session]. Meeting of the National Association of School Psychologists, Baltimore, MD.
25. **McGill, R. J.** (2020, January). *Cognitive profile analysis in school psychology: Caveat emptor* [Workshop]. Washington State Association of School Psychologists Spring Lecture Series, Cheney, WA.
24. **McGill, R. J.**, & Farmer, R. L. (2019, October). *Cognitive profile analysis in school psychology* [Invited paper presentation]. Meeting of the Oklahoma School Psychology Association, Oklahoma City, OK.
23. **McGill, R. J.** (2019, May). *Adopting the PSW model for SLD classification: Caveat emptor* [Invited presentation]. Richmond Public Schools, Richmond, VA.
22. **McGill, R. J.** (2019, May). *Specific learning disability assessment: History, models, and issues* [Workshop]. Anne Arundel County Public Schools, Gambrills, MD.
21. **McGill, R. J.** (2018, September). *Psychology's crisis of confidence: What school psychologists need to know about the replication problem* [Workshop]. Meeting of the Virginia Academy of School Psychologists, Williamsburg, VA.
20. **McGill, R. J.** (2017, November). *Clinical assessment of intelligence: Acting on evidence* [Invited presentation]. Newport News Public Schools, Newport News, VA.
19. **McGill, R. J.** (2017, November). *Using the PSW model for SLD identification: Right way, wrong way, or no way* [Invited roundtable discussion]. Accomack County Public Schools, Onley, VA.
18. **McGill, R. J.** (2016, November). *Cross-battery assessment and other related methods of cognitive profile analysis: Are we over-interpreting contemporary ability measures?* [Invited presentation]. Chesterfield County Public Schools, Midlothian, VA.
17. **McGill, R. J.** (2016, June). *Critical thinking and diagnostic decision-making in the presence of uncertainty: A refrain from visiting Lake Woebegone* [Workshop]. Inaugural TWU Applied Psychometric Laboratory Symposium, Denton, TX.
16. **McGill, R. J.** (2016, June). *Factor analytic methods: Conceptual foundations for exploring the structure of intelligence tests and related ability measures* [Workshop]. Inaugural TWU Applied Psychometric Laboratory Symposium, Denton, TX.
15. **McGill, R. J.** (2016, April). *Psychometric properties of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V): Implications for clinical interpretation* [Invited presentation]. Cook Children's Medical Center—Behavioral Health Services Clinic, Denton, TX.
14. **McGill, R. J.** (2015, December). *Clinical Utility of contemporary intelligence tests: Are they worth the effort?* [Colloquium presentation]. College of Arts and Sciences Faculty Spotlight Series, Texas Woman's University, Denton, TX.
13. Maricle, D. E., **McGill, R. J.**, & Miller, D. C. (2015, May). *WISC-V update and review* [Workshop]. Texas Woman's University, Denton, TX.
12. **McGill, R. J.** (2015, January). *Conducting equitable SLD assessments with culturally and linguistically diverse students: Identifying and addressing barriers to best practice* [Workshop]. Texas Woman's University, Denton, TX.
11. **McGill, R. J.** (2014, September). *Careers in school psychology* [Invited presentation]. University of North Texas, Denton, TX.

10. **McGill, R. J.** (2014, April). *Assessment of ADHD-related behaviors with rating scales: A critical review of contemporary practice* [In-service presentation]. Newport-Mesa Unified School District, Costa Mesa, CA.
9. **McGill, R. J.** (2014, April). *Navigating the faculty job search: An introduction and review of common practices* [Workshop]. Chapman University, Orange, CA.
8. **McGill, R. J.** (2013, December). *Functional behavioral assessment (FBA) procedures for school settings* [Colloquium presentation]. Azusa Pacific University, Azusa, CA.
7. **McGill, R. J.** (2013, March). *Comprehensive assessment of academic outcomes: Going beyond norm-referenced tests* [Colloquium presentation]. Humboldt State University, Arcata, CA.
6. **McGill, R. J.** (2012, November). *Monitoring counseling outcomes* [In-service presentation]. Newport-Mesa Unified School District, Costa Mesa, CA.
5. **McGill, R. J.** (2012, November). *Threat assessment and crisis intervention* [Workshop]. Newport-Mesa Unified School District, Costa Mesa, CA.
4. Flowers, J., McClelland, C., Domzalski, S., & **McGill, R. J.** (2012, February). *Making counseling count* [Workshop]. Meeting of the National Association of School Psychologists, Philadelphia, PA.
3. **McGill, R. J.** (2009, November). *Developing evidence-based counseling systems for enhanced student outcomes* [Workshop]. Meeting of the California Association of School Counselors, Temecula, CA.
2. **McGill, R. J.** (2009, October). *Data-based decision making in response to intervention: Implications for evidence-based practice* [Colloquium presentation]. La Sierra University, Riverside, CA.
1. **McGill, R. J.** (2009, June). *Suicide prevention and crisis intervention: Differentiating between science, non-science, and nonsense* [Workshop]. Point Loma Nazarene University, Arcadia, CA.

8.7 Technical Publications

6. Miller, D. C., **McGill, R. J.**, & Maricle, D. E. (2017). *WJ IV scholastic aptitude/achievement comparisons by age* [Woodcock-Johnson IV assessment service bulletin No. 10]. Houghton Mifflin Harcourt. <https://cms.riversideinsights.com/uploads/eb2e258df1ec4fb68c7bbb3d386ea3cf.pdf>
5. **McGill, R. J.** (2014). *Establishing a psychological processing deficit for specific learning disability identification in the state of California: Technical guidance for school psychologists*. [White paper]. Author. <https://rjmcgill.com>
4. **McGill, R. J.** (2013). *Historical development of the Cattell-Horn-Carroll (CHC) model of intelligence* [Unpublished qualifying examination]. Chapman University.
3. **McGill, R. J.** (2013). *Methods for assessing the validity of factor-level scores on intelligence tests* [Unpublished qualifying examination]. Chapman University.
2. **McGill, R. J.** (2012). *Newport-Mesa Unified School District threat assessment and intervention manual*. Author. <https://rjmcgill.com>
1. **McGill, R. J.** (2010). *Newport Coast Elementary School student study team handbook*. Author. <https://rjmcgill.com>

8.8 Media Contributions

7. **McGill, R. J.** (2024, March 5). *NASP convention: Evidence-based assessment and clinical decision-making in school psychology* [Podcast]. <https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=363>

6. McGill, R. J. (2023, December 3). *School Psyched Episode 171: Research methodology and analysis* [Podcast]. <https://www.youtube.com/watch?v=E2eaY0h4XMA>
5. McGill, R. J. (2023, April 28). *Let's stop beating around the bush: There is no smoking gun for SLD identification* [Podcast]. https://www.clubhouse.com/room/Mwr2n2ve?utm_medium=ch_room_xr&utm_campaign=o2gqup145d-S3J2Qbv7M6g-694973
4. McGill, R. J. (2022, November 6). *School Psyched Podcast Episode 153: School psychology training programs and the replication crisis* [Podcast]. <https://www.youtube.com/watch?v=2r7sIZ02rmI>
3. McGill, R. J., & Dombrowski, S. C. (2021, June 6). *School Psyched Episode 129: Science in a post-fact era* [Podcast]. <https://www.youtube.com/watch?v=5sBNihw7Kf0>
2. McGill, R. J. (2018, January 22). *School Psyched Episode 60: Cognitive scatter* [Podcast]. <https://www.youtube.com/watch?v=HRE11LRMLMA>
1. McGill, R. J. (2015, April 19). *School Psyched Episode 6: PSW* [Podcast]. <https://www.youtube.com/watch?v=gYaA110fiIc>

9 Funded Grants and Sponsored Research ($N = 21$)

- National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education (2023-2027). *A longitudinal investigation of predictors and outcomes of specific learning disabilities identification* (R324A230138; PI: J. Miciak). \$1,699,338 total award. Role: Consultant.
- Archived Standardization Data Access Grant, Multi-Health Systems Inc. (2022-2023). *Structural and diagnostic validity of the CEFI*. Role: Co-Principal Investigator.
- International Conference Travel Grant, Reves Center for International Studies, William & Mary (2022). *Stability of "g" loadings in EFA*. \$500.00 direct costs. Role: Principal Investigator.
- Faculty Research Seed Grant, William & Mary School of Education (2021-2022). *Building sustainable equity, diversity, and inclusion school psychology training*. \$3,000.00 direct costs. Role: Co-Principle Investigator.
- Mental Measurements Yearbook (MMY) Instructional Module Development Award, Buros Center for Testing, University of Nebraska-Lincoln (2020). *Evaluating tests in school psychology*. \$500.00 direct costs. Role: Project Director.
- International Conference Travel Grant, Reves Center for International Studies, William & Mary (2019). *Construct validity for international adaptations of the Wechsler Scales: Implications for evidence-based assessment*. \$500.00 direct costs. Role: Co-Principal Investigator.
- Faculty Summer Research Grant, Office of the Provost, William & Mary (2018). *What does the NEPSY-II measure? An exploratory factor analytic investigation*. \$4,000.00 direct costs. Role: Principal Investigator.
- Archived Standardization Data Access Grant, Pearson NCS (2017-2019). *Structural and diagnostic validity of the BASC-3*. Role: Co-Principal Investigator.
- International Conference Travel Grant, Reves Center for International Studies, William & Mary (2017). *Construct validity of the WISC-IV^{UK} and WISC-V^{UK}: Implications for ethical clinical interpretation*. \$500.00 direct costs. Role: Co-Principal Investigator.
- Faculty Summer Research Grant, Office of the Provost, William & Mary (2017). *Evaluating the latent structure of achievement using the Kaufman Test of Educational Achievement-Third Edition*. \$4,000.00 direct costs. Role: Principal Investigator.

- Archived Standardization Data Access Grant, Pearson NCS (2016-2017). *Structural and incremental validity of the DAS-II*. Role: Co-Principal Investigator.
- Archived Standardization Data Access Grant, Houghton Mifflin Harcourt (2016-2017). *Selective testing with the WJ-IV*. Role: Co-Principal Investigator.
- Spring Unrestricted Travel Grant, Psi Chi Grants and Awards Committee, (2016). *Exploratory bi-factor 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: Project Director.

10 Leadership, Service and Outreach

10.1 University Service and Leadership

Department- or Program-Level⁺ School- or College-Level⁺⁺ University-Level⁺⁺⁺

10.1.1 William & Mary

2024-Present	Member, Faculty Evaluation Committee ⁺⁺
2023	Member, Visiting School Psychology Faculty Search Committee ⁺⁺
2022-2023	Member, Flanagan Counselor Education Clinic Director Search Committee ⁺⁺
2021-2023	Member, Graduate Assistant Selection Committee ⁺⁺
2021-2022	Member, School Psychology Program CAEP Advisory Committee ⁺
2021-2022	Member, Early Career Research Mentoring Committee ⁺⁺
2020-2023	Department Chair, School Psychology and Counselor Education ⁺
2020-2023	Member, Faculty Executive Committee ⁺⁺
2020-2023	Member, Athletic Policy Advisory Committee ⁺⁺⁺
2019-2020	Member, School of Education Dean Search Committee ⁺⁺
2019-2020	Member, Clinical Mental Health Faculty Search Committee ⁺⁺
2019	Ad Hoc Member, Diversity, Equity, and Inclusion Task Force ⁺⁺
2018-2019	Chair, School Psychology Faculty Search Committee ⁺⁺
2017-Present	Faculty Advisor, School Psychology Program ⁺
2017-2020	Member, Parking Advisory Committee ⁺⁺⁺
2017-2020	Member, School of Education Diversity Committee [Chair, 2019-2020] ⁺⁺
2017-2020	Internship Coordinator, School Psychology Program ⁺
2016-Present	Member, School Psychology Program Committee ⁺
2016-2020	Coordinator, Graduate Program in School Psychology [Interim 2024-Present] ⁺
2016-2019	Chair, NASP Accreditation Workgroup ⁺
2016-2019	Test Library Coordinator ⁺
2016-2017	Chair, School Psychology Faculty Search Committee ⁺⁺

10.1.2 Texas Woman's University

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

10.1.3 Chapman University

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

10.1.4 Westmont College

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

10.1.5 Duquesne University

2002-2003	Member, Student Athlete Advisory Council, Department of Athletics ⁺⁺
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10.2 Service to External Organizations

2022-Present	Legislative Committee Member, Virginia Academy of School Psychologists
2023	Annual Meeting Program Committee, Southeastern Psychological Association
2023	Convention Mentor, APA Division 16 (School Psychology)
2018-2020	Student Leader Sponsor, National Association of School Psychologists
2018-2020	Advisory Board Member, Virginia Academy of School Psychologists
2017-2020	Annual Meeting Program Committee, Southeastern Psychological Association
2015-2019	Grant Reviewer, Woodcock Institute for Neurocognitive Research and Applied Practice
2014	Early-Career Mentor, Texas Association of School Psychologists
2012	Annual Meeting Co-Chair, California Association of School Psychologists
2012	Member, Annual Meeting Committee, California Association of School Psychologists
2009	Member, Annual Meeting Committee, California Association of School Psychologists
2009	Graduate Program Representative, Riverside Association of School Psychologists
2009	Standardization Examiner, American Association on Intellectual Disabilities
2008-2009	Student Leader, National Association of School Psychologists

10.3 Clinical Service and Professional Consulting

2016-2017	Consulting Statistician, 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 School ⁹
2012-2014	Cadre Member, Positive Environment Network of Trainers (PENT) ¹⁰
2013	Member, Special Education Faculty Search Committee, Eastbluff Elementary School ⁹
2012	Chair, ELL/SLD Assessment Committee ⁹
2012	Member, School Social Worker Search Committee ⁹
2010-2011	Member, Problem Solving Team, Newport Coast Elementary School ⁹
2010	Member, Special Education Faculty Search Committee, Wild Rose Elementary School ¹¹

10.4 Editorial Appointments and Reviewing

2023-Present	Editorial Board, <i>School Psychology Training and Pedagogy</i>
2020-Present	Editorial Advisory Board, <i>School Psychology Review</i>
2019-Present	Associate Editor, <i>School Psychology International</i>
2018-Present	Consulting Editor, <i>Psychological Assessment</i>
2017-Present	Editorial Board, <i>Journal of School Psychology</i>
2016-Present	Statistical Advisory Editorial Board, <i>School Psychology</i>
2015-Present	Editorial Board, <i>Journal of Psychoeducational Assessment</i>
2015-Present	Editorial Board, <i>Research and Practice in the Schools</i>
2017-2018	Guest Editor, <i>Contemporary School Psychology</i> ▶ Special issue on “Evidence-Based Assessment in School Psychology”
2014-2020	Editorial Board, <i>Contemporary School Psychology</i>
2013-2016	Editorial Board, <i>The Trainer’s Forum</i>
2012-2014	Student Editor, <i>Contemporary School Psychology</i>
2009-2010	Managing Editor, <i>California School Psychologist</i>

10.4.1 Ad Hoc Reviewer

Applied Neuropsychology: Adult; Applied Neuropsychology: Child; Archives of Scientific Psychology; Assessment; Australian Psychologist; Behavioral Sciences; British Journal of Clinical Psychology; Child Development; Child Neuropsychology; Cognitive Development; Contemporary School Psychology; Educational

⁹Newport-Mesa Unified School District.

¹⁰California Department of Education.

¹¹Monrovia Unified School District.

and Developmental Psychologist; Educational and Psychological Measurement; Educational Psychology Review; German Research Foundation; International Journal of Psychology; International Journal of School and Educational Psychology; Journal of Applied Research in Intellectual Disabilities; Journal of Applied School Psychology; Journal of Child Psychology and Child Psychiatry; Journal of Clinical and Experimental Neuropsychology; Journal of Early Development; Journal of Intellectual Disability Research; Journal of Intelligence; Journal of Learning Disabilities; Journal of Psychoeducational Assessment; Journal of School Psychology; Personality and Individual Differences; Psychological Assessment; Psychological Reports; Psychology & Neuroscience; Research and Practice in the Schools; Research in Developmental Disabilities; Rowman & Littlefield; Sage; Scandinavian Journal of Psychology; School Psychology International; School Psychology Training and Pedagogy; The Trainers' Forum; Wiki Journal of Medicine

10.4.2 Conference Proposal Reviewer

American Educational Research Association (2017-2018); American Psychological Association (Division 5 [2020]; Division 16 [2015-2016, 2018, 2020-2024]); California Association of School Psychologists (2010-2012); International School Psychology Association (2018); International Society for Intelligence Research (2015); International Test Commission (2024); National Association of School Psychologists (2016-2025); Southeastern Psychological Association (2017-2020, 2023); Southwestern Psychological Association (2016)

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 William & Mary

EDUC F65	Research Methods in Education
EDUC F67	Psychological and Educational Measurement
EDUC P20a	Psychoeducational Assessment for School Psychologists
EDUC P20b	Psychoeducational Assessment for School Psychologists II
EDUC P23	Introduction to Professional School Psychology
EDUC P24	Practicum in School Psychology
EDUC V91	Independent Study in Education
EDUC 626	Seminar in Professional School Psychology: Ethical and Legal Issues
EDUC 659	Internship in School Psychology
EDUC 669	Neuropsychological Bases of Behavior

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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11.3 Guest Lectures

2023	Critical Issues in Test Interpretation (EDUC P23)
2019	IQ Testing and Report Writing (CRIN X59)
2018	Report Writing (CRIN X59)
2017	Report Writing (CRIN X59)
2016	Assessment Research and Practice (EDUC 659)
2016	Applied Behavior Analysis for Treating Autism Spectrum Disorder (PSY 6253)
2016	Due Process and Witness Preparation (PSY 6923)
2015	Assessing Intervention Outcomes (PSY 6923)
2014	Emotional Disturbance: Treatment and Outcomes (CSP 623)
2013	Specific Learning Disability Identification (CSP 623)
2012	Avoiding Due Process and Mediation (PPS 6028)
2012	Specific Learning Disability Identification (CSP 623)
2012	Specific Learning Disability Identification (CSP 535)
2012	Specific Learning Disability Regulations (CSP 637)
2009	Administration and Interpretation of the CAS (EDPC 665)
2009	Introduction to the DAS-II (EDPC 665)

12 Clinical and Research Supervision**12.1 Undergraduate Research Supervision**

2015	Faculty Sponsor, Student Creative Arts and Research Symposium ¹²
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12.2 Graduate Degree Committees

2016	Daisy Horta, Preliminary Clinical Skills Examination, School Psychology ¹² Daviana Sullivan, Preliminary Clinical Skills Examination, School Psychology ¹² Alicia Jones, Preliminary Clinical Skills Examination, School Psychology ¹²
2015	Richard Greer, Preliminary Comprehensive Examination, School Psychology ¹² Krishna Parikh, Preliminary Comprehensive Examination, School Psychology ¹² Latoya Bowens, Preliminary Comprehensive Examination, School Psychology ¹² Kendra Hamilton, Preliminary Clinical Skills Examination, School Psychology ¹²
2014	Alyzae Karim, Preliminary Comprehensive Examination, School Psychology ¹² Kendra Hamilton, Preliminary Comprehensive Examination, School Psychology ¹² Whitney Appleby, Preliminary Clinical Skills Examination, School Psychology ¹²

¹²Texas Woman's University.

12.3 Dissertation and Theses Committees

Core Yatezeck, J. A. (2021). *The stories we choose to share: An application of Q-methodology exploring teachers' priorities and decision making in text selection for read-aloud*. [Doctoral dissertation, William & Mary].

Le, L. B. (2020). *Vietnamese resilience assessment: Exploratory and confirmatory analysis for scale validation*. [Doctoral dissertation, Chapman University].

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].

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].

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

12.4 Clinical Supervision

2022	School Psychology University Practicum Supervisor
2017-2020	School Psychology University Internship Supervisor
2014-2016	Neuropsychology University Practicum Supervisor
2015	BACB Supervisor Training, University of North Texas ¹³
2014	BACB Experience and Supervision Standards Training Module ¹³
2013-2014	Behavior Analyst Independent Fieldwork Supervisor ($N = 2$)
2012-2014	School Psychology Internship Field Supervisor ($N = 3$)
2012-2014	School Psychology Practicum Field Supervisor ($N = 2$)

13 Advanced Professional Development and Clinical Training

2022	WWC Group Design Standards, Institute of Education Sciences
2020	Grant Writing, Institute of Education Sciences
2018-2019	University Teaching Project, William & Mary
2018	Direct Behavior Rating, University of Connecticut
2016	CITI Human Subjects Protection Certification, William & Mary School of Education ¹⁴
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 Specialist ¹⁵
2009	Certified DIBELS Mentor, Dynamic Measurement Group
2009	Southern California Ordinal Scales of Development ¹⁰

¹³Required by the BACB in order to serve as an independent fieldwork supervisor.

¹⁴Completed refresher course on September 26, 2022, certificate valid through 2025.

¹⁵American Association of Suicidology (AAS).

14 Membership in Learned Societies

- American Psychological Association
 - Division 5: Quantitative and Qualitative Methods
 - Division 16: School Psychology
- International Society for Intelligence Research
- National Association of School Psychologists
- Southeastern Psychological Association
- Trainers of School Psychologists (Institutional)
- Virginia Academy of School Psychologists

15 Statistical Computing and Programming Skills

AMOS, EQS, JASP, jMetrik, Mathematica, MATLAB[®], Minitab[®], Mplus, L^AT_EX, R, SAS[®], SPSS, STATA[®]

16 Links

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

Open Science Framework: <http://www.osf.io/jacnb>

ORCID: <https://orcid.org/0000-0002-5138-0694>

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

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

W&M Faculty Page: http://education.wm.edu/ourfacultystaff/faculty/mcgill_r.php