

CHAPTER 6

DESIGNING AN EDUCATIONAL PSYCHOLOGICAL PRACTICE

1. INTRODUCTION

From the previous chapters, 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 in this chapter, and it is shown how they should be considered 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/she ought to attribute in accordance with his/her level of development and his/her 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/her person structure, 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/her personal essentials appear as disturbed. To do this, macrostructural guidelines are drawn, or limits are defined within which his/her personally deviant development can be intercepted. The cardinal question to be answered is what the controllable and eliminable aspects of his/her personal disturbances are, and **how** can they be corrected. This requires conclusive evidence about his/her 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 considering those educative actions which are components of the disharmonious dynamics of educating, and which result in the unfavorable meanings. Only in this way can a unique child's aggression, insecurity, affective lability, emotional explosiveness, uncertainty, anxiety, behavioral deviations, under-achievement and whatever other symptoms be understood. and a strategy for assisting him/her be determined. Also, a child suspected of being handicapped must be involved in a thorough evaluation to corroborate its presence.

From the converging practical demands confronting the educational psychologist, he/she must master and be able to use in practice all relevant techniques for evaluating, diagnosing, parental guiding, providing therapy and more, which are related to the personal deviancies. Because a behavioral deviancy occurs within a family, school or societal context, this 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 is 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/she personally deviant?
- * What is the nature of his/her deviancy?
- * What are the essentials underlying his/her deviancy re the disturbed attribution of meaning (emotionally and in other senses) by him/her and his/her educators re the relevant educative and personal macrostructures, 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/her 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/her age must be "measured". However, to be able to make meaningful comparisons, the "measures" must be reliable. To be meaningful, all measures must 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/her 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/she is and, thus, really, what his/her 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 which 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/her responses to specific requests, in addition to providing information which 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 must 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, someone with his/her 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 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/her 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/she is using his/her 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 which 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/her 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/her. Indeed, he/she 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/her situation. Such a way of knowing is part of each person's dialogue with reality and his/her foreknowledge of any new problem indeed is based on intuition. Intuition is related to a person's sensitivity to small details in the lifeworld 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, based on cognitive knowing.

When cognitive moments of knowing are brought to bear on a matter which initially is "known" only intuitively, it becomes ordered, which gradually leads to acquiring greater clarity on a cognitive level. By 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/her conversational partner and about whom he/she 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/her conversational partner must have a rich experiential world him/herself. In other words, if this intuitive knowing relates to the reality of educating and, in addition, with a particular child's participation in disharmonious educating, the significance of the judgments and opinions the investigator has arrived at regarding a particular child will be determined by the comprehensiveness of his/her **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/her 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 him/herself emotionally in this child's place (as far as is possible) to feel and experience as he/she does; and
- * the educational psychologist eventually must distance him/herself from this child's situation to interpret it objectively.

In addition, the following are important:

- * The educational psychologist may not apply his/her affective- subjective involvement irresponsibly because then he/she will find it difficult to distance him/herself 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 must be

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

* at all times, the educational psychologist must make the following reservations:

- and * He/she should always use intuition as a pedagogue psychologist;
- way * just as the educational psychologist should not judge a child merely by his/her external appearance. and in this way make him/her a victim of the appeal emanating from him/her because this is the basis for **prejudice**, and the child as a person is deprived of his/her **freedom** by "making" him/her identical to something he/she does not wish to be and, in fact, is not, so too he/she should not rely solely on his/her 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/her involvement with the child in his/her situation;
- * at the slightest doubt, the intuitive knowledge should be ignored;
- * intuitive knowledge always must 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/her conduct and test

results show his/her behavioral and developmental successes and failures.

What is personally achievable for him/her is determined with the help of evaluative tests such as intelligence and aptitude tests. By considering 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 child.

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

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

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

Also, according to Mandell and Fiscus (1981: 53), particularly a teacher is the professional person who must 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 shows that the child's behavior is based on a **discrepancy** between his behavioral potential **and** his actual conduct, i.e., his/her educatively achievable and achieved levels, then this also is a verification that this symptom (the deviancy) exists and the educational psychologist must proceed to diagnose it.

4. DIAGNOSIS

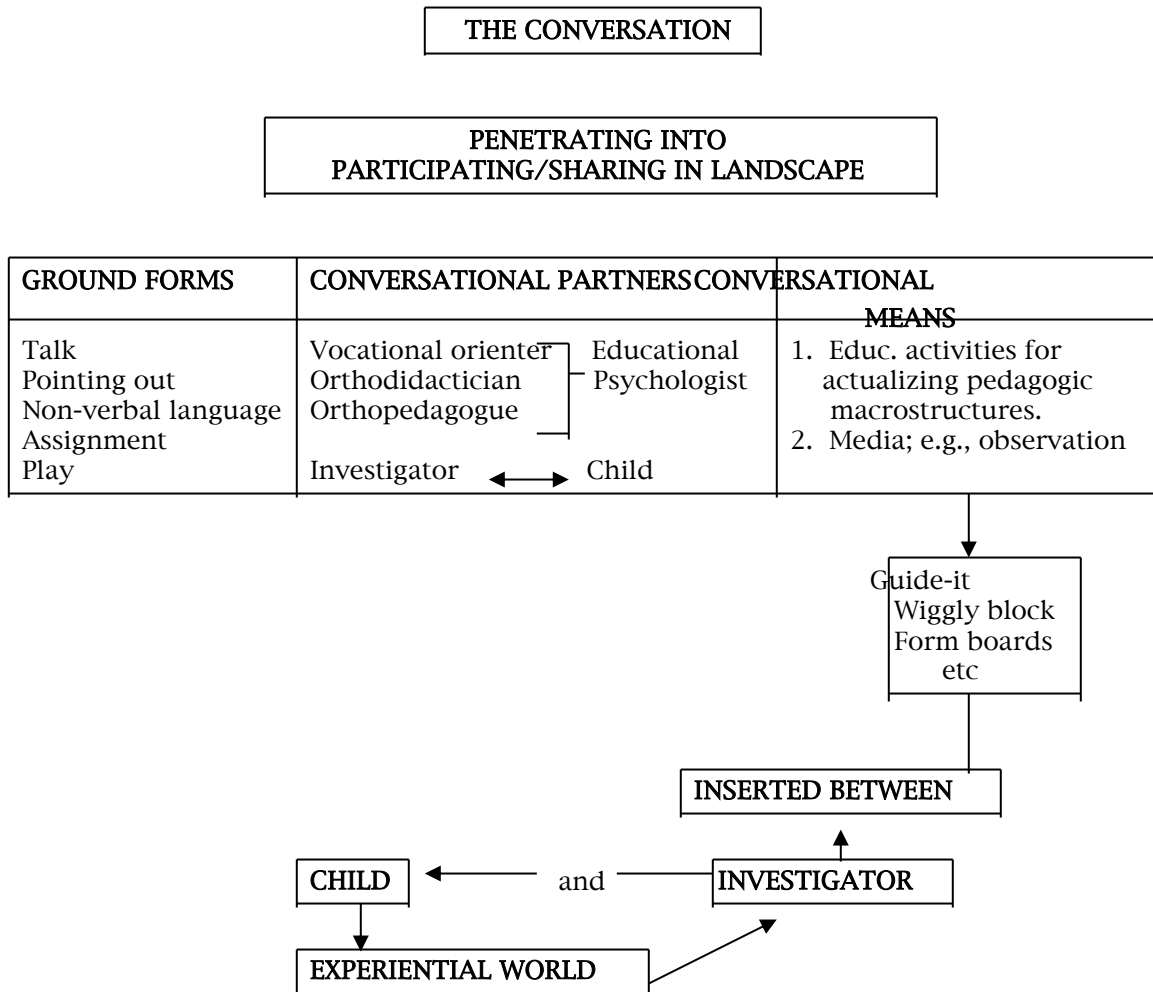
Authentic educational psychological diagnosis includes describing the essentials of the disharmonious dynamics of educating as an explication of the **dysfunctionality** of educative activities in terms of the perplexing appearance of **specific** essentials of educating with respect to an educator's 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 must 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 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 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 by the pupils' actual behavior.

Educational psychological diagnosis first involves determining the **nature** of the **restraint**, now with reference to the deviant child him/herself as the referential center of his/her under-actualization of personal potentialities in relation to his/her disharmonious educative situatedness.

The results from standardized media are valid for now determining where a deviant child falls with reference to a normative average,

and also with reference to the structural deviations of the affective, cognitive and normative.



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/her 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, 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 to explicate the **nature**, **scope** and underlying **reasons** for the personal deviancy.

In conjunction with the entire macro-structural 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 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 has to do with "psychological moments" arise from the pedagogic. Thus, for example, as "orthopedagogue" the educational psychologist must specify the inadequate realization of trust in terms of specific unfavorable educative actions of the educator and/or child which allow disharmonious trust to arise.

There must 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/her adequate or inadequate self-actualization of his/her 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/her five-year-old child's questions leads to him/her interpreting his/her dad as someone who doesn't want to talk with him/her because there is something wrong with him/her (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 to focus on the **relevant** essentials which are under-actualized.

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 must be specified.

For this aim, the investigator focuses, for example, on the **conspicuous** unfavorable behaviors of a child which 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 which 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, which allow the educating to become disharmonious, thus, about the actual moments of its dynamics which hinder the adequate actualization of educating and, hence, the child's personal potential and which 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/her 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/her possessed experiences which have resulted from his/her experiences (as a **meaning-integrating act**) of his/her personal meanings by means of his/her lived experiencing (as a **meaning-giving act**) as meaningfully interrelated. This also continually refers to his/her personal potentialities and the quality of their actualization during his/her participation in a great variety of educative activities which he/she was or is involved in.

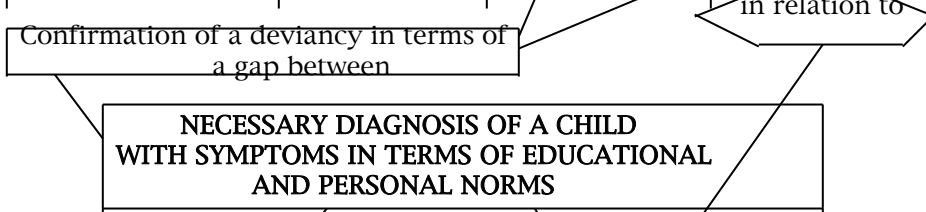
Thus, the above includes the necessity of a micro-analytic inquiry into the quality of actualizing the essentials of the structures of educating, since confused essentials of guiding a child obviously might be moments which inhibit his/her personal development. This means that the quality of actualizing the essentials of educating must 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 pedagogical aim structures and in the psychopedagogical 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

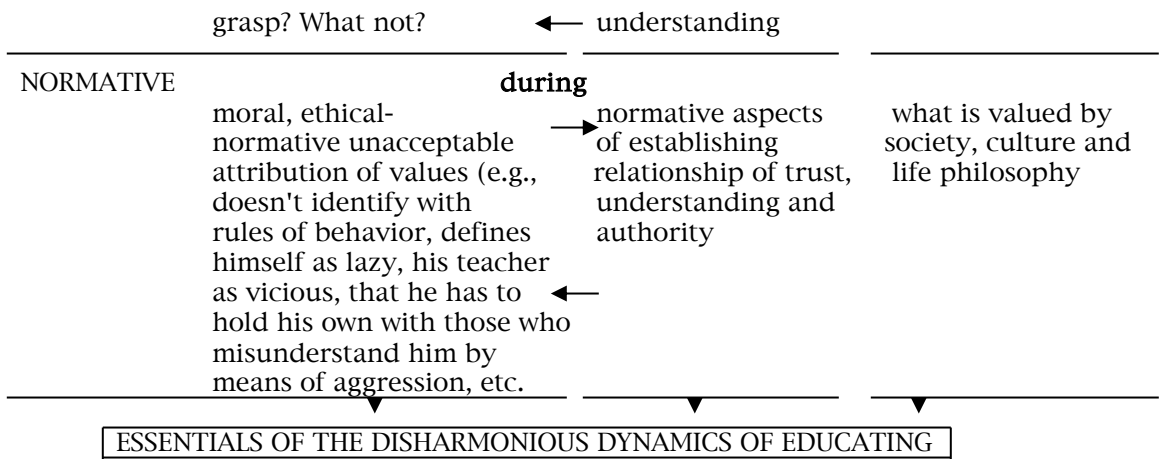
**EVALUATION
IN TERMS OF PEDAGOGICAL AND PSYCHOLOGICAL CRITERIA**

	ACHIEVABLE	ACHIEVED	
Personal and educational dimensions	"Average" child <u>Longitudinal norms</u> How do matters stand with a baby, toddler, school beginner, etc.	Studied child <u>Longitudinal</u> In terms of conversation, observation, tests & media what are his:	Studied child <u>Personal norms</u> Linking up with his potentialities, & limitations, how ought his: <u>Behavior</u> In terms of conversation, observation, tests & media, what is the structure 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, skills and defects, etc)	knowledge, insights & appear read, talk about? (ordered, handy, etc)
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



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	re labile, stable, anxiety, emotional aspect of trust, authority and understanding etc.	his particular emotional needs
COGNITIVE	during deficient educative contents, what does he	the educationally meaningful contents



With specific reference to a child with learning problems, the particularization of disharmonious essentials of teaching are concentrated on. That is, it must 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 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 must 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 based on a label. Parental guidance, early assistance and the design of an appropriate orthodidactic program are implemented together to help ensure 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 must be given.

Based on the diagnosis, the educational psychologist must 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/her poor intelligence, as such. If a parent of such a pupil presents, for example, the problem as his/her poor school achievement (which corresponds to the level of achievement which 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/her 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 must be specified in terms of the essentials of the bullying and the implementation of the essentials of educating in terms of the **educative activities**, especially of the parent who continually supports this disharmonious trust. Also, its effects must 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 or unacceptability [of meanings] can be determined.

The **degree** of acceptability or unacceptability is evaluated in terms of norms of education, which 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, to be able to qualify a presenting problem as a **deviancy** an educational psychologist not only must 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 which is manifested, and the moments of personal restraints which 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/she 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 which is dealt with further in Parts III, IV and VI of this work.

Because the specific 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).

6. REFERENCES

- Barnard, M. S. P. C. (1975). **Die ortopedagogiese opgawe van die primere skool**. M. Ed. Thesis. University of Pretoria.
- Beets, N. (1952). Verstandhouding en onderscheid. **Acta Paedagogica Ultrajectina**, No. 4. Groningen: J. B. Wolters.
- Cartwright, C. A. and Cartwright, A. P. (1974). **Developing observational skills**. New York: McGraw-Hill.
- De Necker, J. G. H. (no date). Die betekenis van die anamnese in die diagnostisering van kinders. **Educational Studies**, No. 51. University of Pretoria.
- MacMillan, D. L., Jones, R. and Aloia, C. (1974). The mentally retarded label: A theoretical analysis and review of the research. **American Journal of Mental Deficiency**, 79, 241-261.
- Mandell, C. J. and Fiscus, E. (1981). **Understanding exceptional people**. St. Paul, Minn.: West Publishing Company.
- Reschly, D. and Lamprecht, M. (1979). Expectancy effects of labels: Fact or artifact? **Exceptional Children**, 46, 55-58.
- Rosenthal, R. and Jacobsen, L. (1968). **Pygmalion in the classroom**. New York: Holt, Rinehart and Winston.
- Salvia, J. and Ysseldyke, J. E. (1978). **Assessment in special and remedial education**. Boston: Houghton-Mifflin.
- Sonnekus, M. C. H. (1968). **Die leerwereld van die kind as beleweniswereld**. Stellenbosch: University Publishers and Booksellers.
- Sonnekus, M. C. H., Nel, B. F., Kotze, J. M. A., Pretorius, J. W. M., Du Toit, A. S. and Wentzel, J. A. T. (1975). **Die leermoeilike kind**. Stellenbosch: University Publishers and Booksellers. [Translated as **The child with learning difficulties** by G. Y.]
- Sprinthall, R. C. and Sprinthall, N.A. (1977). **Educational psychology: A developmental approach**. New York: Addison-Wesely.
- Van Niekerk, P. A. (1977). **Die problematiese opvoedingsgebeure**. Stellenbosch: University Publishers and Booksellers.

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

Van Niekerk, P. A. (1978). **Ortopedagogiese diagnostiek**. Stellenbosch: University Publishers and Booksellers. [Translated as **Orthopedagogic evaluation** by G. Y. georgeyonge.net]