

CHAPTER 4

EDUCATING AND TEACHING AS ACCOMPANYING THE AUTISTIC CHILD TO SELF-ACTUALIZING HIS/HER PSYCHIC LIFE POTENTIALITIES

4.1 INTRODUCTION

A human being will direct his/her life according to aims and, in doing so, he/she gives it a form. Even though he/she occupies an exceptional position in creation because of the wonderful talents he/she has been given and is superbly endowed to be able to realize his/her human potentialities, he/she **also** is dependent on an adult, as someone who helps him/her fulfill his/her existence, while supplementing it. Despite his/her initial helplessness, he/she succeeds in actualizing his/her thriving as a person, because he/she is not only equipped with psychic-spiritual potentialities (among which are cognitive, knowing, or intellectual potentialities), but he/she also stands open to the world, can direct him/herself in searching for meaning, can actively participate in his/her becoming, is educable, and becomes educated. Thus, a person (child) has *potentialities of becoming* at his/her disposal, but they must be realized in the direction of proper adulthood. Viewed psychopedagogically, this means that a child must proceed to *self-actualize* these potentialities, and, in this self-actualization, he/she must be accompanied by an educator. Thus, the self-actualization by a child of his/her psychic life potentialities refers to a two-fold event, i.e., self-actualization, as a child's own role, and the accompaniment of him/her in this self-actualizing, as an educator's role.

4.2 SELF-ACTUALIZATION OF THE POTENTIALITIES OF THE PSYCHIC LIFE

4.2.1 The concept of self-actualization described more closely

An analysis of the concept self-actualization shows that two constitutive parts are distinguished, i.e., “self” and “actualizing”. Viewed in its essence, the concept **self** refers to a person, an individual invested with genuine human qualities who, because of his/her uniqueness, makes him/her distinguishable from others. This uniqueness of each person finds its form in a person-structure, or in his/her personal qualities (1 p 117).

In addition, the meaning given to the concept self is that of a unique involvement, unique participation, and unique initiative. Thus, there is mention of a uniquely active involvement based on his/her own willing, selections, choices, and decisions.

Actualizing, as a concept, refers to a dynamic, to an activity, to the execution of an activity where there is a realizing, or perfecting of what is given, of potentialities, of what is latent, or slumbering. Self-realization, or self-actualization, thus, implies the self-initiated, active involvement, and unfolding or perfecting (bringing forth) of his/her own human potentialities (2 p 117).

4.2.2 How does self-actualizing occur?

Self-actualization by a child must occur within the framework of the fundamental-pedagogical structures because, if we talk of a child, then we talk of a child-in-educating. A child’s self-actualizing activities, thus, must continually be directed to an active contribution to exercising the fundamental-pedagogical structures by having trust in an educator, by understanding that an educator will accompany him/her and by accepting authority. In this way, a child must also carry out the pedagogical sequence and activity structures.

Self-actualizing occurs based on a child’s own choices, willful decisions, and purposeful attempts to bring into motion (motivate), and to perfect his/her psychic life potentialities which are acts of giving meaning. An act of giving meaning involves a child continually giving more and higher meanings to reality, or to its contents (3 p 197). This elevation in meaning, and in dialogue implies the actualization of the potentialities of his/her psychic life, which are manifested in two equally original structures, i.e.,

learning and becoming, which are actualized. In essence, this elevation in meaning involves that which is meaningful to a child in his/her becoming adult, which is actualized by him/her as meaningful, or is made his/her own possessed experience.

This self-actualizing occurs through willingly experiencing and lived experiencing in terms of his/her potentialities to explore, emancipate, distance, differentiate, and objectify, as well as by his/her potentiality to attentively be in the world sensing, perceiving, thinking, imagining, fantasizing, remembering, etc. Through realizing these mentioned psychic life potentialities, a child continually arrives at an elevation in the level of his/her dialogue with reality, and he/she shows his/her becoming different in the direction of adulthood.

4.3 ACCOMPANIMENT TO SELF-ACTUALIZATION OF THE PSYCHIC LIFE AS THE ACTUALIZATION OF BECOMING

A child is dependent on the support and intervention of an educator for harmoniously becoming adult. This means that an educator's educative influence has a direct involvement and role in the way becoming is realized (4 p 211). Psychopedagogically, this means that a parent and teacher must accompany a child to a self-actualization of a stable, ordered, and meaningful actualization of his/her psychic life, and this is a fundamental precondition for effective learning. This further implies that the events of learning and becoming are realized within educative adult-child relationship structures, with a parent and/or teacher on one side, and a child who actualizes him/herself through his/her educating and teaching on the other side.

At this stage, it is emphasized that, when there is mention of educating, teaching is always implied, and the reverse. The reason for this is that educating and teaching are a unitary event, and opposite sides of each other, with a common aim, i.e., the eventual adulthood of a child (5 pp 27-33). The general position is that educating is realized in teaching, and that teaching already has its origin in the primary educative situation where, from the beginning, the mother is already involved in teaching her child because she continually educates by explaining. A teacher in a second order

[derived] educative situation (school) is similarly concerned with the total person of a child, and offers cognitive, affective, and normative accompaniment in his/her educative teaching. Thus, educating and teaching form an unbreakable duality in which they can be distinguished but not separated from each other.

According to Ferreira (6 p 57), educating a child by an adult occurs in terms of teaching: "Educating, as the opening, the unlocking of reality by means of teaching, is the way a child is accompanied with the eventuality of a self-guiding, a self-involved, and an independent participation in reality". Van der Stoep (7 p 12) also indicates the close mutual relationship between educating and teaching: "Educating cannot occur without teaching. Conversely, teaching has no meaning in the life of a child if it does not contribute to realizing the image of adulthood, the image of a human being while educating. Therefore, one finds the meaning of teaching in educating as such".

Accompanying to self-actualization implies that an educator will support a child, will guide and teach him/her to continually realize his/her psychic life potentialities more adequately. "He must be supported to more adequately lived experience, will, know, and behave such that the quality and scope of his/her experiencing shows a rise in level. Then it will be possible for him/her to carry on a more extensive dialogue with his/her world so that, via sensing, perceiving, thinking, imagining and fantasizing, as well as remembering, he/she can arrive at a higher level of exploring, distancing, objectifying, and emancipating (8 p 79)". An educator creates opportunities for a child for experiencing, lived experiencing, perceiving, fantasizing, thinking, and remembering.

Within a psychopedagogical perspective, there are three distinguishable but inseparable ways of educating and teaching, which are known as ways of accompanying, i.e., an affective or emotional, a cognitive or knowing, and a normative accompaniment. These three ways of elevating the level of becoming arise directly from the modes of lived experiencing, i.e., the ways a child gives meaning, known as pathic-affective, gnostic-cognitive, and normative ways of giving meaning.

In the following, there is a reflection on accompanying an autistic child to self-actualize his/her psychic life potentialities in terms of the three dimensions of educating mentioned, with the aim of affective, cognitive and normative self-actualization by a child.

4.4 ACCOMPANYING THE AUTISTIC CHILD-IN-EDUCATING TO SELF-ACTUALIZE HIS/HER PSYCHIC LIFE

4.4.1 Introductory orientation

In chapters two and three, it is shown that learning and becoming, in their various essences, are inadequately realized by an autistic child, because of his/her handicap, he/she experiences problems in self-actualizing his/her learning and becoming. As far as an autistic child's learning and becoming are concerned, it is shown how, with respect to fellow persons, the absence of regard for, directedness to, involvement with, and being bonded, as well as a lack of an exploratory directedness to reality, and an impoverished language acquisition, and communication in spoken language, all restrain his/her potentialities for learning and becoming, i.e., his/her potentialities for experiencing, willing, lived experiencing, knowing, and behaving, his/her potentialities for exploring, emancipating, distancing, differentiating, and objectifying, as well as his/her potentialities for sensing, attending, observing/beholding, perceiving, thinking, imagining and fantasizing, as well as remembering.

In this chapter, attention is given to how an educator's accompaniment of an autistic child can contribute to helping him/her self-actualize his/her psychic life potentialities more adequately. As already mentioned, this occurs in terms of the three ways of educating mentioned. Since an autistic child communicates in affective distress, and since a stabilized emotional lived experiencing is of fundamental importance for self-actualizing learning and becoming, here the greatest attention is given to affective accompaniment.

4.4.2 Affectively accompanying the autistic child to self-actualization

a) General

A child's affective life must be optimally humanized, awakened and appealed to before [stable] affective lived experiences are possible for him, e.g., before he/she can answer, in favorable ways, to his/her being addressed phatically, or before he/she can initiate favorable affective relationships, according to Pretorius (9 p 52). It is accepted that a child possesses the potentiality to direct him/herself affectively or emotionally to the surrounding reality, and fellow persons, but such potentialities must be optimally unfolded by self-realization, especially by means of affective or emotional accompaniment.

The concept affect refers to a human state, disposition, or driving power. It is a continuous, emotional human attunement to the world, things, and others (10 p 39) which arise because a person (child) is addressed, moved, and activated. Nel, as cited by Olivier (11 p 42), asserts that it is a state of lived experience which can propel a person to action, and that it arises because of being addressed by the world of things and/or humans. Affectivity also includes the emotional, as momentary emotional expressions (and as manifested emotional excitement in outwardly perceivable behaviors) (12 p 39).

Affective accompaniment results in establishing and maintaining a pedagogical relationship of trust between child and educator. Sonnekus (13 p 42) points out that the pedagogical relationship of trust is primarily an emotional relationship between child and educator which is characterized by co-involvement, reciprocity or interaction, communication, conversation, or dialogue. It is also characterized by solidarity, and establishing a genuine emotional bond, because an educator, with an affective attitude, turns him/herself in loving care to a child, and the latter is emotionally touched by this, as is evident in his/her conduct. Emotional reciprocity, then, is a necessary requirement for establishing a pedagogical relationship of trust. Hence, this involves an adult standing open to, surrendering to, and lovingly turning to the child he/she accepts, gains his/her trust, shows confidence and interest in him/her, and allows him/her to feel secure and safe (14 p 63). A child has a primary need for love, emotional warmth, friendliness,

coziness, pampering, loving address, cuddling, and a lived experience of acceptance, bondedness, and belongingness in his/her relationship to his/her educator (mother). The affective accompaniment by the mother in her relationship to her child is sketched as follows by Gunzburg (15 p 141): “Daaronder verstaan we het hartlijk toelachen, de baby knuffelen, tegen hem praten, voor hem zingen, de troetelwoordjes en kleine spelletjes, die de liefdevolle moeder of opvoedster zelf uitvindt en welke bijna niet onder woorden te brengen zijn, omdat ze so subtiel zijn”.

Thus, here a forthright appeal is directed by the emotional or affective accompaniment to a child to open him/herself and prepare to “announce” him/herself in such a way as to also proceed pathically-affectively to self-actualization, such that there will be an elevation in level and in realization, as actualization of becoming (16 p 214). The lived experience of security and safety by a child, as an impetus for this/her opening him/herself, and self-actualization are only realizable by awakening a child’s trust: “Mijn vertrouwen wordt gewekt als ik ervaar dat in het wereldontwerp van het ander plaats is voor mij, dat de ander ruimte en tijd heft voor mij”, notices Bonekamp (17 p 226). To this, he adds the following: “Wie zichzelf geeft, dwingt de ander tot vrijwillige overgave”. Thus, stable emotional lived experiences is viewed as an important initiator of a being willing to experience, and lived experience on a more distanced affective-cognitive level, and eventual self-actualization (on that level). Increasing stabilization in the pathic-affective level of realization, thanks to adequate affective accompaniment, thus, has a reciprocal influence on the gnostic-cognitive level of realization, because it prepares the way for the latter.

The sense of the realization of the pedagogical relationships, as essences of adequate affective accompaniment, is that they are the preconditions for and lead to the realization of all the other structures in a pedagogical situation. Affective accompaniment not only lays the foundation for all the other ways of pedagogical accompaniment but is of cardinal importance for all realization of becoming by a child.

b) The problematic of affectively accompanying the autistic child to self-actualization in a primary educative situation (i.e., the home)

From birth on, an autistic child shows a defect in interhuman accessibility, directedness, and an inability to become involved with fellow persons, to encounter them, and to live together with them in bondedness. As a baby, an autistic child already shows him/herself as a particularly “well-behaved and quiet” child who does not pay attention to the emotional expressions of his/her mother’s voice addressed to him/her, rejects loving pampering, chooses to remain alone, and does not lift his/her arms with an expectant attitude of being lifted. Emotionally, such a child is, thus, untouchable, and his/her emotional life remains un-aroused, slumbering and blunted.

Despite sustained loving pampering and caring, however, the mother finds that she cannot reach her child emotionally, especially because he/she does not look at her, does not enjoy chatting while being pampered, doesn’t smile, and laugh at her, and does not pay attention to her coming and going. Although the mother is physically and caringly present, there is a gap in their being together, which can be compared with an “absent mother”, and affective neglect, because of this child’s being emotionally unreachable. Thus, there is little affective accompaniment to self-actualization with an autistic baby, toddler, and preschooler, since such a child, because of his/her handicap, is not emotionally reachable, impressionable, movable, addressable, and is difficult to influence.

c) The specialized task of affectively accompanying the autistic child to affective self-actualization in a second order educative situation (i.e., the school)

From the previous section, the affective accompaniment to affective self-actualization of an autistic child in the parental home is an almost superhuman task. It also is not surprising that many mothers of autistic children fail in fully understanding, accepting, and assimilating their child’s handicap regarding the establishment of emotional relations and, thus, of their child’s emotional inaccessibility, they “distance” themselves from him/her. Several

mothers of autistic children experience this phenomenon by their children as a rejection of their attempts to approach (mother) him/her, which sometimes also includes far-reaching consequences for their own emotional stability. Acute nervous breakdowns even occur in some mothers of these children.

The teachers who have at their disposal specialized knowledge of autistic children, of the full implications of their handicap, and the nature of their educative and teaching (needs), and who are not as subjectively involved in educating such a child as the parents are, after a time, eventually succeed in (establishing) a sustained affective accompaniment to awaken such a child's emotions. In their daily being together, by a greater purposefulness, and deliberateness, and by giving as much personal attention as possible to an autistic child, and by "intruding" him/herself on the child in, an attempt to allow him/her to experience an encounter and solidarity, a teacher succeeds in supporting such a child to gradual affective self-actualization. That this affective accompaniment, as one of the ways of intervening educatively with an autistic child, shows an orthopedagogic character, can especially come to the fore if one attends to Vliegenthart's (18 p 76) pronouncement: "Een opvallend verschijnsel in de orthopedagogische praktijk is nu, dat het gerichte opvoeden ('opvoeden in engere zin') daar een veel groter plaats moet innemen dan in de algemene pedagogische praktijk".

The affective accompaniment of an autistic child in the school situation, to an important degree, is focused on realizing a solid emotional bond between teacher and child, so that the latter can break through his/her excessive aloofness, and become willing to explore the surrounding reality. This amounts to the fact that the teacher of an autistic child must play the role of a surrogate mother in the awakening of an autistic child's emotional life, and expertly accompany him/her affectively on his/her way to affective self-actualization.

4.4.3 Cognitively accompanying the autistic child to cognitive self-actualization

Cognitive accompaniment implies that a teacher supports a child to help him/her realize his/her knowing, intellectual potentialities. The realization of cognitive potentialities especially occurs within the pedagogical situation where an educator teaches learning content to a child, and a child is actively involved in learning. It is almost impossible for the parents of an autistic child to accompany their child to realize his/her cognitive potentialities because this child does not encounter his/her parents, and live together with them in a state of being bonded, because he/she does not acquire language and shows a deficient cognitive directedness to reality, and a labilized emotional life. A child who does not live in a state of being bonded with an educator not only feels insecure, and unsafe, but also does not possess the will to explore reality.

With an autistic child, it is extremely difficult to determine whether the affective or the cognitive is more primary. Rather, the affective and the cognitive can be viewed as equi-primordial structures which mutually define each other. Autistic children especially manifest a deficient attribution of meaning in their involvement with reality and, thus, show either inadequately realized, or unactualizable cognitive potentialities, and are not able to have an ordering and stabilizing control of their affectivity. On the other hand, also missing by some is a stable, distanced, and differentiated affectivity, as an accompanier of the actualization of the cognitive potentialities.

Besides this, a young autistic child is extremely retarded in the acquisition of language. Language offers certainty, stability, and assurance, and enables a child to acquire a new grasp of reality. The actualization of the cognitive potentialities without the possession and communicative use of language is nearly impossible. An autistic child does not name things, and also does not ask his parents questions. Thus, it is obvious that with such a child, learning, becoming, perceiving, thinking, etc, are not adequately realized.

Van der Stoep (19 p 56) points to the following forms in which the learning intention is expressed and perceptible in a primary (home) educative situation, as modes of learning which are applied by a child, and ordered by the parents: perceiving, playing, talking,

imitating, fantasizing, and working. An autistic child is handicapped in each of these forms of expression because of a deficient openness, and defective language. Hence, it is obvious that the parents, who fail in bringing about an encounter with their child, cannot offer adequate affective or cognitive accompaniment to their autistic child.

A teacher in a lesson situation must support an autistic child via affective accompaniment to a willing readiness to direct him/herself in gnostic-cognitive ways to the learning material offered, since a stabilized emotional life serves as a favorable preformed field for the actualization of this child's cognitive potentialities. In a lesson practice, it is customary for a teacher to begin with extremely elementary constructive-, disclosive-, preliminary- or joint-work in his/her cognitive accompaniment. Trusting contact, along with this, promotes a child's feeling of cognitive security, and offers him/her the necessary "push" to master more advanced learning assignments, and contents. However, a teacher must continually make the known present, out of the unknown, and gradually introduce change, while considering a child's level of intelligence and experience. Besides this, the cognitive potentiality of an autistic child must be differentiated, and this often results in an individualized approach. It must also be kept in mind that exploration in a lesson situation requires an affective, as well as cognitive attitude, and that such a child communicates in affective distress, because of a defective and inadequate emotional bonding with others. Personal attention, praise, encouragement, and approval, as well as a loving turning to him/her by a teacher must continually figure forth.

As an autistic child progresses on the path to cognitive self-actualization, use is made of more involved and complicated learning material, formal language and speech teaching is offered, and a child is especially encouraged to ask questions while involved with the learning material. The cognitive accompaniment of an autistic child to the self-actualization of learning and becoming by a teacher in a lesson situation, via teaching learning content is discussed more comprehensively from a psychopedagogical perspective later in this chapter.

4.4.4 Normatively accompanying the autistic child to normative self-actualization

According to Landman (20 p 39), “educating is helping a child by presenting the normative, and helping the child follow the normative until proper adulthood is acquired, i.e., until an unconditional identification or assimilation and appropriation of norms occur”. Norm identification, an important educative aim, gives meaning to a person’s life. Because an autistic child arrives at normative self-actualization with extreme difficulty, it is necessary, with an eye to the present study, to determine *why* such a child experiences such problems, and *how* an adult’s normative accompaniment must proceed to offer maximum support to this child’s normative self-actualization:

First it is emphasized that values and their implied norms are anchored in the *emotional*, and that a possessed norm is primarily an emotional recognition (21 p 342). Normative self-actualization presupposes affective self-realization, in addition to knowing or cognitive self-actualization. The fact that a young autistic child is not emotionally accountable largely explains the problematic of normative accompaniment, as well as normative self-actualization in his/her primary (home) educative situation, as is evident from the following: “It is the mother who must withstand the main brunt of a child who will not settle into any sort of routine; a child who will not respond to any attempts to set a regular feeding pattern, to toilet training, to simple commands, and who does not learn the correct patterns of accepted social behaviours which, when learnt, make life easier for everyone. How does a parent explain away head banging, spitting, ripping wallpapers, excessive screaming, biting, rocking, smelling objects, flicking hands, spinning wheels, grabbing bright objects, playing with mechanical devices, and removal of clothes to mention but a few of the common problems? These behaviours become harder to control as the autistic child gets older, bigger and stronger” (22 pp 136-137).

Because, even as a baby, an autistic child does not succeed in contributing positively to the unfolding and thriving of his/her emotional life, it is seriously disturbed, as is evidenced by the mentioned negative lived experience, and behaviors. It must

especially be kept in mind that, emotionally such a child is hardly reachable, impressionable, touchable, addressable, and is difficult to influence. Frye (23 pp 124, 94) asserts that an autistic child is influenced neither by being lovingly addressed emotionally, nor by being reprimanded, and that he/she responds by showing opposition to this with unsuitable expectations, and ways of behaving and acting. For example, an autistic child might laugh when adults reprimand him/her, or he/she might revolt violently against authority, i.e., be extremely resistant to authority. The emotional and normative inaccessibility of such a child can also be attributed to the fact that he/she has little attunement to and understanding of the finer emotional nuances of another's voice, and shows an extremely inadequate sympathy, compassion, concern, or empathy with respect to another's discomfort, sorrow, or suffering (24a p 90; 24b p 416). Wing (25 p 88) describes this inability of an autistic child as follows: "He reveals a lack of understanding of how other people feel and how they would react to his behaviour".

That an autistic child often does not have the vaguest notion of proper, respectable conduct among others, as is evident from the fact that he/she often has no sense of shame, he/she intrusively butts into the conversations of adults, creates the impression of impudence, or disrespect, and ways of behaving and associating which are unsuitable in his/her relationships with other children, and also in his/her associations with adults (26 p 88). From the above, it seems that such a child experiences *emotional*, as well as *intellectual* problems in fulfilling demands of propriety, and identifying with norms. From this, it also is inferred that there is a close affinity among affective, gnostic-cognitive, and normative self-actualization, and that an adequate, stable emotional life is indispensable for norm identification.

Because affective, gnostic-cognitive, and normative accompaniment of an autistic child is such an extremely specialized matter, it is clearly the task of teaching personnel. Normative accompaniment of an autistic child has its origin in affective accompaniment in an educative situation at school. Only by realizing the pedagogical relationship of trust, characterized by a genuine bond of solidarity, can there be a co-existential turning to by an autistic child. This

turning to in trust also implies that an autistic child eventually declare him/herself ready for a positive valuing, and respect for the teachers who exemplify and present norms, i.e., person-identification, and norm-identification occur simultaneously. Especially teachers at an autistic school beginner must be extremely mindful about the example he/she presents to this child and, out of necessity, make use of almost excessive pedagogical concurrence to awaken his/her feeling of personal worthiness, and norm-awareness. In the practice of teaching an autistic child, it is also customary, especially for a school beginner, to not only be praised for his/her acceptable behaviors, but to even be lovingly pampered. By exemplifying the normative, i.e., explaining the norms in a simple and understandable way, paired with appropriate pedagogical interference (intervening and agreeing), an autistic child must be supported to obey the demands of propriety, followed by emulating the normative. To achieve this, it is necessary to help such a child with the acquisition of all forms of language, since linguistic experience is indispensable for forming a sense of morality, and the normative. Thus, an autistic child must have the necessary linguistic experiences at his/her disposal to understand the explication of norms and admonitions, and then be able to proceed to give meaning.

Through affective, as well as cognitive accompaniment to affective and cognitive self-actualization, an autistic child must carry out his/her experiences of giving meaning on higher levels. Meaning is located, also for an autistic child, in a life which is lived in accord with a norm image of adulthood. In giving support to stable, pathic-affective lived experience, and to ordered, systematic comprehending gnostic-cognitive lived experience, an autistic child must be guided to the recognition and acceptance of norms, i.e., to normative self-actualization, to the extent that this is possible for such a child.

4.4.5 Synthesis

The accompaniment of an autistic child to arrive at affective, cognitive, and normative self-actualization is a task for his/her educators. Other than in the case of a school for normal children where, in many respects, the activities in the school are an extension

of what already has had a beginning in the parental home, i.e., with respect to affective, gnostic-cognitive, and normative accompaniment, the educating and teaching of an autistic child in school must start over from the beginning in all respects. Because the lifeworld of an autistic child is unordered, chaotic, and even insecurity appears there, his/her world must be built up and mastered stone by stone, as it were, through specialized educative and teaching accompaniment. Thus, it is obvious that teaching an autistic child includes an orthopedagogic-orthodidactic task for the teaching personnel, and for these reasons it is necessary, in the following, to reflect on the task and terrain of a school for autistic pupils.

4.5 EDUCATING AND TEACHING THE AUTISTIC CHILD AS A SPECIALIZED SCHOOL'S TASK

4.5.1 Introductory orientation

Although, as an institution, a school especially has teaching as a task, in the first place, it is emphasized that such intervention with a child implies that there is a focus on the totality of his/her future adulthood (27 p 15). Thus, it is correct to qualify this task of a teacher as educative teaching, because, simultaneously, there is an effort to form a child as a person, as well as with respect to the form systems of the cultural milieu (28 p 24). Because educatively teaching an autistic child is such a massive task for a teacher, and since educating and teaching are a unitary event with a common aim, for the purpose of this study, both are reflected on. The teaching of autistic pupils is especially distinguished from all other teaching by two aspects, i.e., to a greater degree, it is paired with purposeful orthopedagogic intervention with such a child, and by the fact that the teaching is begun entirely with elementary tasks. With greater deliberateness, there is an attempt to establish a bond of solidarity between a child and a teacher to break through the child's aloofness, to awaken his/her directed search for meaning, and a readiness for exploration, to bring about an unfolding of his/her emotional life and, thereafter, to strive to bring about orderliness in his/her chaotic way of existing. Until an autistic child possesses as stable emotional life as the basis for all learning activities, there can be little forming of his/her knowing or

intellectual life, because it is largely propelled by this/her stability. In addition, this child must be supported to acquire cleanliness and independent activities, such as dressing, washing, using eating utensils, and social intercourse with others. To a greater degree than is the case in all other teaching, a teacher must purposefully interfere with a child as a total person, and one hardly can summarily begin with formally teaching, and intellectually forming such a child.

4.5.2 The educative and teaching task of a school for autistic children

a) General

To participate in a human world, and to carry on a dialogue with it in important ways, an autistic child must be taught, even though, because of a variety of handicaps, the same ways of instruction which normal children enjoy, cannot be effective for him/her. In the case of an autistic child, then, via entirely special teaching, a broader field of interference, and via more accentuated pedagogical means and techniques, there must be an attempt to make such a child is a master of culture. Because an autistic child is handicapped in learning from the beginning, this implies that the task of a school for autistic children must have mostly an orthodidactic nature and that, out of necessity, specially designed didactic means must be used to meet their special needs. To be able to teach them, their aloofness must be broken through, and their readiness to communicate and learn must be awakened.

b) Awakening the autistic child's learning readiness, -directedness and -activities in a teaching situation

The autistic school beginner usually has a negative disposition towards learning. To be able to learn, a child must have a readiness to actively explore learning contents. Thus, learning is the fruit of a learning directedness and an active exploratory, and meaning seeking involvement with learning contents. With any autistic child, indeed any child, there can be a readiness to learn only if he/she experiences security. Indeed, the experience of security is only possible if there is an experience of affective stability. Affective

stability can arise only if an active interpersonal involvement, encounter, and being bonded are realized between teacher and child. For these reasons, the establishment of an emotional bond between teacher and child in a teaching situation must be viewed as the point of departure for this teaching. Genuine emotional bonding is necessary for neutralizing the negative behaviors of such a child, as well as for making him/her ready, as well as propelling him/her to effective learning. Thus, the first aim which must be realized in the orthodidactic interference with an autistic child is the deliberate creation of a genuine bonding between teacher and child. For this to succeed, it is necessary to affectionately smile at an autistic child, to speak to him/her using terms of endearment, to pamper and even sing to him/her (29 p 142). In this way, the basic openness of an autistic child is readily awakened to come to an interested, learning directed involvement with learning material.

c) Awakening the autistic child's facial-, vocal- (voice) and visual-directedness, as well as his/her attending

One of the greatest stumbling blocks in educating and teaching an autistic child is that he/she has difficulty paying attention, has a short attention span, and his/her attending is directed to trivialities, and not to the meaningful. This means such a child is not facially directed, apparently pays no attention to the voice of a teacher who speaks, stares with a blank look at meaningful learning material, and teaching aids, his/her visual attending focuses on the periphery, and fails in remaining directed to searching for meaning in the learning tasks with which he/she is confronted in a teaching situation. The primary task of a teacher is to motivate a child to become facially directed, and to establish a facial relationship with him/ her. Next to this, it also is necessary that a child's directedness to the voice must be awakened (must become aware of the voice), and to do this, he/she is supported to attentively listen to the teacher. Where this child is inclined to stare into the distance, by means of specialized interference, he/she must be supported to attentively observe the learning material and learning aids, and a teacher continually exemplifies activities for a child to follow. Because an autistic child has such a short attention span, his/her attending easily fluctuates, and he/she easily becomes

enmeshed in compulsive, stereotypic behavior. A teacher has a specific task of building up this child's attending and keeping it fixed on the learning material presented.

d) Means for meeting the autistic child's need for a means of communicating

No effective orthodidactic interference with an autistic child is possible before a way of communicating between pupil and teacher, which is worth mentioning, is accomplished. Autistic school beginners often possess neither the linguistic abilities, nor language as a means for communicating with others. Where the teaching of normal school beginners is founded on a well-grounded spoken language which was acquired spontaneously by a child on which language in a written form can be built, an autistic child can only be brought to this point in a formal way. Before this is brought about, there can be no teaching of subject matter contents.

Spoken language communication, as a way of carrying on a dialogue with others and the cultural world, is made possible by four factors: the possession of language (the essence of all communication), the ability to produce speech, which is understandable to others, the ability to give meaningful significance to the spoken language of others, and the acquisition and mastery of language in written form. The first aspect is a task for all teaching, while the other three aspects of communication are additions to the formal teaching program for autistic children. Although they must not be seen as isolated facets of the teaching of autistic children, for the sake of organizational aims, a distinction is made among teaching in mastering speech, in the ability to meaningfully interpret spoken language, and teaching which has as its aim mainly the acquisition of language and the mastery of skills such as reading, writing, and reckoning, and the expansion of subject content knowledge and dexterity. Because specialized speech instruction necessarily ought to form an important aspect of the teaching program for autistic children, in the following, attention is given to this matter.

e) Providing specialized help in speech instruction and speech therapy to the autistic child

The problems experienced by an autistic child, in the acquisition of well-articulated speech is exhaustively discussed in Chapter 5 of a report on teaching autistic children and, therefore, it is unnecessary to go into this matter once again in the present study. It is sufficient to assert that there is a high correspondence between the quality of voice of a deaf and an autistic child. In both cases, the voice shows an inadequate control regarding tone, volume, intonation, phrasing, and rhythm of the spoken. In addition, an autistic child often speaks in such a way that his/her use of voice and language show little indication of feeling. Thus, it is obvious that help, via specialized speech instruction and speech therapy, must be an integral part of the curriculum for an autistic child.

f) Means for promoting the autistic child's gross and fine motor movements

An active and hyperactive autistic child generally has good control and dexterity when it comes to gross bodily movements. However, some autistic children are more passive, are hindered in gaining control of their bodily movements because of possible brain damage, or show poor balance, and show peculiar, meaningless hand, foot, and arm movements. For these reasons Elgar (31 p 201) stresses the necessity for regular physical exercise, swimming, and dancing. Movement play, ball games, rhythmic movements in time to music, roller skating, climbing exercises on special play apparatuses are also measures implemented to promote such a child's motor movements (muscle coordination and control), and sense of balance.

Because an autistic child often shows weak hand and finger muscle control, and defective eye-hand coordination, it is necessary to take steps to promote his/her fine motor movements. Here one thinks especially of arts and crafts, and the mastery of basic skills by offering such activities as using scissors, painting, paper folding, drawing, simple sewing, embroidery, coloring in, playing with clay, leather work, etc. (32 p 57).

g) Means for promoting the autistic child's agility, rhythmic bodily control, and play activities

Many autistic children show defective “imitation” skills (“apraxia”), and literally are unable to consciously and willfully use their hands appropriately to carry out tasks requiring activity (33 p 38). Such children are not only incapable of imitating the movements and activities of others, but also cannot carry out spoken assignments. Irrespective of their weak “imitation” skills, nevertheless, it is advisable to place before these children tasks to be performed independently. However, if it appears that they are too clumsy to act by themselves, it is necessary that a teacher manipulates or steers their hands, arms, and legs in the desired directions for successfully carrying out the practical work assignments. For example, it might be necessary to hold and direct an autistic school beginner’s hand when he/she must write, draw, or carry out other assignments. In addition, copying activities are sometimes necessary to promote a child’s skill in paying attention to the acts, and behavior of others. To step, trot, clap hands, carry out body movements, or keep cadence in time with music are measures which can lead to an autistic child’s rhythmic body control, and to correctly carry out requests.

Because of his/her aloofness, passivity, lack of imagination, and lack of interest, an autistic child is hardly able to play the way a normal child can. Thus, special attention must be given to an autistic child to evoke, and qualitatively improve his/her play activities. In this way, exploration, as a mode of learning, social intercourse, and cooperating with schoolmates, i.e., the entire becoming of an autistic child, can be promoted. Games, such as dominos, snakes and ladders, the joint assemblage of a jigsaw puzzle, or building blocks, playing with dolls, the meaningful use of a toy, and a tricycle under supervision, and guidance can play important roles in this context.

h) Means to make the autistic child aware of his/her own body, ,and body chema, and to allow him/her to acquire knowledge of his/her body and its uses

Many an autistic child has a defective knowledge and insight into him/herself, particularly knowledge of his/her body, its uses, or a body image. The necessity for the possession of language for these matters to be taught is obvious. The naming of the child’s body parts by a teacher, after both have stood before a mirror, or the

singing of playful songs which make provision for this, human drawings, and games during which body parts are named, and their functions emphasized, serve as methods for promoting a child's body image, body knowledge and knowledge of its uses. A body concept normally arises because a child is active, carries on a meaning seeking dialogue with the world, and acquires language as a means for giving meaning (34 p 97). In contrast, an autistic child does not usually live a meaning seeking existence, and often is without an adequate awareness of, or notion, or idea about his/her own body. An autistic child must also be supported to distinguish between him'urt (his/her own body) and others (their body) and draw comparisons.

i) Means for promoting independence in the autistic child

For most autistic school beginners, the basic self-care skills, such as cleanliness, using the toilet, washing, dressing, and undressing, the correct use of eating utensils, and good table manners must be learned. The skill of being able to care for oneself is an important aim in teaching an autistic child and, therefore, must be an integral part of a school program. However, this must not be viewed as an alternative to formal teaching. It is important to purposefully create opportunities for this child to be able to acquire these skills such as, e.g., offering food at school. Where, initially, a teacher must do things for a child, this must gradually change into a doing together, during which the role of the child must continually increase to eventually lead to independent task performance (self-doing). A child must also continually be encouraged and praised in his/her becoming independent.

j) Means for promoting the autistic child's association with others, and self-assertion in community contexts

Socialization is one of the most important aims in teaching an autistic child. This includes all skills and knowledge of living in a community context, which necessarily involves living and working *with*, and not merely *next to* others (35 p 140). An autistic child who does not live in a close bond with others is incapable of being

adequately inserted into the community. Therefore, it is necessary that he/she be provided the opportunity to be acceptable for and can be inserted into other social groups than those of his/her immediately familiar surroundings. The following remarks by Gunzburg (36 p 144) regarding the socialization of intellectually handicapped children are also applicable to an autistic child: “Hier ligt van zelfsprekend een aanzienlijke verantwoordelijkheid bij de opvoeder en onderwijzer, die de opleiding van deze kinderen moet richten op de dagelijkse praktijk van het sociale leven om zo een gunstige aansluiting te verkrijgen tussen school en latere leefmilieu. Want voor latere integratiemoelijkheden is niet in de eerste plaats de verstandelijke handicap doorslaggevend, maar wel de bekwaamheid om goede menselijke verhoudingen aan te kunnen”. Thus, in a school for autistic children, opportunities must be created for these children to also encounter normal children, play with them, and interact socially with them. An autistic child must especially be able to observe how a normal child behaves him/herself and acts toward his/her peers.

Regular excursions to public places, e.g., the use of public transportation facilities, are excellent ways in which an autistic child can be given the opportunity to learn socially accepted behavior by exercising appropriate behaviors with normal persons. In the school itself, it is necessary to strive for good mutual relationships among the autistic children. Generosity, respect for the uniqueness of another, and good cooperation are a few virtues which must be brought home to an autistic child.

In the previous sections, there especially is an attempt to provide an image of the specialized, and extraordinary nature of autistic children, and there is special attention given to the so-called accessory aspects of such an educative and teaching program. Nothing is pointed out about more general matters, such as the formal teaching of language, writing, reading, arithmetic, and other school subjects. With respect to the different ways of handling the mentioned teaching matters, as carried out in a school for autistic children, Oppenheim (37 p 51) expresses herself as follows: “The only difference between our approach and that in the ordinary classroom is that we adapt our methods, our materials, and our techniques to the individual disabilities of our children. Wherever

applicable, we use simultaneous sensory modalities – auditory, visual, tactile, and kinesthetic – to reinforce the child’s learnings”.

4.5.3 The activities of the School for Autistic Children located in Mowbray, Cape Town: An exemplary overview*

a) Introductory remarks

With the previous discussion of the special nature of teaching autistic children as a background, the following is an exploration of the contemporary practice of this teaching in the Republic of South Africa. Since the school for autistic children in Cape Town is not only a pioneering school, but also is leading the way in this teaching, comprehensive and exclusive attention is given to the activities of this school.

b) The origin of the school

In a journal article, Hoffman (39 p 19) sketches the history of this school as follows: “In 1966, a small group of professional people and parents met in a private home to discuss ways and means of alleviating the distress of autistic children, their parents, and immediate relatives. The first general meeting of the Cape Town Society for Autistic children was held two years later. In January 1970, after intensive propaganda, education of the public, and fund raising, the first ‘school’ with six children of the statutory school-going age, and two teachers was started”. Where, initially, it was a self-financed, private school of the mentioned society, the Department of National Education has subsidized it since July 1973.

c) Physical facilities and personnel

* Permission was obtained from the Human Sciences Research Council and the Department of National Education, under whose jurisdiction this school falls, to include this section that is part of a report on teaching autistic children (38 pp 219-231). The views expressed about this school are those of the author and not necessarily of the Human Sciences Research Council, the Department of National Education or the school.

A large and old two-storied house was bought, renovated, and transformed into a “school building”. Later, additional out buildings were erected to serve as temporary classrooms. The building complex is organized such that it can provide office and classroom space to a school head, a vice-head, educational psychologist and approximately thirty pupils. There are offices for the head, vice-head and administrative personnel, a kitchen and eating room for the pupils, a personnel room, a ‘school hall’, several classrooms within which nine small class groups are taught, as well as facilities for a part-time speech therapist.

The personnel consist of a head, vice-head, school psychologist, two part-time secretaries, a house mother, a cook, five servants, two part-time child psychiatrists, a person who is responsible for driving the school bus, and for general maintenance work, a head and assistant head in a boarding house, a house mother, a cook, a household member who is responsible for the laundry and a handyman. Certain personnel members do not hold approvable posts and, therefore, are not paid by the Department but by the association, Cape Town Society for Autistic Children.

d) Grouping pupils into units and classes

The allotment of personnel is of such a nature that a teacher can be assigned to each three pupils. During 1976, the school had twenty-seven pupils who were grouped into the following units and classes:

1. A toddler unit of two classes.
2. A primary unit of two classes.
3. A transitional unit of two classes.
4. A junior unit of a boy’s and a girl’s class.
5. A special class.

e) Admissions requirements and age

Pupils are usually admitted after they have been classified as autistic by the child psychiatrist at the Red Cross Children’s Hospital in Cape Town. Most pupils are admitted between the ages of four and six. However, already admitted is a pupil who is two and a half years old who has shown quick progress in all facets of the school’s

educative- and teaching-program. Indeed, the personnel prefer that pupils begin their school career as young as possible because this is viewed as the best means for success in school.

f) Educative and teaching aims

From exploring the psychic life of an autistic child in the preceding chapters, it seems that there is almost no aspect of being human where an autistic child meets expectations, where matters do not progress wrongly, or where essential personal potentialities have unfolded inadequately. It is not surprising that this school does aim to help the autistic child, with specialized support, for continuous acceleration in and harmony of his personal becoming. Because, from birth, an autistic child's right to benefit from affectively bonding with his/her mother has miscarried because of his/her aloofness, "mothering" a school beginner is an important educative aim. By means of sufficient individual attention, loving touching, and coddling, there is an attempt to create a genuine affective bonding between teacher and child so that the latter, in this way, is allowed to experience security, basic trust, and existential safety. Thus, neutralizing a child's anxious, unordered, and meaningless existence resulting from a lack of bonding, and being unanchored (i.e., affective distress) are striven for.

Experiencing security and carrying on a meaningful existence are also closely related to mutual communication via spoken language and, therefore, is a form of giving support and encouragement, which can lead to the equally important aim of an autistic child's educative teaching program.

Socializing, which implies establishing co-existential involvement, inserting into the community, and encountering fellow persons, acquiring self-care activities, acquiring good manners and norms, can be designated as an additional educative aim. Next to this fighting against annoying, stereotypic, unusual behavior as restraining factors in a child's becoming adult, is an important aim in the educative intervention by this school.

Formal teaching, in which there especially is a striving for experience-full, insightful, and transferrable learning by a child is

the ultimate aim of the educative- and teaching-program, as well as the highest possible scholastic achievement of which a child is able to attain, are presented as prospects.

g) Nature and scope of the educative- and teaching-activities

The initiative, will, and active participation to be able to become adult, peculiar to any child, is wanting in an autistic school beginner and, therefore, the educative teaching activities of this school are characterized by the fact that the accompaniment of a child to self-realization is emphasized. Thus, an autistic child must be supported by means of intensive, specialized intervention to be able to build up an ordered and meaningful lifeworld, step by step. Aspects of becoming adult which are accepted as obvious in the case of a normal child must be brought home to an autistic child in tedious ways. Here one thinks of the acquisition of [habits of] cleanliness, the use of the toilet, and good table manners, among which is the handling of eating utensils by a child him/herself, to mention only a few aspects of the educative program. The comprehensiveness of this school's educative- and teaching-program lends a distinctive character to it.

Owing to the divergent capabilities of the pupils with respect to their learning potentialities, it is necessary to plan, and implement unique curricula and methods of teaching for each individual pupil. Because each pupil's progression, capabilities, deficiencies, and the extravagances in his/her becoming adult (independence, the normative and scholastic progress), the emphasis is continually placed on those aspects in which the progress is not as desired. To assess a child's state of becoming adult, assessment charts designed by Gunzburg (40 pp 222-233) are used. These forms are known as The Primary Progress Assessment Chart of Social Development, Progress Assessment Chart of Social Development, Form 1, and Progress Assessment Chart of Social Development, Form 2. The first-mentioned form is used for all pupils younger than six years. The second form is used for pupils between six and twelve years and the third for pupils older than twelve years. The forms (charts) make provision for four main divisions, and their relevant matters, i.e.:

- A) **Self-help** (under which are table manners, eating habits, physical motility, toilet- and washing-activities, dressing and caring for clothes, as well as caring for one's own body when slightly hurt).
- B) **Communication** (including, among others, speech, and language skills, understanding time and money, attentive listening, repeating, verbal expression, as well as writing and reading skills).
- C) **Socialization** (including directedness and accessibility to others, greeting, carrying out assignments, playing together, self-initiated communication and emotional expression, performing tasks, singing, dancing, playing games such as snakes and ladders, helpfulness with doing household tasks, doing independent shopping and the degree to which he can maintain himself in public with his peers).
- D) **Manual activities** (including gross and fine motor activities and skills, meaningful use of free-time activities and participate in social activities).

These assessment charts provide tables and diagrams which go together with them. The tables contain either 120 or 130 qualified questions about the skills the pupils must be able to possess, and are subdivided into the four categories mentioned. To be able to form a total image of a concerned pupil's skills and state of becoming adult, the results (questions which can be positively answered) are graphically presented in circular diagrams. The circular diagrams consist of several concentric circles and radii subdivided into 120 or 130 blocks as well as into four quadrants each representing the four categories (self-help, communication, socialization and manual activities). By means of coloring in, an image can be formed of a pupil's skills, or lack thereof, because each block represents the answer to a qualified question. Colored blocks refer to the skills the child already possesses, and the uncolored ones refer to the shortcomings in his/her becoming adult. Thus, this diagram offers an indication of the child's harmonious and disharmonious becoming and shows the direction of the specific

educative- and teaching-interventions that will be appropriate for such a child. The parents can be informed in terms of this of their child's progress, or not, and continual changes can be made in such a child's curriculum in accordance with his/her particular educative- ,and teaching-needs.

The Gunzburg assessment charts were originally designed for use with intellectually handicapped pupils but have been found to have utilitarian value for assessing the autistic child's state of becoming adult and for designing an appropriate curriculum for such a child.

Individual teaching and learning programs, as compiled and made available by the National Society for Mentally Handicapped in England, are also used. The following five teaching programs are distinguished:

- “Programme One: Spatial Orientation Body Image and Motor Activities.
- Programme Two: Form Perception and Visuo-Motor Activities.
- Programme Three: Auditory Discrimination and Language.
- Programme Four: Pre-Number and Number Concepts.
- Programme Five: Pre-reading Activities”.

As the pupils show progress, as their being formed affectively and their co-existential involvement are realized, and as they have abandoned their stereotypic, ritualistic, and peculiar behavior and bodily movements and as they learn to write, calculate and read, provision is made for teaching formal school subjects such as Language, Mathematics, Social Studies, Natural Science, Geography and History. In addition to this a good deal of time is devoted to esthetical forming as well as to making possible the pupil's eventual successful insertion into and maintenance in the community.

h) Particular teaching methods, learning material and teaching aids

(i) General

When it is remembered that the autistic school beginner's co-existential inclination and accessibility, yearning to explore reality and for self-realization (becoming adult) are not yet awakened, and he also is without adequate language and speech and is without a decent life experience there can only be a notion of how severe his retardation in becoming is. To be able to form an idea of the significance of exploration in the life of any child (a phenomenon that must be awakened in the autistic school beginner) it is necessary to heed the following pronouncement by Standing (41 pp 26 47): "Every child is a born explorer. He never loses a minute but takes every opportunity of investigating the world. His life, in fact, is a continuous series of the most absorbing scientific experiments. By means of touching, handling, opening, shutting, collecting, comparing, this little scientist is incessantly prying into everything". Also, one can also mention the significance of a child's questions for learning to know, name and describe things.

In addition to the fact that the autistic child does not proceed to explore on his/her own initiative, it can be indicated that often he/she fails in making as good use of his/her extremely learning-sensitive early years as he should. From a psychopedagogical perspective, the adequate use of this extremely sensitive time in the life of a toddler cannot be overemphasized. It is obvious that the autistic school beginner has an almost uncorrectable retardation in becoming that offers the teacher an orthopedagogic and orthodidactic challenge.

From the above, it is understandable that an autistic child is continually approached and formed as a totality in this/her school in Cape Town. Even the formal teaching situation is characterized by the fact that it goes hand in hand with affective forming and attempts at socialization, spoken language communication, the normative as well as promoting an exploration of the immediate environment and practical life. With the teacher an awareness and attunement prevails, while carrying out their daily task, of actual matters, a child's everyday activities, his/her immediate learning and living milieu as well as learning material which will be meaningful to the child. Systematically there is also a pushing through to abstract and broader learning content only after a considerable time of concentrating on the concrete-visual and more

familiar as well as “experience-ful”. The everyday activities of the pupils and generally useable objects serve as learning content and form the point of departure in the teaching situation.

(ii) Exercising sensory perception and concept formation by implementing Montessori-hardware as preparation for the acquisition of language, learning to read, write and compute

Through the intensive utilization of teaching aids such as the diversity of Montessori-hardware (those originating in Israel and several others) the autistic child is supported to the manifestation of his/her own willing readiness, spontaneous interest, own initiative, and persistence as guiding principles in order to explore and learn through his self-activity. The Montessori-hardware consist of a variety of apparatuses that can be taken apart and that then must be built, assembled, inserted, etc. in a specific manner to complete a desires pattern or series.

One apparatus that is often appropriately used after a child has entered school is the *Pink Tower*. This consists of several wooden blocks differing in size that must be put on top of each other [in decreasing size] to build a tower.

After a child has acquired enough insight to be able to build this tower he/she is usually confronted with the *Cylinder Blocks*. This consists of three sets of solid wooden blocks each of which is 55 cm. long, six cm. high and eight cm. wide (42 p 192). Each block has a row of ten holes in which are placed removable cylindrically shaped wooden figures of different sizes to form a series from largest to smallest. On the top of these cylinders are wood and copper knobs for ease of handling. The cylinders of the first set are all 55 cm. high but their widths vary from large to small to form a series. The cylinders of the second set all have the same width but their heights vary, and they are arranged in such a way as to form a series of ten. The cylinders of the third set have different heights and widths and form a series of ten. By handling these cylinders, a child learns to distinguish among thickness, height, size, and weight and to find the correct hole into which each cylindrically shaped figure correctly fits.

The *Long Stair* and the *Broad Stair* consist of several wooden blocks of various sizes that must be constructed in such a way that they can form either ten long, narrow steps or ten broad, short steps (43 p 55).

The *Color Tablets* consist of eight color series of eight different hues and thus constitute 64 color-hues in total. It is expected that the child will take all 64 colored tablets from the box and arrange them so that they form eight rows of the series of color series in the correct order of the variations from light to dark (44 p 189).

The *Geometric Insets* consist of a series of frames in which there are insets shaped like different geometric forms into which the corresponding geometric figures must be placed. The frames as well as the geometric figures are made of wood and are extremely suitable for promoting a child's understanding of form. For the sake of convenience, the frames are kept in a cabinet with six drawers. George (45 p 198) describes the structure of this chest of drawers as follows: "Each drawer contains six of the small frames with their respective insets. In the first drawer are kept four plain wooden squares and two frames, one containing a rhomboid, and the other a trapezoid. In the second is found a series consisting of a square and six rectangles of the same length but varying in width. The third drawer contains six circles which diminish in diameter. In the fourth are six triangles, in the fifth six polygons, from a pentagon to a decagon. The sixth drawer contains six curved figures (an ellipse, an oval, etc.), and a flower-like figure formed by four crossed arcs".

The *Ten Rods* consist of square-sided wooden rods (three cm. thick) of different lengths of which five are painted red and five blue (46 p 194). When the rods are arranged from one to ten according to their different lengths, the effect obtained looks like organ pipes. These rods are not only useful for the child to learn to distinguish between "long and short", "longer than" and "shorter than" but also gives him an opportunity to learn to count from one to ten. The use of these rods serves as preparation for later arithmetic teaching and to clarify the principle of the decimal system in a practical way (47 p 195).

The implementation of the Montessori hardware in teaching an autistic child includes the following advantages for him:

1. This child is enticed to engage in exploring, self-activity and imitating (48 p 69).
2. This fascinates a child and, thus, stimulates his/her attentiveness such that his/her concentration and attention span are promoted (49a pp 56 103 171; 49b p 343).
3. This enables him/her to sharpen his/her sensory perception (50a pp 12 103; 50b p 350).
4. This promotes a child's motor skills, i.e., his/her muscle and eye-hand coordination (51 pp 12 57).
5. This allows him/her to experience the meaningfulness of objects and promotes his notion of order and orderliness, which can also be transferred and applied to other terrains of his/her lifeworld ("The order of the macrocosm is, thus, reflected in the microcosm") (52 p 21).
6. This forces him/her, as it were, to realize a variety of intellectual activities, by, e.g., letting him think logically; judge; distinguish; contrast; classify; systematize; make relations; form a concept of space, distance, time, color, form, weight, length, breadth, thickness, height, diameter and magnitude; acquire insight as well as firm up ideas and concepts which can be remembered, recalled and applied in new situations (53a pp 22-27; 53b p 196).
7. This offers him/her a satisfactory forming of his/her concrete thinking by handling concrete material and in doing so paves the way for a leap to abstract thinking. Standing (54 p 196) states this matter as follows: "Even though we start with concrete materials, they are only the media which enlighten the mind on its way into the abstract world of thought".
8. This facilitates the later learning of abstract, formal schoolwork such as learning to count, concept formation and the acquisition of skills when it comes to number naming and manipulation, arithmetic problem solving as well as learning to read and write (55 pp 12 52 69 104).
9. The successful completing of such work assignments not only provide the child with joy but at the same time strengthen his/her feeling of pride and his/her own worthiness (56a p 70; 56b p 344).

10. This offers a child the opportunity to manifest and realize his/her slumbering and hidden potentialities for learning and becoming because he/she continually broadens and deepens his/her knowledge and experience, i.e., he/she continually learns how to better master his/her lifeworld (57 p 67).
11. This enables him/her to increasingly be able to carry on a dialogue with reality on a more advanced level and in doing so proceed to a more adequate self-realization (58a pp 67 70 201; 58b p 38).

In addition to these advantages connected with implementing the Montessori hardware in the teaching situation, it can also be mentioned that this offers a teacher extremely appropriate opportunities to increase a child's vocabulary and forge bonds of solidarity. A teacher clarifies, names, encourages, praises, and asks a child-questions about the Montessori activities carried out, and the names of the objects handled. All this means that using the Montessori hardware as teaching aids not only offers the opportunity for promoting a child's intellectual development but is also suitable for forming the entire structure of a child as a person.

(iii) Particular means which can be taken for the affective forming, socialization and language acquisition of the autistic child

a) Swimming

In addition to the value swimming has for physical exercise, there is a special attempt during the structured teaching of swimming to establish a relationship of trust between an autistic child and his/her teacher. Where previously a child had succeeded in avoiding physical contact with an adult, or violently protested against it, during the swimming lesson, he/she often finds him/herself in water in which he/she cannot stand, and he/she is forced, as it were, to cling to the teacher for safety. Such behavior often is the first time such a child has "spontaneously" made physical contact with another, and offers him/her the opportunity to place his/her unconditional trust in his/her teacher, who holds him/her tightly, and moves around with him/her.

b) Roller skating

Also, with structured roller skating teaching, the same aim is striven for and realized. What is especially remarkable is that certain autistic children acquire a surprising skillfulness in this type of sport, and it also has a positive influence on their extreme tenseness, anxiety, and insecurity. After a roller skating or swimming lesson, it is found that autistic children show better cooperation when, in a classroom, they are confronted with a learning or work assignment. At the same time, it must be kept in mind that an autistic child at the roller-skating rink is given an opportunity, under a teacher's guidance, to associate in appropriate ways with his/her schoolmates, and pay attention to their movements. In addition, the value roller skating has for improving body control and balance cannot be overemphasized.

c) Horseback riding and caring for pets

An autistic child, with his/her dormant emotional life, and unusual aloofness, often succeeds in developing an attachment, and can give expression to their feelings of devotion, e.g., to animals during horseback riding lessons, and when they are instructed in playing with, and caring for pets. Naturally, it is hoped that such devotedness will benefit a child in his/her encountering fellow persons, and this attachment to animals will contribute to establishing interpersonal relationships.

d) Music and singing

The aim of this teaching, first, is to sharpen a child's auditory perception because, among other things, he/she learn to distinguish between low and high notes, and a fast or slow tempo or rhythm. These perceptual and discrimination exercises are paired with motor exercises because the pupils are expected to jog or run two by two, and hand in hand in a large circle to time with piano music with changing tempo and pitch. Singing playful songs serves to improve the children's body images, and language acquisition because there is singing about body parts and movements. In addition, the pupils are given the opportunity to play drums to the beat of the accompanying piano music. The forming and stabilizing of a child's

emotions, the acquisition of language, and a body image, socialization, and the promotion of body movements based on auditory discriminations are, thus, all aims of this teaching.

e) Excursions

Because of disturbed behaving, autistic children often are not taken to public places by their parents, hence, the opportunity is missed for them to learn to know and master the broader life reality. However, in this school, pupils are taken on weekly excursions to public places, restaurants, department stores, the seashore, museums, and other places worth seeing. Here, the aim is to let the children overcome their unfounded fears of, e.g., elevators, escalators, a bus, or a train, and become acquainted with the broader world. Pupils are also taught how to act socially with “normal” persons. Photos are often taken of the pupils during such excursions, and the pictures of the places visited are put in an album. The pupils’ activities during these excursions then serve as a basis for class discussions, the teaching of language (narrations and compositions), and teaching other subject matter. For teaching the history of a certain period on the Cape, they are brought on visits to museums, questions are asked about the children’s experiences during such visits, and they also are often given the assignment of writing down their impressions in this respect, or make a sketch to interpret them.

Proper behavior as well as correct conduct with strangers is impressed upon these pupils during these excursions, in an attempt to make them eventually more acceptable to the uninformed public.

f) Social club (Youth club)

To be able to provide an autistic child the opportunity to eventually be able to join the normal community more easily, the senior pupils of an ordinary primary school are invited to pay a weekly visit to this school to help promote the socialization of these autistic children. During these gatherings, provision is made for teamwork between the two groups of pupils. Also, the autistic children are presented with the opportunity to entertain the visiting pupils with refreshments. The autistic children, who, indeed, have

impoverished life experience, and are ignorant with respect to socially acceptable behavior and conduct with their age cohorts, in these gatherings are enabled to watch the conduct of the normal children, imitate them and, in this way, learn from them. That the autistic children profit from these gatherings and experience the interhuman association and encounter as pleasant cannot be doubted, according to the head of this school.

4.5.4 Synthesis

The accompaniment of an autistic child to arrive at affective, cognitive, and normative self-actualization, presents teachers with a specific task. From a psychopedagogical perspective, it seems clear that an autistic child is inclined to under actualize learning and becoming and, thus, his psychic life, and this makes accompanying him/her a psychopedagogic, as well as orthopedagogic-orthodidactic task.

Affective accompaniment of an autistic child can only occur when a teacher makes him/her feel at home in a loving place within which a pedagogical nearness and an “our” space is created (59 p 7). It is this teacher’s task to establish an intense relationship of trust with an autistic child, which presupposes the following accompanying activities: paying sufficient individual attention, accepting, showing affection, pedagogic attunement in the form of patting on the shoulder, praising, applauding, encouraging, giving a friendly smile, nodding, etc. When the affective accompaniment of an autistic child occurs in this way in a teaching situation, this especially leads to affective self-actualization by such a child and serves as a driving power for successful cognitive and normative self-actualization.

Concerning the cognitive accompaniment of an autistic child to cognitive self-actualization in a teaching situation, it is necessary that a teacher support an autistic child to explore and learn through self-activity where, initially, use is made of concrete and experienced learning material. However, to the extent that a child succeeds in mastering language and proceeds on his/her own initiative to explore in a teaching situation, he/she must be supported to a more adequate actualization of his/her cognitive modes of learning, i.e., to cognitive self-actualization.

Normative accompaniment of an autistic child to normative self-actualization implies that a teacher support this child in such a way that he/she will identify him/herself with the teacher because this will result in his/her identifying with the norms which the teacher exemplifies and presents. For this to happen, it is necessary that he/she teach a child what is proper and creates an intimate and familiar space. Because an autistic child has such difficulty in forming a concept of the meaningfulness of norms, a teacher must, in almost excessive ways, praise him/her whenever approvable deeds are executed, to bring home the feeling of his/her own dignity or worthiness, and awareness of norms.

A summary of the content of this study, some conclusion, and scientifically grounded recommendations are presented in chapter 5.

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