



Designing a School Information Leaflet

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Programme

- Introduction to the research school
- Research:
Acting scripts in school
- Research:
IEP's: Goal formulation and realization
- Result: School information Leaflet
- Discussion

The Netherlands



The Netherlands

- >16 million inhabitants
- 41526 sq km land, 33883 sq km water: 7643 sq km
- 500 inhabitants per km
- Crowded!



Amsterdam



Our Queen and her first son



Dutch Educational System

1. Mainstream Education:

- *Primary Education: age 4-12 (14)*
- *Secondary Education: age 12-16/18*
- *From age 16/18: Vocational Education, University*

2. Special Education: age (3)4 – 18 (20)

3. Education is compulsory from age 5 to 16/18

Policy on special education

- 1. The Netherlands has a "two-track-system": mainstream education and special education as separate entities
- 2. The two tracks are connected; special educational counselors support regular schools, for example

Special Education

Special schools for:

- cluster 1: visual impairment / blindness
 - cluster 2: deafness / hearing impairment, speech impairment
 - cluster 3: mental retardation or physical handicap
 - cluster 4: child psychiatric and/or severe behavior problems
- About 5% of all students attends a school for special education
another 5- 7% have facilities in the regular schools

Culture in Dutch education

- Freedom of education
- Nationally determined final examination requirements
- Schools are autonomous
- Teachers are autonomous
- Educational inspectorate supervises
- Extensive meeting culture

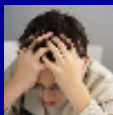
Behavior problems

Most important problem in education today

- Doubling of the number of behavior problems diagnosed within a period of 4 years
- Particularly in secondary education, more students are being referred to special education

Introduction: The school

- Secondary school for special education for students with autism spectrum disorders (ages 12 -18)
- School population: 140 students
- Staff: about 32 people
- Need for improvement in the school:
 - What do we need to do improve our teaching for learners with an autism disorder?



Acting Script

- Acting-scripts of teachers:
 - Just what you do in daily situations

Example:

If two boys are having a fight at the playground,
I will (re)act.....

Start of research

- Question: What are the acting scripts in a team
- Discussion:
 - About proved effective acting scripts
 - About translation to the team



Research procedure

- School made questionnaire
- Team meeting
- Choosing three acting scripts in daily situations

An example of a Daily Situation

You notice two students in your class who can't get along with each other for a few weeks now. They are annoying each other a lot. This disrupts your class and the learning environment is inefficient.

Acting Scripts



1. I invite both students for an individual talk, in which I give them (with help of visual material) instructions and make my expectations clear to them.
2. The three of us make a plan which includes a reward system to promote working together without quarreling.
3. In a conversation I try to find out what the student thinks and feels in a situation like this and I help them change their minds.
4. I observe situations the students can cooperate and try to create similar situations like that.
5. I physically change my class in a way that students do not bother each other that much any longer.

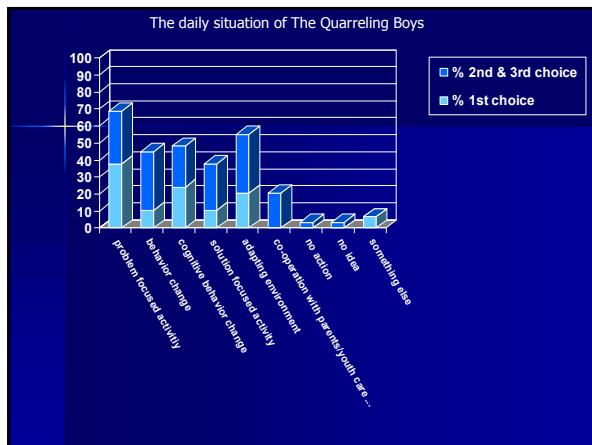
Acting Scripts



6. I ask parents and/or youth care specialists how I can solve this problem.
7. After a conflict I have a discussion with the class about it's atmosphere
8. I expect the problem to solve itself after a while and just wait.
9. I've no idea how to handle this situation.
10. Something else;

Questionnaire

- 12 Daily Situations
- 7-10 Acting Scripts per situation



Results for all situations

- The team used different scripts in similar situations
- Question:
 - What does this mean for the school population? (youngsters with autism)
- The usefulness of school-based research

Consequences for the Team

- Awareness of actions in relevant daily situations
- Develop a shared view of daily practice and education in general
- Gives insight into relevant themes for school development: e.g. IEP's
- Input for a practical supplement to the school plan

Input for the school plan

General appointments in the school:

- 10 schoolrules
- Similar use of the blackboard for timetables
- In case of problems: consult a fellow teacher first, if you still have questions, request help for the internal specialist.
- We follow 1 school format while changing teachers
- Contact with youth care professionals is made by the mentor teacher

Research: Goals in IEP

- Focus on:
 - Goal formulation: Quantity
 - Level of Goals: individual, group or school
 - Goal achievement

Research procedure Quantity of Goals

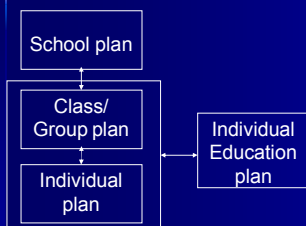
- Analysis of all IEP's in the school:
 - Looked for aims, goals and objectives
 - Counted all goals

Results: Quantity of Goals

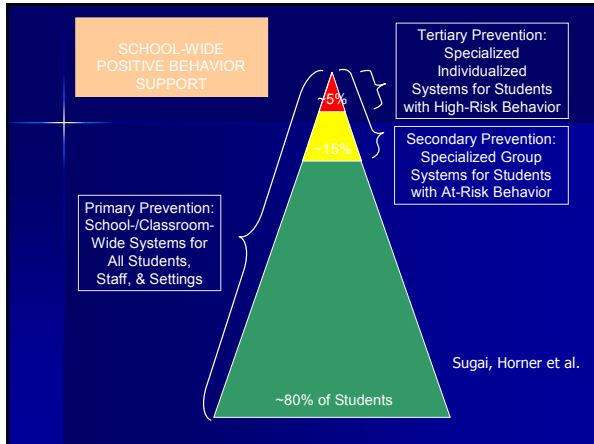
- 14 classes with 112 students
- 815 individual goals
- Mean of 7 individual goals
- Mean of 60 goals per class
- 6 minutes a goal per day




“Is it effective to work with so many individual goals?”



- Individual approach as little as possible!



An Exercise



- Let's make groups (3-4 people)
- Discuss the goals (15 minutes):
 - Which goals are for:
 - individuals,
 - groups (class)
 - the school?
- Please Write down:
 - Your Results
 - Your Reasons: Why

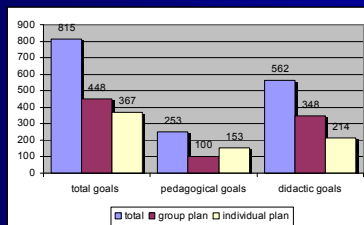
Discussion: Individual versus group goals

- Individual goal => for one student in a class
- Group goal => for minimal 2 students
- School goal => for minimal 2 groups

Research procedure

- Two observers analyzed all the individual goals of the school
- The school team defined 3 classes in 6 groups.
 - 2 groups got the goals of the same class without knowing this from each other.

Individual - Group goals rated by observers



•Interrater-reliability: .94

Results from the school team

- <10 % individual goals
- High Agreement (> 90 %) between groups in the school who sorted out the same classes

Research: Goal realization: evidence for effective acting scripts?

- From goal formulation to goal realization:
"How are you going to achieve your goal?"



- What are effective acting scripts:
 - at least for this individual?
 - But maybe: for a group of students?
 - And even for all the students at this school?

Acting scripts for realizing an individual goal

- Examples: Every goal has at least one acting script!
 - Every time when necessary, the student is allowed to write in his personal notebook and use the "route planner for positive thoughts".
 - Use the schedule for successes of the day. Every student can fill in a successful event

Proved Effective Acting Scripts

- Proved effective= positive evaluation of the goal after IEP-period!
- In your school: Gather your evidence from effective practices
- Create Leaflets (Inserts)!

Individual Information Leaflet

- For individual students:
 - Use it more and during longer time (several years): “this.. and this.. is what I need to become and stay an active learner at this school”

School Information Leaflet

- For the school:
 - An effective acting script is effective for the population of students in our school. We will use this script systematically for the coming years in our school.

Conclusion

- The School Information Leaflet (SchoolBijsluiter) is a practical, school specific supplement for the school plan
- Based on evidence from the own practice of the school:
 - acting scripts of daily situations
 - Effective acting scripts described in IEP's

School Information Leaflet

An evidenced description of:

What really works in practice!

Discussion



For more information

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