

Curriculum Vitae

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1 Contact Information

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2 Areas of Scientific Interest

Evidence-Based Assessment; Appraisal of Intelligence; SLD Identification; Quantitative 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

- 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 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)

Virginia Board of Education

Pupil Personnel Services License-School Psychology (No. PPS-0605319)

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

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

7 Honors and Awards

| | |
|-----------|----------------------------------------------------------------------------------------|
| 2022 | Honoree, 160 Years: Faces of Chapman University |
| 2020-2022 | Editorial Service Award, APA Division 16 (School Psychology) |
| 2020-2021 | Editorial Service Award, National Association of School Psychologists |
| 2019 | Nominee, Reviewer of the Year, <i>Journal of School Psychology</i> |
| 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 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 | Service Award, California Association of School Psychologists |
| 2011 | Newport Coast Elementary School Staff Appreciation Award |
| 2009-2011 | 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 |
| 2003-2006 | 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 ($N = 226$)

* 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.

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.

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

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

62. Dombrowski, S. C., **McGill, R. J.**, Farmer, R. L., Kranzler, J. H., & Canivez, G. L. (in press). Beyond the rhetoric of evidence-based assessment: A framework for critical thinking in clinical practice. *School Psychology Review*. Advance online publication. <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. (in press). Will the real theoretical structure of the WISC-V please stand up? Implications for clinical interpretation. *Contemporary School Psychology*. Advance online publication. <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., Holingue, 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*, 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., & A. A. Beaujean (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>
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(3), 353-365. <https://doi.org/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(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 and Published Reviews

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

100. **McGill, R. J.** (August, 2022). *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

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

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
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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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 presentation]. 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

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 Diversity, Equity, 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* [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 presentation]. 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]. Chapman University. <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

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 ($N = 18$)

- 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.
- 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 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: 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

| | |
|--------------|-------------------------------------------------------------------------------------|
| 2022-Present | Member, Flanagan Counselor Education Clinic Director Search Committee ⁺⁺ |
| 2021-Present | Member, Graduate Assistant Selection Committee ⁺⁺ |
| 2021-Present | Member, School Psychology Program CAEP Advisory Committee ⁺ |
| 2020-Present | Chair, Department of School Psychology and Counselor Education ⁺ |
| 2020-Present | Member, Faculty Executive Committee ⁺⁺ |
| 2020-Present | Member, Athletic Policy Advisory Committee ⁺⁺⁺ |
| 2017-Present | Faculty Advisor, School Psychology Program ⁺ |
| 2016-Present | Member, School Psychology Program Committee ⁺ |
| 2021-2022 | Member, Early Career Research Mentoring 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 ⁺⁺ |
| 2017-2020 | Member, Parking Advisory Committee ⁺⁺⁺ |
| 2017-2020 | Member, School of Education Diversity Committee [Chair, 2019-2020] ⁺⁺ |
| 2017-2020 | Internship Coordinator, School Psychology Program ⁺ |
| 2016-2020 | Coordinator, Graduate Program in School Psychology ⁺ |
| 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⁺⁺

10.2 Service to External Organizations

2022-Present Legislative Committee Member, Virginia Academy of School Psychologists
 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 School⁹
 2012-2014 Cadre Member, Positive Environment Network of Trainers (PENT)¹⁰
 2013 Member, Special Education Faculty Search Committee, Eastbluff Elementary School⁹
 2012 Chair, ELL/SLD Assessment Committee⁹
 2012 Member, School Social Worker Search Committee⁹
 2010-2011 Member, Problem Solving Team, Newport Coast Elementary School⁹
 2010 Member, Special Education Faculty Search Committee, Wild Rose Elementary School¹¹

10.4 Editorial Appointments and Reviewing

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

⁹Newport-Mesa Unified School District.

¹⁰California Department of Education.

¹¹Monrovia Unified School District.

10.4.1 Ad Hoc Reviewer

Applied Neuropsychology: Child; Archives of Scientific Psychology; Assessment; Australian Psychology; Behavioral Sciences; Child Development; Cognitive Development; Contemporary School Psychology; 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 Early Development; Journal of Intellectual Disability Research; Journal of Intelligence; Journal of Learning Disabilities; Journal of Psychoeducational Assessment; Journal of School Psychology; Psychological Assessment; Psychological Reports; Psychology & Neuroscience; Research and Practice in the Schools; Research in Developmental Disabilities; 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, 2020-2022]); California Association of School Psychologists (2010-2012); International Society for Intelligence Research (2015); International School Psychology Association (2018); National Association of School Psychologists (2016-2023); Southeastern Psychological Association (2017-2020); Southwestern Psychological Association (2016)

10.4.3 Book and Chapter Reviewer (Publisher Invitation)

Kranzler, J. H., & Floyd, R. G. (2020). *Assessing intelligence in children and adolescents: A practical guide for evidence-based assessment* (2nd ed.). Rowman and Littlefield.

Devlin, A. S. (2018). *The research experience: Planning, conducting, and reporting research*. Sage.

Spickard, J. V. (2017). *Research basics: Design to data analysis in 6 steps*. 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 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 |
|----------|--------------------------------------|

11.3 Guest Lectures

| | |
|------|----------------------------------------------------------------------------|
| 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 |
|------|-----------------------------------------------------------------------------|

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 |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

¹²Texas Woman's University.

- 2015 Richard Greer, Preliminary Comprehensive Examination, School Psychology¹²
 Krishna Parikh, Preliminary Comprehensive Examination, School Psychology¹²
 Latoya Bowens, Preliminary Comprehensive Examination, School Psychology¹²
 Kendra Hamilton, Preliminary Clinical Skills Examination, School Psychology¹²
- 2014 Alyzae Karim, Preliminary Comprehensive Examination, School Psychology¹²
 Kendra Hamilton, Preliminary Comprehensive Examination, School Psychology¹²
 Whitney Appleby, Preliminary Clinical Skills Examination, School Psychology¹²

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

- 2017-2020 School Psychology University Internship Supervisor
 2014-2016 Neuropsychology University Practicum Supervisor
 2015 BACB Supervisor Training, University of North Texas¹³
 2014 BACB Experience and Supervision Standards Training Module¹³
 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 ($N = 2$)

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

13 Advanced Professional Development and Clinical Training

| | |
|-----------|------------------------------------------------------------------------------------------------|
| 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 |

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
- 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>

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

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

¹⁴Completed refresher course on October 22, 2019, certificate valid through 2022.

¹⁵American Association of Suicidology (AAS).