

FOREWORD

The title of this book draws the critical reader's attention to the essentials of orthopedagogic evaluation, which again raises the question of its meaning. The meaning of "orthopedagogics" is fully discussed by the author in a previous publication, "The problematic educative event", and here it is sufficient to draw attention to the fact that this has to do with evaluating the under actualization of the child's psychic life in a problematic educative situation. In the mentioned book, the author also amply justifies the orthopedagogic criteria which arise when evaluating the child in a problematic educative situation, and how it, as well as the present book, provide a feeling of satisfaction that, with "orthopedagogic evaluation" is meant a distinct "pedagogical evaluation", in contrast to contemporary psychological evaluation, or diagnosis.

Against this background, the present publication is very practically oriented, and provides the orthopedagogue with an overview of the entire practice of orthopedagogic evaluation. In addition to a pedagogically founded frame of reference, the reader is ushered step-by-step into orthopedagogic practice, on the one hand, concerning the nature and use of fundamental orthopedagogic exploratory methods, such as pedagogical observation and intuition and, on the other hand, concerning the implementation of exploratory media. The historicity conversation, as an orthopedagogic conversation, is noticeably different from the current "case study" used in contemporary psychological, medical, and paramedical research.

A large part of the book is devoted to discussing a variety of psychological and pedagogical exploratory media which, in addition to their psychological, qualitative-quantitative interpretations, are interpreted within the problematic educative situation of a unique child. The author ends the book with an excellent example of an orthopedagogic report, which appears to be unique compared with reports from other disciplines.

Finally, it is emphasize that in no way does this book aim to criticize the methods of other disciplines. For example, the author stresses

an interdisciplinary, panel discussion, where contributions from different disciplines can be orthopedagogically evaluated. Rather, the author's aim is to make the reader aware of the distinct orthopedagogic activities of evaluating and writing a report on the problematic orthopedagogic situation in which a child finds him/herself.

As a first in its field, this book is highly welcomed and recommended. Particularly, students in the B. Ed. and M. Ed. (Orthopedagogics) programs can use this handbook with advantage, while instructors in Orthopedagogic evaluation for undergraduate, and diploma level students also can use it profitably. For each orthopedagogue in a school clinic, child guidance institute, and other related clinics, the book is invaluable. It is also recommended for the psychologist, physician, psychiatrist, and paramedical employee who, in addition to their own ways of diagnosis, will take note of orthopedagogic evaluation.

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