

# CONTENT\*

FOREWORD - PROF. M. C. H. SONNEKUS

## CHAPTER 1

### KNOWLEDGE OF THE CHILD IN A PROBLEMATIC EDUCATIVE SITUATION IS NECESSARY

1. Introductory orientation
2. The apparent embeddedness of orthopedagogic practice in psychology
3. The orthopedagogic field of work

## CHAPTER 2

### UNDERSTANDING THE CHILD AS A PERSON

1. Clarification of concepts
2. An attempt to understand a person from a naturalistic point of view
3. An attempt to understand a person from a personological point of view
4. Person-exploratory conversation
5. The orthopedagogic evaluative conversation
  - 5.1 Subjective merging
  - 5.2 Implementing the fundamental pedagogic structures
  - 5.3 Means of conversing
  - 5.4 Disclosing meaning
  - 5.5 Determining the pedagogically attained and attainable

## CHAPTER 3

### THE ORTHOPEDAGOGIC EVALUATIVE SITUATION

1. Establishing a mutual relationship
2. Entering an educative conversation
3. The fundamental forms of the orthopedagogic evaluative conversation
4. Synthesis

## CHAPTER 4

### THE PRACTICE OF ORTHOPEDAGOGIC EVALUATION

1. Introduction
2. Pedagogic observation
3. Pedagogic intuition

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\* Chapter 15 appears as chapter 8 in the original text. It was moved for the sake of logic. It presupposes familiarity with what are now the first 14 chapters.

## CHAPTER 5

### IMPLEMENTING EXPLORATORY MEDIA

1. Introduction
2. The usefulness of media
3. Implementing media
4. Standardized media
  - 4.1 Intelligence evaluative media
  - 4.2 Media for evaluating personal becoming (development)
  - 4.3 Media for investigating specific aspects of the psychic life
  - 4.4 Scales of values and interest inventories
  - 4.5 Synthesis
5. Individual media
  - 5.1 Performance media
  - 5.2 Media for exploring expressive and projective aims
    - 5.2.1 Projective techniques
    - 5.2.2 Graphic expressive media
    - 5.2.3 Language media
6. Synthesis

## CHAPTER 6

### THE HISTORICITY CONVERSATION

1. Conceptual clarification
2. Conducting an historicity conversation
  - 2.1 The auto-anamnestic conversation
  - 2.2 The hetero-historicity conversation
    - 2.2.1 The conversational partners
    - 2.2.2 The course of the conversation
    - 2.2.3 The historicity form

## CHAPTER 7

### PERFORMANCE MEDIA

1. Introduction
2. The "Guide-it"
3. The "Passalong"
4. The Kohs Blocks
5. The "Wiggly Blocks"
6. Form and pattern media
  - 6.1 Form boards
  - 6.2 The tactile-motor media of Werner and Strauss
  - 6.3 The Alabaster board of Strauss and Lethinen
7. Media for evaluating sensory perception
  - 7.1 Visual perception
  - 7.2 Auditory perception
8. Dexterity media
9. Media for evaluating spatial orientation, sense of direction and dominance
  - 9.1 Introduction

- 9.2 Exploring right- or left-handedness
- 9.3 Exploring right- or left-eyedness
- 9.4 Exploring the child's bodily orientation and sense of direction
- 9.5 Exploring the child's motor skills

## CHAPTER 8

### EXPRESSIVE AND PROJECTIVE TECHNIQUES

- 1. Expression as a phenomenon
- 2. Child drawings
- 3. The analysis of image elements
  - 3.1 Introduction
  - 3.2 The significance of line use
  - 3.3 The significance of color use
  - 3.4 The significance of surface use
  - 3.5 The significance of giving form
  - 3.6 The significance of spatial representation
  - 3.7 The significance of scheme
  - 3.8 The significance of image
  - 3.9 The significance of repetition
  - 3.10 The significance of composition
  - 3.11 The significance of rhythm
  - 3.12 The significance of contrast
  - 3.13 The significance of standpoint
  - 3.14 The significance of aspect
  - 3.15 The significance of material
  - 3.16 The significance of the use of material
  - 3.17 The significance of experimentation
- 4. Projection as a phenomenon
  - 4.1 Introduction
  - 4.2 Projection as attribution
  - 4.3 The interpretation of projections

## CHAPTER 9

### DRAWING A PERSON AS AN EXPLORATORY MEDIUM

- 1. The implementation
- 2. Interpretation
  - 2.1 Introduction
  - 2.2 A longitudinal view of characteristics of children's drawings
  - 2.3 Analysis and interpretation

## CHAPTER 10

### DRAWING A TREE AS AN EXPLORATORY MEDIUM

- 1. Introduction
- 2. Implementation
- 3. Interpreting the drawings
  - 3.1 Orientation

- 3.2 Observation
- 3.3 The position of the drawing on the paper
- 3.4 Size of trees
- 3.5 The different subparts
- 3.6 Synthesis

## CHAPTER 11

### THE WARTEGG DRAWING MEDIUM

- 1. Introduction
- 2. Interpretation of the drawings
- 3. In conclusion

## CHAPTER 12

### THE RORSCHACH INKBLOT MEDIUM

- 1. Historical overview
- 2. The implementation procedure
  - 2.1 Instructions to the child
  - 2.2 Writing down the responses
  - 2.3 Response sheet
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    - 2.4.1 Introduction
    - 2.4.2 Location or interpretation
    - 2.4.3 The determinants
    - 2.4.4 The content
    - 2.4.5 Original or popular responses
    - 2.4.6 Number of responses and response time
    - 2.4.7 Particular phenomena
- 3. The interpretation
  - 3.1 Categorizing the data
  - 3.2 The interpretation
- 4. A practical example
- 5. The pedagogic evaluation
- 6. Appendices

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### THEMATIC PROJECTIVE MEDIA

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- 2. Implementing the procedure
- 3. The Columbus series of Langeveld
- 4. The Thematic Apperception Test
- 5. The Four Picture Test of Van Lennep
- 6. Some pictures from other series

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### LANGUAGE ANALYSIS

- 1. Language as a phenomenon

2. Evaluating language
3. Language assignments
4. The Incomplete Sentences medium

## CHAPTER 15

### EVALUATING INTELLIGENCE

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  - 3.2 The New South African Individual Scale (NSAIS)
  - 3.3 Group scales
4. The results of the practice of testing
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  - 5.1 Introduction
  - 5.2 Chorus' qualitative analysis
  - 5.3 Some other contributions
  - 5.4 A qualitative analysis according to Swart
  - 5.5 A qualitative analysis according to Steenkamp
  - 5.6 Synthesis
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  - 6.2 Analysis of actualizing the psychic life
    - 6.2.1 Analysis of emotionality
    - 6.2.2 Analysis of attending
    - 6.2.3 Analysis of intellectuality
    - 6.2.4 Analysis of the educative situation
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    - 6.3.1 Introduction
    - 6.3.2 The pedagogic-qualitative aspects
  - 6.4 Summary of a pedagogic-qualitative image of intelligence
  - 6.5 A practical example

## CHAPTER 16

### THE ORTHOPEDAGOGIC EVALUATIVE REPORT

1. The aim is an image of the problematic educative event
2. Organizing the data
  - 2.1 General
  - 2.2 The primary aspects of the report
3. Recommendations
  - 3.1 Interdisciplinary panel discussion
  - 3.2 Planning orthopedagogic assistance
4. The discussion with the educators
5. An example of an orthopedagogic evaluative report

## BIBLIOGRAPHY