

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

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Evidenz basierte Praxis – was bedeutet das für Fachpersonen in der frühen Kindheit?

a. Abstract

Wir sind in eine neue Epoche von "Evidenz" eingetreten. Sie fordert, dass wir unsere Behauptungen begründen, weshalb bestimmte Vorgehensweisen und Dienstleistungen in der Arbeit mit Familien und Kindern am wirkungsvollsten sind.

In den USA hat die Bewegung der „Evidenz basierten Praxis“ in den letzten Jahren praktisch alles verändert, was im Feld der frühen Kindheit unternommen wird - angefangen bei der politischen Gestaltung über die Art, wie Forschung betrieben wird, bis hin zur Ausbildung der nächsten Generation von Fachpersonen, die in der frühen Kindheit tätig sind.

Das Referat wirft einen kritischen Blick auf die Bewegung der „Evidenz basierten Praxis“ im Feld der frühen Kindheit, in dem sich unterschiedliche Berufsgruppen ansiedeln, wie Fachpersonen aus Frühpädagogik, Heilpädagogik, Frühförderung, aus dem Bereich Seelische Gesundheit in der frühen Kindheit, aus Psychologie und Sozialarbeit, sowie medizinische und verwandte Berufe.

Das Referat orientiert sich u. a. entlang von Schlüsselfragen

- Was ist Evidenz basierte Praxis und wie ist sie entstanden?
- Was macht Evidenz aus und wie können unterschiedliche Quellen von Evidenz genutzt werden, um begründete Entscheidungen für die Praxis zu treffen?
- Wie hat Evidenz basierte Praxis die Berufe in der frühen Kindheit beeinflusst?
- Wie sehen Beispiele und praktische Anwendungen Evidenz basierter Praxis aus?
- Welches sind viel versprechende Praktiken und Richtungen zur zukünftigen Durchsetzung einer Evidenz basierten Praxis in der frühen Kindheit?

Übersetzung aus dem Amerikanischen: Kathrin Keller-Schuhmacher

b. CV

Virginia Buysse, Ph.D., ist Senior Scientist am *FPG Child Development Center* an der Universität von North Carolina in Chapel Hill (USA). Sie leitet ein Forschungsprogramm zu "*Recognition & Response (R&R)*", einem Modell von "*Response to Intervention (RTI)*" für Vorkindergarten Programme. Sie ist Co-Principal Investigator an drei, vom Staat finanzierten nationalen Zentren, zwei mit Fokus auf beruflicher Entwicklung und Inklusion in der frühen Kindheit, eines mit Fokus auf früher Betreuung und Pädagogik des Zwei-Sprachen-Lernens. Sie ist ehemalige Präsidentin der Abteilung für Early Childhood und arbeitet in einer Arbeitsgruppe für die *Evidence-Based Practice Initiative* innerhalb des *Council for Exceptional Children*. Sie war tätig in der *Early Childhood Care and Education Workforce for the Institute of Medicine*, 2010-2011. Zurzeit arbeitet sie in Herausgebergremien verschiedener führender Zeitschriften in Early Childhood and Early Intervention mit. Sie ist Autorin oder Co-Autorin zahlreicher Zeitschriftenartikel, von einigen Büchern über Evidenz Basierte Praxis, Programmqualität, Beratung und Coaching und eines demnächst erscheinenden Handbuchs zu RTI in der frühen Kindheit.

Ausbildung

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

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c. Ausgewählte peer-reviewed Publikationen in chronologischer Reihenfolge

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