References


Joyce, B.R., & Showers, B., (2002). *Student achievement through staff development*. USA:
Beverly.


Academic Content to Students With Learning Disabilities, *Preventing School Failure: 
Alternative Education for Children and Youth, 60 (3)*, 207-214.

of Behavioral Education, 1 (2)*, 193-213.

Kirjavainen, T., Pulkkinen, J., & Jahnukainen, M. (2016). Special education students in
transition to further education: A four-year register-based follow-up study in
Finland. *Learning and Individual Differences, 45*, 33-42.

students with learning difficulties: What works for special-needs learners*. New York: 
Guilford.

Knight, J. M. (2004). Instructional Coaches make progress through partnership. *Journal of 
Staff Development 25 (2)*, 32-37.

Thousand Oaks: Corwin Press.

Knight, J., & Cornett, J., (2009) *Studying the impact of instructional coaching*. University of 
Kansas Center of Research.

different instructional principles on multiplication learning*. Doetinchem: Graviant.

97-114.

Kuhn, D. & Dean, D. (2004). A bridge between cognitive psychology and educational


Henk Blik was born on April 5, 1954 in Vriescheloo (Bellingwolde) in the province of Groningen, the Netherlands. In 1975 he obtained his teaching diploma from the Teacher Training College for Primary Education (PA) in Appingedam. In 1982, after teaching at primary school for seven years, he transitioned to special education for students with learning difficulties and behavioral problems. While working, he followed a course at the "Seminarium voor Orthopedagogiek" in 1983 and 1984, which he completed with a diploma in Special Educational Needs (SEN). From 2001 to 2003 he followed a pre-master's program at the Higher Institute for Pedagogical Education (HSPO), which is affiliated with the University of Groningen. He then enrolled in the master's (doctoral) program of educational science at the University of Groningen, specializing in the instructional design of learning environments in education. He obtained his master's degree in educational science from the University of Groningen in 2005.

In the same year, after 30 years (1975 – 2005) of teaching in primary and secondary (special) education, he became team manager at the school for Practical Education (PrO) of the dr. Aletta Jacobs College in Hoogezand-Sappemeer.

As the manager of a school for PrO, he realized that a professional environment is required in order for teachers and students to grow optimally. The starting point is that the need for care of indexed students is more complex. These students, who have an intellectual disability and are emotionally unstable, need support that caters to their individual needs. Schools for Practical Education promote autonomy, responsibility, and student participation.

Henk returned to the University in 2012 where he began his PhD project at the Groningen Institute for Educational Research (GION). Here, he did his PhD research between 2012 and 2017 into interactive instruction for students with intellectual disabilities.