



ISPA

School psychology in a changing society

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How does tailor-made research encourage the professional development of teachers?

*From characteristic situations to
School Information Leaflet*

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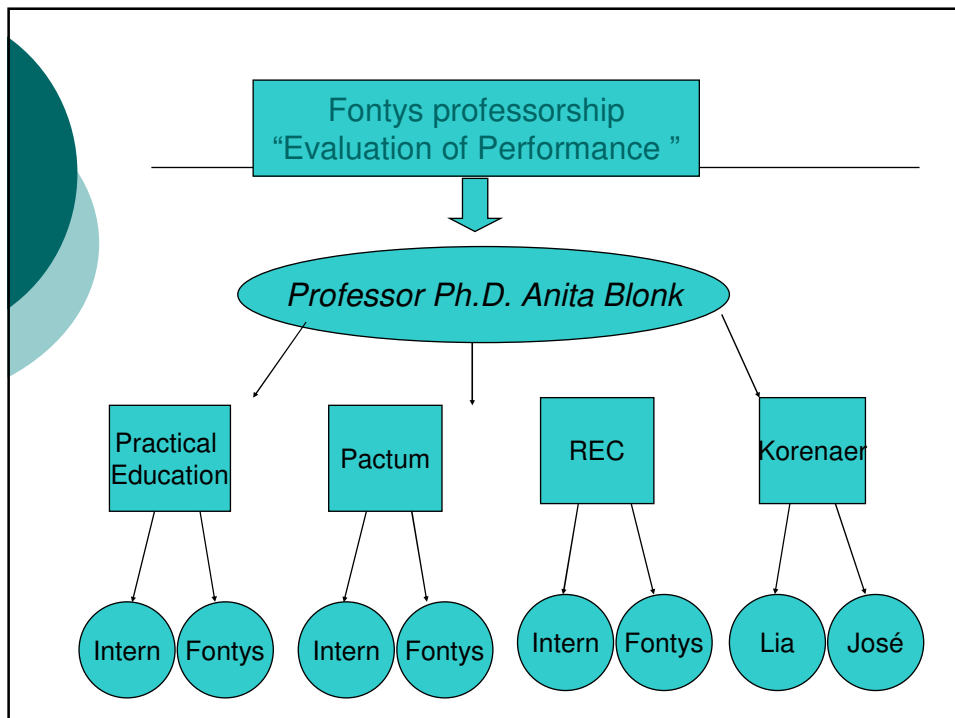
Teacher Training Centre for Special Educational Needs (Master SEN)

Title:

“Evaluative performance in special education, youth care and job coaching

Task proposition:

The making explicit, testing and developing of the *contents* of remedial educational and didactical performance





Education in The Netherlands

Regular education and Special education

Special education is only accessible with an indication. Students with an indication have the opportunity to choose either education in regular schools or schools for special education

Indication for students with Special Educational Needs

- cluster 1: visual impaired / blind students
- cluster 2: deaf / hearing impaired or speech impaired students
- cluster 3: students with mental retardation or physical handicaps
- cluster 4: students with childpsychiatric and severe behavior problems



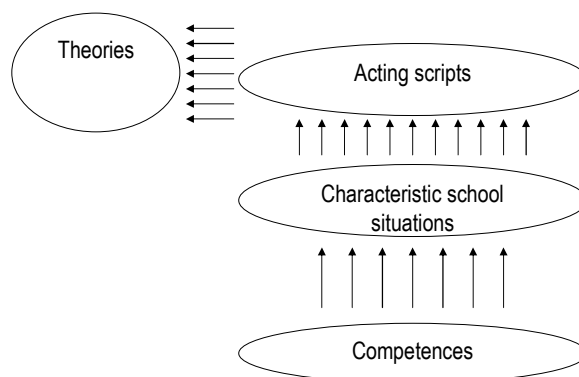
De Korenaer

- Secondary school for special education for students with autism spectrum disorders (age 12 -18)
- School population: 170 students
- Staff: about 40 people

de korenaer


Research questions

- What acting-scripts do teachers say that they use?
- Do all the teachers use the same acting-scripts?
- What does it mean for the knowledge development and professionalisation of the team?





Research method

- School made questionnaire with characteristic situations and acting-scripts



Characteristic School Situation

Competence 2: Special pedagogical competent in dealing with children

“You have noticed two students from your class who can’t get on with each other for a while now. They are irritating each other a lot and that makes your class environment isn’t optimal anymore”

Dutch Generic Competence Profile Special Needs Education

1. Interpersonal competent in dealing with children

The teacher makes contact with the pupils and communicates with them

2. Special pedagogical competent in dealing with children

The teacher creates, as a pedagogue, a climate where children feel safe and developmentally challenged

3. Special didactical competent in dealing with children

The teacher creates, as an educationalist, a powerful environment geared to the pupils/group

4. Organizational competent in dealing with children and other people involved

The teacher provides a well-organised and task-based learning environment. Besides, he attunes the activities to people involved

5. Competent in cooperating with colleagues

The teacher cooperates with his colleagues in such a way that everything is well attuned to school level

6. Competent in cooperating with the school environment

The teacher also works in view of his special pedagogical and special didactical task with people and organizations outside his own school organization (e.g. parents, social organizations, school advisory service, welfare agency and youth care) and attunes this to them

7. Competent in reflection and development

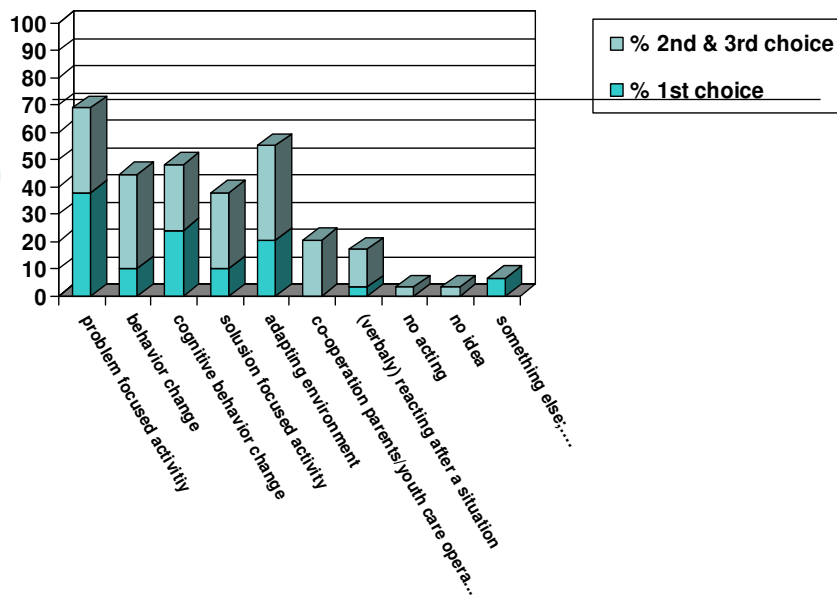
The teacher constantly works to improve his professional development, expertise, personal qualities and ideas

Theories

- Problem focused activity
- Behavior change
- Cognitive behavior change
- Solution focused activity
- Adapting environment
- Cooperation parents/ youth care operations
- (Verbaly) reacting after a situation
- No acting
- No idea
- Something else,.....

Acting Scripts

- I take both students for a individual talk, in which I give them (with help of visual material) instructions and make my expectations clear to them.
- Together with the studens I make a plan including a rewardsystem to promote working together without quarreling.
- In a conversation I try to find out what the student thinks and feels in a situation like that and I try to change his thoughts
- I observe in which situations the students can cooperate and try to create more situations like that.
- I change my class in a way that students do not bother each other that much any longer.
- I ask parents and/or youthcare how I can solve this problem.
- After a conflict I start a talk with the class about the atmosphere in the class.
- I expect the problem to solve itself after a while and wait for a while.
- I've no idea how to handle in this situation.
- Something else;





Results

- The team used different scripts in similar situations
- Consequences: Team
SENCO
School



Consequences on the Team-level

- Awareness of acting in relevant characteristic situations
- Develop a shared view on daily practice and education in general
- Sensitivity for evaluative performance/acting
- Professionalisation in making SMART-plans

Consequences on the SENCO-level

- Expansion of Special Education Need Coordinators (SENCO)
- Questions and discussions

Consequences on the school-level

- 10 school-rules
- Similar use of the blackboard for timetables
- In case of problems; consult a fellow teacher first, in case that's not enough then come to Senco-level with your question.
- Handing over a class to a new teacher is done by a schoolformat
- Contact with youth care operations goes by the mentor



School Information Leaflet



School Information Leaflet

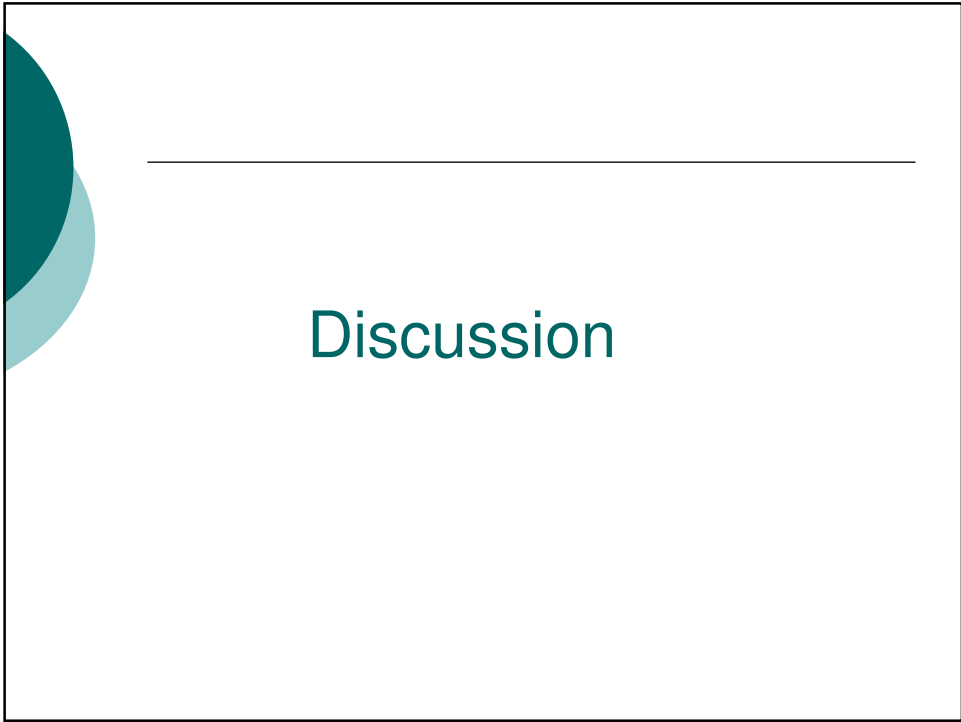
- The School Information Leaflet (SchoolBijsluiter) is a practical, school specific supplement of the school plan
- Does the analysing of several School Information Leaflets lead to more evidence based acting (Veerman, 2008)?



Evaluative performance for others

A school-made questionnaire with school acting scripts :

- makes people aware of the way they act in daily situations
- gives insight in the relevant themes
- makes people sensible for decision making and thinking about evaluation processes
- makes people develop a vision
- can lead to a practical supplement of the schoolplan



Discussion