CONTENTS

FOREWORD

CHAPTER I:

THE "DISCOVERY" THAT A CHILD IMPEDED IN BECOMING IS IN A PROBLEMATIC EDUCATIVE EVENT

- 1. INTRODUCTORY **ORIENTATION**
 - **1.1** Introduction
 - 1.2 A historical exploration of intervening with the handicapped child
 - 1.3 An evaluation of the pedagogical accountability of the intervention with the handicapped child
 - 1.4 The "discovery" of educative distress
- 2. VIEWING BEING HUMAN FROM A NATURAL SCIENCE
- PERSPECTIVE AND THE CONCEALMENT OF ESSENCES
- 3. THE HUMAN BEING IS DISCLOSED AS A PERSON
- 4. ACQUIRING ESSENTIAL KNOWLEDGE OF A PERSON
- 5. A CHILD IS COMMITTED TO EDUCATION
- 6. PSYCHOPEDAGOGICS AS A PEDAGOGICAL DISCIPLINE
- 7. EDUCATING DOES NOT NECESSARILY SUCCEED REFERENCES

CHAPTER II:

THE MUTUAL IMPLICATION OF THE PROBLEMATIC EDUCATIVE EVENT AND THE UNDER ACTUALIZATION OF A CHILD BECOMING ADULT

- 1. THE PROBLEMATIC EDUCATIVE EVENT
 - 1.1 Educative distress
 - 1.2 The origin of the problematic event of educating
- 2. THE HANDICAPPED CHILD AS EDUCATIVELY SITUATED
- 3. THE HANDICAPPED CHILD IN A PROBLEMATIC EDUCATIVE EVENT REFERENCES

CHAPTER III:

ELIMINATING THE PROBLEMATIC EDUCATIVE EVENT AS A TASK FOR ORTHOPEDAGOGICS

- 1. INTRODUCTION
- 2. ORTHOPEDAGOGICS AS PEDAGOGICS
- 3. THE TASK AND TERRAIN OF ORTHOPEDAGOGICS
 - 3.1 Orth pedagogic theory
 - 3.2 Orth pedagogic practice
 - 3.2.1 Introduction
 - 3.2.2 Orthopedagogic dianostication
 - 3.2.3 Pedotherapy
 - 3.2.4 Additional tasks for the orthopedagogic practice
- 4. SYNTHESIS

REFERENCES

CHAPTER IV:

A CHILD ACTUALIZING HIS/HER BECOMING ADULT IS EDUCATIVELY SITUATED

- 1. INTRODUCTION
- 2. A CHILD AS A PESON IS BODILINESS
- 3. BECOMING ADULT IN TERMS OF ACTUALIZING THE PSYCHIC LIFE-IN-EDUCATING
 - 3.1 The modes of actualizing the psychic life as modes of becoming
 - 3.1.1 Introduction
 - 3.1.2 Experiencing-as-becoming
 - 3.1.3 Willing-as-becoming
 - 3.1.4 Lived experiencing-as-becoming
 - 3.1.5 Knowing-as-becoming
 - 3.1.6 Behaving-as-becoming
 - 3.2 Self-becoming as a unitary event
 - 3.2.1 Exploring-as-psychic-life-actualizing-becoming
 - 3.2.2 Emancipating-as-psychic-life-actualizing-becoming
 - 3.2.3 Distancing-as-psychic-life-actualizing-becoming
 - 3.2.4 Differentiating-as-psychic-life-actualizing-becoming
 - 3.2.5 Objectifying-as-psychic-life-actualizing-becoming
 - 3.2.6 Synthesis: Exploring-, emancipating-, distancing-, differentiating-, and objectifying-as-experiencing-, willing-, lived experiencing-, knowing—and behaving-

becoming

- 4. SELF-ACTUALIZING BECOMING UNDER THE GUIDANCE OF AN ADULT
- 5. SYNTHESIS REFERENCES

CHAPTER V:

A CHILD RESTAINED IN BECOMING ADULT IN HIS/HER PROBLEMATIC EDUCATIVE SITUATION

- 1. INTRODUCTION
- 2. A CHILD'S UNDER ACTUALIZATION OF HIS PSYCHIC LIFE IN A PROBLEMATIC SITUATION OF EDUCATING
 - 2.1 A child in a problematic situation of educating explores inadequately
 - 2.2 A child in a problematic situation of educating emancipates inadequately
 - 2.3 A child in a problematic situation of educating distances inadequately
 - 2.4 A child in a problematic situation of educdating differentiates inadequately
 - 2.5 A child in a problematic situation of educating objectifies inadequately
- 3. SYNTHESIS

REFERENCES

CHAPTER VI:

EVALUATING THE PROBLEMATIC EDUCATIVE EVENT AND THE CHILD'S UNDER ACTUALIZATION OF HIS/HER PSYCHIC LIFE WITHIN IT

- 1. INTRODUCTION
- 2. EVALUATING THE PEDAGOGICALLY ACHIEVED LEVEL
 - 2.1 Evaluating exploring as a psychic life actualization of becoming
 - 2.2 Evaluating emancipating as a psychic life actualization of becoming
 - 2.3 Evaluating distancing as a psychic life actualization of becoming
 - 2.4 Evaluating differentiating as a psychic life actualization of

- becoming
- 2.5 Evaluating objectifying as a psychic life actualization of becoming
- 2.6 Evaluating exploring, emancipating, distancing, differentiating and objectifying as meaningfully related as various ways of becoming
 - 2.6.1 Evaluating experiencing, willing, lived-experiencing, knowing and behaving in their coherencies as ways of actualizing becoming
- 2.7 Evaluating the realization of the educative aim
 - 2.7.1 Evaluating the child's interpretation of his own existence as meaningful or meaningless
 - 2.7.2 Evaluating the child's self-judgment and selfunderstanding
 - 2.7.3 Evaluating the child's interpretation of human dignity
 - 2.7.4 Evaluating the child's morally independent choosing and acting
 - 2.7.5 Evaluating the child's exercise of responsibility
 - 2.7.6 Evaluating the child's identification with norms
 - 2.7.7 Evaluating the child's philosophy of life
 - 2.7.8 Synthesis

3. EVALUATING THE CHILD'S PEDAGOGICALLY ATTAINABLE LEVEL

4. DETERMINING THE NATURE OF THE GAP IN BECOMING

- 4.1 Evaluating the child's under actualization of his psychic lifein-educating
- 4.2 Psycho- (ortho-) pedagogical criteria
- 4.3 Fundamental- (ortho-) pedagogical criteria
 - 4.3.1 Inadequate attribution of meaning to one's own existence
 - 4.3.2 Inadequate self-judgment and -understanding
 - 4.3.3 Inadequate understanding of human dignity
 - 4.3.4 Inadequate forming of moral choices and corresponding actions by the child himself
 - 4.3.5 Inadequate taking responsibility
 - 4.3.6 Inadequate identification with norms
 - 4.3.7 Inadequate appropriation of a philosophy of life
- 4.4 Synthesis

5. GAUGING THE ORIGINS UNDERLYING THE UNDER ACTUALIZATION OF THE PSYCHIC LIFE-IN-EDUCATING OF A CHILD RESTRAINED IN BECOMING

- 5.1 Evaluating aspects of the restraints in self-becoming
- 5.2 Evaluating a problematic educative event
 - 5.2.1 Evaluating the quality of actualizing the pedagogical relationship
 - 5.2.1.1 Under actualizing becoming during the inadequate actualization of pedagogical trust
 - 5.2.1.2 Under actualizing becoming during the inadequate actualization of pedagogical understanding
 - 5.2.1.3 Under actualizing becoming during the inadequate exercise of pedagogical authority
- 5.3 Evaluating the quality of actualizing the pedagogical sequence
 - 5.3.1 Under actualizing becoming during inadequate pedagogical association
 - 5.3.2 Under actualizing becoming during inadequate pedagogical encounter
 - 5.3.3 Under actualizing becoming during inadequate pedagogical engagement
 - 5.3.4 Under actualizing becoming during inadequate pedagogical intervention
 - 5.3.5 Under actualizing becoming during inadequate return to association
 - 5.3.6 Under actualizing becoming during inadequate periodic breaking away from educative situations
- 5.4 Under actualizing becoming during inadequate pedagogical activities
 - 5.4.1 Under actualizing becoming during inadequate giving meaning
 - 5.4.2 Under actualizing becoming during inadequate pedagogical exertion
 - 5.4.3 Under actualizing becoming during inadequate norming
 - 5.4.4 Under actualizing becoming during inadequate venturing with each other
 - 5.4.5 Under actualizing becoming during inadequate gratitude for pedagogical security
 - 5.4.6 Under actualizing becoming during inadequate acceptance of pedagogical accountability

- 5.4.7 Under actualizing becoming during inadequate hope for future adulthood
- 5.4.8 Under actualizing becoming during the inadequate design of possibilities toward adulthood
- 5.4.9 Under actualizing becoming during the inadequate gradual fulfillment of pedagogical destination (adulthood)
- 5.4.10 Under actualizing becoming during inadequate increasing respect for human dignity
- 5.4.11 Under actualizing becoming during an inadequate increase regarding self-understanding by the child
- 5.4.12 Under actualizing becoming during inadequate pedagogical becoming free to responsibility
- 6. SYNTHESIS REFERENCES

BIBLIOGRAPHY