

# Evidence-Based Practice & the National Professional Development Center on Inclusion

Virginia Buysse & Pamela Winton  
FPG Child Development Institute, UNC-Chapel Hill

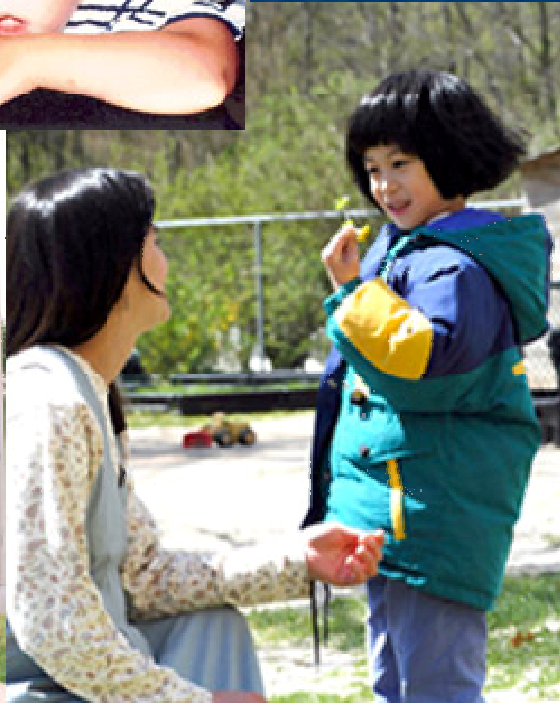


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# Objectives

- Identify sources of professional knowledge
- Define evidence-based practice & its origins
- Consider effect of evidence-based practice on policy, research, knowledge utilization, & professional development
- Introduce the National Professional Development Center on Inclusion (NPDCI)





What is the  
main source of  
knowledge  
guiding your  
policy  
decisions?



# Sources of Knowledge

- Research
- Wisdom & experience
- Core values
- Other?

What is your definition of evidence-based practice?





# Darius

- The OT plans to work primarily with the teacher.
- The teacher wants one-on-one pull-out OT.
- The family hopes Darius will make new friends.
- The program director wants inclusion to work.

# What Does the Research Say?

Syntheses of related research findings do not directly answer the question of whether pull-out or integrated therapy is best.



How would you decide  
what to do?

# Evidence-Based Practice (EBP)

*a decision-making process that integrates the best available research evidence with family & professional wisdom & values*

# Sample Questions

- Which practices are most effective?
- For whom?
- Under what circumstances?
- How do I measure the results?



# Why did EBP Emerge?

- Evidence-based medicine

# Evidence-Based Medicine

*The integration of the best available research evidence with clinical expertise and patient values.*

(Sackett et al., 2000)

# Why did EBP Emerge?

- Evidence-based medicine
- Gap between research & practice



Why don't practitioners  
do what the research says?

Why don't researchers  
study what really matters  
in practice?

# Why did EBP Emerge?

- Evidence-based medicine
- Gap between research & practice
- Accountability & standards movement

# How will EBP Affect Policy?

- What sources of evidence are available and legitimate?
- What weight should policy makers give to different types of evidence in deciding what programs and actions to implement for the good of society?



# How will EBP Affect Research?

- Demand for scientific evidence to show what works, for whom, under what circumstances
- Need to appraise the quantity and quality of research
- What forms of “evidence” count?
  - Randomized controlled experiments – gold standard?
  - It depends.....

# How will EBP Change the Ways in Which We Share & Use Knowledge?

- Emphasis on gathering & synthesizing practice knowledge
- Proliferation of EBP web sites

# What Works

## CLEARINGHOUSE

w-w-c.org

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FAQs

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Advisory Group

WWC Update

Activities and  
Presentations

What's New

Evidence  
Report Topics

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Press Corner

The What Works Clearinghouse was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education. It is administered by the Department through a contract to a joint venture of the American Institutes for Research and the Campbell Collaboration.

What education areas should the WWC review in [future years](#)?

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What Works Clearinghouse  
2277 Research Boulevard, MS 6M  
Rockville, MD 20850  
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Phone: 1-866-WWC-9799  
Fax: 301-519-6760





# Research and Training Center on Early Childhood Development



## Welcome

- # Home
- # Evidence-Based Practices
- # Products
- # External Reviewers
- # RTC Investigators
- # Contact Us

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RTC Updates!

Center for  
Evidence-Based  
Practices

Orelena Hawks  
Puckett Institute

The mission of the Research and Training Center (RTC) on Early Childhood Development is to promote and enhance the healthy development of infants, toddlers, and preschoolers with or at risk for developmental delays or disabilities. The RTC was established to create a bridge between research evidence and early childhood intervention practices.

Our website is designed specifically for parents, therapists, early childhood educators and early interventionists, as well as researchers. The website includes information about effective practices based on research. If you are interested in the latest research on a particular intervention practice, visit our [products page](#). If you can't find what you are interested in, let us know what you need by completing the [topic suggestion form](#). We are committed to making the materials on our website as useful as possible. We appreciate any feedback you can give us to make improvements, and encourage you to visit our [feedback page](#).

The RTC is a major initiative of the [Center for Evidence-Based Practices](#) at the [Orelena Hawks Puckett Institute](#). RTC partners include the [Center for Excellence in Early Childhood Education](#), Asheville, NC, and the [Family, Infant and Preschool Program](#), Western Carolina Center in Morganton, NC. The RTC is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), Research-to-Practice Division.

### More information for:

- [Early Childhood Practitioners](#)
- [Childcare Professionals](#)
- [Parents](#)
- [Researchers](#)

### Take a look!

[Centerscope](#) Articles about the conceptual and operational framework of the RTC

[Bridges](#) Practice-centered research syntheses of topics related to early childhood development

[Bottomlines](#) One-to-two page summaries of practice-based research syntheses



Sponsored by the [Office of Special Education and Rehabilitative Services](#).

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Tuesday, Nov 1

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### Welcome!

The **Center on the Social and Emotional Foundations for Early Learning** is a national center focused on strengthening the capacity of child care and Head Start programs to improve the social and emotional outcomes of young children.

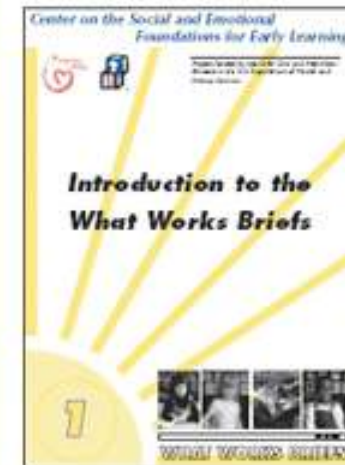
The Center will develop and disseminate evidence-based, user-friendly information to help early childhood educators meet the needs of the growing number of children with challenging behaviors and mental health challenges in child care and Head Start programs.

The Center on the Social and Emotional Foundations for Early Learning will:

- Focus on promoting the social and emotional development of children as a means of preventing challenging behaviors.
- Collaborate with existing training and technical assistance (T/TA) providers for the purpose of ensuring the implementation and sustainability of practices at the local level.
- Engage in a comprehensive, culturally sensitive approach that is inclusive of and responsive to the needs of programs, families, other professionals, and communities.



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# How will EBP Change the Ways in Which We Share & Use Knowledge?

- Emphasis on gathering & synthesizing practice knowledge
- Proliferation of EBP web sites
- Need for skills in appraising quality of evidence
- Demand for “research-based” professional development



# Consider a 5-step Process

## Adapted from Evidence-Based Medicine

1. Pose an answerable question.
2. Find best available research evidence. (*Where?*)
3. Appraise evidence quality & relevance. (*Who? How?*)
4. Integrate the research evidence with professional and family wisdom & values. (*How?*)
5. Evaluate effectiveness of steps 1-4. (*How?*)

**Where do we go from here?**



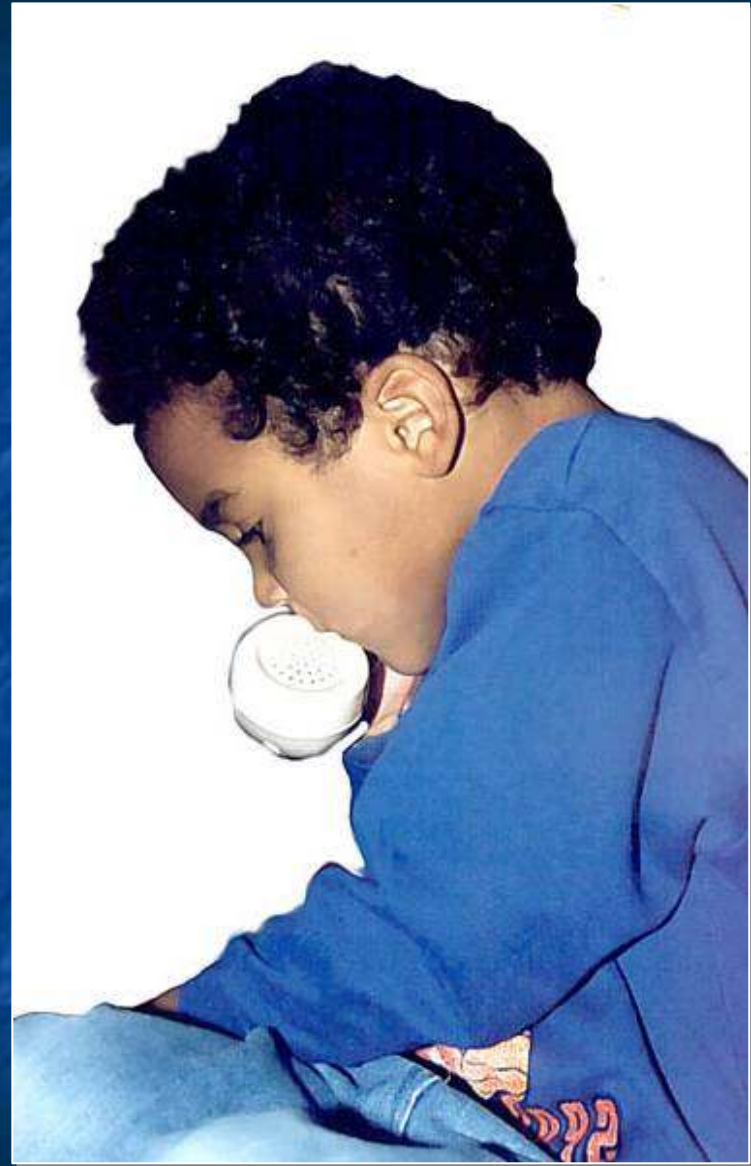
How can we reach  
agreement as a field about  
what evidence-based practice  
means?





Does  
research trump  
professional and family  
wisdom and values?

# Questions?



How can EBP help us design  
effective professional  
development on inclusion?



# National Professional Development Center on Inclusion



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# National Context

- IDEA 2004 requires States to submit State Performance Plans (SPPs) and Annual Performance Reports (APRs).
- States must report on the % of preschool children with IEPs who received special education and related services in settings with typically developing peers.
- On their SPPs and APRs many states have identified professional development as a strategy for improving inclusive opportunities.



# Goal



The National PD Center on Inclusion will work with states to create a system of high quality, accessible professional development for early childhood personnel working in inclusive preschool settings.



# The NPDCI Team



L-R (bck row) Virginia Buysse, Pam Winton, Wanda Weaver; (front row) Camille Catlett, Shelley deFosset

# Advisers



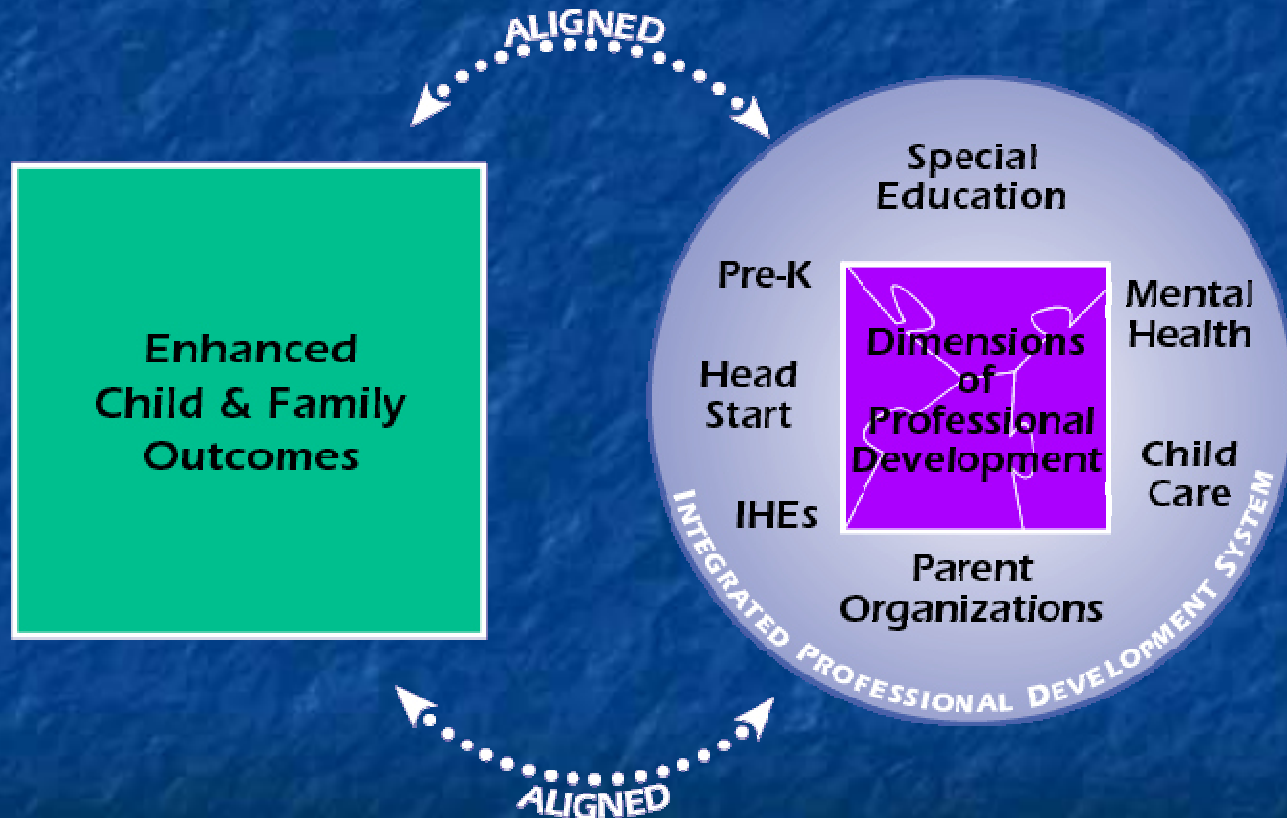
# What's in a Name?

## National Professional Development Center on Inclusion (NPDCI)

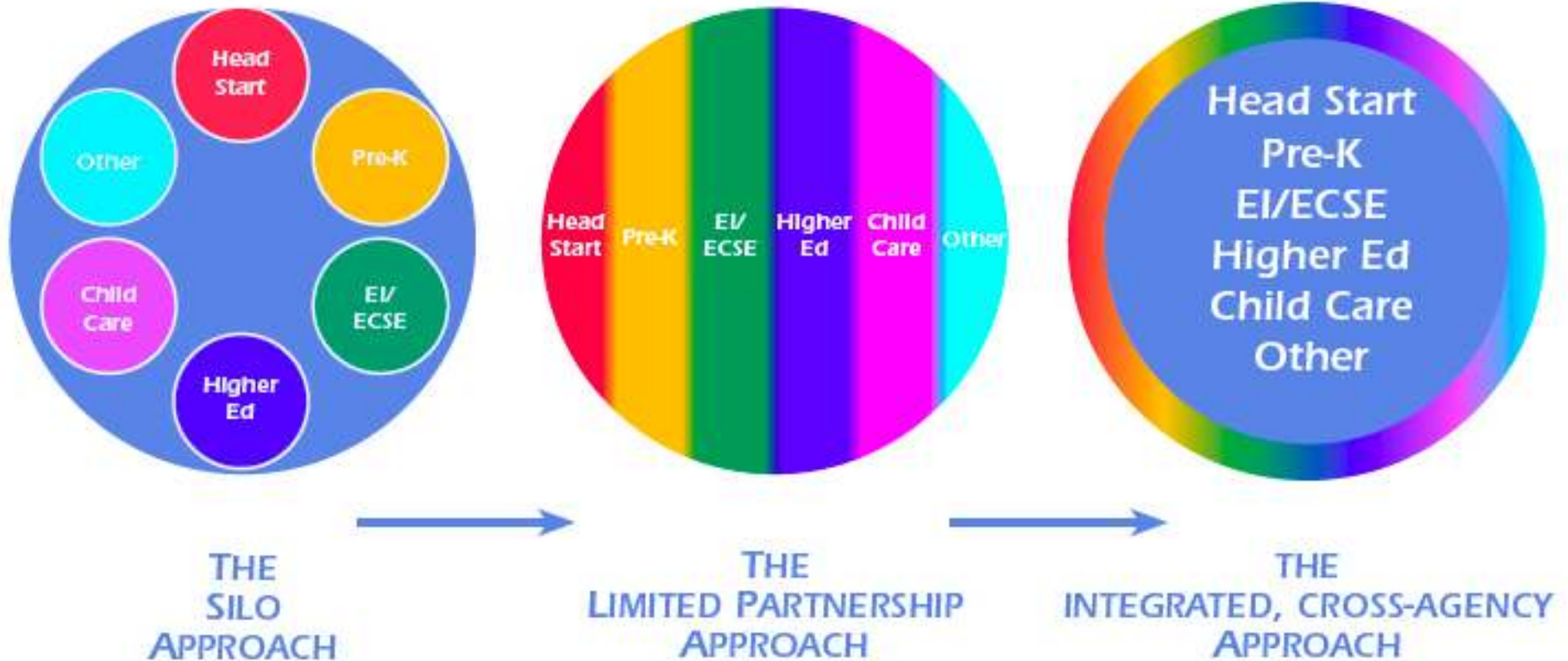
- National
- Professional Development
- Inclusion
- National Professional Development  
Center on Inclusion (NPDCI)



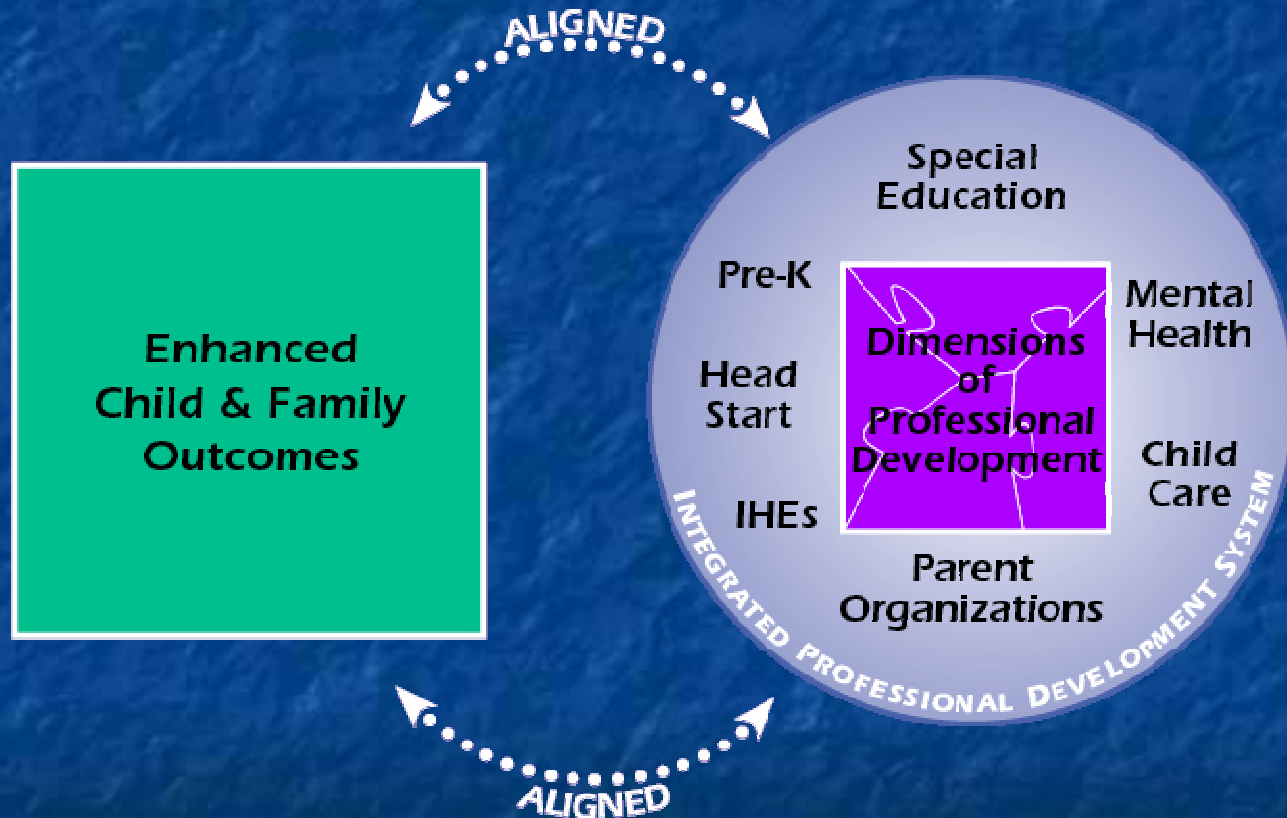
# NPDCI Conceptual Framework



# Approaches to State PD Systems

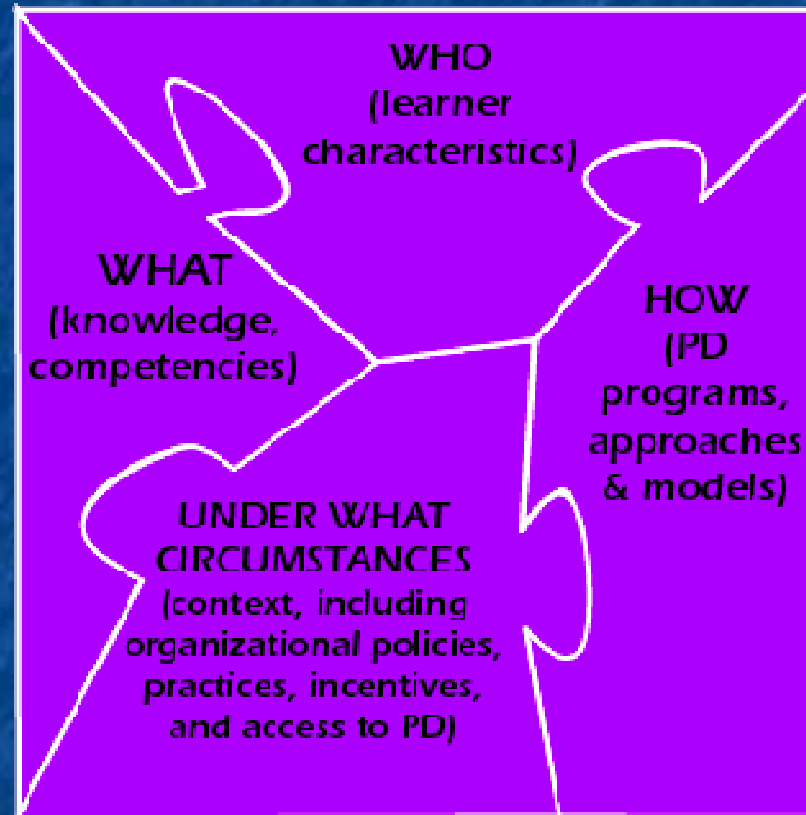


# NPDCI Conceptual Framework

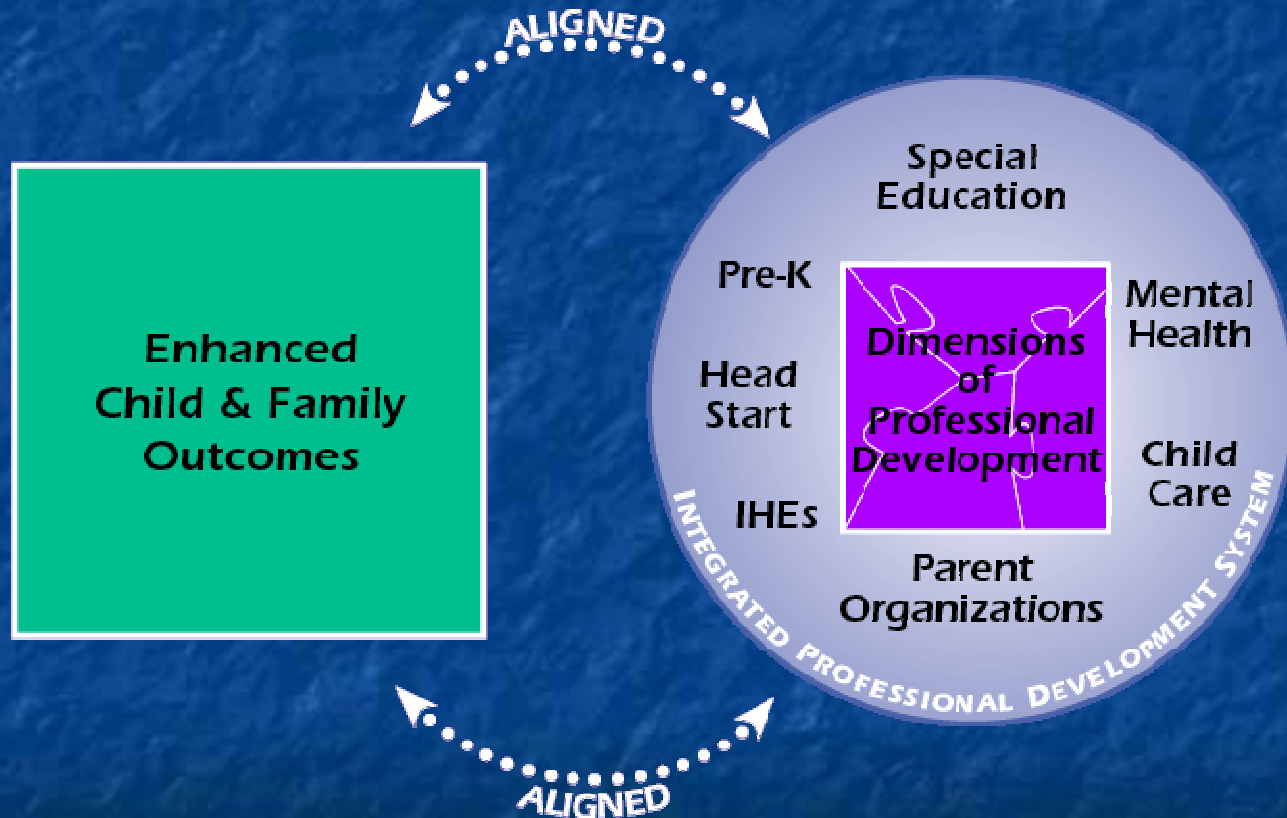




# Dimensions of PD



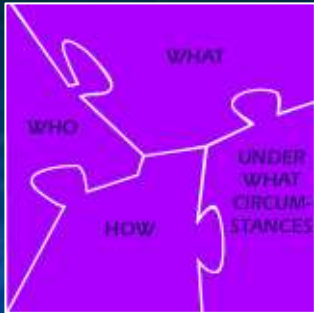
# NPDCI Conceptual Framework



# Products Related to Child & Family Outcomes

- Definition of inclusion
- Identification of child & family outcomes related to inclusion
- Guidance for aligning child and family outcomes with teacher practices & professional development





# Products to Support the Dimensions of Professional Development

- Core competencies related to inclusion
- Effective inclusion practices
- Core competencies for professional development leaders
- Effective professional development strategies
- Definition of professional development

# State Recruitment



- National application process
- 4 states in 2007, 4 states in 2008
- Application materials available now at <http://www.fpg.unc.edu/~npdci/state-selection-process.cfm>
- Due in April 20, 2007
- Decisions made May 11, 2007

# Application Requirements

- One application per state
- Required partners: state child care, Head Start and Part B-Section 619 (preschool) representatives
- Essential partners: other relevant early childhood

## Selection Criteria

- Evidence of past efforts at cross-agency collaboration related to early childhood professional development
- Evidence of resources (fiscal, organizational, human) that a state will bring to the collaborative work
- Evidence of how the state has successfully used external resources as a catalyst for positive change



# Selection Criteria

- Evidence of past efforts at cross-agency collaboration related to early childhood professional development
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- Evidence of how the state has successfully used external resources as a catalyst for positive change

# Selection Criteria

- Evidence of how participation in NPDCI would build on or complement existing or planned state professional development efforts related to inclusion
- Identification of a dedicated state liaison
- Evidence of the state's current initiatives to increase opportunities for preschool children to be served in inclusive settings

# Selection Criteria

- Evidence of how efforts to build a workforce that can support preschool inclusion are currently planned, funded, and implemented
- Evidence of efforts to engage and support participants who are culturally and linguistically diverse
- Evidence of how the state has engaged and supported the participation of family members and parent organizations



## Examples of

# How We Will Support States

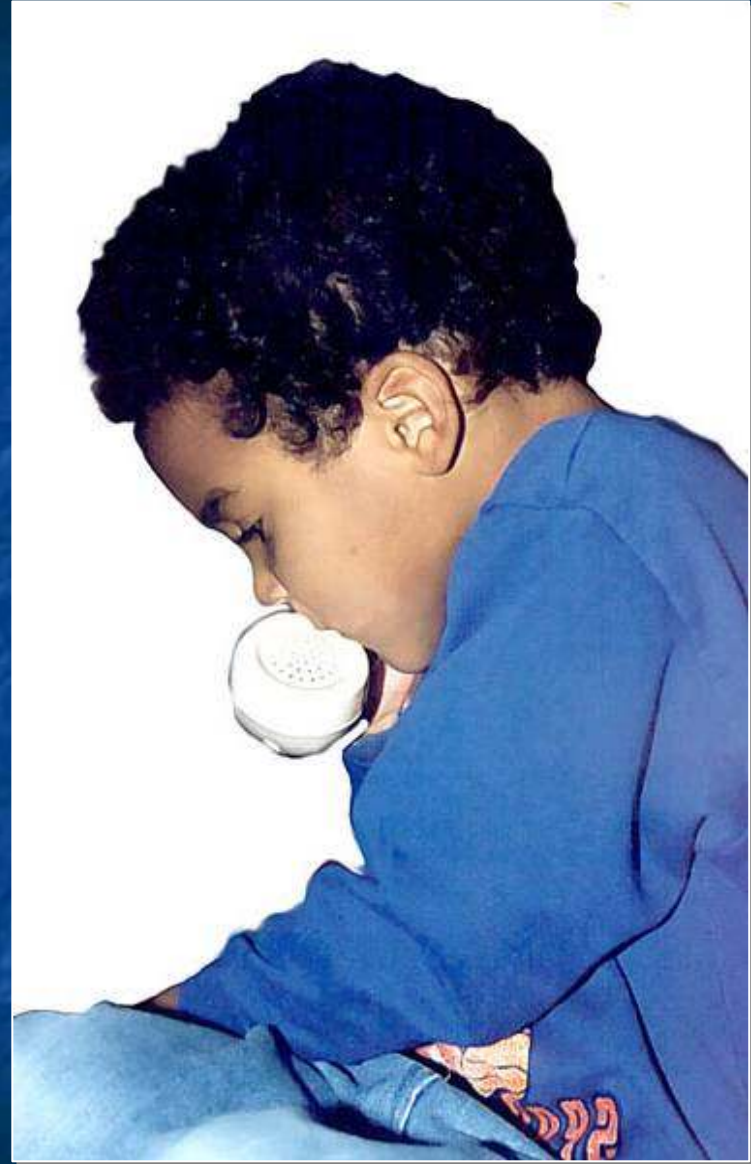
- Facilitate an integrated sequence of planning and technical assistance supports
  - Establish state Cross-Agency Council
  - Identify existing resources, needs, and priorities
  - Develop state cross-agency PD plan for inclusion
  - Monitor, support and evaluate progress
  
- Provide resources
  - Guidance for aligning child and family outcomes with teacher practices & professional development
  - Critical elements of a state cross-agency PD plan
  - Synthesis of research-based professional development activities, strategies and models related to inclusion

Examples of

# How We Will Support States

- **Provide professional development**
  - Summit for State Network (Cross-Agency Council + cross-agency knowledge mediators) within each of the 8 states
- **Provide and promote evaluation**
  - Development and monitoring of a state portfolio

# Questions?





# References

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- National Child Care Information Center. (2006). Elements of a professional development system for early care and education: A simplified framework. Retrieved on December 28, 2006 from <http://nccic.acf.hhs.gov/poptopics/pdsystem.pdf>
- Winton, P. (2006). The evidence-based practice movement and its effect on knowledge utilization. In V. Buysse & P. W. Wesley (Eds.), *Evidence-based practice in the early childhood field* (pp. 71-115). Washington, DC: Zero to Three.

# Contact Information

**Pam Winton**

winton@mail.fpg.unc.edu

**Virginia Buysse**

buysse@mail.fpg.unc.edu

<http://www.fpg.unc.edu/~npdci/>

State Application materials available now at  
<http://www.fpg.unc.edu/~npdci/state-selection-process.cfm>