4 MANAGING PUPILS

The term classroom management is mentioned ever more in literature. In this chapter the individual teacher and classroom management is looked into, and moreover the aspects related to it. Extra attention is spent on classroom discipline.

Management is a striking feature of organizational school life (Woolfolk et al., 1990). One of the main tasks in the teaching process is the establishment and maintenance of classroom order. The necessity of it is quite obvious when the obligatory character of pupils' participation in school life is considered. So, classroom management is necessary. But what is classroom management exactly? In a study after novice teachers' acquisition of management techniques the following description is found: "(...) the terms classroom management and discipline are not synonymous. The literature generally defines classroom management as a broader umbrella term that describes teacher efforts to oversee the activities of the classroom, including the social interaction, student behavior, and learning" (Baldwin & Martin, 1996). In this description first a distinction is made between discipline and the management of classroom activities. Furthermore, three domains of attention are mentioned when speaking about classroom management. The teacher controls classroom activities, together with keeping an eye on the social interactions in the classroom, and finally he supervises pupils' behavior and learning. Discipline is part of pupils' behavior management. The description means that the teacher should first and foremost actively decide upon and lead the classroom activities. Keeping surveillance or controlling activities certainly does not mean letting things take their own course. A second assumption is that the description clearly distinguishes three domains of classroom activities. Pupils in class should be engaged in the main activity studying. Next to it, interactions in the classroom are distinguished. The classroom population consists of mostly one adult and some twenty or thirty pupils who communicate with each other. Last, the pupils' behavior is mentioned during instruction periods and when communicating. To lead and give direction to the classroom activities with the purpose to smoothly run the learning processes is the task every teacher has to accomplish.

4.1 DIFFICULTIES IN CLASSROOM MANAGEMENT

Managing pupils is no simple task, as many teachers assent (Kuyper et al., 1999). Schools in the United States of America get help from external professionals, the school
counselors. The school counselor is not so much as responsible for specific affairs, but gives help to schools to create a good atmosphere in general. In spite of this, many of these external professionals (57%) are often confronted with disciplinary problems. The problems especially relevant for novice teachers are related to the question of how to practically shape classroom management (Martin & Baldwin, 1996). An interesting Dutch experiment to improve classroom management is “classroom 130”. It refers to a project getting a surplus value from an integration of the accompaniment of pupils and teachers. Conflict management in this experiment is dealt with in a positive way just as the way the differences in teachers’ instructing attitudes are approached. For instance, the novice teacher, in general, displays a more controlling way of managing classroom processes than his more experienced colleague does. Originally, the novice teachers learned to focus on qualitative aspects in preparing instruction periods, but gradually they begin to view their pupils as “the enemy”. The teachers are very much concerned about classroom control, and shift their attention from planning instructional activities, stressing their encouragement of pupils in learning activities, to activities meant to prevent disorderly behavior. These teachers do not look upon themselves as teachers in the proper sense of the word, as someone assisting pupils in the educational process. In order to survive they often have recourses to attitudes and behaviors damaging the learning process. Without proper help and assistance they will experience more stress and develop burnout symptoms at a rather early stage in their careers. Therefore, it may be concluded that experienced teachers falling back on using wrong classroom management techniques will experience more stress and develop burnout symptoms. The consequences are not only negative for the teacher involved but also for the classroom that is turned into a place in which pupils do not find the best available opportunities to acquire knowledge.

In a study after how future teachers tried to manage their classroom activities, three aspects of how to control learning processes appeared to be important (Woolfolk & Hoy, 1990). The first process refers to the idea that classroom control varies between two extremes, from the humanistic view to the conservative view. The second refers to the teacher’s orientation on motivation: is motivation judged to be of an intrinsic or an extrinsic character. And the last aspect refers to the teacher’s bureaucratic orientation, or to what degree do teachers support attitudes, values, and behavior advocated by the school organization. Teachers, who believed that education is an important aspect in their pupils’ lives, appeared to have stronger self-efficacy beliefs and to support a more humanistic way of controlling classroom activities.
When managing pupil behavior teachers appear not to react in the same way to disorderly behavior. Research reveals that 30 percent of the teachers who negatively judged particular ways of behavior and believed it to be of an intolerable nature, was not prepared to accept responsibility for it (Kauffman, Wills Lloyd & McGee, 1989). Behavior that was considered to be most unacceptable and negative referred to pupil behavior causing loss of classroom control, disciplinary problems, and behavior thwarting the teacher’s directives or requests. Aggressive, non-social and disruptive behavior was found to be unacceptable. When a large part of the teachers states they do not believe in their own self-efficacy to manage this type of pupil behavior, a large part of the pupils will fall behind in acquiring the necessary educational goals, and at the same time the teachers’ self-efficacy will become even weaker.

4.2 CLASSROOM MANAGEMENT OF SOCIAL INTERACTIONS

Teachers appear to devote more attention to improper pupil behavior than to correct pupil behavior. This fact points at a coercively focused way of classroom interaction (Shore, Gunter & Jack, 1993). The use of positive verbal attention for proper behavior is the outcome of a positive mutual interaction. Education and coercion are often considered to be identical. The compulsory character of our school system makes pupils exhibit behavior that is characteristic for the symptoms of coercion such as escapism, evasion, and reactive control behavior. The last term means that one person’s display of aversive behavior is reinforced in order to be able to escape from the other person’s aversive behavior. Behavior judged negatively is replied negatively. In the short run this reaction may be successful. The teacher may be able to compel the pupils to behave, or the other way round, the pupil may force the teacher to exceptionally pay attention to coercive classroom control management. In the long run these interactional techniques are harmful for both teacher and pupil. Classroom management of social interactions in this way is a very undesirable management technique. Teacher behavior bringing about positive social interactions with pupils is possible and desirable. Teachers’ attention in the form of praising the pupils for their work will reinforce pupil achievement and contribute to a positive social interaction. Unfortunately, the facts are that only very few teachers use the possibilities of positive reinforcement. Teachers should not only organize their classes by trying to prevent unwanted behavior, but also by positively commenting on pupils’ work and behavior. Following this course of interaction will reduce disorderly behavior.
5 CLASSROOM DISCIPLINE

The word discipline recalls conflicting emotions. On the one hand discipline is necessary because a society without discipline will slip off into anarchy in which the law of the jungle is in control. On the other hand, discipline may refer to a servile submission to higher powers; the will-less submitting to rules may eventually deteriorate into arbitrariness. Good classroom management is necessary for the teacher’s attempts to realize his goals. Management as such is not a goal in itself, but a road to achieve that goal. The importance of discipline in educating pupils is generally accepted, for without discipline no effective education is possible (Driekurs, Grunwald & Pepper, 1982). Discipline, however, is neither slavishly obeying rules nor implicitly charging pupils with rules, but just as in the case of classroom management, discipline is necessary in order to create a quiet classroom atmosphere. To establish discipline is the result of negotiations. In the negotiated order theory the negotiations between the teacher and the pupils are elaborated (Barquist Hogelucht & Geist, 1997). The negotiations are a form of micro-emancipation of both teacher and pupil. It means that through communication the two parties involved try to reach a mutually accepted type of order. When this goal is achieved the negotiator will be satisfied and this feeling will positively influence the classroom climate.

Seven out of ten novice teachers experience great problems in establishing classroom discipline. These teachers insufficiently realize that communication and interaction are important and essential aspects of the educational process. In this process the one party tries to discover the expectations of the other party and vice versa. Both parties listen to each other, get to know what they like to achieve and in this atmosphere of openness they find a common basis to make the instruction periods pass off smoothly. The structure of the negotiations is formed by clear and lucid rules and by the understanding both parties have of the serious consequences of disorderly behavior. The interaction on discipline gives pupils and teacher the opportunity to cooperate and bring about a positive classroom atmosphere in which education can prosper. Disciplinary problems often arise by the pupils’ dissatisfaction on the way discipline is created and maintained. It is essential for good classroom discipline that both parties know about discipline and what necessitates discipline (Haroun & O’Hanlon, 1997). It is important that school discipline is based on cooperation of all parties involved. Teachers are to be helped in developing a control ideology based on the pupil’s self-discipline. The main goal should be to help pupils understand why certain types of attitudes
have to be changed for the better not only in their own interest, but in the interest of their fellow pupils and the society as a whole as well.

6 NO DISCIPLINE MEANS HEADING FOR BURNOUT

Discipline has been a matter of great concern for the last thirty years (Garibaldi, Blanchard & Brooks, 1996). Teaching knowledge and skills, educating pupils, is the teachers’ main task, but they spend more time paying attention to various behavior problems of their pupils in class. It is a crucial problem that every one talks about discipline, but at the same time interprets discipline in a different way, and consequently attaches different consequences to it. In this way one teacher may be played off against the other and neither pupils nor teacher know where they stand. That is why it is important that everybody in school clearly knows what is understood by disruption of classroom order and what the consequences are for the pupil involved. It is however necessary, after having reached agreement on the definition of disorderly classroom behavior, that the teacher should indeed be able to recognize similar behavior.

Research reveals that a major part of the teacher’s attention is spent on pupil behavior that is not directly related to learning. Maintaining discipline is a skill that is different from other skills when teaching pupils (Emmer & Hickman, 1991). At the same time a positive relation has been found between strong self-efficacy beliefs in the domain of discipline and strong self-efficacy beliefs in one’s own effectiveness in teaching. Strong self-efficacy beliefs are necessary for practicing teaching on a high level, and this will create a buffer against the development of stress and burnout. Teachers having weak self-efficacy beliefs in maintaining discipline prove to have weak self-efficacy beliefs in the teaching domain. This group of teachers may be more vulnerable for stress and burnout.

Burnout teachers probably do not associate with their pupils in a sympathetic way, they have a low level of tolerance for classroom disturbances of order and discipline, and they prepare lessons on a rather low level (Byrne, 1991). Consequently, they are less involved in their job, which may result in absenteeism, and ultimately in quitting the job. Burnout teachers were asked if their situation was due to the possible existence of disciplinary problems. It appeared that teachers having little or no stressful feelings had only minor problems in maintaining discipline; they had only few intrapersonal problems and had good relations with their superiors (Parkay et al., 1988). This study also appears to have found relations between discipline and the origin of burnout.
Other studies prove that the degree of negative stress and burnout increases because of experienced difficult and disorderly pupil behavior. The subject is very important, for creating and maintaining a quiet place for pupils to live and learn is a prerequisite for teachers to be successful in their educational process (Hart, 1987; Friedman, 1991, 1995; Hoerr & West, 1992; Smith & Bourke, 1992; Borg & Falzon, 1993; Travers & Cooper, 1993; Gold & Grant, 1993; Hodge, Jupp & Taylor, 1994; Boyle, Borg, Falzon & Baglioni, 1995).
Chapter 5

TO AN INDIVIDUAL INTERVENTION

This study’s starting-point is the fact that burnout teachers appear to have weak-self-efficacy beliefs. That is why the sources that may be useful in an intervening self-efficacy reinforcement program will be discussed briefly. In doing so the alternative individual intervention was given preference to group intervention. The reason is that burnout levels differ from one person to the other and moreover the working conditions may differ considerably from one teacher to the other. The teacher’s burnout level is also connected with domain determined self-efficacy beliefs; individual differences are very likely to occur in this matter. These considerations may cause individual interventions to be more successful.

Then there is the question of using the word intervention instead of treatment. It is essential for interventions to be able to set up possibilities to influence the teacher’s functioning, his working conditions, or both of them. The reinforcement of self-efficacy beliefs implicitly means that the subject of intervention is restricted to the teacher. The teacher is actively approached and stimulated to actively try and achieve improvements (Maddux, 1995). The word treatment implies the rather passive connotation of undergoing something in order to achieve results. An important extra benefit for the use of the term intervention is the possibility of using an intervention program as an instrument in the prevention of burnout, for instance in the case of novice teachers. The word treatment is frequently used in an acute situation of emergency.

1 SOURCES FOR STRENGTHENING SELF-EFFICACY BELIEFS

Self-efficacy is no inborn feature. On the contrary, individuals can strengthen or weaken their self-efficacy beliefs. Bandura (1997) mentions four sources of information of someone’s self-efficacy. The first source is enactive mastery experiences. This is the most important source because it is about unique pieces of information telling the individual he is really capable of being successful in a certain domain. Even actions not finished successfully or actions that have failed may be of some importance in shaping strong efficacy beliefs. For these actions may offer the individual the opportunity to try
and look for alternative ways of solving problems in a successful way, and it learns the individual to persevere in times of misfortune.

A second source of information is vicarious experiences. Bandura describes it as the judgment of successful actions performed by comparable others, who serve as models in raising one own self-efficacy. The reason for using this source is the difficulty an individual may have in measuring his adequacy when performing actions. Comparing one’s own performance with the one of a comparable other in a similar situation may tell the individual to what degree his attainments are successful.

The third source of information is verbal persuasion. According to Bandura it is the expression of faith of significant others, or information from other important sources telling individuals they possess the capabilities to master a task successfully. Especially when confronted with difficulties it is very important for an individual to be supported by the conveyance of faith in his capacities. The sources modeling and verbal persuasion proved to be important in various studies. It appeared that especially young teachers run the risk of getting burnout, because they believed school management was not very much interested in the daily instructional process and therefore did not pay much attention to it; or because there was not much opportunity to discuss classroom experiences with colleagues. Feedback lagging behind, or offered in the wrong form or at the wrong time may be the cause of feelings of doubt, fear and neglect (Chester & Beaudin, 1996).

The fourth and last source comes from physiological and affective states individuals experience in performing actions. Somatic information is for instance important in domains that are related to stressful actions. The body gives information about blood pressure, heart rhythm, breathing, but also accompanying feelings are indicative of the quality of someone’s performance.

2 INTERVENTION PROGRAMS AND RESULTS

Many studies on burnout have been devoted to the study of antecedents, consequences and symptoms of the syndrome. The application of the theoretical knowledge in the development of intervention programs is only limited to a few cases. Developing intervention programs is necessary for both the individual workers as for the organization (Van Dierendonck, Schaufeli & Buunk, 1998). In spite of the fact that burnout has been subject of serious investigation for the last few decades, only few intervention programs are developed. Only little is known about the results of these programs. The scarce results
prove that emotional exhaustion, a component of the burnout syndrome, may be reduced with the help of some of these programs. The other two components, depersonalization and personal accomplishments do not seem to benefit from the interventions. Concerning the programs that are known some other points of criticism are methodological inconsistencies, for instance the lack of control groups or the non-longitudinal character of testing the program.

It would be a useful starting point in the development of intervention programs to realize that two problematic situations might occur (Cooley & Yovanoff, 1996). The problematic situation is a fact and unalterable (the givens), or the problems are alterable (the alterables). Yet, some alterables are only to be influenced in the long run; that is why the intervention had best be directed at problems alterable within measurable time. Teachers’ reactions to stressful working situations are proof of this. Cooley and Yovanoff’s intervention program approached situations that were alterable. During the intervention teachers had to attend a number of workshops in which they had to acquire skills helpful in the prevention or reduction of burnout. A second part consisted of offering opportunities to cooperate with their counterparts. In developing the program attention was paid to how people may differently react in stressful situations.

The intervention can be direct, i.e. the point of departure of the intervention is the source of the stress; on the other hand, there is the indirect approach, for instance the attempt to change a person’s way of thinking about the stressors. The two approaches can be put into practice in an active way, the person actively tries to change the stressful situation, or in a passive way in which the stressors are denied or avoided. On the whole, the active way seems to be the more successful one, both for the direct as for the indirect approach. Cooley and Yovanoff used two groups to test the program. The results proved that the persons participating in the program had fewer burnout symptoms than the members of the non-participating group did. Measuring the level of burnout before and after the intervention is an other important condition for the validation of an intervention program; as a matter of fact it is the only way to prove the functionality of the program. The facts prove that personal intervention strategies aimed at an improvement of the teacher’s professional skills are more successful than strategies using psychological techniques to reduce the consequences of stress (Jenkins & Calhoun, 1991; Kyriacou, 1987). Some interventions prefer an individual approach to a global approach. Global strategies give information in general about stress, the sources, and the consequences, and how to deal with it. Individual strategies depart from dealing with the problem by
mentioning the most important personal stressor, clarifying the personal consequences, and taking responsibility for the stressor by the preparedness to do something about it. When the two strategies are compared the individual approach appears to be the more variable one, and also the one devoting more time to solve the problem. The individual approach leads to better results. Burke et al. (1996) start from the principle that burnout is a process and they argue that an intervention at an early stage will prevent an unnecessary deterioration of the syndrome.

Research can prove the correctness of their thesis. For instance, teachers in training were matched with experienced teachers (Hasbrouck, 1997). The matching breaks the isolation of the inexperienced teacher who will also learn that it is important and quite normal to ask for cooperation and help. Moreover, the teacher learns to focus on instruction and he will get the opportunity to practise the newly acquired knowledge. The goals of this way of training are the reinforcement of didactic skills and the passing down of instruments for being a successful professional in the future. An effective approach of burnout had rather be directed at prevention than treatment (Maslach & Leiter, 1997). So, it is quite understandable to give priority to an intervention in the developing burnout process as early as possible.

3 INTERVENTION BASED ON SELF-EFFICACY

The quest for and development of interventions often make use of the self-efficacy theory (Maddux, 1995; Van Dierendonck et al., 1998). Strong self-efficacy beliefs are important for the psychological pliability and adaptation of the individual. When, through weak self-efficacy beliefs people get into difficulties, they can try and find help to restore and even strengthen the self-efficacy beliefs. Professional help is to be preferred to incidental trivial help because the first is a structured and specific kind of help. The confidence in one’s self-efficacy beliefs influences the psychological adaptation through the consequences of it on goal-setting and on reinforcing attempts to be successful in doing so, through cognitive influences, and, last, through improving the emotional well-being of the person involved.

The best strategy to be used in an intervention should be directed at the active involvement of the person concerned. The active successful own experiences are the most important contributors to someone’s self-efficacy beliefs (Bandura, 1997). But also strategies based on modeling, verbal persuasion and influencing emotional and
physiological reactions may be very useful. By helping people to get control over events and situations during their participation in the intervention program, a change for the better may be induced.

The stages of the change process are, first, the stage of awareness of problems. Second, the stage of reflection on them, followed by the preparation period during which pros and cons are weighed one against the other. Fourth, the stage of actively working on a change for the better, and finally a stage of the retention and strengthening of the successes acquired. Measuring self-efficacy beliefs before, during, and after the intervention is important to judge the success of the program.

The possibility of employing the self-efficacy theory has been confirmed in many practical situations (Bandura, 1997). People appear to dysfunction because of weak self-efficacy beliefs. Measuring the domains of dysfunctioning, the intervention can be directed at the specific areas that are important for the person involved.
Chapter 6

CONCLUSION

In this chapter conclusions will be presented concerning the three main constructs of this study.

Burnout
- Burnout is a job related syndrome characterized by emotional exhaustion, depersonalization, and diminished personal accomplishment. Burnout is especially found among professionals working for and with people such as clients, patients and pupils.
- Burnout is not a situation, but gradually grows into a level on which the professional dysfunctions.
- Burnout is a syndrome that may occur in people who have performed well in their job for a certain period of time.
- As burnout is non-existing in new professionals, measures can be taken to prevent the onset of burnout.
- Appearance of burnout symptoms is not irreversible. Burnout can not only be prevented, but can also be fought against with intervention programs.

Teacher burnout
- Many teachers are burnout. In Holland teacher burnout is highest compared to other professions (CBS, 1999).
- Studies reveal that teachers should closely cooperate with pupils in order to achieve educational goals and to function satisfactorily.
- The necessary consequences to attain these goals are classroom order and discipline, however without the former negative connotations.
- Lack of order and discipline is often mentioned by teachers as being the main source of burnout.
- Absence of a good classroom atmosphere may find its origin in a lack of skills (the behavioral aspect). It may also be caused by weak self-efficacy beliefs (the cognitive aspect). Sometimes both aspects are involved.
It is required to try and find out whether lack of skills or weak self-efficacy beliefs are the cause of bad classroom management. With the help of an assessment procedure the decision can be made which intervention is going to be most successful for a specific teacher in a specific situation. Interventions fitting in with the teacher’s problems will be the more successful ones. The term assessment is used in the meaning of both measuring the teacher’s burnout level and the teacher’s self-efficacy beliefs.

Self-efficacy

- The self-efficacy theory, part of the social cognitive theory of Bandura, proves to have sufficient explanatory powers for the onset of burnout.
- Self-efficacy beliefs are domain related. It means that an intervention with the help of the self-efficacy theory will produce better successes when self-efficacy beliefs are reinforced per domain. Intervening the domain of classroom management is quite plausible because of the fact that disorderly pupil behavior is an important predictor of burnout.
- Self-efficacy beliefs do not only differ in strength per domain, but also during the various periods of the teacher’s career. Novice teachers, for instance, often have sufficient self-efficacy beliefs, but they may experience a weakening of these beliefs during the first year of their career.
- Self-efficacy beliefs can be reinforced by using the four sources of information. They are enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states when performing actions.

Intervention

- At the moment of writing there are no intervention programs available for teachers to train classroom management on a social cognitive basis. A program of the kind would be very important because of the predictive power of the self-efficacy theory in reducing burnout among teachers.
- The results of longitudinal studies are sufficient reason to believe in the prevention or remedy of teacher burnout with the help of a self-efficacy based intervention program.
- The social cognitive theory offers concrete starting-points to develop intervention programs.
- Interventions based on the social cognitive theory have been successful.
Individual-oriented interventions are advantageous as compared with group-oriented interventions. The teacher will get an intervention directed at his specific problems. The intervention can be attended without disturbing the daily routine in the school. The teacher need not tell others he has problems of any kind. The intervention’s pace can be adapted to the teacher involved.
Chapter 7

THE NECESSITY OF DEVELOPING AN INTERVENTION PROGRAM

INTRODUCTION

The next part is a brief description of a possible sequel of the feasibility study. First, the development and realization of a sequel project is described in short. Second, the method how to strengthen self-efficacy beliefs is set out. Finally, three alternative intervention programs are mentioned. The development and realization of an intervention as well as the reinforcement of the self-efficacy beliefs are rather independent of the alternative that will ultimately be selected.

THE FEASIBILITY STUDY

The feasibility study concludes that no proper intervention program is available paying attention to the teacher’s experience of disorderly behavior in the classroom. This conclusion could be called the present existing situation. Furthermore, it became clear that it would be possible to develop and realize an intervention program for a specific group of people founded on the results of scientific theoretical research. The latter statement could be called the desired situation.

CONTENTS OF AN INTERVENTION PROGRAM

The contents of the intervention program should promote the reinforcement of self-efficacy beliefs related to classroom management, namely the prevention of disorderly behavior, adequate instruction skills (also teaching and coaching in the so-called “study-house”), social intercourse with colleagues and relaxation exercises in relation with the personal lifestyle. The scientific and theoretical justification has been discussed in the feasibility study.
GOALS OF THE INTERVENTION PROGRAM

An important goal of the intervention program for the reinforcement of the teacher’s self-efficacy beliefs in classroom management is an improvement of the teacher’s knowledge and a better understanding of a number of relevant skills. The knowledge refers to the contents, the goals and the functions of these skills and the classroom situations in which they are to be used. The skills can be divided in instruction and coaching skills, skills for the prevention of classroom disorders, and skills for associating with colleagues.

The second goal of the intervention program for the reinforcement of the teacher’s self-efficacy is the enhancement of skills mentioned before by the teacher.

METHOD OF DEVELOPMENT

In order to achieve the desired situation- the realization of an intervention program- the following model will be used.

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PRELIMINARY INVESTIGATION <-> PLAN
REALIZATION <-> EVALUATION AND REVISION
IMPLEMENTATION
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PROJECT METHOD OF AN INTERVENTION PROGRAM

In the stage of preliminary investigation the feasibility study was completed. In the stage of planning a blueprint of the program will be produced. The developed and transcribed
plan is the starting point for the stage of realization and construction in which the program will be produced. In it all kinds of production activities will take place, for instance activities concerning the contents of the program or the production of audiovisual aids and appliances. In the next stage the intervention program will be tested in practice and after that it will be evaluated. The resulting data will decide whether the intervention program is satisfactory or has to be improved. Finally, the program will be implemented. The intervention program will be handed over to the principals who can include the program in their supply.

MICRO TRAINING: A METHOD FOR THE REINFORCEMENT OF SELF-EFFICACY BELIEFS

The goals mentioned before can be realized by the method of micro training. This method was originally developed for training teachers and people working in the helping professions. It consists of the following elements: the conveyance of theoretical knowledge, modeling, practicing for oneself, giving feedback, and transfer of knowledge and skills acquired.

The most striking characteristic of this method is the possibility to distinguish various kinds of skills and to systematically practice them. These skills had better be learned separately: that is why the method is called micro training. The method’s advantage is a simplification of a complex and practical situation. So the first there is a simplified situation in which the skills can be practised. Micro training has been widely used in Holland. The following steps are to be distinguished in this method.

Theory

In view of the first goal, improvement of knowledge and skills, teachers will have to study literature and acquire information about goals, contents and functions of the skills before participating in the program. The information will be elucidated during the sessions.

Modeling

Also in view of the first goal, new skills being in the limelight during a training session will be demonstrated with the help of video registrations. Mostly, two fragments will be shown. In the first- the incorrect- example an inadequate us of the skill is demonstrated. In the second- the correct- example an adequate use of the skill is demonstrated. By showing two examples the program tries to bring about two effects. First, teachers learn to distinguish the
specific behavioral aspect, because only the relevant aspect (the use of the skill involved) is varied when at the same time the other aspects of the situation are the same. Second, the correct example is meant to be a model for the teacher's behavior.

Practising for oneself

In the next stage the teachers' skills are practised in class for about 5 minutes, with the intention to adequately practise the skill under discussion. In view of the functional application of the skills, the skills practised during earlier sessions may be used as well. The cumulative element of micro training is important for the retention of the program's results.

Feedback

Immediately after the teacher's use of a particular skill, constructive feedback will be given on the way the teacher practised the skill. First of all attention is paid to what was correct, and only after that attention is paid to what went wrong. For instance an answer should be given to the question why something did not work. When giving feedback it is advisable to use video pictures. Feedback is important for finding out various ways of reacting to situations. The training has to be as concrete as possible in the formulation and presentation of alternatives. At the end of each session the program offers a recapitulation in which the following questions are answered:

a. How is the skill under discussion put into practice?
b. What was performed well by the teacher?
c. What (i.e. behavior) should be improved? Information about part of the program is pointed out for the next session to be paid attention to.

From the information given before, it becomes clear that a structured didactic approach was preferred. In many empirical studies proof was found that the addition of each element increased the effect of learning. The variety of the method is another striking point. It may be taken for granted that because of this the teachers' attention will be concentrated on the subjects under discussion.

Transfer to practical situations
It is important to insert the fifth element, transfer of training, in the method. This element instructs the teachers to put the newly learned skills into practice. The ultimate goal for that matter is to make teachers take advantage of the program in every day situations.

Alternatives of the program

Three variants of the suggested intervention program are discussed briefly. First, the so-called classic program, in which the teachers receive the contents of the program in writing or through another device of information and will be supported by a trainer/coach.

The second variant is completely based on ICT. The program is highly interactive (text, video shots, tasks, feedback, etc) and is presented on CD-ROM so that it can be used individually. If necessary, the program could be presented on Internet on a close site.

Third, a mixture of the first two variants is possible. The choice that is made will have budgetary consequences. The development and realization of the ICT variant will be the most expensive one. However, the exploitation will be cheaper than the other two variants. The development and realization of the first alternative will be the cheapest one, but the exploitation will be the most expensive one of the three variants. The mixture will require a budget that is in between the first and the second alternative, both for development and realization and for the exploitation.
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