

## CHAPTER 6

### DESIGNING AN EDUCATIONAL PSYCHOLOGICAL PRACTICE

#### 1. INTRODUCTION

From the previous chapters it is clear that an educational psychologist faces the task of designing an effective practice with respect to a child in distress who he can find in the world of the family, school and society. In this regard, broad guidelines are proposed and in this chapter and it is shown how they should be taken into account in designing such a practice.

#### 2. THE ESSENTIALS OF DEVIANCY

It has seemed that the **essences** of personal deviancy only are found in the **deviation** between the meanings a child gives to the contents of reality affectively, cognitively and normatively and the meanings he ought to attribute in accordance with his level of development and his personal potential. If a child is identified with a symptom, the question is how this problem can be eliminated. Thus, providing help to such a child goes hand in hand with a specification of the disharmonious moments of the dynamics of educating with respect to the roles of the adult and child, and of the essentials of the child's personal deviancy as it is interwoven with his person structure, as such, in terms of unfavorable meanings and behaviors.

One can only penetrate to the essentials of personal deviancy if it can be determined where the essentials of educating in relation to his personal essentials appear as disturbed. To do this, macro-structural guidelines are drawn or limits are defined within which his personally deviant development can be intercepted. The cardinal question to be answered is what are the **controllable** and **eliminatable** aspects of his personal disturbances and **how** can they be corrected. Among other things, this requires conclusive evidence about his emotional, cognitive and normative structure.

There is a direct relation between the disharmonious dynamics of educating and a child's current unfavorable personal structure. A

judgment about the structural nature of the emotional and knowing life as well as hierarchy of values (normative life) of a unique child and **why** they are just the way they are is not possible without taking into account those educative actions that are components of the disharmonious dynamics of educating and that result in the unfavorable meanings. Only in this way can a unique child's aggression, insecurity, affective lability, emotional explosiveness, uncertainty, anxiety, behavioral deviations, underachievement and whatever other symptoms be understood and a strategy for assisting him be determined. Also, a child suspected of being handicapped has to be involved in a thorough evaluation in order to corroborate, or not, its presence.

From the converging practical demands confronting the educational psychologist, he has to master and be able to use in practice all relevant techniques for evaluating, diagnosing, parental guiding, providing therapy and more that are related to the personal deviancies. Because a behavioral deviancy announces itself within a family, school or societal context, this certainly is the appropriate way to begin. The nuanced nature of the **problem** compels immediate nuancing of the evaluating, diagnosing and help provided.

### 3. EVALUATING

The nuanced nature of the components are established by an educational psychological evaluation in terms of psychological and pedagogical procedures during the initial investigation. This raises the question of a reliable and valid evaluation when there is a search for an answer to questions such as the following regarding the **identified** deviant child:

- \* Is he really personally deviant?
- \* What is the nature of his deviancy?
- \* What are the essentials underlying his deviancy in terms of the disturbed attribution of meaning (emotionally and in other senses) by himself and his educators regarding the relevant educative and personal macro-structures as represented by inadequate educative actions [by the educator and the child] and inadequate behavior by the child?

The presence of a deviancy is determined in terms of the quality of the child's implementing his various modes of personal actualization

while the essentials of educating are exercised. This necessitates implementing pedagogical and psychological **criteria**. In one way or another, the extent to which a child's conduct corresponds with or differs from other children of his age has to be "measured". However, to be able to make meaningful comparisons, the "measures" have to be reliable. To be meaningful all measures have to fulfill two criteria, namely, those of **reliability** and **validity**.

Reliability refers to the consistency of the test results. In this regard, Sprinthall and Sprinthall (1977: 145) say [in English], for example, "If you took an IQ test one day and received a score of 140, and then you took the same test the next day and received a score of 150, you will be bewildered."

The validity of a test lies in the fact that it measures what it is presumed to measure. Reliability and validity can be determined with the help of computing correlations.

A variety of evaluative and diagnostic procedures have already been developed by Psychology and Education for the purpose of evaluating, e.g., the physical, cognitive, social, emotional, the level of development for teaching, his level of general proficiencies and relatively strong or weak characteristics.

There also is a distinction between formal or **standardized** tests, which can give an objective indication of a child's developmental level in comparison to other children from relatively the same normative population, by means of a quantitative description of a child's level of proficiencies (e.g., by percentiles, grade equivalencies) and provide a basis for deciding if a more detailed evaluation is needed and with respect to which aspects (Mandell and Fiscus, 1981: 64). It is especially by means of standardized tests that it is determined how a child compares with other children who are of the same developmental level as he is and thus, really, what his personal potentialities are.

This type of test includes intelligence tests, interest questionnaires, achievement tests, aptitude tests, neurological, audiometric, visual-motor tests, social readiness scales, self-image scales, anxiety scales and perceptual tests. When relevant, these tests will be considered more closely in later chapters that deal with the evaluation and diagnosis of specific groupings of deviancies (see Parts II, IV and VI).

In addition, there is informal "testing" by which information can be gathered to supplement formal test results, to verify or even invalidate them. By means of informal testing, information also can be obtained regarding academic and social behavior, regarding formal tests that a child cannot carry out and a child's strong and weak characteristics. In addition, they provide the possibility for a continued evaluation of a child's progress based on an analysis of his responses to specific requests, in addition to providing information that merely serves as a basis for designing relevant teaching and helping strategies.

Informal media include expressive and projective media, performance media, language media and many more. Further reference is made to these media in chapters where they are relevant.

Not one or a few media can be elevated to the only criterion for determining a child's developmental level or for designing a developmental or harmonizing program, whether this is to be implemented in family, school or societal contexts. The evaluative media always have to represent various types of media and procedures (see Mandell and Fiscus, 1981: 64).

In addition to tests/media, observation and intuition are indispensable aids in evaluating and diagnosing a deviant child.

#### \* **Observation**

Different from perceiving natural science phenomena, educational psychological observation is not merely a passive and objectivistic beholding or perceiving but an active investigation, without experimentation, of a child's dialogue with reality. This does not entail a subject observing an object where the meaning attributed to the object comes entirely from the observer while the object merely submits itself to this. Rather, this involves a personal investigation of an "object" which is a person himself, someone with his unique possessed meanings and the observing is directed at revealing the intentions [intentionalities] rooted in these meanings. Beets describes this as an "interpersonal encounter" and says, "The distance appropriate to all observation is kept. We find a child by partly looking past the "blind" facts of the moment in order to place them in a much broader frame of knowing: What I see happening here and now as an onlooker I place against the background of the

personal past and future of the young person I am observing" (Beets [in Dutch], 1952: 26).

Educational psychological observation is a refined form of everyday educational exploration and evaluation. That is, it is a systematic exploration and purposeful focus by the investigator on the emotional, intellectual and normative meanings a child has attributed to landscapes in his situatedness so that they can be gauged and educationally psychologically evaluated (See also Van Niekerk, 1978: 72-88).

Ordinarily, before being evaluated by an educational psychologist, a child is first identified as someone who might possibly be in distress. Parents and teachers play a prominent role in this regard. However, the key to this successful "sifting" is the classroom teacher because ordinarily he is using his observation and intuition to evaluate a child's social behaviors and scholastic achievements.

According to Cartwright and Cartwright (1974) there are seven areas regarding a child's everyday behaviors that ought to be observed:

- \* insight and memory problems (e.g., easily forgets);
- \* language problems (e.g., words that run together in speech);
- \* perceptual-motor problems (e.g., poor handwriting);
- \* speech problems (e.g., stuttering or poor articulation);
- \* visual problems (e.g., turning his head when reading or writing);
- \* hearing problems (e.g., a continuous request to repeat everything said); and
- \* social/emotional problems (e.g., excessive aggression toward others).

#### \* **Intuition**

In his evaluating an educational psychologist is involved as a **subject** in a child's experiential world which means merging into, empathizing with and entering it. This does not presume a **subjectivistic** approach where the **opinions** of the educational psychologist are absolutized and merely guide him. Indeed, he strives to establish an **objective** image of a child but then an objective image in **subjectivity**. **Educational psychological**

**intuition** is indispensable for acquiring such an image and plays an important role (see Van Niekerk, 1978: 75-78).

An intuitive sense of slight, difficult to recognize educational data, which is still awaiting scientific confirmation, is invaluable to an educational psychologist, even when it exists only as an impression (see Barnard, 1975: 96).

Intuition can be described as the immediate, spontaneous understanding of a matter as if by inspiration (Schoonees et al., 1970: 367), and refers to the possession of such knowing by a person who has the potential to sense the matter (Van Niekerk, 1977: 36).

According to Sonnekus (Sonnekus, Nel, Kotze, Pretorius, Du Toit and Wentzel, 1975: 130) intuition really means "seeing what cannot be seen" and it is an attitude of knowing built on an attunement or sense and a trust that matters are as they seem to be. It is grounded in a prescientific, more emotionally initiated viewing of a child in his situation. Such a way of knowing is part of each person's dialogue with reality and his foreknowledge of any new problem indeed is based on intuition. Intuition is related to a person's sensitivity to small details in the life world and, in this regard, one allows oneself to be guided by one's feelings. In addition, this knowing is pre-reflective, which needs to be followed up by reflecting on it. This "**sensed**" knowing leads to formulating preliminary hypotheses which later can be accepted or rejected on the basis of cognitive knowing.

When cognitive moments of knowing are brought to bear on a matter that initially is "known" only intuitively, it becomes ordered which gradually leads to acquiring greater clarity on a cognitive level. On the basis of cognitively interpreting, ordering and classifying impressions, etc., the initial vagueness of intuitive knowing gradually diminishes by eliminating unacceptable ideas or opinions and also by a corroborating reality.

In acquiring this intuitive knowing, reasoning does not play a prominent role and it rests on extremely slim evidence which, at this point, hardly or only with great difficulty can be verified intellectually. However, the fact that such a person "knows" cannot be disputed. This "knowing" also can be qualified as a **judgment** or **opinion** merely based on a person's subjective merging into the

situation of his conversational partner and about whom he has this opinion.

Viewing intuitively, however, requires that one continually be open to all relevant possibilities. This implies that one who wants to acquire an intuitive knowledge of his conversational partner needs to have a rich experiential world himself. In other words, if this intuitive knowing is connected with the reality of educating and in addition with a particular child's participation in disharmonious educating, it is clear that the significance of the judgments and opinions the investigator has arrived at regarding a particular child will be determined by the comprehensiveness of his **knowledge** of the reality of educating in general and of disharmonious educating in particular.

In agreement with De Necker (1969: 34) the following preconditions are mentioned for intuition to fulfill its role in an educational psychological evaluative conversation:

- \* An educational psychologist should have a dedicated and empathetic interest in the situation in which this child and his educators find themselves;
- \* it must draw on already acquired pedagogical and psychological knowledge;
- \* no behavior or communication should be viewed as incidental but always related to possible educational distress or restraining moments in becoming adult and in learning after the educational psychologist puts himself emotionally in this child's place in order (as far as is possible) to feel and experience as he does; and
- \* the educational psychologist eventually has to distance himself from this child's situation in order to interpret it objectively.

In addition, the following are important:

- \* The educational psychologist may not apply his affective-subjective involvement irresponsibly because then he will find it difficult to distance himself from these subjective "judgments";
- \* because intuitive knowing also includes moments of **misunderstanding** (see Sonnekus, 1968: 131) and is the source of all understanding and misunderstanding, it has to be

made sure that the child or his educators are not being misunderstood; and

\* at all times the educational psychologist has to make the following reservations:

- \* He should always use his intuition as a pedagogue and psychologist;

- \* just as the educational psychologist should not judge a child merely by his external appearance and in this way make him a victim of the appeal emanating from him because this is the basis for **prejudice** and the child as a person is deprived of his **freedom** by "making" him identical to something he does not wish to be and in fact is not, so too he should not rely solely on his intuition because this can debase the child to being a victim of untenable subjectivistic errors of judgment;

- \* it is essential that the educational psychologist remain **unprejudiced** during the exploration and always be **free of preconceived opinions** in his involvement with the child in his situation;

- \* at the slightest doubt, the intuitive knowledge should be ignored;

- \* intuitive knowledge always has to be supplemented and as a pre-scientific "understanding" it can serve only as the point of departure for additional, more rational forms of knowing (Sonnekus, et al., 1975: 131); and

- \* by means of inquiries with colleagues, parents and other sources, the educational psychologist reaches an **objective** conclusion thus completing and enriching the cursory knowing acquired by intuitively entering the child's situation.

By means of an effective evaluation it can be determined if there is a possible deviancy regarding the child.

Verifying that a symptom represents an authentic deviancy includes showing from psychological and pedagogical perspectives that there are specific differences between a child's actual and expected behaviors. The nature of the personal deviancy is knowable in terms of a **discrepancy** between the child's personally **achieved** and **achievable** levels of current development. His conduct and test results show his behavioral and developmental successes and failures.

What is personally achievable for him is determined with the help of evaluative tests such as intelligence and aptitude tests. By taking into account what can be expected of a child in this period of life and with comparable talents and deficiencies, it is determined what now can be expected of this particular child.

On the other hand, a child's performance on tests and his general conduct give an indication of the current level and quality of his personal actualization which is a manifestation of the emotional, knowing, normative and behavioral levels he has achieved.

Evaluation by an educational psychologist thus is focused on determining **what** a child **feels** and **knows**, on what "meanings" he attributes to his development as an educative event and on how he has arrived at such meanings. On the one hand, this shows what the components are of his personal structure (his possessed experience) and, on the other hand, **how** he has himself gradually brought about this particular experiential world under the guidance of his educators.

Reliable evaluation is the foundation of a reliable and timely **identification** of a deviant child. First, he has to be identified as potentially a deviant (handicapped or restrained) person.

Also, according to Mandell and Fiscus (1981: 53), a teacher in particular is the professional person who has to answer these questions. They say [in English], "Those persons or agencies responsible for the process should be able to respond in the affirmative to these three questions raised by Salvia and Ysseldyke (1978):

1. Is the problem identified or pinpointed by the screening process appropriate and important for the educational well-being of the child screened?
2. Is the screening and identification process going to be followed up by an assessment and diagnosis?
3. Is there an available treatment or program designed to correct or modify the problem following assessment and diagnosis?" (Mandell and Fiscus, 1981: 53).

If the evaluation indeed shows that the child's behavior is based on a **discrepancy** between his behavioral potential **and** his actual

conduct, i.e., his educatively achievable and achieved levels, then this also is a verification that this symptom (the deviancy) exists and the educational psychologist has to proceed to diagnose it.

#### 4. DIAGNOSIS

Authentic educational psychological diagnosis includes describing the essentials of the disharmonious dynamics of educating as an explication of the **dysfunctionality** of educative activities in terms of the perplexing appearance of **specific** essentials of educating with respect to an educator's guiding and a child's attribution of emotional and cognitive meaning to this guidance as a constituent of the latter's experiential world. By way of a diagnostic conversation, the educational psychological diagnostician has to enter the experiential world or world of meaning of the deviant child. A conversation implies a sharing of landscapes (see Van Niekerk, 1978: 15 and also the schematic representation on the following page). Thus, it is much more than merely labeling a child. The work of Rosenthal and Jacobsen (1968) illustrates the negative effect of labeling on a teacher's perceptions of pupil activities. They postulate (see Mandell and Fiscus, 1981: 8) that teacher expectations of pupils based on particular labels contain a self-fulfilling prophecy that the child is what the teacher thinks he or she is.

Other research, for example that of MacMillan, Jones and Aloia (1974), refutes the hypothesis of Rosenthal and Jacobsen. In addition, in a study by Reschly and Lamprecht (1979) involving classroom teachers, pupils and labels of intellectually normal, gifted and retarded it was found that teachers' final expectations were formed on the basis of the pupils' real behavior.

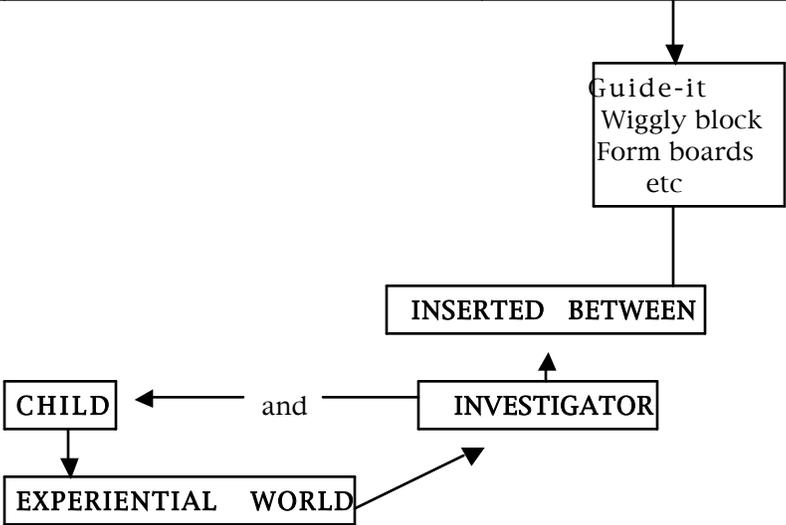
Educational psychological diagnosis first involves determining the **nature** of the **restraint**, now with reference to the deviant child himself as the referential center of his underactualization of personal potentialities in relation to his disharmonious educative situatedness.

The results from standardized media are valid for now determining where a deviant child falls with reference to a normative average as such and also with particular reference to the structural deviations of the affective, cognitive and normative.

THE CONVERSATION

PENETRATING INTO  
PARTICIPATING/SHARING IN LANDSCAPE

GROUND FORMS	CONVERSATIONAL PARTNERS	CONVERSATIONAL MEANS												
Talk Pointing out Non-verbal language Assignment Play	<table style="width: 100%; border: none;"> <tr> <td style="border: none;"> <table style="border: none;"> <tr> <td style="border: none;">Vocational orienter</td> <td rowspan="3" style="border: none; vertical-align: middle; padding: 0 10px;">}</td> <td style="border: none;">Educational Psychologist</td> </tr> <tr> <td style="border: none;">Orthodidactician</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Orthopedagogue</td> <td style="border: none;"></td> </tr> </table> </td> <td style="border: none; text-align: center;"> <table style="border: none;"> <tr> <td style="border: none;">Investigator</td> <td style="border: none; text-align: center;">↔</td> <td style="border: none;">Child</td> </tr> </table> </td> </tr> </table>	<table style="border: none;"> <tr> <td style="border: none;">Vocational orienter</td> <td rowspan="3" style="border: none; vertical-align: middle; padding: 0 10px;">}</td> <td style="border: none;">Educational Psychologist</td> </tr> <tr> <td style="border: none;">Orthodidactician</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Orthopedagogue</td> <td style="border: none;"></td> </tr> </table>	Vocational orienter	}	Educational Psychologist	Orthodidactician		Orthopedagogue		<table style="border: none;"> <tr> <td style="border: none;">Investigator</td> <td style="border: none; text-align: center;">↔</td> <td style="border: none;">Child</td> </tr> </table>	Investigator	↔	Child	1. Educ. activities for actualizing pedagogic macrostructures. 2. Media; e.g., observation
<table style="border: none;"> <tr> <td style="border: none;">Vocational orienter</td> <td rowspan="3" style="border: none; vertical-align: middle; padding: 0 10px;">}</td> <td style="border: none;">Educational Psychologist</td> </tr> <tr> <td style="border: none;">Orthodidactician</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Orthopedagogue</td> <td style="border: none;"></td> </tr> </table>	Vocational orienter	}	Educational Psychologist		Orthodidactician		Orthopedagogue		<table style="border: none;"> <tr> <td style="border: none;">Investigator</td> <td style="border: none; text-align: center;">↔</td> <td style="border: none;">Child</td> </tr> </table>	Investigator	↔	Child		
Vocational orienter	}		Educational Psychologist											
Orthodidactician														
Orthopedagogue														
Investigator	↔	Child												



By means of the evaluation there is a determination of a **person image** of the restrained child but now the **disharmonious moments** have to be more closely specified in terms of a reliable image of what is really occurring educatively between a deviant child and his educators by means of disharmonious conduct and actions. In other words, a confirmation that indeed there is a developmental and/or learning deviancy, e.g., in terms of aggression, anxiety, thievery, etc. requires a closer specification of the nature of this deviancy. Thus, for example, among others, the following questions are asked regarding the aggressiveness of a 12 year old boy:

- What is the nature of his aggression?
- Is he aggressive toward everyone?
- When is he aggressive?
- Under what circumstances is he aggressive?

How does he feel about the person he is aggressive toward?

Notwithstanding interpreting the findings of other professional disciplines, here especially a joint orthopedagogic and clinical psychological diagnosis is done in order to explicate the **nature**, **scope** and underlying **reasons** for the personal deviancy.

In conjunction with the entire macrostructural appearance of possible educational structures and personal essences, now the educational psychologist selects only what is relevant.

By applying psychological categories as criteria an educational psychologist determines how a child's personal actualization appears, as such. By applying pedagogic criteria in conjunction with particular psychological criteria with respect to the functional activities of educator and child, an educational psychologist can determine why they appear as they do.

As an "orthopedagogue", an educational psychologist determines where the essentials of educating appear as confused, which essentials appear so and to what degree. Thus, it is accountably determined to what degree either the adult or the child, or both, participate inadequately in the educative event underlying the child's inadequate personal development. This indeed has to do with "psychological moments" that arise from the pedagogic. Thus, for example, as "orthopedagogue" the educational psychologist has to specify the inadequate realization of trust in terms of specific unfavorable educative actions of the educator and/or child that allow disharmonious trust to arise.

There has to be an inquiry into the quality of the actualization of the personal and educational essentials in the educative practice as a practice concerning personal development. This has to do with the question of the **nature** and **quality** of the educator's stabilizing or labilizing support for a child in his adequate or inadequate self-actualization of his ways of giving meaning.

Thus, it is necessary to analyze the specific functional actions of the educator and to indicate the relation between these actions and the child's confused personal essentials in terms of unfavorable meanings; for example, **how** a parent's impatience in answering his five year old child's questions leads to him interpreting his dad as

someone who doesn't want to talk with him because there is something wrong with him (the child).

Since all essentials of educating as well as personal essences figure in any practice, but practically it is not possible to evaluate the quality of the actualization of **each**, it is a practical demand that an accountable **selection** be made from the macrostructure in order to focus on the **relevant** essentials that are underactualized.

Proceeding from an image of symptoms as a point of departure, macrostructural guidelines are sought within which the disharmonious educative and personal dynamics can then be particularized in terms of inadequately appearing essentials of educative guidance and self-actualization. The **possibly** inadequate appearing essentials and their effect on the child's personal development have to be specified.

For this aim, the investigator focuses, for example, on the **conspicuous** unfavorable behaviors of a child that are typical of insecurity, tenseness, anxiety, etc. and determine to what relationships these refer. The presence of excessive anxiety, for example, refers to a deficient relationship of trust; a lack of honesty, for example, refers to failed authority, etc. Then the primary focus is on those educative **activities** of the educator and child that are related to bringing into motion the structure of trust or the structure of authority, respectively.

Thus, the question asked is about the specific educative activities carried out by the parties involved that allow the educating to become disharmonious, thus about the actual moments of its dynamics that hinder the adequate actualization of educating and hence the child's personal potential and that derail the child.

With respect to their **origins**, directly related causes are indicated such as particular functional-losses, motor problems, poor muscle coordination, illnesses, environmental restraints. However, it is important that personally restraining moments, **as such**, also be explicated in terms of a child's **inadequate** actualization of his potentialities in relation to the dysfunctional educative activities by which this actualization is supported.

Thus, the origin only can be shown in its essence by means of an experiential image of a deviant child. This implies describing his

possessed experiences that have resulted from his experiences (as a **meaning-integrating act**) of his personal meanings by means of his lived experiencing (as a **meaning-giving act**) as meaningfully interrelated. This also continually refers to his personal potentialities and the quality of their actualization during his participation in a great variety of educative activities that he was or is involved in.

Thus, the above includes the necessity of a micro-analytic inquiry into the quality of actualizing the essentials of the structures of educating since confused essentials of guiding a child obviously might be moments that inhibit his personal development. This means that the quality of actualizing the essentials of educating have to be evaluated in terms of their collective person-inhibiting character with reference to the pedagogically and psychologically proper personal flourishing of a deviant child as described, e.g., in the pedagogic aim structures and in the psychopedagogic or developmental psychological structures--always taking into account the particular child's personally achievable level on a particular level of development.

In the schematic representation, the essentials of educational psychological diagnosis are presented.

**EDUCATIONAL PSYCHOLOGICAL DIAGNOSIS**

SYMPTOMS NOTICED				
EVALUATION				
IN TERMS OF PEDAGOGICAL AND PSYCHOLOGICAL CRITERIA				
Personal and educational dimensions	ACHIEVABLE			ACHIEVED
	"Average" child	Studied child	Studied child	Studied child
	<u>Longitudinal norms</u> How do matters stand with a baby, toddler, school beginner, etc.	<u>Longitudinal</u> In terms of conversation, observation, tests & media what are his:	<u>Personal norms</u> Linking up with his potentialities, & limitations, how <b>ought</b> his:	<u>Behavior</u> In terms of conversation, observation, tests & media, what is the <b>structure</b> of his:
AFFECTIVE	emotional life	emotional potential	emotional life appear	emotional life (impulsive, labile, stable, anxious, insecure, tense)

COGNITIVE	knowledge & skills re educational contents	intellectual potential (IQ, senses, defects, etc)	knowledge, insights & skills appear (ordered, handy, etc)	cognitive life (what does he understand, read, talk about? What interests him?)
NORMATIVE	awarding values & behaving in particular circumstances	awarding values & realizing potentials in his partic. circumstance	value hierarchy & behavior appearing in his particular situation	value hierarchy (what values does he attribute to himself & the educative content & how does he behave himself)

Confirmation of a deviancy in terms of a gap between

in relation to

**NECESSARY DIAGNOSIS OF A CHILD WITH SYMPTOMS IN TERMS OF EDUCATIONAL AND PERSONAL NORMS**

**EXAMPLES**

Unfavorable meanings re:	In terms of conversation, observation, tests, media, what is the status of his:		Actions of specific educators and other persons re:
AFFECTIVE	labile, stable, anxiety, tension, fear, insecurity etc.	re	his particular emotional needs
COGNITIVE	deficient educative contents, what does he grasp? What not?	during	the educationally meaningful contents
NORMATIVE	moral, ethical-normative unacceptable attribution of values (e.g., doesn't identify with rules of behavior, defines himself as lazy, his teacher as vicious, that he has to hold his own with those who misunderstand him by means of aggression, etc.	during	what is valued by society, culture and life philosophy

**ESSENTIALS OF THE DISHARMONIOUS DYNAMICS OF EDUCATING**

With specific reference to a child with learning problems the particularization of disharmonious essentials of teaching are concentrated on. That is, it has to be determined whether the learning difficulties are in the basic subjects of reading, spelling, writing and arithmetic, are attributable to the inadequate actualization of learning (i.e., the child's personal actualization and experiential world are explored), or learning deficiencies such as perceptual disturbances, or a defect in particular skills and proficiencies. Because a learning problem presumes a disharmony between teaching and learning activities, the role of the teacher in the dynamics of teaching also has to be explored although the learning problem manifests itself only in the child. Also, parental guidance of a child with learning problems obviously is part of the diagnostic field since disharmonious educating and disharmonious teaching cannot be separated from each other.

The term **learning restrained** refers to those children who show a conspicuous gap between their estimated learning potential and their actual academic achievement.

A child with a specific learning restraint is, according to the U.S.A. Federal Register (29 December, 1977, Part 3 [in English]) a child "having ... a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

Because each child's learning style and potentiality are unique, a prognosis regarding possible successes ought to be based on specific information acquired with the help of an individual diagnostic study. Prognostic conclusions dare never be made on the basis of a label. Parental guidance, early assistance and the design of an appropriate orthodidactic program are implemented together to help insure that a child with learning problems will learn and develop. This matter is dealt with in Part IV.

## 5. SYNTHESIS

Clarifying a child's deviancy and designing helping activities regarding it necessarily imply indicating the **effect** educating has had in the development of such a deviancy in terms of an analysis of the broadening of experience as "personal development" and of the

ways in which the assisting, as education harmonizing, can and has to be given.

On the basis of the diagnosis the educational psychologist has to be able to specify to the clients (parents, teachers, child) where the **deviancy** resides in relation to the educative **dysfunctionality**.

For example, the deviancy of a pupil with poor intelligence is something other than his poor intelligence, as such. If a parent of such a pupil presents, for example, the problem as his poor school achievement (which corresponds to the level of achievement that can be expected), it is obvious that the "presenting problem" is not the real problem and that the relationship of understanding between this poorly gifted child and his parent is disharmonious and that the deviancy lies in the disharmonious dynamics of trust. If, however, the presenting problem of the same parent is **bullying** a younger little brother, this can be qualified as a deviancy. Then its underlying dynamics have to be specified in terms of the essentials of the bullying and the implementation of the essentials of educating in terms of all of the **educative activities** especially of the parent who continually supports this disharmonious trust. Also, its effects have to be spelled out in terms of the dysfunctionality of the child's unfavorable interpretation of this.

It has seemed that the manifest quality of the various essentials of educating such as trust, understanding, authority, aim and more are evaluated in terms of the various essentials of educating. In addition, it is indicated that the manifest qualities of personal modalities (affective, cognitive, normative, modes of learning, modes of becoming and more) are evaluated in terms of psychological and psychopedagogical criteria. The "state" of these personal modalities in relation to the manifested behaviors are "tested" additionally by the expected behaviors as reflected by the longitudinal developmental, behavioral criteria, in connection with which standardized tests have an important place.

The above implies that a particular child's educationally and personally achieved behaviors are compared with what is achievable. If this does not correspond, there is mention of a **gap** in development or becoming. In other words, the potentialities and behaviors of the unique child are compared with the meanings and behaviors of other children of his age with respect to cultural, religious, educative and teaching contents on the basis of which the

specific child's acceptability of unacceptability [of meanings] can be determined.

The **degree** of acceptability or unacceptability is evaluated in terms of norms of education, which as such always refer to a specific societal or cultural context. The result of implementing educative norms implies a specification of the essentials of the deviancy in relation to the disharmonious dynamics of educating.

Thus, in order to be able to qualify a presenting problem as a **deviancy** an educational psychologist not only has to be well acquainted with the essentials of educating, the person on different age levels or the different forms in which the deviancies manifest themselves but also with the philosophy of life values of the community of which the specific child is a member.

With reference to the diagnosis, the educational psychologist knows how the symptom, learning problem, behavior problem that is manifested, and the moments of personal restraints that also are manifested with the help of medical, physical therapeutic, language, arithmetic and other research are integrated in the child's total personal actualization-in-education, and he knows **where** and **how** either the child or the educator or both have contributed to the disharmonious educative and personal dynamics and can proceed to plan a helping strategy for a particular child, a matter that is dealt with further in Parts III, IV and VI of this work.

Because the particular child ought to appear differently\*, the educational psychologist is confronted with the professional task of designing an **educatively harmonizing event** in terms of the assistance given within a professional educational psychological practice. (See Parts III and VII).

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\* See schematic representation of educational psychological diagnosis on a previous page.

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