

Jahrestagung der GAIMH 2012: Frühe Kindheit – Brücken bauen: Wissenschaft und Praxis im Dialog

Virginia Buysse, Ph.D., Senior Scientist, Frank Porter Graham Child Development Institute University of North Carolina at Chapel Hill, USA

Evidence-Based Practice: What This Means for Practitioners

- a. **Abstract:** We have entered a new era of evidence that demands that we substantiate our claims about which practices and services are most effective in working with children and families. In recent years, the evidence-based practice movement has altered practically everything we do within the early childhood field, from making public policy to conducting research to educating the next generation of professionals. This session takes a critical look at the evidence-based practice movement in the early childhood field, a disparate collection of professions that includes early childhood education and special education, early intervention, infant and child mental health, psychology, social work, and the medical and allied health professions, among others. The session is organized around key questions, including what is evidence-based practice and how did it originate; what constitutes evidence and how can different sources of evidence be used to make sound decisions; how has evidence-based practice affected the early childhood professions; what are some examples and practical applications of evidence-based practice; and what are the promising practices and future directions for implementing evidence-based practice in the future.

- b. **CV**

Virginia Buysse, Ph.D., is a Senior Scientist at the FPG Child Development Center at the University of North Carolina at Chapel Hill. She directs a program of research on Recognition & Response (R&R), a model of Response to Intervention (RTI) for pre-kindergarten programs. She is Co-PI on three federally funded national centers, two focused on professional development and early childhood inclusion, and one focused on the early care and education of dual language learners. She is a past president of the Division for Early Childhood and serves on a technical work group for the Evidence-Based Practice initiative within Council for Exceptional Children. She served on the Early Childhood Care and Education Workforce for the Institute of Medicine in 2010-2011, and currently serves on the editorial boards of many leading journals in early childhood and early intervention. She has authored or co-authored numerous articles in peer-reviewed journals as well as several books on evidence-based practice, program quality, consultation and coaching, and a forthcoming edited handbook on RTI in early childhood.

Education

Augustana College, Sioux Falls, SD	B.A.	1976	Elementary Education
Minnesota State University, Mankato, MN	M.S.	1987	Early Childhood Special Education
University of North Carolina-Chapel Hill	Ph.D.	1992	Early Intervention/Early Education

Positions and Honors

Senior Scientist, FPG Child Development Institute; Research Associate Professor, School of Education; University of North Carolina at Chapel Hill

Principal Investigator (with Ellen Peisner-Feinberg, PI), Recognition & Response: A Response to Intervention (RTI) Model for Early Childhood. U.S. Department of Education (IES)

Co-Principal Investigator, National Center on High Quality Personnel in Inclusive Early Childhood Settings (Pamela Winton, PI). U.S. Department of Education (OSEP)

Co-Principal Investigator, Connect: National Center to Mobilize Early Childhood Knowledge. U.S. Department of Education (OSEP)

Co-Principal Investigator, Center on Early Care and Education Research on Dual Language Learners, US HHS (ACF, OPRE)

c. Ausgewählte peer-reviewed Publikationen in chronologischer Reihenfolge

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7. Wesley, P., & **Buysse**, V. (1996). Supporting early childhood inclusion: Lessons learned through a statewide technical assistance project. *Topics in Early Childhood Special Education* 16(4), 476-499.
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12. Bailey, D.B., McWilliams, R.A., **Buysse**, V., & Wesley, P. (1998). Inclusion in the context of competing values in early childhood education. *Early Childhood Research Quarterly*, 13(1), 27-47.

13. **Buysse, V., Wesley, P., & Keyes, L. (1998).** Implementing early childhood inclusion: Barrier and support factors. *Early Childhood Research Quarterly, 13*(1), 169-184.
14. **Buysse, V., Wesley, P.P., Bryant, D., & Gardner, D. (1999).** Quality of early childhood programs in inclusive and noninclusive settings. *Exceptional Children, 65*(3), 301-314.
15. **Buysse, V., Wesley, P., & Skinner, D. (1999).** Community development approaches for implementing change in early intervention in two culturally diverse settings. *Topics in Early Childhood Special Education, 19*(4), 236-243.
16. Wesley, P., **Buysse, V., & Keyes, L. (2000).** Comfort zone revisited: Effects of child characteristics on professional comfort in providing consultation. *Journal of Early Intervention, 23*(2), 106-115.
17. Wesley, P.P., & **Buysse, V. (2001).** Communities of Practice: Expanding Professional Roles to Promote Reflection and Shared Inquiry. *Topics in Early Childhood Special Education, 21*(2), 114-123.
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25. **Buysse, V., Sparkman, K., & Wesley, P.W. (2003).** Communities of practice: Connecting what we know with what we do. *Exceptional Children, 69*(3), 263-277.
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