

# CONTENTS

## PART A

### ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION AND ASSISTANCE: A THEORETICAL FOUNDING

#### CHAPTER I

##### ORTHOPEDAGOGICS AS A SCIENTIFIC FIELD OF PEDAGOGICS

1. Background and rise of orthopedagogics
2. The pedagogic foundation of orthopedagogics
3. The orthopedagogic as a complex scientific structure within pedagogics
4. Conclusions

#### CHAPTER II

##### ORTHODIDACTICS: ITS TASK, TERRAIN AND PLACE WITHIN PEDAGOGICS

1. General introduction
2. The orthodidactic as a field of study
  - a. The concept "orthodidactic"
  - b. The possibility of learning difficulties
  - c. Some methodological problems in studying orthodidactics
  - d. The task and terrain of orthodidactics
3. Summary

#### CHAPTER III

##### THE LEARNING WORLD OF THE CHILD WITH LEARNING DIFFICULTIES AS AN EXPERIENTIAL WORLD

1. Introductory statement of the problem
2. The untenability of current views of the "learning process" and their application to the child with learning difficulties
3. The learning world of the child as an experiential world

4. The child with learning difficulties in his experiential world
5. The pedagogic-didactic influences of the child's learning world and its connection with the origin of learning difficulties

## CHAPTER IV

### THE PROBLEM OF ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION AND ASSISTANCE: A THEORETICAL FOUNDATION

1. Introductory comments
2. The current understanding of "remedial" teaching
3. "Remedial" teaching as an orthopedagogic matter
  - a) Introductory remarks
  - b) The child with learning difficulties in his primordial relatedness: a phenomenological fathoming
  - c) The experiential world of the child with learning difficulties: a psychology-of-becoming consideration
  - d) The orthopedagogic situation as the point of departure for orthopedagogic evaluation and assistance
  - e) The orthopedagogic-orthodidactic evaluation of a child with learning difficulties
  - f) Orthopedagogic-orthodidactic assistance to a child with learning difficulties
4. Concluding considerations

## PART B

### THE PRACTICE OF ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION AND ASSISTANCE

## CHAPTER V

### THE PRACTICE OF ORTHOPEDAGOGIC-ORTHODIDACTIC EVALUATION

1. General introduction
2. Compiling media ("tests") for obtaining a learning image as image of the lived-experiences of a child with learning difficulties
  - a) Particular aims of implementing the media
  - b) Describing the learning media
    1. Learning historicity or image of the learning past as revealed by an historicity-image
    2. The Wiggly blocks
    3. Graphic self-expression media
    4. The intelligence medium as a learning medium
    5. The Rorschach inkblot medium
    6. Apperceptive media
    7. Incomplete sentences

## CHAPTER VI

### ORTHOPEdagogic-ORTHODIDACTIC EVALUATION OF AND ASSISTANCE FOR CHILDREN WITH LANGUAGE PROBLEMS

1. Introductory orientation to reading and spelling
2. Orthodidactic evaluation of reading and spelling
3. Examples of orthopedagogic-orthodidactic evaluations of children with reading and spelling difficulties
4. Conclusion

## CHAPTER VII

### ORTHOPEdagogic-ORTHODIDACTIC EVALUATION OF AND ASSISTANCE FOR CHILDREN WITH ARITHMETIC PROBLEMS

1. Introduction
2. The nature of the arithmetic system
3. The nature of arithmetic as a school subject
4. Arithmetic problems of children
5. The relation between language and problems with arithmetic
6. Possible origins of arithmetic problems
7. The learning (arithmetic) world of the child with arithmetic problems as an experiential world

8. Orthopedagogic-orthodidactic evaluation of children with arithmetic problems
9. Orthopedagogic-orthodidactic assistance for children with arithmetic problems
10. An example of a learning image as image of the lived-experiences of a child with arithmetic problems
11. Examples of arithmetic difficulties and the orthopedagogic-orthodidactic assistance of children with such difficulties
12. Synthesis