CONTENTS

PART I THE TERRAIN OF EDUCATIONAL PSYCHOLOGY AS ORTHOPEDAGOGICS P. A. Van Niekerk

Chapter 1

Intervention with a child in distress

- 1. Introduction
- 2. The deviant child
- 3. Explanatory models

Chapter 2

The many sides of educational psychology (psychopedagogics)

- 1. Introduction
- 2. The psychological study of development
- 3. The educational/pedagogical study of development
- 4. A diversity of accents

Chapter 3

The personal development of a child

- 1. Introduction
- 2. Affective development
- 3. Cognitive development
- 4. Normative development
- 5. Synthesis

Chapter 4

The restrained child

- 1. Introduction
- 2. A unitary approach
 - 2.1 Introduction
 - 2.2 Disharmonious dynamics of educating
 - 2.3 Synthesis

Chapter 5

An educational psychology model

1. Introduction

- 2. Linking up education and psychology
 - 2.1 Introduction
- 2.2 The task for educational psychology of developing a convergent perspective
 - 2.2.1 Introduction
 - 2.2.2 The contributions of psychology
 - 2.2.3 The contributions of education
 - 2.2.4 Accomplishing the convergence
 - 2.2.4.1 Introduction
 - 2.2.4.2 Theory convergence
 - 2.2.4.3 Practice convergence
 - 2.2.5 Synthesis

Chapter 6

Designing an educational psychological practice

- 1. Introduction
- 2. The essentials of deviancy
- 3. Evaluating
- 4. Diagnosis
- 5. Synthesis

PART II

THE PARTICULARIZATION OF MOMENTS OF DEVIANCY Andri Van Der Merwe

Chapter 7

Evaluating and diagnosing

- 1. Introduction
- 2. Diagnosing
 - 2.1 Introduction
 - 2.2 The role of testing in diagnosis
 - 2.3 Educational psychological testing
 - 2.4 Choice of tests
- 2.5 Selecting tests to determine the meanings attributed by a unique child
 - 2.5.1 Cognitive dimension
 - 2.5.2 Affective dimension
 - 2.5.3 Intentional directedness
 - 2.6 Observation
 - 2.7 Conversation
 - 2.7.1 Introduction
 - 2.7.2 The conversation with the parents
 - 2.7.3 The conversation with the child

- 2.8 Family interactions
- 3. Implementing media
 - 3.1 Introduction
 - 3.2 Stating the problem and day program
 - 3.3 Performance media
 - 3.4 Expressive and projective techniques
 - 3.5 Personality questionnaires
 - 3.6 Intelligence media
 - 3.7 Scholastic tests
 - 3.8 Historicity conversation
 - 3.9 Summary
- 4. The diagnostic report
 - 4.1 Introduction
 - 4.2 Identifying particulars
 - 4.3 Statement of the problem
 - 4.4 Summary person image
 - 4.4.1 Relevant historicity data
 - 4.4.2 Cognitive structure
 - 4.4.3 Affective and normative structure
 - 4.4.4 Disharmonious structures of educating and the dysfunctional activities underlying them
 - 4.5 Recommendations

Appendix A: Historicity questionnaire

Appendix B: Day program

Chapter 8

Emotional and behavioral problems

- 1. Introduction
- 2. Neuroses
 - 2.1 Introduction
 - 2.2 Depression
 - 2.3 Anxiety
 - 2.4 Fears
 - 2.5 Phobias
 - 2.5.1 Introduction
 - 2.5.2 School phobia
- 3. Aggressive behavior
- 4. Social withdrawal
- 5. Elective mutism
- 6. Disobedience
- 7. Juvenile delinquency
- 8. Under-achievement
- 9. Eating disorders

- 9.1 Introduction
- 9.2 Rumination
- 9.3 Pica
- 9.4 Obesity
- 9.5 Bulimia
- 9.6 Anorexia nervosa
- 10. Enuresis
- 11. Encopresis
- 12. Nail biting and thumb sucking

PART III PROVIDING ASSISTANCE Millie Olivier

Chapter 9

Pedotherapy: Theoretical foundation

- 1. Introduction
- 2. The pedotherapeutic situation
- 3. Child anthropological grounding of pedotherapy
- 4. Preparation for pedotherapy
 - 4.1 Introduction
 - 4.2 Pedotherapeutic aim(s)
 - 4.2.1 Introduction
 - 4.2.2 Macro-structure
 - 4.2.3 Micro-structure
 - 4.2.3.1 Implicit aim(s)
 - 4.2.3.2 Explicit aim(s)
 - **4.3** Form
 - 4.3.1 Introduction
 - 4.3.2 Indirect pedotherapy
 - 4.3.3 Direct pedotherapy
 - 4.3.4 The form of the course of the session
 - 4.4 Content
 - 4.5 Technique

Chapter 10

Techniques for giving assistance: An orthopedagogic perspective

- 1. The orthopedagogic use of psychotherapeutic techniques
- 2. Family therapy
 - 2.1 Introduction
- 2.2 The structural approach of Salvador Minuchin in pedagogic perspective
 - 2.3 Characteristics of a healthy family

- 2.4 Family phases
- 2.5 Factors that necessitate family restructuring
- 2.6 Mapping the family structure (Family diagnostics)
- 2.7 Intervention
- 2.8 Concluding considerations
- 3. Play therapy
 - 3.1 Introduction
 - 3.2 Classification of child play
 - 3.2.1 Introduction
 - 3.2.2 Functional play
 - 3.2.3 Illusive play and role playing
 - 3.2.4 Constructive play
 - 3.2.5 Competitive play
 - 3.3 Direct play therapy
 - 3.3.1 Introduction
 - 3.3.2 Method
 - 3.3.3 Indications for direct play therapy
 - 3.4 Indirect play therapy
 - 3.4.1 Introduction
 - 3.4.2 Method
- 4. Imaginary journey
 - 4.1 Introduction
 - 4.2 Indications and counter indications
 - 4.3 Method
- 5. Behavior modification
 - 5.1 Introduction
 - 5.2 Recommendations for use
 - 5.3 Designing a program
 - 5.3.1 Identifying the target behavior
 - 5.3.2 Exploring the child's experiential world
 - 5.3.3 Planning the base-line period
 - 5.3.4 Choice of consequences of desired and undesired

behaviors

- 5.3.5 Selecting criteria for success
- 6. Human modeling
 - 6.1 Introduction
 - 6.2 Indications and counter indications for use
 - 6.3 Pedotherapeutic application of human modeling
 - 6.3.1 Preparation
 - 6.3.2 Method
- 7. Logotherapy
 - 7.1 Introduction
 - 7.2 Some essentials of the pedagogic aim structure

- 7.3 Frankl's view of being human in connection with pedotherapy
 - 7.4 Concluding considerations
- 8. Bibliotherapy
 - 8.1 Introduction
 - 8.2 Possible applications of bibliotherapy
 - 8.2.1 Introduction
 - 8.2.2 The parent
 - 8.2.3 The child
 - 8.3 Choice of material for indirect bibliotherapy
- 9. Therapy to promote school readiness
 - 9.1 Introduction
 - 9.2 School maturity and school readiness
 - 9.3 Play as preparation for school
 - 9.3.1 The nature of child play
 - 9.3.2 The use of child play
 - 9.4 Language as preparation for school
 - 9.4.1 Introduction
 - 9.4.2 Spoken language
 - 9.4.3 Written language
 - 9.5 Drawing as a means of preparation for school
 - 9.5.1 Introduction
 - 9.5.2 Free graphic expression
 - 9.5.3 Preparatory writing exercises
 - 9.6 Synthesis
- 10. Theraplay
 - 10.1 Introduction
 - 10.2 Application of different forms of child play
 - 10.3 The relationship between the therapist and the child
 - 10.4 Parental involvement
 - 10.5 Indications and counter indications
 - 10.6 Procedure
 - 10.7 Final considerations
- 11. Other techniques
 - 11.1 Introduction
 - 11.2 Recommended literature
- 12. Prognostication
 - 12.1 What is prognostication?
 - 12.2 Factors to consider in prognostication
 - 12.3 Final considerations

PART IV LEARNING PROBLEMS

Ron Coetzee and Petrusa Du Toit

Chapter 11

Disharmonious educative dynamics: The terrain of orthodidactics

- 1. Learning problems as phenomena
- 2. Types of learning problems
 - 2.1 Poor achievement
 - 2.2 Under-achievement
 - 2.3 Specific learning disabilities (handicaps)
 - 2.4 Specific learning restraints
- 3. Disharmonious dynamics of teaching
- 4. Helping authorities
 - 4.1 Introduction
 - 4.2 Formal teaching
 - 4.3 General practitioners and pediatricians
 - 4.4 Psychiatrists
 - 4.5 Neurologists
 - 4.6 Ophthalmologists
 - 4.7 Ear, nose and throat specialists
 - 4.8 Paramedical experts
 - 4.8.1 Occupational therapists
 - 4.8.2 Physiotherapists
 - 4.8.3 Other psychologists
- 5. The educational psychologist as an orthodidactician
- 6. Transprofessional collaboration

Chapter 12

The origin of learning problems

- 1. Introduction
- 2. Defective actualization of learning
 - 2.1 Introduction
 - 2.2 The disharmonious actualization of learning
 - 2.2.1 Introduction
 - 2.2.2 Disharmonious attending
 - 2.2.3 Disharmonious perceiving
 - 2.2.4 Disharmonious thinking
 - 2.2.5 Disharmonious visualizing
 - 2.2.6 Disharmonious remembering or memorizing
 - 2.3 Inadequate actualization of sensory-motor modalities
 - 2.3.1 Introduction
 - 2.3.2 Inadequate motor, tactile and kinesthetic

experience

2.3.3 Inadequate visual-spatial perception

- 2.3.3.1 Form constancy
- 2.3.3.2 Figure-ground perception
- 2.3.3.3 Analysis-synthesis
- 2.3.3.4 Sequence
- 2.3.3.5 Discrimination
- 2.3.3.6 Spatial orientation
- 2.3.3.7 Memory
- 2.3.3.8 Completion
- 2.3.4 Inadequate auditory-vocal perception
- 3. Teaching deficiencies
 - 3.1 Introduction
 - 3.2 Inadequate reduction of contents
 - 3.3 Inadequately planned aims
 - 3.4 Inadequately planned lesson form
 - 3.5 Inadequately designed lesson phases
 - 3.5.1 Inadequately guided learning during actualizing foreknowledge
 - 3.5.2 Inadequately guided learning during stating the
- problem

new

3.5.3 Inadequately guided learning during exposing the

contents

- 3.5.4 Inadequately guided learning during actualizing (controlling) the new contents
- 3.5.5 Inadequately guided learning during

functionalizing

- 3.5.6 Inadequately guided learning during evaluating
- 3.6 Inadequate affective, cognitive and normative guidance by the teacher during the lesson
- 4. Deficient contents
- 5. Genetic-physiological conditions underlying learning restraints
 - 5.1 Turner's syndrome
 - 5.2 Prematurely born children with cerebral hemorrhaging
 - 5.3 Children with deviations in hemisphere connections
 - 5.4 Children with brain injuries
 - 5.5 The child with poor ability
- 6. Synthesis

Chapter 13

Symptomatology

- 1. Introduction
- 2. Disharmonious actualization of becoming
- 3. Deficient learning effects

- 3.1 Introduction
- 3.2 Deficient reading
- 3.3 Writing deficiencies
- 3.4 Spelling deficiencies
- 3.5 Arithmetic deficiencies
- 3.6 Manifestations of neurological "dysfunctions" and their implications for harmonizing teaching
- 4. Synthesis

Chapter 14

The practice of diagnosing learning problems

- 1. Introduction
- 2. The educational psychological (orthodidactical) practice of diagnosing learning problems
 - 2.1 Introduction
 - 2.2 The historicity conversation
 - 2.3 Performance media
 - 2.4 Intelligence media
 - 2.5 Expressive and projective media
 - 2.6 Language evaluation and diagnosis
 - 2.7 Some media for evaluating perceptual media
 - 2.8 The orthodidactic diagnostic report
 - 2.8.1 Identifying particulars
 - 2.8.2 Statement of the problem
 - 2.8.3 Historicity data
 - 2.8.4 Deficient learning outcomes
 - 2.8.5 Image of deficient actualization of learning
 - 2.8.6 Dysfunctional teaching activities
 - 2.8.7 Conclusions and recommendations
 - 2.9 Example of an orthodidactic report
 - 2.9.1 Identification
 - 2.9.2 Statement of the problem
 - 2.9.3 Summarized person image
 - 2.9.3.1 Historicity
 - 2.9.3.2 Personal actualization
 - 2.9.3.2.1 Intentionality
 - 2.9.3.2.2 Intellectual ability
 - 2.9.3.2.3 Affective lived experiencing
 - 2.9.3.2.4 Image of actualizing learning
 - 2.9.4 Image of deficient learning results
 - 2.9.4.1 Reading
 - 2.9.4.2 Spelling
 - 2.9.4.3 Transcriptions

2.9.4.4 Computing

- 2.9.5 Disharmonious teaching event
- 2.9.6 Recommendations
- 3. Synthesis

Chapter 15

The helping practice

- 1. Approaches
 - 1.1 Introduction
 - 1.2 Orthodidactic ground forms
 - 1.3 Orthodidactic learning modalities
 - 1.4 Control (verify)
- 2. Helping techniques
 - 2.1 Pedotherapy
 - 2.2 Making a child ready to learn
 - 2.3 Improving learning skillfulness (remediation)
- 3. An example of a helping strategy for Alida (see Chapter 14)
 - 3.1 Pedotherapy
 - 3.2 Making her ready to learn
 - 3.3 Improving learning skillfulness (remediation)
 - 3.3.1 Reading
 - 3.3.2 Spelling
- 4. Synthesis

PART V

HANDICAPS

Andri Van Der Merwe

Chapter 16

Children's handicaps

- 1. Introduction
- 2. Hearing handicapped children
 - 2.1 Orientation
 - 2.2 Dynamics of educating
 - 2.3 Intellectual abilities
 - 2.4 Scholastic achievement
- 3. The visually handicapped child
 - 3.1 Orientation
 - 3.2 The dynamics of educating
 - 3.3 Intellectual abilities
 - 3.4 Scholastic achievement
- 4. Neurological handicaps
 - 4.1 Introduction

- 4.2 Cerebral handicap
- 4.3 Epilepsy
- 4.4 Spina bifida
- 5. Physical handicaps
 - 5.1 Introduction
 - 5.2 Muscular dystrophy
 - 5.3 Cystic fibrosis
 - 5.4 Hemophilia
 - 5.5 Leukemia
 - 5.6 Asthma
 - 5.7 Diabetes
 - 5.8 The chronically ill child
 - 5.9 The dying child
- 6. Psychosomatic conditions
- 7. Seriously mentally handicapped
- 8. Psychoses
 - 8.1 Child schizophrenia
 - 8.2 Autism
 - 8.3 Borderline psychotic children
- 9. Child abuse
- 10. Synthesis