1046-R1-950   **Evan Fuller*** (`edfuller@ucsd.edu`), 9266 Regents Rd, Apt B, La Jolla, CA 92037, and **Osvaldo Soto**, **Guershon Harel** and **Alfred Manaster**. *In-Service Teachers' Proof Schemes in Transition.*

The goal of this research is to examine cognitive, social, and instructional aspects in the transition between proof schemes: from the external conviction and empirical proof schemes to deductive proof schemes, focusing, in particular, on the transition from Result Pattern Generalization to Process Pattern Generalization. Of particular focus is the instructor's way of implementing DNR in his attempt to facilitate this transition. Preliminary findings indicate that Empirical proof schemes are resistant to change. However, there is evidence to believe that a focus on causality over a long period of time can prove effective. The teaching practices that have been used to instantiate this focus on causality are also reported here. (Received September 12, 2008)