

GERALD J. MAHONEY

August 7, 2019

Verna Houck Motto Professor
of Families and Communities
Jack, Joseph and Morton Mandel
School of Applied Social Sciences
Appointed August, 2001

Case Western Reserve University
11235 Bellflower Rd.
Cleveland, Ohio 44106-7164
216-368-1820

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	Psychology Mental Retardation Research	1975

PROFESSIONAL EXPERIENCE:

Associate Dean of Research, Mandel School of Applied Social Sciences, Case Western Reserve University	2017-
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, Department of 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
	2008- Present
Editorial Board, <u>International Journal of Early Childhood Special Education</u>	2008- Present

JOURNAL PUBLICATIONS:

1. Schmidt, H., Mahoney, G.J., & Kennedy, M.A. (1973). Acute effects of phenobarbital on escape behavior. *Physiology and Behavior, 10*, 19-21. PubMed PMID: 4697015.
2. 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. PubMed PMID: 4838147.
3. Paris, S.G., & Mahoney, G.J. (1975). Cognitive integration in children's memory for sentences and pictures. *Child Development, 45*, 633-642. PubMed PMID: 4143819
4. Mahoney, G.J. (1975). An ethological approach to delayed language acquisition. *American Journal of Mental Deficiency, 80*, 139-148. PubMed PMID: 1163559.
5. 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.
6. Mahoney, G.J. The development of natural language mediators. (1979). *Contemporary Educational Psychology, 4*, 260-271.
7. Mahoney, G.J., & Peterson, G. (1980). The maternal language classification scale. New York: Ford Foundation. (ERIC Document ED 184-718).
8. 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. PubMed PMID: 6455918
9. 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. PubMed PMID: 6614056.
10. 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.
11. 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.
12. Mahoney, G.J., & Snow, K. (1983). The relationship of sensorimotor functioning to children's response to early language training. *Mental Retardation, 21*, 248-354. PubMed PMID: 6231449.
13. 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.

14. 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. PubMed PMID: 4083310.
15. Schwethelm, B., & Mahoney, G.J. (1986). Task persistence in mentally retarded infants. *American Journal of Mental Deficiency, 90*, 432-439. PubMed PMID: 2936241.
16. Mahoney, G., Powell, A. & Finger, I. (1986). The maternal behavior rating scale. *Topics in Early Childhood Special Education, 6*, 44-56.
17. Mahoney, G. & Robenalt, K. (1986). Mother-child turntaking with Down syndrome and normal children. *Journal for the Division of Early Childhood, 10*, 172-180.
18. Mahoney, G.J. (1988). Maternal communication style with mentally retarded children. *American Journal of Mental Retardation, 93*, 352-359. PubMed PMID: 3342137.
19. Mahoney, G. & Powell, A. (1988). Modifying parent-child interaction: Enhancing the development of handicapped children. *Journal of Special Education. 22*, 82-96.
20. Mahoney, G.J. (1988). Communication patterns between mothers and developmentally delayed infants. *First Language, 8*, 157-172.
21. Mahoney, G., O'Sullivan, P. & Fors, S. (1989). Service provider practices with young handicapped children. *Journal of Early Intervention, 13*, 261-268.
22. 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.
23. Mahoney, G.J., Fors, S. & Wood, S. (1990). Maternal directive behavior revisited. *American Journal of Mental Retardation, 94*, 398-406. PubMed PMID: 2137001
24. 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.
25. Mahoney, G. & O'Sullivan, P. (1990). Early intervention practices with families of handicapped children. *Mental Retardation, 28*, 169-176. PubMed PMID: 2142251.
26. 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.
27. Mahoney, G.J., O'Sullivan, P. & Robinson, C. (1992). Perceptions of pediatrician helpfulness: A national study of mothers of young handicapped children. *Developmental Medicine and Child Neurology, 34*, 1064-1071. PubMed PMID: 1451935

28. 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.
29. 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.
30. 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
32. 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.
33. 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.
34. Filer, J & Mahoney, G. (1996). Collaboration between families and early intervention service providers. *Infants and Young Children, 9 (2)*, 22- 30.
35. Mahoney, G., Wiggers, B., Lash, S. (1996). Using a relationship focused intervention program to enhance father involvement. *Infant-Toddler Intervention, 6 (4)*, 295-308.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.
41. Mahoney, G. (1999). Moving toward a new motor intervention paradigm. *Journal of Early Intervention, 22(1)*, 19-21.
42. 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.

43. 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.
44. 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.
45. 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. PubMed PMID: 11437190.
46. 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.
47. 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.
48. Mahoney, G., Robinson, C. & Perales, F. (2004). Early motor intervention: The need for new treatments paradigms. *Infants and Young Children, 17(4)*, 291-300.
49. 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. PubMed PMID: 15541631.
50. 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.
52. 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. PubMed PMID: 15590243.
53. 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. PubMed PMID: 15827458
54. Mahoney, G. & Perales, F. (2006). The role of parents in early motor intervention. *Down Syndrome Research and Practice, 10(2)*, 67-73. PubMed PMID: 16869364.
55. Mahoney, G., Perales, F., Wiggers, B & Herman, B. (2006). Responsive Teaching: Early intervention for children with Down syndrome and other disabilities. *Down Syndrome Research and Practice, 11(1)*, 18-28. PubMed PMID: 17048806.
56. Mahoney, G., Perales, F., & Herman, B. (2006). Responsive Teaching: An evidence based early intervention program. *Down Syndrome Quarterly, 8(1)*, 54.

57. Mahoney, G. & Wiggers, B. (2007). The role of parents in early intervention: Implications for social work. *Children and Schools, 29* (1), 7-15
58. Mahoney, G. (2007). Social work and early intervention (editorial). *Children and Schools, 29* (1), 3-5
59. Mahoney, G.J. & Kim, J.M. & Lin, C.S. (2007). The pivotal behavior model of developmental learning. *Infants and Young Children, 20*, (4), 311-325. DOI 10.1097/01.IYC.0000290354.39793.74.
60. Mahoney, G. & Perales, F. (2008). How relationship focused early intervention promotes developmental learning. *Down Syndrome Research and Practice, 13* (3), 47-53.
61. Mahoney, G. (2009). Relationship Focused Intervention (RFI): Enhancing the role of parents in children's developmental intervention. *International Journal of Early Childhood Special Education, 1* (1), 79-94.
63. Karaaslan, O. Diken, I., & Mahoney, G. (2011). The Effectiveness of the Responsive Teaching Parent Mediated Developmental Intervention Program in Turkey: A Case Study. *International Journal of Disability, Development and Education, 58* (4), 359-372. DOI 10.1080/1034912X.2011.626611
64. Mahoney, G. & Perales, F. (2012). El papel de los padres de niños con síndrome de Down y otras discapacidades en la atención temprana. *Revista Síndrome de Down, 29*, 46-64. (The role of parents of children with Down syndrome and other disabilities in early intervention.)
65. Karaslan, O. Diken, I., & Mahoney, G. (2013). A randomized control study of Responsive Teaching with young Turkish Children and their mothers. *Topics in Early Childhood Special Education, 33*, 18-27. DOI 10.1177/0271121411429749
66. Diken, O, Mahoney, G. (2013). Interactions between Turkish Mothers and preschool children with autism. *Intellectual and Developmental Disabilities, 51*, 190-200. PubMed PMID: 23834215.
67. Mahoney, G. (2013). Assimilative practice and developmental intervention. *International Journal of Early Childhood Special Education, 5*, 45-65.
68. Karaslan, O. & Mahoney, G. (2013). Effectiveness of Responsive Teaching with children with Down syndrome. *Intellectual and Developmental Disabilities, 51*, 458-469. PubMed PMID: 24447017
69. Solomon R, Van Egeren L, Mahoney G, Quon-Huber M, Zimmerman P. (2014). PLAY Project Home Consultation Intervention Program for Young Children with Autism Spectrum Disorders: A Randomized Controlled Trial. *Journal of Developmental and Behavioral Pediatrics, 35*(8): 475-485. doi: 10.1097/DBP.0000000000000096. PubMed PMID: 25264862;
70. Mahoney, G., Nam, S. & Perales, F. (2014). Pilot study of the effects of Responsive Teaching on young adopted children and their parents: A comparison of two levels of treatment intensity. *Today Children Tomorrow Parents, 37-38*, 67-84.

71. Mahoney, G., Wiggers, B., Nam, S. & Perales, F. (2014). How depressive symptomatology of mothers of children with pervasive developmental disorders relates to their participation in relationship focused intervention. *International Journal of Early Childhood Special Education*, 6, 204-221. DOI 10.20489/intjecse.86233
72. Alquraini, T. & Mahoney, G. (2015). The role of parenting stress in relationship focused intervention: Comparison of parents of children with pervasive developmental disorders to parents of children with other disabilities. *Journal of Applied Research in Intellectual Disabilities*. 28, 536–547. doi: 10.1111/jar.12148. PubMed PMID: 25727239
73. Karaslan, O. & Mahoney, G. (2015). Mediation analyses of the effects of Responsive Teaching on the developmental functioning of preschool children with disabilities. *Journal of Early Intervention*, 37, 286–299. DOI 10.1177/1053815115617294
74. Mahoney, G., & Solomon, R. (2016). Mechanism of developmental change in the PLAY home consultation Project: Evidence from a Randomized Control Trial. *Journal of Autism and Developmental Disorders*, 46, 1860-1871. DOI 10.1007/s10803-016-2720-x. PubMed PMID: 26830414.
75. Chiu, C.H., Lin, C.S., & Mahoney, G. (2017). Pivotal behavior as the mediator of the relationship between parental responsiveness and children's symbolic behavior: Implications for developmental intervention. *Infant Behavior and Development*, 48, 157-163. DOI: 10.1016/j.infbeh.2017.04.004. PubMed PMID: 28552591.
76. Alquraini, T, Al-Adaib, A., Al-Dhalaan, H., Merza, H., & Mahoney, G. (2018). Feasibility of Responsive Teaching with mothers and young children with autism in Saudi Arabia. *Journal of Early Intervention*, 40, 304-316. DOI: 10.1177/1053815118789176.
77. Alquraini, T, Al-Adaib, A., Al-Dhalaan, H., Merza, H., & Mahoney, G. (2019). Relationship based intervention with young children with autism in Saudi Arabia: Impediments and consequences of parenting stress and depression. *International Journal of Disability Development and Education*, 66, 233-248. DOI:10.1080/1034912X.2018.1487042.
78. Mahoney, G. & Solomon, R. (In review). Effects of Parental Depression Risk Status Intervention Outcomes in the PLAY Project Home Consultation Program. *Journal of Developmental and Physical Disabilities*

BOOKS:

2001. 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. (Korean Translation (2008). Seoul, South Korea, Hakjisa Publishing)
2002. Mahoney, G. (2007). *Autism and developmental delays in young children: The Responsive Teaching Planning and Tracking Program*. (CD-ROM) Austin, TX: PRO-ED.

2003. Kim, J.M. & Mahoney, G. (2009). *Parent-child interactive behavior assessment: K-MBRS & C-MBRS*. Seoul, South Korea, Pakhaksa Publishing.
2004. Mahoney, G., Perales, F & Kim, J. (2010). *Korean developmental rainbow: Early childhood developmental profile*. Seoul, Korea, Hakjisa Publishing.
2005. Kim, J. & Mahoney, G. (2013). *Responsive Teaching: Parent education*. Seoul, Korea, Changjisa Publishing.
2006. Mahoney, G & Perales, F. (2019). *Responsive Teaching: Relationship Based Developmental Intervention-Volume 1: Rationale and Intervention Procedures*. Indianapolis, IN: Lulu Publishing.

CHAPTERS:

1001. 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.
1002. 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.
1003. 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 1*. Greenwich, Conn: JAI Press.
1004. 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.
1005. 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.
1006. Mahoney, G.J. (1988). Enhancing children's developmental motivation. In K. Marfo,(Ed). *Parent-child interactions and developmental disabilities*. Westport, CT Praeger.
1007. 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.
1008. 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.

1009. 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. PubMed PMID: 7621335
1010. 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.
1011. Mahoney, G. (2007) Cognitive rehabilitation. In J.A. Rondal and A. Rasore-Quartino (Eds.). *Therapies and rehabilitation in Down syndrome*. London, England: John Wiley & Sons, pp. 90-106.
1012. Mahoney, G & Perales, F. (2011). The Role of Parents of Children with Down Syndrome and Other Disabilities in Early Intervention. In J.A. Rondal, J. Perera, & D. Spiker, (Eds.). *Neurocognitive rehabilitation of Down Syndrome. The early years. Cambridge Neurocognition series*, Cambridge University Press, p 205-223
1013. Mahoney, G. & Nam, S. (2011). The parenting model of developmental intervention. In R.M.. Hodapp (Ed.), *International Review of Research on Mental Retardation*, 41. New York, NY: Academic Press, 73-125. DOI 10.1016/B978-0-12-386495-6.00003-5
1014. Mahoney, G. (2016) The Parenting Model of early childhood intervention, In Steffens, M., Borbe, C., & Jendricke, V. (Ed.) *Family and mental health - expectations and reality*. Frankfurt, Germany: Verlag:, pp. 109-132. (Das Elternmodell in der Frühförderung. In Steffens, M., Borbe, C., Jendricke, V. (Eds.) *Familie und psychische Gesundheit - Anspruch und Wirklichkeit*, Referenz-Verlag, Frankfurt/M., 109-132).
1015. Mahoney, G. (2018). Lessons learned from relationship based interventions. In McCollum, J., Weglarz-Ward, J. & Santos, (Eds.) *DEC Recommended Practices Monograph Series No. 5 Responsive Interactions to Support Child Development and Learning*. pp. 1-15.
- 1016 Mahoney, G. & Perales, F. (2019). La Enseñanza Sensible: Intervención del desarrollo implementada por los padres (Responsive Teaching; Parent-Implemented developmental intervention). In C. Escorcía (Ed). *Prácticas de Atención Temprana Centradas en la Familia y en Entornos Naturales (Early Intervention Practices based on a Family-centered and Natural Environment approach)*. Madrid, Spain: UNED. Pp. 247-274.

BOOK REVIEWS:

1. Mahoney, G.J. (1979). Review of *The organization and management of the resource room: A cookbook approach* by Howard Drucker. *Exceptional Children*, 45, 432.
2. Mahoney, G.J. (1980). Review of *Educating young handicapped children: A developmental approach* by S. Gray Garwood (Ed.). *Exceptional Children*, 46, 651.
3. Mahoney, G.J. (1981). Review of: *Working with Parents and Infants: An Interactional Approach* by Ruth Bromwich. *Exceptional Children*, 48, 276-277.

4. 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.
5. 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.

CURRICULUM MATERIALS:

1. Mahoney, G.J. & Powell, A. (1986). *Transactional Intervention Program: Teacher's Guide*. Farmington, CT, Pediatric Research and Training Center.
2. Mahoney, G.J. & Mahoney, F.P. (1996). *Developmental Rainbow: Early Childhood Developmental Profile*, Tallmadge, OH: Family Child Learning Center.
3. Mahoney, G. Wheeden, C. & Janas, C. (1997). *INDAP: Individualizing Developmentally Appropriate Practices for Young Children with Special Needs*. Tallmadge, OH: Family Child Learning Center.
4. Mahoney, G.J. (1999). *The Family/Child Curriculum: A Relationship- Focused Approach to Parent Education/Early Intervention*. Tallmadge, OH: Family Child Learning Center.
5. Mahoney, G. (2008). *Maternal Behavior Rating Scale (Revised)*. Cleveland, Ohio. Case Western Reserve University

PRESENTATIONS:

1980

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.

1981

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.

1982

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.

1983

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.

1984

Mahoney, G.J. Mastery motivation in mentally retarded infants. Invited presentation at the NICHD 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.

1985

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.

1986

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.

1987

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.

1988

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.

1989

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.

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 pediatrician 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

1991

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.

1992

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.

1994

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

1995

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

1996

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.

1997

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.

1998

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.

1999

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. 1st Annual Conference on Children with Down Syndrome for Families and Professionals, Tampa, Florida, February 25, 2000.

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.

2001

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.

2002

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.

2003

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.

2004

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.

2005

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. 4th 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. 4th 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° Policlinico, School of Medicine, Department of Pediatrics, Naples, Italy, September, 21-23, 2005.

2006

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° Policlinico, School of Medicine, Department of Pediatrics, Naples, Italy, May 8, 2006

Mahoney, G. Response Teaching: An evidence based early intervention program. World Down Syndrome Conference, Vancouver, BC, August 25, 2006.

Mahoney, G. & Perales, F. Procedures for implementing Responsive Teaching in early childhood programs. Wellerwood Early Childhood Center, Grand Rapids, MI. August 31, 2006.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with disabilities. Invited Workshop. Edmonton, Alberta, CA, September 11-13, 2006.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with disabilities. Invited Workshop. Lewiston, Idaho, September 14-15, 2006.

Mahoney, G. Responsive Teaching: Relationship focused intervention for infants and toddlers with disabilities. Invited Workshop. Division on early Childhood, Little Rock, Arkansas, October 19, 2006.

2007

Mahoney, G. Getting Started with Responsive Teaching. Case Western Reserve University, Cleveland, Ohio, March 2-3, 2007.

Mahoney, G. & Perales, F. The pivotal behavior model of development: Implications for developmental intervention. Presented at the Gatlinburg Conference on Research and Theory In Intellectual and Developmental Disabilities. Annapolis, Maryland, March 8, 2007.

Kim, J., Kwak, K. & Mahoney, G. The validity of the MBRS and CBRS in South Korea. Presented at the Bi-Annual meeting of the Society for Research on Child Development, Boston, MA., March 30, 2007

Mahoney, G. Getting Started with Responsive Teaching. Connecticut Birth to Three Hartford, Connecticut, April 12-13, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Case Western Reserve University, Cleveland, Ohio, April 21-22, 2007.

Mahoney, G. Relationship Focused Early Intervention: Theory and Practice, British Columbia Infant Development Program-Summer Institute, University of British Columbia, Vancouver, BC, July 9-20, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Fraser Valley Child Development Program, Abbotsford, BC, CA. July 23-24, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Angels Reach Developmental Enrichment Center, Hialeah, FL, August 2-3, 2007.

Mahoney, G. Getting Started with Responsive Teaching. University of North Carolina College of Allied Health, Chapel Hill, NC, August 9-10, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Buckendorf and Associates, Portland, OR, September 6-7, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Washington County Board of Mental Retardation and Developmental Disabilities, Marietta, OH, September 13-14, 2007.

Mahoney, G. Getting Started with Responsive Teaching. Champaign County Board of Mental Retardation and Developmental Disabilities, Urbana, OH, October 11-12, 2007.

Mahoney, G. (Invited Presentation) How Relationship Focused Intervention Promotes Developmental Learning. DownsEd, Portsmouth, England. October 24, 2007.

Mahoney, G. & Perales, F. Promoting the Development and Well-Being of Adopted Children National Training Institute, Orlando, FL., November 30, 2007

2008

Mahoney, G. Getting Started with Responsive Teaching. Children's C.A.R.E Services Chinook Health, Lethbridge, Alberta, CA, January 24-25, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Geauga County Board of Mental Retardation and Developmental Disabilities, Geauga County, OH, February 26-27, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Delaware County Board of Mental Retardation and Developmental Disabilities, Delaware, OH, March 6-7, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Connecticut Birth to Three, Cromwell, CT, March 11-12, 2008.

Mahoney, G. How relationship focused early intervention promotes development. Gatlinburg Conference on Mental Retardation. San Diego, CA, April, 2008.

Mahoney, G. The Role of Pivotal Behaviors in the Learning and Development of Young Children with ASD. Stark County ARC, Canton, OH, March 27, 2008.

Mahoney, G. The early intervention curriculum: Family focused intervention strategies, activities and routines. South Carolina Early Intervention Conference, Winnsboro, SC, May 22, 2008

Mahoney, G. The critical role of practice in the early intervention curriculum. South Carolina Early Intervention Conference, Winnsboro, SC, May 22, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Summit County Board of Mental Retardation and Developmental Disabilities, Tallmadge, OH, June 5-6, 2008.

Mahoney, G. (Invited Presentation) Responsive Teaching intervention for children with developmental risks and disabilities. Second International Conference on Special Education, Anadolu University, Marmaris, Turkey, June 19, 2008.

Mahoney, G. (Invited Presentation). The Role Parent-Child Interaction in Developmental Intervention. Academic Association for Early Childhood Special Education, Jungbu University, Daejeon, Korea, September 6, 2008

Mahoney, G. (Invited Presentation). The Critical Role of Assimilative Practice in Developmental Intervention. Academic Association for Early Childhood Special Education, Kangnam University, Youngin, Korea, September 8, 2008

Mahoney, G. (Invited Presentation). Responsive Teaching: A Relationship-Focused Intervention for Young Children with Developmental and Social Emotional Needs. Sponsored by Kangnam University & Bethesda Center, Miral School, Seoul, Korea. September 9, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Child Development Center, California Pacific Medical Center, San Francisco, CA, October 3-4, 2008.

Mahoney, G. Getting Started with Responsive Teaching. Infant Development Program of British Columbia, Vancouver, BC, Canada. November 5-6, 2008.

Mahoney, G. (Invited Presentation). The Role of Parents in Early Intervention. Presented at the VII International Symposium. on Early Intervention In Down Syndrome And Other Developmental Disabilities. European Down Syndrome Association. Palma, Mallorca, Spain. November 22, 2008.

2009

Mahoney, G. (Invited Research Colloquium). Causal Modeling vs Randomized Control Research Designs. Mandel School of Applied Social Sciences, CWRU, Cleveland, Ohio, February 1, 2009.

Mahoney, G. Getting Started with Responsive Teaching. Lake County Board of Mental Retardation and Developmental Disabilities, Painesville, OH, March, 2009.

Mahoney, G. & Perales, F. Getting Started with Responsive Teaching. Mailman Child Development Center, Nova Southeastern University, Fort Lauderdale, FL, July 21-24, 2009.

Mahoney G. The Role of Parents in Early Intervention . Presented at the 10th World Down Syndrome Congress, Dublin-Ireland, August 20, 2009

Mahoney G. Responsive Teaching: Enhancing Children's Development by Promoting Parental Responsiveness. Presented at the 10th World Down Syndrome Congress, Dublin-Ireland, August 22, 2009.

Mahoney, G. Getting Started with Responsive Teaching, Infant Toddler Services, Manhattan, KS, October 1-2, 2009.

Mahoney, G. Getting Started with Responsive Teaching, Knox County MRDD, Mount Vernon, OH, November 12-13, 2009.

Nam SungHee & Mahoney G. Responsive Teaching intervention with adoptive families. Poster present at the annual meeting of the Society for Social Work and Research, San Francisco, CA, January 16, 2010.

2010

Mahoney, G. Parent education and early intervention: the Responsive Teaching curriculum. Presented at Scuola Internazionale di Scienze della Formazione, Universita Pontificia Slaesiana di Roma, Venice, Italy, January 30, 2010.

Mahoney, G. Parent education and early intervention: the Responsive Teaching curriculum. Presented at Istituto Miller, Genoa, Italy, February 1, 2010.

Mahoney, G. Parent education and early intervention: the Responsive Teaching curriculum. Presented at Istituto Miller, Florence, Italy, February 5, 2010

Mahoney, G. Parent education and early intervention: the Responsive Teaching curriculum. Presented at Istituto Meazzini, Rome, Italy, February 6, 2010.

Mahoney, G. & Perales, F. Getting Started with Responsive Teaching, Salina Kansas, May 5-7, 2010.

Mahoney, G. (2010). The parenting model and developmental intervention: Implications for parent involvement'. Invited Keynote Presentation 9th Biennial National Early Childhood Intervention Australia (ECIA) Conference, May 20, 2010, Canberra, Australia.

Mahoney, G. Responsive Teaching: Parent Mediated Developmental Intervention Awareness Workshop. 9th Biennial National Early Childhood Intervention Australia (ECIA) Conference, May 20, 2010, Canberra, Australia.

Mahoney, G. (2010). Getting Started with Responsive Teaching. Early Childhood Intervention Australia of Western Australia, May 24-25, 2010, Perth, Australia.

Mahoney, G. (2010). The role of parents in early intervention. Disability Services Commission of Western Australia, May 25, 2010, Perth, Australia.

Mahoney, G. (2010). Getting Started with Responsive Teaching. Disability Services Commission of Western Australia, May 27-28, 2010, Perth, Australia.

Mahoney, G & Perales, F. Responsive Teaching Early Intervention Institute. Chung-Yuan Christian University, Chung-Li, Taiwan. August 9-20, 2010.

Mahoney, G. & Perales, F. (Invited Keynote). The role of parents in early intervention. 4th International Conference in Special Education. Chung-Yuan Christian University, Chung-Li, Taiwan. August 27, 2010.

Mahoney, G. & Perales, F. (Invited Keynote) . The critical role of assimilative practice in developmental intervention. 4th International Conference in Special Education. Chung-Yuan Christian University, Chung-Li, Taiwan. August 27, 2010.

Mahoney, G., Responsive Teaching Awareness Workshop. Presented at the Annual Conference of the Oregon Speech-Language Hearing Association, Vancouver, WA. October 8, 2010

Mahoney, G. Getting Started with Responsive Teaching. Broward County Early Steps, Fort Lauderdale, FL. October 22-23, 2010.

Nam S. & Mahoney G. Early intervention for young children with Autism Spectrum Disorder (ASD). Poster presented at 43rd Annual Conference of the New York State Social Work Education Association. Saratoga Springs, New York. November 14, 2010.

2011

Mahoney, G. Getting Started with Responsive Teaching. Ohio Department of Developmental Disabilities, Columbus, OH. April 13- 14, 2011.

Mahoney, G. Getting Started with Responsive Teaching. Ohio Department of developmental Disabilities, Columbus, OH. May 12-13, 2011.

Mahoney, G. & Perales, F. The role of parents in early intervention. Presented at the Biannual Meeting of the International Society on Early Intervention, New York, New York. May 4, 2011.

Mahoney, G. & Perales, F. Effects of parent-mediated relationship focused intervention on very young children with ASD: A replication study. Poster presented at the Biannual Meeting of the International Society on Early Intervention, New York, New York. May 2, 2011.

Mahoney, G. & Perales, F. Getting Started with Responsive Teaching. Invited Workshop. Project Spirit, Center of Disability Studies, University of Hawaii, Manoa, October 24-27, 2011.

2012

Mahoney, G. The role of parents of children with disabilities and early intervention. Invited Presentation, UDEMKO: 1st National Interdisciplinary Conference on Early Intervention, Antalya, Turkey, February 3, 2012.

Mahoney, G. An overview of the Responsive Teaching intervention for infants and toddlers with disabilities. Invited Workshop. UDEMKO: 1st National Interdisciplinary Conference on Early Intervention, Antalya, Turkey, February 3, 2012.

Mahoney, G. The role of parents of children with disabilities and early intervention. Invited Keynote Presentation, Pacific Rim International Conference on Disability & Diversity, Honolulu, HI, March 28, 2012.

Mahoney, G. & Perales, F. Clinical problem solving with Responsive Teaching. Invited Workshop. Project Spirit, Center of Disability Studies, University of Hawaii, Manoa, Honolulu, HI. March, 29-30, 2012.

Mahoney, G. The role of parents of children with disabilities and early intervention. Invited Presentation, Georgia State University Language and Literacy Distinguished Lecture Series, Atlanta, Georgia, April 26, 2012.

Mahoney, G. & Perales, F. An overview of the Responsive Teaching intervention for infants and toddlers with disabilities. Workshop. 24th Annual Meeting of European Academy of Childhood Disability, Istanbul, Turkey, May 17, 2012.

Mahoney, G. The role of parents of children with disabilities and early intervention. Invited Presentation, 24th Annual Meeting of European Academy of Childhood Disability, Istanbul, Turkey, May 18, 2012.

Mahoney, G. The role of parents of children with disabilities and early intervention. Invited Presentation, Invited Workshop. Biannual of TODEV Autism Europe, Istanbul, Turkey, May 25, 2012., Istanbul, Turkey, May 18, 2012.

Mahoney, G. & Perales, F. An overview of the Responsive Teaching intervention for infants and toddlers with disabilities. Invited Workshop. Biannual of TODEV Autism Europe, Istanbul, Turkey, May 25, 2012.

Dikem, O., & Mahoney, G. Interactions between Turkish mothers and preschool children with Autism. Presented at the 1st International Early Intervention Conference; Eurylaid Annual Conference 2012, Braga, Portugal, September 14, 2012.

Mahoney, G. An overview of the Responsive Teaching intervention for infants and toddlers with disabilities. Invited Workshop. FIPP 40th Anniversary Speaker Series, Family Infant and Preschool Program, Morganton, NC, November 15-16, 2012

2013

Mahoney, G. & Perales, F. Getting Started with Responsive Teaching. Invited Workshop. Zayhed Higher Organization, Al Ain, United Arab Emirates, April 13-14, 2013.

Mahoney, G. Relationship Focused Intervention: Facilitating transitions from diagnosis to family life to school (Keynote Presentation) ACCESS Abu Dhabi: International Conference for People with Disabilities, Abu Dhabi, United Arab Emirates, April 17, 2013.

Mahoney, G. Responsive Teaching: An intervention method for integrating the young child with disabilities into routine family life. Invited Workshop. ACCESS Abu Dhabi: International Conference for People with Disabilities, Abu Dhabi, United Arab Emirates, April 17, 2013.

Mahoney, G. Responsive Teaching early intervention institute. University of Porto, Porto, Portugal. May 7- May 10, 2013.

Mahoney, G. The role of parents of children with disabilities in early intervention. Invited Presentation. Modern demands on the efficiency of early intervention services. Berlin, Germany, June 16, 2013.

2014

Mahoney G. Procedures for implementing Responsive Teaching. University of Porto, Porto, Portugal. January 20, 2014.

Mahoney, G. Responsive Teaching: parent-mediated developmental intervention. Euryloid Annual Conference 2014, Antalya, Turkey, April 3, 2014.

Mahoney G. The role of parents in early intervention. Invited Keynote Presentation. Euryloid Annual Conference 2014, Antalya, Turkey, April 5, 2014.

Mahoney, G. Assimilative practice: the key to developmental learning. Presented at the Bi-annual conference of the Jean Piaget Society, San Francisco, California, May 29, 2014.

Mahoney, G. & Solomon, R. The effectiveness of Relationship Based interventions with young children with Autism. Milestones Annual Conference, Cleveland, Ohio, June 18, 2014.

Mahoney, G. Causal analyses of Relationship Based interventions with young children with disabilities and their parents. Invited presentation. Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC, June 20, 2014.

Mahoney, G. Responsive Teaching: Evidence Based Parent Mediated Developmental Intervention. Invited workshop. 66th Annual Congress for Social Paediatrics, Leipzig, Germany, September 11, 2014.

Mahoney, G. Relationship focused intervention: promoting development through engagement and assimilative learning. Invited Presentation. Institute for Social Medicine and Rehabilitation, University of Nordhausen, Nordhausen, Germany, September 12, 2014.

Mahoney, G. Relationship focused intervention. A parent mediated approach to enhancing the development of children with disabilities. Invited Presentation. 66th Annual Congress for Social Paediatrics, Leipzig, Germany, September 13, 2014.

Mahoney, G. Relationship focused intervention: promoting development through engagement and assimilative learning. Invited Presentation. Croatian Association on Early Childhood Intervention. Zadar, Croatia. September 16, 2014.

Mahoney, G. Relationship focused intervention: promoting development through engagement and assimilative learning. Invited Presentation. Croatian Association on Early Childhood Intervention. Zagreb, Croatia. September 17, 2014.

Mahoney, G. Responsive Teaching: Evidence Based Parent Mediated Developmental Intervention. Invited presentation Department of Education and Rehabilitation, University of Zagreb, Zagreb, Croatia, September 18, 2014.

2015

Mahoney, G. The role of parents in early intervention. Invited presentation. King Salmon Center for Disability Research, Riyadh, Saudi Arabia, April 29, 2015.

Mahoney, G. Relationship based intervention for children with ASD. Invited presentation. King Salmon Center for Disability Research, Riyadh, Saudi Arabia, April 26 - May 6, 2015.

Mahoney G. Responsive Teaching early intervention institute. King Saud University, Riyadh, Saudi Arabia, May 6, 2015.

2016

Mahoney, G. The PLAY Project Home Consultation Project: Theory and Research. Invited presentation. King Salmon Center for Disability Research, Riyadh, Saudi Arabia, March 6, 2016.

Mahoney, G. Early intervention during daily activities and routines. Invited presentation. King Salmon Center for Disability Research, Riyadh, Saudi Arabia, March 9, 2016.

Mahoney, G. The effects of relationship-based intervention (RBI) on children with ASD and other disabilities. Invited Presentation. School of Education, Anadolu University, Eskisehir, Turkey, May 17, 2016.

Mahoney, G. The effects of relationship-based intervention (RBI) on children with ASD and other disabilities. Invited Presentation. School of Education, University of Ankara, Ankara, Turkey, May 18, 2016.

Mahoney, G.J. Mechanism of developmental change in relationship-based interventions. Presented at the biannual meeting of the International Society on Early Intervention, Stockholm, Sweden. June 8, 2016.

Chiu, C.H., Lin, C.S., & Mahoney, G. Pivotal behavior model of developmental learning in Taiwanese toddlers. Poster presented at the biannual meeting of the International Society on Early Intervention, Stockholm, Sweden. June 8, 2016.

Mahoney, G. Relationship-based intervention for preschool children with autism. Invited Presentation, Mary Ellen Davis Lecture. Department of Psychiatry Grand Rounds, University Hospital, Cleveland, Ohio. December 16, 2016.

2017

Mahoney G. Responsive Teaching: Relationship Based Developmental Intervention. Invited Workshop. Ewha Women's University, Seoul, Korea. August 16-18, 2017

Mahoney, G. Lessons from Relationship Based Interventions: The Parenting Model of Developmental Intervention. Invited Presentation, 1st Annual Korea Responsive Teaching Association, Ewha Women's University, Seoul, Korea. August 19, 2017.

2018

Mahoney G. Lessons learned from the development and evaluation of Responsive Teaching. Presented at the Division of Early Childhood 34th Annual International Conference, Orlando, Florida. October 25, 2018.

Mahoney, G. (Invited Webinar). Relationship Based Intervention: Addressing the National Guidelines for Best Practice in ECI. Perth, Australia. December 8, 2018

2019

Mahoney, G. Relationship Based Intervention with Young Children with Autism: Effects and consequences of parenting stress and depression. Presented at the Annual Meeting of the Society for Social Work Research, San Francisco, Ca., January 18, 2019.

Mahoney, G. (Invited Keynote). Relationship Based Developmental Intervention with children with Down Syndrome. Presented at Down Syndrome Research Forum Ireland, University College Cork, Cork, Ireland. March 29, 2019.

Mahoney, G. (Invited Presentation). Lessons learned from the development and evaluation of Relationship Based Intervention. Presented at the biannual meeting of the International Society on Early Intervention, Sydney, Australia, June 27, 2019.

Mahoney, G. & Innocenti, M. Increasing parent participation in early intervention. Presented at the biannual meeting of the International Society on Early Intervention, Sydney, Australia, June 27, 2019.

GRANTS:

Bureau of Education for the Handicapped. A Transactional Approach to Early Language Training: Derivation of a Model System (co-PI 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-PI 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-PI, A. 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-PI, C. Robinson). (Personnel Preparation Program , 7/90-6/93). \$252,000

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

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

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

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

Special Education Program. U.S. Department of Education (Co-PI, P. Mitchell). 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

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-PI, 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 (Co-PI, C. Mcloughlin). Early Intervention/Early Childhood Specialist Training Program. Children's Hospital Medical Center of Akron. (Personnel Preparation Program, 6/00-6/05) \$1,500,000.

Office of Special Education Programs. U.S. Department of Education (Co-PI, 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

Cleveland Foundation. An evaluation of the Cuyahoga County Early Childhood Initiative Special Needs Child Care Program. (9/2001- 12/2004). \$275,000

Office of Special Education Program. U.S. Department of Education. (Co-PI, M. Schuele) 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-PI, V. Groza). Developmental PARTners: Prevention, assessment, referral and transition for young adopted children. Case Western Reserve University. (Model Demonstration Program) (11-03 - 12/08) \$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 - 6/08) \$540,000.

National Institute of Child Health and Human Development. A randomized control study of relationship focused intervention with young children with ASD. (4/1/2009- 2/1/2013). \$780,000.

Office of Special Education Program. U.S. Department of Education. (Co-PI with B. Lewis) Interdisciplinary Early Intervention Training Program. Case Western Reserve University. (Personnel Preparation Program, 1/03/14-12/19) \$1,200,000.