

FOREWORD

The problem of the child with learning difficulties has a long history, and the current literature is characterized by various approaches that mainly are natural science oriented. Also conspicuous is the strong emphasis on symptoms as far as both the investigation of and assistance for these children are concerned.

In this work, the point of departure for investigating and assisting the child with learning difficulties is his orthopedagogic (and orthodidactic) situation. Consequently, this work has a strong pedagogic flavor. The authors feel that there is a great need for a work of this nature.

The book is divided into two parts: part A deals with a theoretical founding of orthopedagogic-orthodidactic evaluation and assistance. This part consists of four chapters. Chapter I was written by B. F. Nel, Chapter II by J. M. A. Kotze and Chapters III and IV by M. C. H. Sonnekus. Part B deals with the practice of orthopedagogic-orthodidactic evaluation and assistance. Of the three chapters comprising this part, Chapter V was written by J. M. A. Kotze, Chapter VI by A. S. du Toit and Chapter VII was co-authored by J. W. M. Pretorius and J. A. T. Wentzel.

The purpose is that in Part A the theoretical founding for orthopedagogic-orthodidactic methods of working with the child with learning difficulties is provided while Part B has a practical focus in that the procedures described theoretically in Part A are implemented. Thus, theory and practice are coordinated and both are orthopedagogically anchored.

In the opinion of the authors, this book is novel in that the child with learning difficulties is explored within his learning world as an experiential world. Also, the practice of evaluating and assisting him is attuned to disclosing this experiential world so that he can be assisted in accordance with the resulting image of his lived-experiences.

This book is recommended for all student teachers at Universities and Teachers Colleges, as well as educational and school psychologists and "remedial" teachers in school clinics and schools. This work is indispensable for students of orthopedagogics and orthodidactics.

It is hoped that this work will enjoy a good reception.

THE AUTHORS

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