

**GERALD J. MAHONEY**

February 20, 2007

(216) 368-1820

Verna Houck Motto Professor Child and Family Studies Mandel School of Applied Social Sciences Appointed August, 2001	Case Western Reserve University 11235 Bellflower Rd. Cleveland, Ohio 44106-7164 216-368-3823
---	---

**EDUCATION:** (Degrees, Institutions, Field of Specialization, Dates)

B.S.	Xavier University	Psychology	1969
M.A.	Xavier University	Psychology	1973
Ph.D.	George Peabody College, Vanderbilt University	Mental Retardation Research, Special Education	1975

**PROFESSIONAL EXPERIENCE:**

Verna Houck Motto Professor, Mandel School of Applied Social Sciences, Case Western Reserve University	2001-
Director, Family Child Learning Center, Akron Children's Hospital	1992-2001
Research Professor, School of Education, Kent State University	1992-2001
Director, Center of Excellence in Early Childhood Education Winthrop University, Rock Hill, S.C.	1990-92
Training Director, South Carolina University Affiliated Program Winthrop University, Rock Hill, S.C.	1989-92
Research Director, Pediatric Research and Training Center University of Connecticut School of Medicine, Farmington, CT	1987-89
Associate Professor, School of Education, Special Education University of Michigan	1985-87
Assistant Professor, Department of Special Education University of Michigan	1982-85
Assistant Professor, Department of Special Education University of California, Los Angeles	1976-81
NICHHD Post Doctoral Fellow, Department of Psychology University of Rochester, Rochester, NY	1975-76

**PROFESSIONAL ACTIVITIES:**

Associate Editor, <u>American Journal of Mental Deficiency</u>	1986- 91
Consulting Editor, <u>Topics in Early Childhood Special Education</u>	1986- Present
Consulting Editor, <u>Education and Training of the Mentally Retarded</u>	1987- 90
Consulting Editor, <u>Journal of Early Intervention</u>	1988- 91
Consulting Editor, <u>Infants and Young Children</u>	2004- Present

**JOURNAL PUBLICATIONS:**

Schmidt, H., Mahoney, G.J., & Kennedy, M.A. (1973). Acute effects of phenobarbital on escape behavior. *Physiology and Behavior, 10*, 19-21.

Paris, S.G., Mahoney, G.J., & Buckhalt, J.A. (1974) Facilitation of semantic integration in sentence memory of retarded children. *American Journal of Mental Deficiency, 78*, 714-720.

Paris, S.G., & Mahoney, G.J. (1975). Cognitive integration in children's memory for sentences and pictures. *Child Development, 45*, 633-642.

Mahoney, G.J. (1975). An ethological approach to delayed language acquisition. *American Journal of Mental Deficiency, 80*, 139-148.

Buckhalt, J.A., Mahoney, G.J., & Paris, S.G. (1976). The relationship between self-generated elaboration and recall of paired-associates by EMR and non-retarded children. *American Journal of Mental Deficiency, 81*, 93-96.

Mahoney, G.J. The development of natural language mediators. (1979). *Contemporary Educational Psychology, 4*, 260-271.

Mahoney, G.J., & Peterson, G. (1980). The maternal language classification scale. New York: Ford Foundation. (ERIC Document ED 184-718).

Mahoney, G.J., Glover, A., & Fingers, I. (1981). The relationship between sensorimotor development and language development among mentally retarded and non-retarded children. *American Journal of Mental Deficiency, 86*, 21-27.

Zoeller, C., Mahoney, G.J., & Weiner, B. (1983). The effects of attribution training on the performance of mentally retarded adults on an assembly task. *American Journal of Mental Deficiency, 88*, 109-112.

Mahoney, G.J. (1983). A developmental analysis of communication between mothers and infants with Down syndrome. *Topics in Early Childhood Special Education, 3*, 63-76.

Weller, E.L., & Mahoney, G.J. (1983). A comparison of the effects of oral and total communication modalities on the early language training of mentally handicapped children. *Education and Training of the Mentally Retarded, 18*, 103-110.

Mahoney, G.J., & Snow, K. (1983). The relationship of sensorimotor functioning to children's response to early language training. *Mental Retardation, 21*, 248-354.

Mahoney, G.J. (1984). The validity of the Receptive Expressive Emergent Language Scale with mentally retarded children. *Journal of the Division for Early Childhood, 9*, 86-94.

Mahoney, G.J., Finger, I., & Powell, A. (1985). The relationship between maternal behavioral style to the developmental status of mentally retarded infants. *American Journal of Mental Deficiency, 90*, 296-302.

- Schwethelm, B., & Mahoney, G.J. (1986). Task persistence in mentally retarded infants. *American Journal of Mental Deficiency, 90*, 432-439.
- Mahoney, G., Powell, A. & Finger, I. (1986). The maternal behavior rating scale. *Topics in Early Childhood Special Education, 6*, 44-56.
- Mahoney, G. & Robenalt, K. (1986). Mother-child turntaking with Down syndrome and normal children. *Journal for the Division of Early Childhood, 10*, 172-180.
- Mahoney, G.J. Maternal communication style with mentally retarded children. (1988). *American Journal of Mental Retardation, 93*, 352-359.
- Mahoney, G. & Powell, A. (1988). Modifying parent-child interaction: Enhancing the development of handicapped children. *Journal of Special Education, 22*, 82-96.
- Mahoney, G.J. (1988). Communication patterns between mothers and developmentally delayed infants. *First Language, 8*, 157-172.
- Mahoney, G., O'Sullivan, P. & Fors, S. (1989). Service provider practices with young handicapped children. *Journal of Early Intervention, 13*, 261-268.
- Mahoney, G., O'Sullivan, P. & Fors, S. (1989). The family practices of service providers for young handicapped children. *Infant Mental Health Journal, 10*, 75-83.
- Mahoney, G.J., Fors, S. & Wood, S. (1990). Maternal directive behavior revisited. *American Journal of Mental Retardation, 94*, 398-406.
- Mahoney, G. O'Sullivan, P. & Dennebaum, J. (1990). Maternal perceptions of early intervention services: A scale for assessing family focused intervention. *Topics in Early Childhood Special Education, 10 (1)*, 1-15.
- Mahoney, G. & O'Sullivan, P. (1990). Early intervention practices with families of handicapped children. *Mental Retardation, 28*, 169-176.
- Mahoney, G., O'Sullivan, P. & Dennebaum, J. (1990). A national study of mothers' perceptions of family focused intervention. *Journal of Early Intervention, 14*, 133-146.
- Mahoney, G.J., O'Sullivan, P. & Robinson, C. (1992). Perceptions of pediatricians helpfulness: A national study of mothers of young handicapped children. *Developmental Medicine and Child Neurology, 34*, 1064-1071.
- Mahoney, G. Robinson, C. & Powell, A. (1992). Focusing on parent-child interaction: The bridge to developmentally appropriate practices. *Topics in Early Childhood Special Education, 12 (1)*, 105-120.
- Bressanutti, E. & Mahoney, G., Sachs, J. (1992). Predictors of young children's compliance to maternal requests. *International Journal of Cognitive Education and Mediated Learning, 2*, 198-209.

- Mahoney, G., O'Sullivan, P., & Robinson, C. (1992). The family environments of children with disabilities: Diverse but not so different. *Topics in Early Childhood Special Education, 12* (3), 386-402
- Mahoney, G., Spiker, D., & Boyce, G. (1996). Clinical assessment of parent-child interaction: Are professionals ready to implement this practice? *Topics in Early Childhood Special Education, 16* (1), 26-50.
- Mahoney, G. & Neville-Smith, A. (1996). The effects of directive communications on children's interactive engagement: Implications for language intervention. *Topics in Early Childhood Special Education, 16* (2), 236-250.
- Filer, J & Mahoney, G. (1996). Collaboration between families and early intervention service providers. *Infants and Young Children, 9* (2), 22- 30.
- Mahoney, G., Wiggers, B., Lash, S. (1996). Using a relationship focused intervention program to enhance father involvement *Infant-Toddler Intervention, 6* (4), 295-308.
- Mahoney, G. & Filer, J. (1996). How responsive is early intervention to the priorities and needs of families? *Topics in Early Childhood Special Education, 16* (4) 437-457.
- Mahoney, G. & Wheeden, C. (1997). Parent-child interaction - The foundation for family-centered early intervention practice: A response to Baird and Petersen. *Topics in Early Childhood Special Education, 17* (2), 165-184.
- Mahoney, G., Boyce, G., Fewell, R., Spiker, D., Wheeden, C.A.(1998). The relationship of parent-child interaction to the effectiveness of early intervention services for at-risk children and children with disabilities. *Topics in Early Childhood Special Education 18*(1), 5-17.
- Mahoney, G. & Bella, J. (1998). An examination of the effects of family-centered early intervention on child and family outcomes. *Topics in Early Childhood Special Education. 18*(2), 83-94.
- Mahoney, G. & Wheeden, C. (1998). Effects of teacher style on the engagement of preschool aged children with special learning needs. *Journal of Developmental and Learning Disorders 2*(2), 293-315.
- Mahoney, G. (1999). Moving toward a new motor intervention paradigm. *Journal of Early Intervention, 22*(1), 19-21.
- Mahoney, G. & Wheeden, C. (1999). Teacher influences on the interactive engagement of preschool-aged children with disabilities. *Early Childhood Research Quarterly 14*(1), 51-68.
- Mahoney, G, Kaiser, A., Girolametto, L., MacDonald, J., Robinson, C., Spiker, D. (1999). Parent education in early intervention: A call for a renewed focus. *Topics in Early Childhood Special Education, 19* (3), 131-140.
- Kaiser, A., Mahoney, G, Girolametto, L., MacDonald, J., Robinson, C., Spiker, D. (1999). Rejoinder: Toward a contemporary vision of parent education. *Topics in Early Childhood Special Education, 19* (3), 173-176.
- Mahoney, G. Robinson, C. & Fewell, R. (2001). The effects of early motor intervention

on children with Down syndrome and cerebral palsy: A field based study. *Journal of Developmental and Behavioral Pediatrics*, 22 (3), 152-162.

Mahoney, G. & Perales, F. (2003). Using relationship-focused intervention to enhance the social-emotional functioning of young children with autism spectrum disorders. *Topics in Early Childhood Special Education*, 23 (2), 77-89.

Kim J.M. & Mahoney, G. (2004). Family and parental influences on the development of children with disabilities. *Korean Journal of Clinical Psychology*, 23 (2), 281-295.

Mahoney, G., Robinson, C. & Perales, F. (2004) Early motor intervention: The need for new treatments paradigms. *Infants and Young Children*, 17(4), 291-300.

Mahoney, G., Wheeden, C.A. & Perales, F. (2004). Relationship of preschool special education outcomes to instructional practices and parent-child interaction. *Research in Developmental Disabilities*, 25 (6), 493-595

Kim J.M. & Mahoney, G. (2004). The effects of mother's style of interaction on children's engagement: Implications for using responsive interventions with parents. Topics in Early Childhood Special Education, 24 (1), 31-38.

Kim J.M. & Mahoney, G. (2005). The effects of relationship focused intervention on Korean parents and their young children with disabilities. *Research in Developmental Disabilities*, 26 (2), 101-201.

Mahoney, G & Perales, F. (2005). A comparison of the impact of relationship-focused intervention on young children with Pervasive Developmental Disorders and other disabilities. *Journal of Developmental and Behavioral Pediatrics*, 26(2), 77-85.

Mahoney, G. & Perales, F. (2006). The role of parents in early motor intervention. *Down Syndrome Research and Practice*, 10(2), 67-73.

Mahoney, G.J. & Kim, J.M. & Lin, C.S. (In Press). The pivotal behavior model of developmental learning. *Infants and Young Children*

Mahoney, G. & Wiggers, B. (In Press). The role of parents in early intervention: Implications for social work. *Children and Schools*.

Mahoney, G., Perales, F., Wiggers, B & Herman, B (In Press) Responsive Teaching: Early intervention for children with Down syndrome and other disabilities. *Down Syndrome Research and Practice*.

## Chapters

Mahoney, G.J., & Buckhalt, J.A. (1976). Instructional media and materials for mentally retarded children. In F. Withrow & C. Nygren (Eds.), *Language, materials and curriculum management for the handicapped learner*. Columbus: Merrill Publishing Company.

Mahoney, G.J., & Seeley, P. (1976). The role of the social agent in language acquisition: Implications for language intervention. In N. R. Ellis (Eds.), *International review of research in mental retardation*. Volume 8. New York: Academic Press.

- Mahoney, G.J., Crawley, S.B., & Pullis, M.E. (1980). Language intervention: Models and issues. In B.K. Keogh (Ed.), *Advances in special education: An Annual compilation of research. Volume I*. Greenwich, Conn: JAI Press.
- Mahoney, G.J., & Carpenter, L. (1983). Communication disorders. In R.J. Morris & T.R. Kratochwill (Eds.), *The practice of child therapy*. New York: Pergammon Press.
- Mahoney, G.J., Powell, A., Finnegan, C., Fors, S., & Wood, S. (1986). The Transactional intervention program: Theory, procedures, and evaluation. In D. Gentry, J. Olson, & M. Veltman (Eds.). *Individualizing for families*. Moscow: University of Idaho.
- Mahoney, G.J. (1988). Enhancing children's developmental motivation. In K. Marfo, (Ed). *Parent-child interactions and developmental disabilities*. Westport, CT Praeger.
- Mahoney, G.J. (1989). Transactional Intervention Program: Focusing on parent-infant interactions. In M. Espe-Sherwindt & C. Beatty (Eds.) *New perspectives on partnering with families: Implications for training early intervention personnel*. Cincinnati: University Affiliated Cincinnati Center for Developmental Disorders.
- Mahoney, G. & Wheatley, A. (1994). In B. Spodek & O. Saracho (Eds.), *Reconceptualizing the Individual Educational Program: A constructivist approach to educational practice for young children with disabilities. Yearbook in early childhood education, 5, Early childhood special education*. New York, N.Y, Teachers College.
- Mitchell, P. & Mahoney, G. (1995). Team management for young children with motor speech disorders. In A. Caruso (Ed.) *Seminars in Speech and Language, 16*, 159-172.
- Dunst, C., Mahoney, G. & Buchan, K. (1996). Promoting the cognitive competence of young children with or at-risk for developmental disabilities. In S. Odom & M. McLean (Eds.) *Early intervention for infants and young children and their families*. Austin, TX: PRO-ED.

### **BOOK REVIEWS:**

- Mahoney, G.J. (1979). Review of *The organization and management of the resource room: A cookbook approach* by Howard Drucker. *Exceptional Children, 45*, 432.
- Mahoney, G.J. (1980). Review of *Educating young handicapped children: A developmental approach* by S. Gray Garwood (Ed.). *Exceptional Children, 46*, 651.
- Mahoney, G.J. (1981). Review of *Working with parents and infants: An interactional approach* by Ruth Bromwich. *Exceptional Children, 48*, 276-277.
- Mahoney, G. (1996). Review of *Using the Supportive Play Model: Individualized intervention in early childhood practice* by Margaret Sheridan, Gilbert Foley and Sarah Radlinski and *Kids are kids: A curriculum for activity based intervention* by Kathy Russell. *Journal of Early Intervention 20* (2), 183-185.

Mahoney, G. (2001). Review of *Autism Spectrum Disorders: A Transactional Developmental Perspective* by A.M. Wetherby & B.M. Prizant (Eds.) *Topics in Early Childhood Special Education* 21(3), 184-187.

### **BOOKS and CURRICULUM MATERIALS:**

Mahoney, G. and MacDonald, J. (2007) *Autism and developmental delays in young children: The Responsive Teaching curriculum for parents and professionals..* Austin, TX: PRO-ED.

Mahoney, G. (2007). *The Responsive Teaching Planning and Tracking Program.* (CD-ROM) Austin, TX: PRO-ED.

### **CURRICULUM MATERIALS:**

Mahoney, G.J. & Powell, A. (1986). *Transactional Intervention Program: Teacher's Guide.* Farmington, CT, Pediatric Research and Training Center.

Mahoney, G.J. & Mahoney, F.P. (1996). *Developmental Rainbow: Early Childhood Developmental Profile,* Tallmadge, OH: Family Child Learning Center.

Mahoney, G. Wheeden, C. & Janas, C. (1997). *INDAP: Individualizing Developmentally Appropriate Practices for Young Children with Special Needs.* Tallmadge, OH: Family Child Learning Center.

Mahoney, G.(1999). *Maternal Behavior Rating Scale (Revised).* Tallmadge, Ohio: Family Child Learning Center.

Mahoney, G.J. (1999). *The Family/Child Curriculum: A Relationship- Focused Approach to Parent Education/Early Intervention.* Tallmadge, OH: Family Child Learning Center.

Mahoney, G. & Perales, F. (2002). *The Responsive Teaching Planning and Tracking Program.* (CD-ROM) Cleveland, Ohio, Case Western Reserve University.

### **TECHNICAL REPORTS:**

South Carolina Governor's Remediation Initiative: 1989-90 Student Performance Evaluation

South Carolina Governor's Remediation Initiative: 1990-91 Student Performance Evaluation

South Carolina Governor's Remediation Initiative: 1991-92 Student Performance Evaluation

Current Status of South Carolina Early Intervention Personnel: 1990.

Evaluation of the South Carolina Model Parent Education Program: 1990-91.

### **SELECTED PRESENTATIONS:**

Mahoney, G.J., Buckhalt, J.A. & Paris, S.G. The role of comprehension in subject-generated elaboration on a paired-associate task for EMR and non-retarded children. Presented at the annual meeting of the Southeastern Psychological Association, May 1974.

Mahoney, G.J., (Chairman). A symposium on the application of naturalistic observations to the study of mentally retarded persons. Presented at the annual meeting of the American Association of Mental Deficiency, June 1974.

Mahoney, G.J., & Crawley, S. An ethological approach to language acquisition. Presented at the annual meeting of the American Association on Mental Deficiency, May, 1975.

Mahoney, G.J. A communication model of language acquisition: The role of the social agent. Presented at the annual meeting of the American Association on Mental Deficiency, May, 1975.

Mahoney, G.J. An analysis of the communicative interaction between mothers and their language-delayed children. Presented at the Gatlinburg Conference on Research in Mental Retardation, March, 1976.

Mahoney, G.J. The development of natural language mediators. Presented at the Southeast Regional Conference on the Society for Research in Child Development, April, 1976.

Mahoney, G.J., Pullis, M.E., & Saika, G.Y. Variability in language interaction between mothers and children with Down's Syndrome. Presented at the annual meeting of the American Association on Mental Deficiency, May, 1979.

Mahoney, G.J., & Glover, A. The relationship of sensorimotor development to the language development of mentally retarded and non-retarded children. Presented at the UAP-USC annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions, February, 1980.

Mahoney, G.J., & Weller, E.L. A comparison of oral and total communication training in a parent assisted language intervention program. Presented at the Gatlinburg Conference on Research on Mental Retardation and Developmental Disabilities, March, 1980.

Mahoney, G.J. An ecological language intervention program. Presented at the annual conference of the California Speech and Hearing Association, April, 1980.

Mahoney, G.J. A cross-sectional study of the interaction program. Presented at the annual conference of the California Speech and Hearing Association, May, 1980.

Mahoney, G.J. A cross-sectional analysis of the maternal language environment of developmentally delayed children. Presented at the conference of the American Association on Mental Deficiency, June, 1981.

Mahoney, G.J., & Finger, I. The relationship of maternal style to the cognitive development of developmentally delayed children. Presented at the Gatlinburg Conference on Research on Mental Retardation and Developmental Disabilities, April, 1982.

Mahoney, G.J. Patterns of maternal communication with developmentally delayed infants. Presented at the bi-annual meeting of the Society for Research in Child Development, April, 1983.

Mahoney, G.J., & Snow, K. The relationship of sensorimotor functioning to children's response to early language training. Presented at the annual meeting of the American Speech and Hearing Association, November, 1983.

Mahoney, G.J. Mastery motivation in mentally retarded infants. Invited presentation at the NICHHD Conference on Mastery Motivation. Bethesda, Maryland, May, 1984.

Mahoney, G.J., & Schwethelm, B. A cross-sectional study of mastery motivation in one, two, and three-year old children. Presented at the annual meeting of the American Association of Mental Deficiency, June, 1984.

Mahoney, G.J., & Robenalt, K. Turntaking activity in Down syndrome and normally developing infant-mother dyads. Presented at the annual meeting of the American Speech and Hearing Association, November, 1984.

Mahoney, G.J. Mother-child interaction: Research and intervention with young handicapped children. Presented at the annual meeting of the Council for Exceptional Children, April, 1985.

Mahoney, G.J. Communicative match: Research, theory, and intervention. Invited address, American Association on Mental Deficiency, May, 1985.

Mahoney, G.J. The Transactional Intervention Program. Presented at Gatlinburg Conference on Mental Retardation and Developmental Disabilities, March, 1986.

Mahoney, G.J. Enhancing Children's Motivation. Presented at annual meeting of the Division for Early Childhood. Louisville, KY. October 1986.

Mahoney, G.J. Maternal communication style with mentally retarded children. Presented at the bi-annual meeting of the Society for Research in Child Development, Baltimore, April, 1987.

Mahoney, G.J. Enhancing competence: Focusing on parent-child interaction. Presented at Focusing on the Future: Linking Research Policy and Practice in Early Intervention. Washington, D.C. May 1987.

Mahoney, G.J. Interactional Style and Child Development: Implication for preschool special education. Presented at the annual meeting of the Division for Early Childhood. Denver, CO, November 1987.

Mahoney, G.J. Transactional Intervention Program: Evaluation of family outcomes. Presented at the annual meeting of the Gatlinburg conference on Research in Mental Retardation and Developmental Disabilities. Gatlinburg, Tennessee, March 1988.

Mahoney, G.J. The Transactional Intervention Program: A child-centered approach to educating young handicapped children. Invited address: Opening New Doors, Seattle, Washington, May 1988.

Mahoney, G.J. The role of achievement motivation in the education of handicapped children: Implications for parent involvement in the educational process. Keynote Address: Opening New Doors, Seattle, Washington, May 1988.

Mahoney, G.J. The Transactional Intervention Program: A responsive approach to early intervention. Invited address: Kephart Special Education Symposium. Vail, CO, July 1988.

Mahoney, G.J., Powell, A., Vitalone-Raccaro, N. Enhancing the motivation and development of handicapped preschoolers: A child centered curriculum for classrooms. Presented at the International Early Childhood Conference on Children with Special Needs. Nashville, Tennessee, November 1988.

Mahoney, G.J. The effects of a responsive, child-centered intervention on the development of handicapped children. Presented at the annual meeting of the American Educational Research Association. San Francisco, California, April, 1989.

Mahoney, G.J., Powell, A., Vitalone-Raccaro, N. Enhancing the motivation and development of handicapped preschoolers: A child centered curriculum for classrooms. Presented at the International Early Childhood Conference on Children with Special Needs. Nashville, Tennessee, November 1988.

Mahoney, G.J. The effects of a responsive, child-centered intervention on the development of handicapped children. Presented at the annual meeting of the American Educational Research Association. San Francisco, California, April, 1989.

Mahoney, G.J. Family focused intervention: Focusing on parent-child interaction. Keynote Address: New Perspectives on Partnering with Families: Implications on Training Early Intervention Personnel, Cincinnati, Ohio, April 1989.

Mahoney, G.J. The Transactional Intervention Program: Enhancing the developmental motivation of handicapped children. Keynote Address: New York State Division on Early Childhood, Rye, New York, May, 1989.

Mahoney, G.J. Parent-child interaction: Implications for language intervention. Keynote Address: Louisiana Early Intervention Institute, New Orleans, La., July, 1989.

Mahoney, G.J. Parent-child interaction. Implications for early intervention practice. Invited Presentation: Long Island University, Southampton, New York, August, 1989.

Mahoney, G.J. The Transactional Intervention Program. Invited Presentation: University of Louisville and Jefferson County Public Schools, Louisville Ky., September, 1989.

Mahoney, G.J. Family Focused Early Intervention. Invited Presentation: South Carolina Train the Trainer's Conference, Myrtle Beach, SC. October, 1989.

Mahoney, G.J. Motivating young handicapped children: A family focused model for infant intervention services. Presented at the Annual Conference of the Division of Early Childhood, Minneapolis, MN, October, 1989.

Mahoney, G.J. The Transactional Intervention Program. Invited Presentation: Long Island Down Syndrome Association, Long Island, NY, November, 1989.

Mahoney, G.J. Enhancing the motivational competence of young handicapped children. Invited Address: John F. Kennedy University Affiliated Program, Albert Einstein University, Bronx, NY, January, 1990.

Mahoney, G.J. No more stickers or M&Ms: The power of intrinsic motivation. Invited Presentation: High/Scope Registry Conference, Ypsilanti, MI. May, 1990.

Mahoney, G.J. Developing family-focused intervention: A model for special educators. Invited Presentation: High/Scope Registry Conference, Ypsilanti, MI. May, 1990.

Mahoney, G.J. Let's communicate! Encouraging and supporting language development for infants and toddlers. Invited Presentation: High/Scope Registry Conference, Ypsilanti, MI. May, 1990.

Mahoney, G.J. Exemplary approaches to infant/toddler intervention. Presented at the Gulf Coast Conference on Early Intervention, Point Clear, Alabama, June 1990.

Mahoney, G.J. Responsive parenting - A family focused approach to enhancing the development of young handicapped children. Invited Presentation: Iowa Early Childhood Special Education Summer Institute, Cedar Rapids, IA, June 1990.

Mahoney, G.J. Evaluation of interagency and case coordination efforts. Presented at the Fourth Annual Partnerships for Progress, Arlington, VA, July 30, 1990.

Mahoney, G.J. Integrating children with disabilities into the preschool classroom. Presented at the South Carolina Head Start Statewide Preservice, Columbia, SC, August, 1990.

Mahoney, G.J. Adapting the High/Scope Preschool curricula for children with special needs. Presented at the South Carolina Head Start Statewide Preservice, Columbia, SC, August, 1990.

Mahoney, G.J., O'Sullivan, P. & Robinson, C. Perceptions of pediatricians helpfulness: A national study of mothers of young handicapped children. Presented at the annual meeting of the American Academy on Cerebral Palsy and Developmental Medicine. Orlando, FL, September, 1990.

Mahoney, G.J. The High/Scope program for infants and toddlers with special needs. Presented at the South Carolina Association on Mental Retardation, Columbia, S.C., October, 1990.

Mahoney, G.J. The Transactional Intervention Program. Invited presentation New Jersey Early Intervention Coalition. Woodbridge, N.J., October, 1990.

Mahoney, G.J. Constructivist programming strategies for early intervention services. Invited presentation. Project Reach ME Early Intervention Institute. Augusta ME., November, 1990.

Mahoney, G.J. & Kostell, P. Developing IEP Goals and objectives from assessment data. Invited Presentation. South Carolina Mainstreaming Conference, Columbia, S.C., November, 1990.

Mahoney, G.J. & Kostell, P. Writing IEP Goals. Invited Presentation. South Carolina Mainstreaming Conference, Columbia, S.C., November, 1990

Mahoney, G. The use of Responsive Parenting strategies in a parent education program. Presented at the Westcap Full Circle Project, Glennwood City, Wisconsin, March, 1991.

Mahoney, G. & Gragg, S. A national study of the characteristics of families with young handicapped children. Presented at the annual meeting of the American Association of Mental Retardation, Washington, D.C., May, 1991.

MacDonald, J., Mahoney, G. & Robinson, R. Relationship focused early intervention practices: Theoretical, professional and practical implications. Presented at the Gulf Coast Conference on Early Intervention, Point Clear, Alabama, May 1991.

Mahoney, G. The High/Scope Program for Infants and Toddlers. Presented at the 15th Annual Early Childhood Summer Institute, Columbia, S.C., June 1991.

Mahoney, G. Understanding relationship focused early intervention practices. Presented at the Southeast Regional Division on Early Childhood Conference, Gatlinburg, Tennessee, July, 1991.

Mahoney, G. The High/Scope Program for Infants and Toddlers. Presented at the Texas Tech University Conference for Early Childhood Educators, Lubbock, Texas, August, 1991.

Mahoney, G. The High/Scope Program for Infants and Toddlers. Presented at the Lakes Region Conference for Early Childhood Special Educators, Laconia, New Hampshire, August, 1991.

Mahoney, G. The High/Scope Program for Infants and Toddlers. Presented at the Central Susquehanna Intermediate Unit Early Intervention Inservice, Lewisburg, Pennsylvania, September, 1991.

Mahoney, G. Relationship focused intervention: A paradigm for parent- professional collaboration. 2nd Annual New Jersey Department of Education Early Intervention Conference. Princeton, New Jersey, September, 1991.

Mahoney, G. Prelinguistic intervention: Does it make sense to combine divergent instructional paradigms? Presented at the Annual Conference of the Division of Early Childhood, St. Louis, Missouri, November, 1991.

Mahoney, G. Developmentally appropriate practices for infants and toddlers with special needs. Invited Presentation. Center of Excellence in Early Childhood Education, Eastern Tennessee State University, Johnson City, Tennessee, December, 1991.

Mahoney, G. Parent-child interaction: The bridge to developmentally appropriate practices for young children with special needs. Invited Presentation: Department of Psychology, Tulane University, New Orleans, LA, February, 1992.

Mahoney, G. Statewide evaluation of the 1989 -1991 Governor's Remediation Program. Presented at the Governor's Remediation Conference, Hilton Head, SC, February, 1992.

Mahoney, G. The High/Scope Program for Infants and Toddlers. Presented at the Therapeutic Intervention Program, St. Louis, Missouri, February, 1992.

Mahoney, G. Using High/Scope with Infants and Preschoolers with Special Needs. North Syracuse Early Education Program, North Syracuse, N.Y., February, 1992.

Mahoney, G. Using High/Scope with Infants and Preschoolers with Special Needs. West Lake Special Education Cooperative, Munster, Indiana, March, 1992.

Mahoney, G. South Carolina Target 2000 Parent Education Program. Presented at the USC- Beaufort Working Conference for At-Risk Families, Beaufort, SC, April, 1992.

Mahoney, G. Supporting parent-child interaction: An intervention model. Presented at the South Carolina Department of Mental Health Conference on Children Adolescents and their Families. Columbia, SC, April, 1992.

Mahoney, G. A developmental approach to developing Individualized Educational Plans for preschool aged children with disabilities. Presented at the annual meeting of the Ohio Association for the Education of Young Children, Columbus, OH, March, 1994.

Mahoney, G. & Mahoney, F. Using the Developmentally Appropriate Practice model for addressing the individualized needs of young children with disabilities. Presented at the annual conference of the National Association for the Education of Young Children, Atlanta, GA, November, 1994.

Mahoney, G & Filer, J. An analysis of the of the family services orientation of early intervention programs. Presented at the 9th National Training Institute Zero to Three. Dallas, TX, December, 1994

Mahoney, G. Workshop on Designing Developmentally Appropriate Practice IEPs. Hopewell Special Education Regional Resource Center, Hillsboro, OH, February, 1995.

Mahoney, G. Workshop on Designing Developmentally Appropriate Practice IEPs. Lincolnway Special Education Regional Resource Center, Canton, OH, March, 1995.

Mahoney, G. The reliability and predictive validity of the Maternal Behavior Rating Scale. Presented at the biannual meeting of the Society for Research in Child Development, Indianapolis, IN, April, 1995.

Mahoney, G. & Filer, J. Service providers' and parents' perceptions of early intervention services: Is early intervention addressing the needs of families. Presented at the Office of Special Education Research Directors Meeting, Washington, DC, July, 1995.

Mahoney, G. (With Boyce, G., Casto, G. Marfo, K. & Spiker, D.) A comparison of four observational coding systems of parent child interaction with children having disabilities. Presented at the 10th National Training Institute Zero to Three. Atlanta, GA, December, 1995

Mahoney, G. (With Boyce, G., Marfo, K. Spiker, D, & Price, C.) Parent-child interaction in dyads with children with/at risk for developmental delay: A factor analytic study. Presented at the 29th annual meeting of the Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities. Gatlinburg, Tennessee, March 1996.

Mahoney, G.J. The Family Child Curriculum: A Relationship Focused Approach to Early Intervention. Presented at the Region 17 Educational Center. Lubbock, TX., May, 1996.

Mahoney, G. The influence of parent-child relationships on children's developmental well-being. Presented at Families and Communities: Stepping into the Future, Kent State University, Kent, OH., May, 1996.

Mahoney, G. Play based assessment. Presented at Families and Communities: Stepping into the Future, Intervention. Presented at Families and Communities: Stepping into the Future, Kent State University, Kent, OH., May, 1996.

Mahoney, G.J. (1996). The Family Child Curriculum: A relationship focused approach to early intervention. Presented at the New Visions Institute. Helen., GA., September, 1996.

Mahoney, G.J., Wheeden, A. & Janas, D. (1996). Individualizing developmentally appropriate practices for preschool children with special needs. Presented at the annual Ohio Department of Education Early Childhood Conference, Columbus, Ohio. October, 1996.

Mahoney, G.J. (1997). Individualizing developmentally appropriate practices for preschool children with special needs. Presented at the Toledo Public Schools Department of Early Childhood Education, Toledo, Ohio. February, 1997.

Mahoney, G.J. Wheeden, A. & Janas, D (1997). Guidelines for developing Developmentally Appropriate Practice Individualized Educational Plans. Presented at Cuyahoga County SERRC Early Childhood Task Force, Mayfield, Ohio. March, 1997.

Mahoney, G. & Bella, J. (1998). Effects of comprehensive early intervention services on parent child interactions and child development outcomes. Presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Charleston, S.C., March, 1998.

Mahoney, G. (1998). Research on parent-infant interaction intervention. Presented at the Conference on Research Innovations in Early Intervention. Charleston, S.C., May, 1998.

Mahoney, G., Mahoney, F. & Bella, J. (1998). The anatomy of responsiveness. Presented at the Annual Conference of the Division of Early Childhood. Chicago, Illinois. December, 1998.

Mahoney, G., Longitudinal investigation of the effects of early motor intervention on children with Down syndrome and cerebral palsy. Presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Charleston, S.C., March, 1999.

Mahoney, G. The effects of motor intervention on the rate of motor development and quality of movement of children with Down syndrome and cerebral palsy. Invited Presentation, Auburn University, College of Education, Auburn, Alabama. May 20, 1999.

Mahoney, G. Interactive match: A developmental approach to addressing the individual needs of preschool children with disabilities. Invited Presentation, Debbie Institute, University of Miami School of Medicine, Miami, Florida, July 23, 1999.

Mahoney, G. Characteristics of effective early intervention services. Invited presentation, EI Blocks: Building Skills to Strengthen Families, Ohio Bureau of Early Intervention Services, Deer Creek Park, Ohio, November 6,7, 1999.

Mahoney, G., Robinson, C. & Fewell, R. The effects of early motor intervention on children with Down syndrome and cerebral palsy. Presented at the Annual Conference of the Division of Early Childhood. Washington, D.C., December 10, 1999.

Mahoney, G. Parent infant interaction: Implications for development and intervention. Invited presentation, Research and Knowledge for Care in the Future. 1<sup>st</sup> Annual Conference on Children with Down Syndrome for Families and Professionals, Tampa, Florida, February 25, 2000.

Mahoney, G.J & Wheeden, C.A.. The role of parent involvement in preschool special education effectiveness. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA., April 2000.

Mahoney, G.J. & Mahoney, F.P. Family Links: A relationship focused early intervention model. Presented at South Carolina Early Intervention TAC. Columbia, South Carolina, May 23-29, 2000.

Mahoney, G.J. Parent child interaction and the effectiveness of early intervention services. Presented at the International Conference on Infant Studies, Brighton, England, July 20, 2000.

Mahoney, G.J. Effective early intervention practices: Support for parent-mediated intervention services. Presented at The Ohio Early Intervention Forum, Ohio Department of Mental Retardation/ Developmental Disabilities, Columbus, Ohio, October 11, 2000.

Mahoney, G.J. Family Links: A relationship-focused approach to addressing mental health and developmental needs of young children. Presented at the Infant Mental Health Seminar, Steubenville, Ohio, October 24, 2000.

Mahoney, G.J. & Mahoney, F.P. Family Links: A relationship-focused curriculum. Presented at the Ohio Department of Education Annual Statewide Conference, Columbus, Ohio Conference, November 6, 2000.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Ashtabula County Board of Mental Retardation Developmental Disabilities, Ashtabula, Ohio, November 14, 2000.

Mahoney, G.J. & Mahoney, F.P. Family Links: Relationship-focused curriculum for addressing autism/PDD. Presented at the Annual Conference of the Division of Early Childhood. Albuquerque, N.M., December 10, 2000.

Mahoney, G.J. & Mahoney, F.P. Family Links: A relationship focused early intervention model. Presented at Miami University. Oxford, Ohio, January 12, 2001.

Mahoney, G.J. The Impact of Adult Interactive Style on Children's Use of Pivotal Behaviors. Presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Charleston, S.C., March, 2001.

Mahoney, G.J. & Mahoney, F.P. The Effects of Relationship Focused Intervention on Children's Pivotal Behavior. Presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Charleston, S.C., March, 2001.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Methods and procedures for working with parents and young children. Presented at the Pickens Mental Retardation/ Developmental Disabilities Board, Circleville, Ohio, March 30, 2001.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Ohio Department of Health Birth to Three Conference, Columbus, Ohio, June, 2001.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Loraine County Early Intervention Collaborative, Loraine, Ohio, September, 2001.

Mahoney, G.J. Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Connecticut , Middletown, Connecticut, October,2001.

Mahoney, G.J. & Perales, F.P. (2002). Pivotal developmental behaviors: Implications for early development and intervention. Presented at the Conference on Research Innovations in Early Intervention. San Diego, CA., February, 2002.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Responsive Teaching Outreach, Beechwood, Ohio, March, 2002.

Mahoney, G.J. & Mahoney, F.P. A comparison of the effects of Responsive Teaching on young children with Autism/PDD and children with other developmental disabilities. Presented at the International Conference on Infant Studies. Toronto, Canada, April, 2002.

Mahoney, G. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at Cleveland Speech and Hearing Clinic. May 2, 2002.

Mahoney, G. & Mahoney, F.P. The Responsive Teaching Planning and Tracking Program. Presented at the Family Child Learning Center, Tallmadge, OH. May 8, 2002.

Mahoney, G. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at Cuyahoga County MR/DD Board May 10, 2002.

Mahoney, G. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Positive Education Program, Cleveland, OH May 17, 2002.

Mahoney, G. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Ashland County MR/DD Board, Mansfield, OH May 21, 2002.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Responsive Teaching Outreach, Columbia, SC May 24, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at Early Start, Akron, Ohio, June 26, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at Cleveland Sight Center, Cleveland, Ohio, July, 30, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at Playworks, Spartanburg, SC, August 21, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at Charleston, SC, August 22, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at Center for Developmental Services, Greenville, SC, October 10, 2002.

Mahoney, G.J. & Perales, F.P. Getting started with Responsive Teaching. Presented at First Steps, Chester, SC, October 11, 2002.

Mahoney, G.J. Getting started with Responsive Teaching. Presented at Parent Education Center, Akron, OH, October 15, 2002.

Mahoney, G.J. Responsive Teaching: Parent-mediated early intervention. Presented at the Alabama Early Intervention Conference, Auburn, AL November, 18, 2002.

Mahoney, G.J., MacDonald, J & Perales, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Annual Meeting of the American Speech and Hearing Association, Atlanta, GA November, 22, 2002.

Mahoney, G.J. & Perales, F.P. Addressing the social emotional and developmental needs of young children through relationship focused intervention. Presented at the Annual Meeting of the Society for Social Work and Research, Washington, DC, January 19, 2003.

Mahoney, G.J. & Quinn-Leering, K. Evaluation of the early childhood special needs child care project. Presented at the Cuyahoga County Early Childhood Initiative, Cleveland State University, Cleveland, OH, February 14, 2003.

Mahoney, G.J. & Perales, F.P. Responsive Teaching: A relationship focused intervention for promoting the socio-emotional and developmental functioning of young children. Presented at the Annual Meeting of Child Welfare League of America, Washington, DC, March 5, 2003.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Responsive Teaching Outreach, Toledo, OH, March 10, 2003.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Responsive Teaching Outreach, Youngstown, OH, March 26, 2003.

Mahoney, G.J. & Quinn-Leering, K. Evaluation of the early childhood special needs child care project. Presented at the Research Showcase, Case Western Reserve University, Cleveland, OH, April 4, 2003

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: Parent-mediated early intervention. Presented at the Responsive Teaching Outreach, Columbia, SC April 18, 2003.

Mahoney, G.J. & Mahoney, F.P. Responsive Teaching: A relationship focused intervention for promoting the socio-emotional and developmental functioning of young children. Presented at the Building on Family Strengths Conference, Portland, Oregon, June 21, 2003

Mahoney, G.J. & Perales, F.P. A comparison of the effects of relationship focused intervention on young children with autism and other developmental disorders. Presented at the First Meeting of the International Society on Early Intervention, Rome, Italy, September 19, 2003

Quinn-Leering, K. & Mahoney, G. Special Needs Child Care: The effects of a county-wide initiative. Presented at the National Association for the Education of Young Children, Chicago, Ill., November, 2003.

Mahoney, G.J. & Perales, F.P. The effects of relationship focused intervention on young children with autism: A comparative study. Presented at the Biannual Meeting of the International Society on Infant Studies, Chicago, Illinois, May 6, 2004

Mahoney, G.J. Responsive Teaching: A relationship focused intervention for promoting the socio-emotional and developmental functioning of young children. Presented at the Utah Early Intervention Conference, Salt Lake City, Utah, May 7, 2004.

Mahoney, G.J. Getting Started with Responsive Teaching. Center for Children with Disabilities, Utah State University, Logan, Utah, May 10, 2004.

Mahoney, G.J. Responsive Teaching: Parent-mediated developmental intervention. Presented at the Annual Meeting of the Division for Early Childhood. Chicago, Ill. December 8, 2004.

Quinn-Leering, K. & Mahoney, G. The special needs child care project: Improving care by supporting providers. Presented at the Annual Meeting of the Society for Social Work Research, Miami, Florida, January 14, 2005.

Mahoney, G. & Perales, P. Using relationship-focused intervention to promote the social emotional functioning of young children with disabilities. Presented at the Annual meeting of the Ontario Association for Infant Development, Toronto, Canada, April 16, 2005.

Mahoney, G & Perales, F. Getting started with Responsive Teaching. Presented at the Jackson County Early Intervention Council, Medford, Oregon, April 28-29, 2005.

Mahoney, G. Getting started with Responsive Teaching. Presented at the Oregon Health Sciences Center, Portland, Oregon, May 2, 2005.

Mahoney, G & Perales, F. Getting started with Responsive Teaching. Presented at the Northwest Regional Education Service District and the Oregon Department of Education, Portland, Oregon, May 3, 2005.

Mahoney, G. Getting started with Responsive Teaching. Presented at the Children's Mental Health System of Care, Nampa, Idaho, May 4, 2005.

Mahoney, G & Perales, F. Getting started with Responsive Teaching. Presented at the P.L.A.Y. Project, Ann Arbor, Michigan, May 23, 2005.

Mahoney, G. Getting started with Responsive Teaching. Presented at the Department of the Army Early Intervention Programs, Augusta, Georgia, June 24, 2005.

Mahoney, G & Perales, F. Getting started with Responsive Teaching. Presented at the Angels' Reach Developmental Center, Miami Lakes, Florida, July 23, 2005.

Mahoney, G & Perales, F. The role of pivotal behavior in developmental intervention. Presented at the U.S. Department of Education, Office of Special Education Programs, July 27, 2005.

Mahoney, G & Perales, F. Responsive Teaching: Parent-mediated developmental intervention. Poster session presented at the U.S. Department of Education, Office of Special Education Programs, July 27, 2005.

Mahoney, G. & Perales, F. Maternal Behavior Rating Scale Workshop. Presented at the Legacy for Children, RTI, International, Los Angeles, CA, August 2-3, 2005.

Mahoney, G. & Perales, F. Presented at the Department of Communication Sciences at California State University at Northridge, Northridge, California, August 4-5, 2005.

Mahoney, G. & Perales, F. Workshop: Providing Intervention Services to Young Children with Autism. Presented at the Head Start Program, Bayamon, Puerto Rico, August 23-25, 2005.

Mahoney, G. & Perales, F. Responsive Teaching Curriculum. Presented at the Parents with Autism Conference, San Juan, Puerto Rico, August 24, 2005.

Mahoney, G.. The role of parents in early motor intervention. Invited Keynote Address. 4<sup>th</sup> International Conference on Developmental Issues in Down Syndrome. The Down Syndrome Educational Trust, University of Portsmouth, United Kingdom, September 15, 2005.

Mahoney, G. Relationship focused early intervention with children with Pervasive Developmental Disorders and other disabilities. Workshop. 4<sup>th</sup> International Conference on Developmental Issues in Down Syndrome. The Down Syndrome Educational Trust, University of Portsmouth, United Kingdom, September 15, 2005.

Mahoney, G. & Perales, F. Getting Started with Responsive Teaching. Presented at the University Federico II- 2<sup>o</sup> Policlinico, School of Medicine, Department of Pediatrics, Naples, Italy, September, 21-23, 2005.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with social emotional and developmental needs. Invited Presentation. The Early Years Conference. The University of British Columbia, Vancouver, CA. February 2, 2006.

Mahoney, G. Relationship focused early intervention with children with Pervasive Developmental Disorders and other disabilities. Workshop. Grand Rapids School District, Grand Rapids, MI, February 20, 2006.

Mahoney, G. The role of parents in early intervention. Invited Keynote Presentation. Third Annual Trisomy 21 (Down Syndrome) Symposium: Clinical Perspectives and Research Advances, Children's Hospital of Philadelphia, Pennsylvania, March 11, 2006.

Mahoney, G. Relationship focused early intervention with children with Down syndrome. Invited Presentation. Third Annual Trisomy 21 (Down Syndrome) Symposium: Clinical Perspectives and Research Advances, Children's Hospital of Philadelphia, Pennsylvania, March 11, 2006.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with disabilities. Invited Workshop. Ohio Association of Services for Children, Columbus, OH, March 24, 2006.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with Autism and other social emotional and developmental needs. Invited Presentation. Birth to Three System, Cromwell, Connecticut, April 21, 2006.

Mahoney, G. Therapeutic rehabilitation of cognitive functioning in Down syndrome. Presented at the Third International Conference of the European Down Syndrome Association, Republic of San Marino, May 5, 2006.

Mahoney, G. & Perales, F. Responsive Teaching: Working with Children with Down Syndrome. Presented at the University of Federico II- 2<sup>o</sup> Policlinico, School of Medicine, Department of Pediatrics, Naples, Italy, May 8, 2006

## **Grants**

Bureau of Education for the Handicapped. A Transactional Approach to Early Language Training: Derivation of a Model System (co-author with James McLean). Department of Special Education, George Peabody College, Nashville, Tennessee (7/74- 6/76 \$180,000)

Bureau of Education for the Handicapped. UCLA Training Program in the Education of Exceptional Children. Department of Education, University of California, Los Angeles (6/80-5/83 \$287,000).

Special Education Program. U.S. Department of Education. Transactional Intervention Program. Woodhaven School District. Woodhaven, Michigan (10/83-8/86 \$358,000).

Special Education Program. U.S. Department of Education. Interaction between Mothers and Handicapped Infants. School of Education, University of Michigan (9/85-8/86 \$86,000 ).

Special Education Program. U.S. Department of Education. Doctoral Training Program for Early Childhood Special Educators. School of Education, University of Michigan (6/86-5/89 \$332,000).

Special Education Program. U.S. Department of Education. TRIP II: Implementing the Transactional Intervention Program in Classroom. University of Connecticut, School of Medicine. (1/87-12/89 \$358,000)

Special Education Program. U.S. Department of Education. Interaction Between Mothers and Handicapped Infants. University of Connecticut, School of Medicine. (1/87-12/89 \$245,000).

NIDDR, U.S. Department of Education. Pediatric Research and Training Center. University of Connecticut, School of Medicine.(Co-author with Greenstein and Bruder)(4/87-3/89 \$1,500,000).

Special Education Programs. U.S. Department of Education. The Transactional Intervention Program: A National Outreach Training Project. (Co-author with Powell). High/Scope Educational Research Foundation, Ypsilanti, Mi. (9/89-8/92, \$410,000).

South Carolina Commission on Higher Education. Center of Excellence on Early Childhood Education. Winthrop College, School of Education. (7/90-6/91, \$120,000).

Special Education Program. U.S. Department of Education. Preparation of Special Education and Related Services Personnel to Work with young handicapped Children in Rural Areas. Winthrop College, School of Education. (Co-author with Robinson). (Rural Projects Program 7/90-6/94, \$320,000).

Special Education Program. U.S. Department of Education. Investigations of Family Focused Intervention Services. Winthrop College, School of Education. (Field Initiated Research Program 9/90-8/93, \$348,000).

Special Education Program. U.S. Department of Education. Preparation of Early Intervention Specialists. Winthrop College, School of Education. (Co-author with Robinson). (Personnel Preparation Program 7/90-6/93, \$252,000).

South Carolina Developmental Disabilities Council. Training of Early Intervention Trainers Project. Winthrop College, School of Education. (Co-author with C. Robinson). (4/90-6/92, \$50,000)

Special Education Program. U.S. Department of Education. Investigations of Early Motor Intervention Procedures. Children's Hospital Medical Center of Akron. (Co-author with C. Robinson). (Field Initiated Research Program 9/91-8/96, \$785,000).

Special Education Program. U.S. Department of Education. Infant Specialist Training Grant. Children's Hospital Medical Center of Akron. (Personnel Preparation Program 7/92 - 6/94, \$187,000) (Co-author with C. McLaughlin).

Special Education Program. U.S. Department of Education. Preschool Technology Training Team. Children's Hospital Medical Center of Akron. (Early Education Program for Children with Disabilities, 9/92 - 8/94, \$270,000).

Special Education Program. U.S. Department of Education. Individualizing Developmentally Appropriate Practices for Preschool Aged Children with Special Needs. Children's Hospital Medical Center of Akron. (Early Education Program for Children with Disabilities 9/93 - 8/99, \$685,000).

Special Education Program. U.S. Department of Education. Training Program for Infant Specialists. Children's Hospital Medical Center of Akron. (Personnel Preparation Program 9/94 - 8/00, \$600,000) (Co-author with C. McLaughlin).

Special Education Program. U.S. Department of Education. Use of Assistive Technology in Developmentally Appropriate Practice Preschool Programs. Children's Hospital Medical Center of Akron. (Early Education Program for Children with Disabilities 9/94 - 8/00, \$800,000) (Co-author with P. Mitchell).

Ohio Department of Health, Bureau of Early Intervention. Family Information Network. Children's Hospital Medical Center of Akron. (10/92 - 9/00, \$3,900,000).

Ohio Department of Health, Bureau of Early Intervention. Early Intervention Statewide Training Project. Children's Hospital Medical Center of Akron. (10/92 - 9/98), \$825,000.

Office of Educational Research Improvement. U.S. Department of Education. An investigation of DAP with preschool children with disabilities. (10/96 - 9/00). \$605,000.

Office of Special Education Programs. U.S. Department of Education (Co-author with C.A. Wheeden). Family Ties: A Preschool Parent Education Program. Children's Hospital Medical Center of Akron. (Model Demonstration Program) (9/00 - 8/04) \$600,000.

Office of Special Education Program. U.S. Department of Education. Early Intervention/Early Childhood Specialist Training Program. Children's Hospital Medical Center of Akron. (Personnel Preparation Program, 6/00-6/05 \$1,500,000) (Co-author with C. Mcloughlin).

Office of Special Education Programs. U.S. Department of Education (Co-author with J. MacDonald). Family Links: A Developmental Relationship-focused Intervention for Children with Autism/PDD and Severe Behavior Disorders. Children's Hospital Medical Center of Akron. (Model Demonstration Program) (9/99 - 8/04) \$600,000. (Transferred to Case Western Reserve University, 9/01)

Office of Special Education Programs. U.S. Department of Education. Responsive Teaching Outreach Project. Children's Hospital Medical Center of Akron. (9/01- 8/04) \$525,000)

Office of Special Education Program. U.S. Department of Education. Interdisciplinary Early Intervention Training Program. Case Western Reserve University. (Personnel Preparation Program, 1/03/03-12/07 \$1,500,000) .

Office of Special Education Programs. U.S. Department of Education (Co-author with V. Groza). Developmental PARTners: Prevention, assessment, referral and transition for young adopted children. Case Western Reserve University. (Model Demonstration Program) (11-03 - 10/07) \$700,000.

Office of Special Education Programs. U.S. Department of Education. The impact of relationship focused intervention on young children with mental health concerns and their families. Case Western Reserve University. (Field Initiated Research) ) (1/04 - 1/07) \$540,000.