

CONTENTS

Foreword

THE CONNECTION BETWEEN EDUCATIONAL AND LEARNING PROBLEMS AND THE ORTHOPEDAGOGIC TASK THIS ENTAILS:

P. A. van Niekerk

- 1. The phenomenon of child learning**
- 2. The child as learning person**
- 3. The role of educating in actualizing learning**
- 4. The relationships between problems of educating and learning**
- 5. The handicapped child with learning problems**
- 6. Orthopedagogic assistance for a child with learning problems**
 - 6.1 Introduction**
 - 6.2 Orth pedagogic diagnosis (evaluation)**
 - 6.3 Orth pedagogic assistance**
- 7. References**

WHO IS A CHILD WITH LEARNING PROBLEMS?: F. van der Stoep

- 1. Introduction**
- 2. The child with learning problems: an educative matter**
- 3. Typifying learning difficulties**
- 4. The relationship between school failures and learning problems**
- 5. The relationship between intelligence and school success**
- 6. The orthopedagogic task regarding a child with learning problems**
 - 6.1 The role of teaching in the origin and elimination of learning problems**
 - 6.2 The didactic consequences of intervening with the child with learning problems**
 - 6.3 Didactic considerations regarding the identification of the child with learning problems**
 - 6.3.1 Postulating macrostructures**
 - 6.3.2 A particularizing task**
 - 6.3.3 Avoiding vagueness**
 - 6.3.4 Avoiding one-sidedness**
 - 6.3.5 Postulating microstructures**
 - 6.3.6 Clear outline of the problem**

- 6.4 Orthodidactic tasks
- 7. Conclusion
- 8. References

**THE CHILD WITH LEARNING PROBLEMS IN PRACTICE: A
MULTIDISCIPLINARY APPROACH: M. C. H. Sonnekus**

1. Statement of the problem

1.1 Introduction

1.2 Multidisciplinary approach as a compilation of subject specialist approaches to a child with learning problems

2. The educative reality as the point of departure for a multidisciplinary approach to a child with learning problems

3. The application of (ortho-) pedagogical criteria in a multidisciplinary approach to a child with learning problems

3.1 Introductory remarks

3.2 Some (ortho-) pedagogical criteria for evaluating a child with learning problems

3.2.1 Fundamental- (ortho-) pedagogical criteria

3.2.1.1 Giving inadequate meaning to one's existence

3.2.1.2 Inadequate self-judgment and self-understanding

3.2.1.3 Inadequate meaning of human dignity

3.2.1.4 Inadequate forming of moral choices

3.2.1.5 Inadequate identification with norms

3.2.1.6 Inadequate appropriation of an outlook on life

3.2.2 Didactic- (ortho-) pedagogical criteria

3.2.2.1 Inadequate perspective on reality

3.2.2.2 Inadequate constitution of a new reality

3.2.2.3 Inadequate establishment of relations with reality

3.2.2.4 Inadequate self-discovery in reality

3.2.2.5 Inadequate emancipation in reality

3.2.2.6 Inadequate expectation regarding contents

3.2.2.7 Inadequate rationalizing of reality

3.2.2.8 Inadequate actualization of security regarding reality

3.2.2.9 Inadequate transcending (giving meaning to) of reality

3.2.3 Psycho- (ortho-) pedagogical criteria

3.2.3.1 Possessed experience invested with inadequate meaning

3.2.3.1.1 How does the child now experience the actualization of his/her given potentialities for becoming and learning?

3.2.3.1.2 What are his/her willful actions like regarding the actualization of becoming and learning?

3.2.3.1.3 What are his/he lived-experiences like, particularly affective, cognitive. and normative lived experiences and with this,

his/her entire lived experiencing of and attribution of meaning to his learning?

3.2.3.1.4 What is his/her anticipated future self-actualization of becoming and learning potentialities like?

3.2.3.2 Particularized criteria of becoming

3.2.3.2.1 Inadequate exploration

3.2.3.2.2 Inadequate emancipation

3.2.3.2.3 Inadequate distancing

3.2.3.2.4 Inadequate differentiation

3.2.3.2.5 Inadequate objectifying

3.2.3.3 Particularized criteria for learning

3.2.3.3.1 Inadequate sensing

3.2.3.3.2 Inadequate attending

3.2.3.3.3 Inadequate perceiving

3.2.3.3.4 Inadequate thinking

3.2.3.3.5 Inadequate imagining and fantasizing

3.2.3.3.6 Inadequate remembering

4. An orthopedagogic perspective on teamwork

5. References

THE CHILD WITH LEARNING PROBLEMS IN PRACTICE: THE PEDAGOGIC CONVERSATION WITH THE PARENTS: G. V. Ferreira

1. Introductory comments

2. The pedagogic conversation with the parents

2.1 Identifying particulars

2.2 Stating the problem

2.3 The child's physical development

2.4 The quality of the child's education

2.5 Synthesis

3. References

CONVERSATIONAL ASSISTANCE TO PARENTS AND YOUTH TO ELIMINATE LEARNING PROBLEMS: J. W. M. Pretorius

1. Introduction

2. Conversational assistance to youths

3. Conversational assistance to parents

THE CHILD WITH LEARNING PROBLEMS IN PRACTICE: THE PEDAGOGIC INVESTIGATION: A. S. du Toit

1. Introduction
2. The course of a pedagogical investigation
3. The orthodidactic investigation
4. The pedagogical investigation in practice
 - 4.1 Implementation of exploratory media
 - 4.1.1 Pedagogical observation
 - 4.1.2 Intelligence
 - 4.1.2.1 The Rorschach inkblot medium
 - 4.1.2.2 The Columbus Picture Analysis of Growth to Maturity and the Incomplete Sentence Test of Rotter
 - 4.1.2.3 The tree and person drawings
 - 4.1.3 Investigation of bodily modes of functioning
 - 4.1.3 The orthodidactic investigation
5. Summarized person-image
6. References

THE CHILD WITH LEARNING PROBLEMS: THE PRACTICE OF PROVIDING ORTHODIDACTIC ASSISTANCE: A. M. Visser

1. Introduction
2. A child with learning problems shows deficiencies in becoming adult
3. Orthodidactic assistance as preparation for learning
4. The initial situation
5. Particularization of specific aspects of giving assistance
6. The lesson plan
7. Summary
8. Wilma's progress because of orthodidactic assistance
9. References

THE CHILD WITH LEARNING PROBLEMS: OCCUPATIONAL THERAPEUTIC ASSISTANCE: E. C. Kellerman

1. Some preconditions for learning
2. Problems shown by Wilma
 - 2.1 Sensory-motor integration
 - 2.1.1 Balance and posture
 - 2.1.2 Coordination
 - 2.1.2.1 Gross motor coordination
 - 2.1.2.2 Fine motor coordination
 - 2.1.2.3 Eye-hand coordination
 - 2.1.3 Eye control
 - 2.1.4 Rhythmic sequence of movements

- 2.1.5 Associative movements
- 2.1.6 Involuntary movements
- 2.1.7 Sensory-motor integration
- 2.2 Bodily awareness
- 2.3 Laterality and direction
- 2.4 Dominance
- 2.5 Visual modalities and learning
 - 2.5.1
 - 2.5.2 Figure-ground
 - 2.5.3 Spatial awareness
 - 2.5.4 Discrimination
 - 2.5.5 Analysis and synthesis
 - 2.5.6 Succession
 - 2.5.7 Memory
- 2.6 Transpositions
- 2.7 Summary
- 3. Occupational therapeutic intervention**
 - 3.1. Bodily awareness
 - 3.1.1 Identification of parts of the body
 - 3.1.2 Shape and size of body part
 - 3.1.3 Joints and functions of body parts
 - 3.2 Laterality and direction
- 4. Progress report**
 - 4.1 Sensory-motor functions
 - 4.2 Bodily awareness
 - 4.3 Laterality and direction
 - 4.4 Visual modalities of learning
 - 4.5 Summary

**PLAY AND IMAGE THERAPY AS SPECIALIZED EDUCATIVE ASSISTANCE
TO A CHILD WITH LEARNING PROBLEMS: S. E. Olivier**

- 1. Introduction**
- 2. Historicity**
- 3. Statement of the problem**
- 4. Results of the investigation**
- 5. Diagnosis**
- 6. Possible causative factors**
 - 6.1 Problems of intentionality
 - 6.2 Support provided by educators
 - 6.2.1 In emotional ways
 - 6.2.2 In knowing ways (cognitive guidance and support)
 - 6.2.3 Normative guidance

- 6.3 Inadequate self-actualization of the child's own potentialities
 - 6.3.1 On an affective level
 - 6.3.2 On a cognitive level
 - 6.3.3 On a normative level
- 6.4 Summary
- 7. Planning assistance**
 - 7.1 Redefining via defining together (symmorphosis)
 - 7.2 Guidance of educators
 - 7.3 The choice of a communication medium
- 8. The course of the therapy**
- 9. General concluding considerations**
- 10. References**

**RECENT DEVELOPMENTS IN TEACHING DEAF CHILDREN:
H. J. T. Steyn**

- 1. Introduction**
 - 1.1 The deaf child as a distressed child in a problematic educative situation
 - 1.2 Methods of teaching the deaf
 - 1.3 New developments in teaching the deaf
 - 1.4 The orthopedagogic (i.e., orthodidactic) task for the deaf child's educators and teachers.
- 2. The deaf child as a distressed child in a problematic educative situation**
 - 2.1 A deaf child
 - 2.2 Generally known consequences of deafness
 - 2.3 The pedagogic implications of deafness
- 3. "Methods of teaching" the deaf**
 - 3.1 Gesturing and signing (finger spelling)
 - 3.2 Mixed methods
 - 3.3 Oral methods
- 4. Recent developments in teaching the deaf**
 - 4.1 Acoustic-pedagogical approach
 - 4.2 Home instruction
 - 4.3 Television
- 5. Orthopedagogic/orthodidactic tasks**
- 6. References**