

## CHAPTER 16

### THE ORTHOPEDAGOGIC EVALUATIVE REPORT

#### 1. THE AIM IS AN IMAGE OF THE PROBLEMATIC EDUCATIVE EVENT

The orthopedagogic evaluative investigation culminates in an image of the problematic educative event in which the child restrained in becoming adult is involved. This necessarily includes a description of a **personal image** of the particular child. Van Strien (302, 108) views this as the primary phase of the evaluative activity. It involves as complete a description as possible of the unique child's experiential world--his real possessed experiences, meanings, feelings, thoughts, volitional life, behaving, etc.

For obvious reasons, a **complete** image of the child's experiential world can never be given; and Heraclitus (see 301, 9) long ago noted that there is no way to find the limits of the soul, whatever path one follows, because its foundation is too deep. Also, such an image cannot be established by the mechanical application of fixed rules.

Lubbers says a personal image is nothing more than "the image the child himself has made of the world" (149, 12 [in Dutch]). Thus, it is an image of his world relationships that he has established during the course of time in his educative situation.

With respect to this image, especially relevant are aspects such as the structure of the child's psychic life and the quality of its actualization; the meanings he gives to life contents; and the nature of the relationships established within his educative situation. The essentials of the problematic educative situation of the restrained child also have to be indicated as well as how they are related to his personal structure, which is qualified by Van Strien as "the structure of the relevant individual and constant characteristics" (227, 282 [in Dutch]) that the investigator has to accept in order to make the child's actions intelligible.

In such an image, all of the available data are united into a "theory" " ... which tries to unite in one comprehensive concept" the person's past, present and future, according to Van Strien (302, 251). Thus, the orthopedagogic report has to clearly show the level of the child's

becoming adult, as such, and what his pedagogically achievable level now is in terms of what his abilities allow him to attain--i.e., what his **expected level of becoming adult** now is; what the nature is of the **discrepancy** (between the attained and the attainable level) and what has given rise to it.

The investigator now distances himself from the intersubjective involvement required while implementing the various exploratory media and he objectively analyzes, interprets and evaluates the various data in terms of orthopedagogic criteria (see 299, Chapter 6) and determines the nature of and reasons for the discrepancy between the level of becoming adult that has been attained and the level that is attainable.

It is precisely this **discrepancy** that calls **orthopedagogic** actions into existence because it establishes the fact that the child does not actualize his psychic life **pedagogically** as he should and that the fundamental pedagogic structures are not being implemented as they ought to be.

## 2. ORGANIZING THE DATA

### 2.1 General

After exploring the restrained child's experiential world via the various media, the first step in writing an orthopedagogic report is to select and organize the salient aspects of that world. Those aspects that have a real connection with the child's current personal actualization are integrated and the fundamental causes or the constituents of his problematic educative situation are indicated.

Regarding each individual exploratory medium, a **summary** is given of the salient or primary aspects of the disharmonious actualization of the child's psychic life as well as of the problematic educative situation. Thus, for example, the striking aspects arising in the historicity conversation are written down; the same is done regarding the performance media, the expressive and projective as well as the intelligence media.

A **summary sheet** is drawn up for each medium on which the salient aspects of the child's experiences, volitional life, lived-experiences, knowing and behavioral life, of his exploration,

emancipation, distantiating, differentiation and objectification; etc. are recorded.

For example, whether the child considers his world to be insecure or unsafe; if there are feelings of inadequacy, of helplessness, of being threatened; the presence of anxiety, aggression are recorded.

Also recorded is the structure of his anxiety, his affective life, e.g., in terms of lability or stability, or even impulsivity; if this is under cognitive control or not; also, when possible, to whom his aggression is directed, with whom he identifies and with whom he doesn't. Moreover, each indication of educative failure with each medium is recorded, e.g., indications of affective neglect on the basis of rejection, over-protection, disturbed interpersonal relationships. Are there indications of bodily lived-experiences, perceptual losses, etc.?

As with the findings from each particular medium, the salient aspects of the structure of the different modes of actualizing the psychic life as this occurs within the educative event--particularly as a coherent totality--are written down. Thus, for example, a summary is made of the data from the investigation of intelligence regarding its quality; if there is an inability to arrive at a comprehensive overview or to globalize, etc.

The careful organization of the historicity data also usually leads to clear guidelines regarding the underlying reasons for the child's current being a person and, thus, this shows what is at the basis of his anxiety, insecurity, tension, aggression, etc.

Especially, there is accurate reference to possible aspects such as slow early physical development, affective neglect, inadequate authoritative guidance, rejection by the father, the mother or both, inconsistent educative actions.

Only after the orthopedagogic evaluator has dealt with the data from each particular medium can he proceed to write the report. Then, he usually allows himself to be lead by the following guidelines:

a) All available data are now pieced together. That is, after cross-comparing, the data available in the form of little summaries are "compiled" into a "theory" or "explanation" which tries to unite in

one comprehensive conception the meanings of the restrained child's past, present and future (see 302, 251).

b) This always involves establishing a clear image of his so-called "problem" in his situation--the real essentials of his underactualizing his psychic life have to be indicated. Thus, the report has to clearly point out what is **inadequate** about the child's becoming adult.

c) It is a qualitatively structured, descriptive image of how the restrained child, at present, constitutes his world. Consequently, the reporter also must not allow himself to lapse into a mechanical application of rules. The creative, synthesizing thought of the orthopedagogue is an indispensable component of his method (302, 108). Therefore, this cannot be nothing but interpreting test scores and tabulating results (243, 78). Creativity does not mean sensational embellishments; on the contrary, the sensational is best excluded entirely.

## 2.2 The Primary Aspects of the Report

### 2.2.1 Identifying information

Name:

Date of birth:

Date of study:

Age:

Grade level:

Referred by:

### 2.2.2. Statement of the problem

Phrase this as the parents would but incorporate the salient aspects from the entire study that further clarify or supplement the **problem** (with reference, for example, to irresponsibility, rejection of authority).

### 2.2.3 Summarized person image

The following sequence is recommended:

#### 2.2.3.1 The educative relationships

The salient aspects relevant to the child's becoming adult within his educative situation as acquired with the help of the historicity

conversations and interpreted in terms of orthopedagogic criteria (120; 299, Chapter 6), are repeated without the problematic, as such, being indicated, for example:

The early physical development of the child is described briefly and "problems" indicated, e.g., impairments of his **biological aspects** such as poor vision, hearing problems, awkwardness, sickliness, traumas; his longitudinal progress as a baby, toddler, and pupil and conspicuous events and data in these respects, the parents' general approach to educating are very briefly written down, especially if **obvious** educative approaches are advocated; findings regarding the child's scholastic progress are noted and also whether he actively participates in activities outside of school and the home, and if he has a wide or limited circle of friends and how they relate to him by as a **person**.

### 2.2.3.2. Actualizing the psychic life

#### 2.2.3.2.1 Intellectual ability

- a) Highlight the quantitative data.
- b) Give a qualitative evaluation of the above.
- c) Present findings regarding the adequate and inadequate actualization of intelligence as a potentiality. (The relevant data acquired with the help of other media such as the Rorschach and Wartegg also are integrated here).

#### 2.2.3.2.2 The structure of the psychic life

##### a) General

The salient aspects disclosed by **pedagogic observation** in general, but also, in particular, in connection with the media, are integrated and such matters as carelessness, neatness, perfectionism, insecurity, defective exploratory attitude, self-confidence, boldness, friendliness, modesty, animosity, confusion, indecisiveness and despair are of relevance.

##### b) The gnostic-cognitive structure

Here the condition of the gnostic-cognitive structure is stated and whether there is an ordered or unordered quality. The conspicuousness of the actualization of the gnostic-cognitive modes

of learning are indicated such as attending, perceiving, imagining and fantasizing, thinking and remembering. In particular, aspects of underactualization and their nature are referred to.

### c) **The pathic-affective structure**

Here the state of the child's emotional lived-experiencing is described in terms of stability, lability or impulsivity; whether there is mention of affective blunting; if there are indications of tension, anxiety and insecurity and what their nature is also with respect to the child's cognitive control over them; if he is ready to explore the educative contents; if there is a strong or weak willingness; if there are feelings of inadequacy, etc.

### d) **The normative-meaning giving structure**

Here the state of the child's meanings of life contents are presented; that is, what his particular **different** meanings include; for example, he doesn't accept authority; does not have insight into demands of propriety (relate, e.g., lying, running away, is irresponsible); his conscience is lax (steals, lies); also indicated are the nature of his self-image, how he views others, etc.

### e) **The problematic educative event**

Here one relates the child's current deficient actualization of becoming adult to the educative event in which he and the adults participate jointly. It has to be clearly shown where and in what respect educating miscarries. Educating can fail only if it deviates from the essentials of the educative event (120) and one stipulates their **confused** and **attenuated** appearance by describing the **practical** establishment of pedagogic relationships, an inadequate sequence, poor activities, a "distorted" educative aim, and why they are judged to be inadequate.

There has to be an accurate view of the relationships between the child and the parents in general, but also, in particular, between the father and the child, the mother and the child, other adults (including teachers) and the child:

#### i) **Possible inadequate trust**

The state of actualizing mutual pedagogic trust in the particular educative situation has to be indicated and matters such as the following can be relevant: inadequate care; affective neglect; perhaps the child is rejected, over-protected; inaccessibility--perhaps the parents are too busy with other activities and have no time for the child; deficient intimacy--the father and/or mother never talk alone with the child about things he is interested in; insufficient opportunities for exploration--the child is not allowed to go out of the house alone because the parents are too worried; excluded from family activities; unfavorable comparisons--he can't do anything well, other children are continually held up to him as examples, there is only mention of his failures, every afternoon he has to give an "account" of his "failures" at school; inadequate room is made for him at home; disinterested father--educating is viewed as the mother's responsibility; the father and child, perhaps, are often with each other and yet live past each other--for example, they go to watch rugby, fishing, etc. but, e.g., while the father watches the match the child enjoys ice cream and cold drinks behind the stadium the whole afternoon ...; he is incessantly told to behave himself and to "assure" his parents that he won't do anything behind their backs; he is never allowed to go anywhere without supervision; he doesn't experience the joy of a welcoming greeting; etc.

### **ii) Possible inadequate understanding**

It has to be specified how the mother and father understand, or perhaps **don't know** their child and how he understands them. Here the following matters are relevant: Underestimation--perhaps his parents underestimate his potentialities and merely accept that he is not capable of much; overestimation--perhaps there is no allowance for his limitations and unrealistically high demands are made of him; a particular future-ideal is prescribed by the parents to their child without taking into account his feelings about it; a faulty definition of the course and aim of educating because of his parents' distorted educational expectations; an over-ambitious program for the child--he has to participate in everything possible, and often he is not compared favorably with others; etc.

### **iii) Possible inadequate authority**

Here the following matters are relevant: Deficient authority--the child is permitted to be disobedient and to have his way in

everything; he is never prevented from doing anything; his parents do not accept authority themselves; excessive demands are set; deficient exemplifying--the parents' examples do not illustrate the rejected values and their child does not appropriate the norms for himself, their view of life is not clear to him, or perhaps it is precisely too clear; little opportunity to make an effort; no appeal to exert himself--the child is not obligated to persist and has little opportunity to accept responsibility (perhaps his mother has done his homework for him since first grade), maybe too many things are done for him; there are too many warnings from his father or mother; there are prohibitions not followed up; there is too much or too little punishment, too much interfering; there is lack of agreement--the parents don't agree about what their child does and his point of view is chronically ignored.

### 3. RECOMMENDATIONS

#### 3.1 Interdisciplinary panel discussion

If the orthopedagogic evaluator has organized the results of his investigation and verbalized them, he has a reliable image of the particular restrained child's problematic educative situation.

However, this is not sufficient since the results now are also analyzed and evaluated from different points of view by presenting them to a panel of other experts. In this connection, in the first place this involves **intradisciplinary** work when there is discussion among theoretically- schooled and practically-oriented pedagogues (see 198, 76). Because the orthopedagogue is not a **super** pedagogue, there is a close alliance with those who have specialized in specific pedagogic and orthopedagogic perspectives such as psychopedagogics, didactic pedagogics, fundamental pedagogics, vocational orientation pedagogics and orthodidactics.

In addition to the **intradisciplinary** procedure, **interdisciplinary** work is involved by including non-pedagogic specialists on the discussion panel such as a psychiatrist, a social worker, occupational therapist, endocrinologist, neurologist, ear, nose and throat specialist, optometrist in accordance with the child's particular needs.

However, the interdisciplinary approach to orthopedagogic evaluation deserves further elaboration since current practice of



exploring the restrained child often is still characterized by a "diversity of techniques, formulae, methods, aids, classifications, fixed-rules and practical theories" (258, 5).

It cannot be denied that each of these specialists can contribute to understanding a particular child's problematic educative situation and its exploration. Ter Horst also emphasizes that: "A multi-disciplinary approach not only recognizes that medical doctors, economists, psychologists, sociologists, human ecologists, theologians and others can view the miseries of parents and children from their points of view and fields of action but also that their aims, analyses and methods can be indispensable for effectively influencing the problematic educative situation" ((258, 28).

However, not one of these experts, in the first place, is attuned to the problematic **educative aspects**, as such, and the child's educative situation can be generally and easily overlooked by them. However, that a so-called **gray** area often exists is equally true. In this regard, one thinks of poor hearing, poor vision, states of illness, etc. For example, it is irresponsible to attribute all anxiety to educational neglect. There is always the possibility of organic or other problems that might be relevant to a particular child inadequately actualizing his psychic life and, in this connection, the different authorities participate in the necessary exploratory work and assistance regarding these other problems.

One has to guard against falling into the trap of **labeling** the child as a "social misfit" or an "emotionally disturbed" child without viewing him as being in an **educative situation** (see 231, 71). Even when he is weighed down by a particular state of illness, sensory and motor loss, it must not be forgotten that he is not at the mercy of these factors since he also is directed to actualizing his becoming adult under the guidance of adults, says Sonnekus (231, 72).

The roles of the specialized pedagogue and specialized non-pedagogue do not involve mutual assistance in the evaluation but their assistance during the panel discussion is extremely important when it can contribute to attaining deeper insights into the child's total situation.

Possible additional research can flow from particular aspects of the child's person image such as, e.g., an orthodidactic, vocational orientation, neurological, psychiatric investigation. Where such research is undertaken, the orthopedagogue has the task of interpreting the meaning of the results in terms of the child's concrete **orthopedagogic situation** because **accelerating his becoming adult** remains his point of departure (see 299, 73, 74).

Sonnekus (231, 72, 73) says that all findings by the subject specialists have to be interpreted as contributions to or hindrances of the child's becoming adult. "Thus, on the one hand, the question is to what extent have the particular factors had a restraining effect on the child's becoming adult; i.e., to what extent are they co-determinants of the attained level of becoming adult in relation to the attainable level. On the other hand, the question is providing help or therapy; to what extent can such subject specialists contribute to promoting the rectification or elevation of the child's level of becoming adult?" He also indicates clearly how these questions can be answered in terms of pedagogic criteria.

This interdisciplinary communication also makes increased dialogue possible with the non-pedagogic sciences. However, the orthopedagogue has to always ask what the data from the non-pedagogic disciplines imply regarding helping in the child in his concrete problematic educative situation, and he has to integrate these data into his total orthopedagogic thought about the child (198, 69).

During the panel discussion, the orthopedagogue can offer **means of expression** that the other experts can integrate into their own ways of thinking (195, 69). Also decided during the panel discussion is the nature and form of the pedotherapy and other assistance that has to be given.

Thus, it is obvious that the **orthopedagogue** has to carry out the entire **orthopedagogic** activity, i.e., evaluating and giving assistance or therapy. As a specialized pedagogue, the orthopedagogue's training includes, schooling in general pedagogics, particular schooling in implementing exploratory media and employing pedotherapeutic procedures.

So-called **child psychodiagnosis** then indeed has no right of existence along side **orthopedagogic evaluation** because they are

not two alternative, exclusive, separate ways of research. Orthopedagogic evaluation refers not only to the pedagogic foundation of the activity, as such, but also to the child-in-a-pedagogic-situation and the role in it of his current being a person and giver of meaning. After the panel discussion is ended, the orthopedagogic evaluator has to integrate accessory insights into his **recommendations**.

### 3.2 Planning orthopedagogic assistance

In light of such a report, the orthopedagogue now has a synoptic image of the particular child's problems of becoming adult and the underlying educative impediments, and there can be responsible planning of how he should be handled so that he will arrive at the level of becoming adult where he ought to be in accord with his potentialities. This is an additional normative aspect of the orthopedagogic evaluation, namely, not only is the nature of the child's situation looked at but it is related to what **ought** to be.

By way of **recommendations**, it is indicated in the report what steps have to be taken, e.g., that the child should receive pedotherapeutic support; that the essentials of the problematic educative event be discussed with the parents and/or teachers, with an emphasis on their role in **re-educating** the child; that perhaps further medical, neurological, psychiatric study should be done.

## 4. THE DISCUSSION WITH THE EDUCATORS

After each orthopedagogic evaluative study the educators are fully informed about where matters have gone wrong and are given practical advice on what actions should be taken.

A pedagogic advisory discussion where the orthopedagogue presents the parents with a previously compiled, standard list of points seldom has hope of success.

To the degree that the parents also attain insights there is a consideration **with them** of how to change their educative interventions. Usually the "solution to the problem" is obvious to the parents as soon as they have gained insight. Such a conversation has to be an **authentic** one and not a **monologue** by the orthopedagogue.

It also is desirable to get the parents to talk. One can begin by asking them to once again state the **problem** so that it can be put in true perspective for them. Often the parents see nothing but the **symptoms** as the "problem" and don't see the **child** behind the "problem".

Next, the person image of the child is elucidated for the parents in **understandable** language. One can begin with his ability and the quality of its actualization. It should be explained to the parents why, e.g., he underactualizes his intelligence and why his **talents** cannot be used as they ought to be. The role of the emotions in this respect has to be sketched out and the state of his emotional life explained.

From this emerges an explanation of the connection between educating and personal actualization, and the role played by the particular inadequately implemented pedagogic structures in the child's becoming adult also is systematically explained.

After this discussion, its main aspects are incorporated into the report by writing down the most important recommendations made to the parents and what they will **attempt** to do.

The following is an example of an orthopedagogic report.

## 5. AN EXAMPLE OF AN ORTHOPEDAGOGIC EVALUATIVE REPORT

### ORTHOPEDEGOGIC REPORT

#### 1. IDENTIFYING INFORMATION

**Name:** Andrew Peterson  
**Date of birth:** July 14, 1981  
**Date of study:** March 23, 1997  
**Age:** 15 years, 8 months  
**Grade level:** 10th  
**Referred by:** School principal

#### 2. STATEMENT OF THE PROBLEM

Andrew's mother says that he is a very poor reader and she attributes this to the fact that he never reads stories or magazines. He shows no willingness to learn, his concentration is poor and his school marks average 49 percent from the beginning of grade 7 to the end of grade 9. Allegedly, he could not have achieved this without the help of his mother.

She wants Andrew to be able to do his homework unaided and generally be able to stand on his own feet. She views him as a "lazybones" and sees the reason for this in her husband's more indulgent behavior toward him compared with what he had displayed with their other children.

### **3. SUMMARIZED PERSON IMAGE**

#### **3.1 Historicity**

Andrew has an older brother and sister who no longer live at home. His birth came after the death of a baby girl. His physical development progressed well and he reached his milestones (walking, talking, etc.) at the normal ages. From the age of six months, his mother began working nights and while at work the father took care of the children.

Andrew's mother is Afrikaans speaking and his father is English speaking although Afrikaans is the language primarily spoken in the family. The mother maintains an unbending attitude and believes this is the only way Andrew will learn to hold his own in a "hard-handed" world. Academic qualifications are important to her and she is strongly attuned to norms as is evident from the fact that she insists the family hold religious ceremonies (e.g., after dinner prayer, bible reading). She believes that only she can guarantee the upbringing of the children and that her husband does not carry out his responsibilities. It seems that she is dissatisfied with certain trivialities and interferes too much with Andrew, for example, by arranging his karate classes and cricket training at the country club.

Religion is not important to the father and since he feels the same opposition to academic training, he does not provide financial support for the children's further studies.

In elementary school, Andrew showed relatively good achievement. A drop was noticeable beginning with grade 7. His mother helps

him daily with his studies while his father writes his English compositions for him.

Although Andrew participates in extra-mural activities he does not do so with enthusiasm. His circle of friends consists of children mostly younger than he is. His mother says he is "more himself" with them.

### **3.2 The actualization of the psychic life**

#### **3.2.1 Intellectual ability**

On the **New South African Individual Scale** (NSAIS) [similar to the WISC] he obtained a score of 96 on the **Full Scale**, a **Verbal** score of 93 and a **Non-Verbal** score of 101.

He achieved his best on the "Form Board" subtest that indicates good perceptual-motor coordination.

"Absurdities" is the subtest on which he was weakest which can indicate anxiety and emotional problems.

The quality of his intelligence appears to be average, but there are indications that it is inadequately implemented as a potentiality. The pathic-affective lived-experiencing that is present, as shown by his focus on the immediate, the concrete and the simple restrain his taking a gnostic-cognitive perspective.

#### **3.2.2 The structure of the psychic life**

##### **3.2.2.1 Intentionality**

Andrew is a pleasant, well-groomed boy. At first he appeared reserved but during the course of time, he found it easier to talk. His insight is directed to the content and he shows a good venturing attitude. His intentionality is poorly directed. He maintains a careful, tense work attitude.

##### **3.2.2.2 The gnostic-cognitive structure**

It appears that he takes a disordered gnostic-cognitive perspective that, on the one hand, is a consequence of an inadequate affective foundation and, on the other hand, of his restricted language.

Because of the presence of affective restraints, "sensing", an emotional mode of learning, is labile and his attending fluctuates. He is able to solve concrete problems but finds it difficult to deal with abstractions on a gnostic-cognitive level.

### **3.2.2.3 The pathic-affective structure**

Andrew's pathic-affective lived-experiencing displays lability, as shown in the fact that he manifests an uncertainty about life with a strong search for security. A lived-experiencing of being lost and of inadequacy are present.

On the one hand, he is sensitive to criticism and revolts against it, and on the other hand he continually seeks approval.

He displays an infantile image and a degree of dependence on his mother is present. However, there also are indications of aggression directed at her.

The sexual tensions that have come to the fore in the study can be viewed in the light of a puber-adolescent's changing body.

The demands of the formal school situation distress him, but he shows a willingness to direct more attention. He has a positive orientation to the future.

### **3.2.2.4 The normative-meaning giving structure**

It appears that Andrew displays an image of a docile child and he does not fully identify with the normative. For example, he promptly keeps appointments with his parents (especially his mother) for fear of punishment, but he does not show the same sense of responsibility toward his schoolwork.

Because of his parents' inconsistent exercise of authority and his mother's excessive meddling with him, there are signs that he is unwilling to accept her authority.

The parents subscribe to contradictory views on religious practices and this leads to ambivalent feelings in him.

Andrew feels inferior and, as his mother says, he takes "no pride in his world".

## Aspects of personal underactualization in terms of distorted meanings

The attribution of distorted meanings that are prominent in his life are seen in the following:

- a) Represents his mother as **unapproachable**
- b) Experiences his mother as **demanding**
- c) Sees his mother as a **destructive critic**
- d) Experiences his mother as **too meddling**
- e) Represents his mother as **looking for achievement**
- f) Experiences his mother as someone with **unrealistic expectations of the future**
- g) He **rejects** his mother's **authority**
- h) Experiences his father as **disinterested**
- i) Sees his father as **not exerting effort**
- j) Experiences his father as **not setting clear norms**
- k) Views himself as **inferior**
- l) Experiences **norms as meaningless** and shows a **docile attitude**
- m) Shows an attitude of **not making an effort and docility.**

## 4. The Problematic Educative Event

Because of fundamental differences in their approach to educating, his parents have lost trust in each other as educators. Andrew has become the target around which their disagreements turn.

His mother's dissatisfaction with him stems from the fact that she educates him according to her own wishes and not according to his real potentialities.

Because he is not favorably compared with the other children and because he does not satisfy her demands, she is not proud of him and devalues him as a "lazy bones". She expects him to be independent but doesn't give him the opportunity to be so. There is too little consideration for his wanting to be someone himself. She fixates her attention so much on trivial matters that she is not able to spontaneously associate with him, and she does not acknowledge him for his good qualities.



His mother has unrealistic future expectations for him. Academic qualifications are important to her and she is humiliated because she thinks Andrew has to follow a practical course after grade 12. In this respect, Andrew is ambivalent since his father makes no such demands.

She shows little regard for Andrew's point of view as is seen in the fact that **she** decides which extramural activities he is going to participate in and where he can do so.

In spite of the fact that she labels his father "a strict man", she expects him to be stricter with Andrew than he is. Therefore, she accuses him of being disinterested in educating the children while she also says that her husband is appropriate for Andrew.

It is clear that there is a favorable relationship of trust between father and son and in doing things together they indeed are present **with** each other. However, the father's exercise of authority is through threats that are not carried out.

It appears that the parents do not stand together in their approach to educating Andrew but are in opposition to each other. The mother's "taken for granted" assumption that Andrew, just like the other children, will further his studies on his own initiative, now is shocked because she has come to realize that perhaps he is not going to be able to do so. Now she describes him as a "lazy bones".

## **5. Recommendations**

- i) A penetrating pedagogic conversation will be had with the parents.
- ii) A report will be forwarded to the school principal.

## **6. Report of the Conversation with the Parents**

In conversing with the parents, Andrew's potentialities are pointed out as well as what can be expected of him.

Aspects (of the educative situation) that have a restraining influence on actualizing his potentialities are pointed out. The essentials of educating are elucidated for the parents and it is suggested that:

- a) his mother stand back more in her intervening with

- Andrew and give him the opportunity to be independent;
- b) the father stand more in the foreground as an identification figure and that he present a clear future-image for his son;
  - c) the parents have to support and understand each other in their actions with and their expectations of their son.

## **7. Planning**

### **7.1 Pedotherapy**

In some sessions of pedotherapeutic conversation, Andrew will be helped in giving a different meaning to:

- a) his relationship with his mother
- b) his relationship with his father
- c) his self image
- d) his identification with norms
- e) his being responsible
- f) his deciding and acting independently.

### **7.2 Parental guidance**

The parents have to be guided regarding the acceptance of their (educative) task by implementing the fundamental pedagogic structures.