	Preface	v
	Index	1
	Foreword	3
1	Introduction	4
2	Action Models for Reconstructing Teacher Cognitions	9
2.1	Functions of Action Models	9
2.2	Forms of Action as a Basis for Constructing Models	10
2.3	Early Models on Teachers' Decision Making	11
2.4	The Model of Teacher-Student Interaction Proposed	10
2.4.1 2.4.2 2.4.2.1 2.4.2.2 2.4.2.3 2.4.2.4 2.4.2.5 2.4.2.6	by Hofer and Dobrick Basic Suppositions of the Model Elements of the Model Interpreting the Situation Evaluation of Importance Causal Attribution Situation-Outcome Expectancy Outcome Values Behavioral Construction Competency and Reaction-Outcome Expectancies  From a Theory of Explanation of Behavior to a Theory of Modification of Behavior Overview of Current Training Concepts	17 18 26 26 29 29 30 31 32
2.5.2 2.5.3	Effects of Behavior-Oriented Intervention Procedures Effects of Cognitive Intervention	37 41
3	Verbal Reports as Data	49
3.1	Theoretical Perspective	49
3.2	Foundations and Aspects of Interaction Within Verbalization	53
3.3	Ericsson and Simon's Theory of Verbal Report Procedures	63
4	The Problem of Deriving Intervention Strategies	70
5	Analysis and Modification of Physical Education Teachers' and Coaches' Action: An Integrative Model	85
6	Selected Investigations on the Effectiveness of Teacher Training	97

7	The Integrative Model for Analysis and Modification of Teacher Action: Methodological Development and Findings	107
7.1 7.1.1	Starting Points - Assumptions - Arguments Beyond the Behavior-Oriented Approach to Analysis	107
	and Modification	108
7.1.2	Methods for Identifying Action-Controlling Cognitions	109
7.1.3	Teacher Behavior in "Critical Incidents"	110
7.1.4	The Action Theory Underlying the Integrative Model	112
7.1.5	Aspect of Individualization	112
7.2	The Development of Structured Dialogs	113
7.2.1.	Steps of the Investigation	113
7.2.2	Results of Structured Dialogs for Teachers (SDT)	115
7.2.3	Reasons for Reconstructing the Student's Perspective	119
7.2.4	Results of Implementing Structured Dialogs for Students (SDS)	121
7.2.5	Comparison of Teacher and Student Cognitions	125
7.3	Cognitive Training Materials	128
7.3.1	Routines and Techniques for Interrupting Action (Stop-Action	100
	Techniques)	129
7.3.2	Classification of the Situation and Results of Video Simulation	131
7.3.3	Alternatives for Action and Results of Video Simulation	142
7.3.4	Evaluation of Importance	153
7.3.5	Emotional Involvement	153
7.3.6	Causal Attribution	153
7.3.7	Situation-Outcome Expectancies	154
7.3.8 7.3.9	Objectives for Action	154 155
7.3.9 7.3.10	Reaction-Outcome Expectancies Classification of Results	155
7.3.10 7.3.11	Change of Perspective	155
	•	155
7.4	Proposal of a Follow-up Study Based on the Intervention Approach	156
		-50
8	References	163
9	Appendix	198
9.1	Manual for conducting Structured Dialogs	198
<b>Q</b> 2	Structured Dialog for Teachers	204