

ORTHOPEDAGOGICS AS A PRACTICALLY DIRECTED PEDAGOGICAL PERSPECTIVE

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Inaugural speech given on 1 May 1980 in accepting the
professoriate
in and chairman of the Department of Orthopedagogics at
the University of Pretoria

Die ortopedagogiek as praktykgerigte pedagogiekperspektief
Nuwe Reeks No. 147 -- 1980
University of Pretoria

Translated by:
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2001

1. INTRODUCTION

Even though **knowledge** for the sake of knowledge is a **scientific pursuit** that can be qualified as an essence-revealing approach, there also is a scientific approach to reality in which there is a search for solutions to concrete problems of action. This is not primarily a pursuit for the sake of truth itself but for the sake of action.

Knowing how to act, however, requires abstraction by making inductions and deductions, forming strategies, constructing means, etc. As such, this is **theory** and, thus, it is accepted as a principle that behind each action there is **knowledge** and underlying each **practice** there is a **theory**^(1:3).

Where a theoretician merely tries to disclose strategies that are not yet mastered and is satisfied if he can describe the phenomenon categorically [essentially], a practitioner wants to improve practice. Thus, he applies what he knows to eliminate confusing actions^(2:11).

Confusing actions arise in various domains of reality--also with respect to one's personal actualization. Each person has to comply with particular moral-normative demands and it is recognized that in one or another respect this can be done **inadequately**. Because this fact creates an urgent and real problem for society that cannot be ignored, special intervention has to be provided.

2. TRADITIONAL INTERVENTION WITH THE DEVIANT CHILD

Through the centuries society has endeavored to acquire an understanding of the phenomenon of **deviancy** in children. Practices for providing assistance were then designed on the strength of one or another particular theory. For example, assistance related to counteracting the deviancy as an evilness or to curing it as an illness.

When there is talk of a **deviant** child there is reference to a child who is not complying with norms in the **expected** degree because he does not **adequately** actualize his personal potentialities and manifests one or more of several possible symptoms such as emotional disturbances, learning problems, behavioral deviancies

such as shirking obligations, lying, delinquency, etc. by which he makes himself **conspicuous**.

It is just this **conspicuousness** that "invites" those in society who are interested to help a deviant child out of his "distress". A number of people, consequently, intervene with these children and each has a particularly formulated theory on the basis of which a "specialized" practice is designed.

Especially in the Western world specialized assistance to "deviant" children already has enjoyed particular attention and a number of explanations of "deviancy" and theories of how to practically neutralize it have been suggested.

It is obvious that a theory has to be practically useful for the problem area for which it is constructed; useful forms of human activity have to be derived from it to neutralize the distressful situation.

Traditional help given a deviant child has created the impression that practitioners have searched more for particular contrivances, techniques and recipes and have been less interested in foundational theories and particular views have really been accepted on faith.

A theory of a practice can only lead to generally valid conclusions if this practice is thoroughly and systematically analyzed and then there is a search for the foundation of each of the great variety of explanations, modes and functions^(1:3). Indeed, eliminating a problem cannot be dissociated from its essentials.

Initially, assistance mainly involved the institutional care of the **disabled**, on the one hand, and the deconditioning of deviant behaviors by means of punishment and reward, on the other hand, and gradually the help extended over a broad spectrum of problems. During the course of time an immense literature on the deviant child quickly arose. Nowadays the matter is still studied on a broad interdisciplinary scale involving areas such as education, psychology, sociology, physiology and medicine. Mutual influences among the various disciplines have occurred, and indeed they are to be anticipated, and this has contributed to the impression that the contemporary practice of providing help has a strong eclectic character; however, there is a conspicuous lack of an educationally

founded integration of insights as a component of designing a helping practice.

Based on a variety of theories, particular explanatory models of deviant behavior gradually emerged into the foreground and served as a basis for designing practices. This fact deserves brief attention.

3. THEORETICAL EXPLANATIONS OF DEVIANCY

There was especially an attempt to explain deviancy in terms of prevailing psychological theories and to treat them **psychotherapeutically** about which, at present, there is an almost overwhelming amount of data indicating that in many respects this impedes designing a practice.

With reference to the conviction held by Gray^(34:40) in the previous century, there is an **organic** cause for every behavioral deviation and deviancy is explained according to a **biological** model that really is a model of **illness** in terms of genetic, developmental, unhygienic, dietary, neurological and biochemical factors.

Also, there is an explanation of deviant behavior from the views of learning and behavioral theories for which there are a number of proponents^(3; 4; 6; 9; 11; 12; 13; 14; 31; 32; 37; 44; 58; 59). Accordingly, deviant behavior is viewed as a result of being flooded by stimuli from the environment. This can be rectified by deconditioning the unfavorable behaviors by the prolonged repetition of particular stimuli paired with reward or punishment until the desired response is acquired.

In addition to other models such as the sociological and the ecological, which will not be considered, there is also the psychodynamic model that has found broad application in practice. It rests on a variety of theoretical explanations of deviancy with the central point being that the pattern of the individual **self** develops on the basis of the most important biological dispositions such as given potentialities and which includes their psychological foundation. A child is viewed as a **feeling** being whose world of feeling is deeply intertwined with **conscious and unconscious** systems of motivation and how he feels is closely related to his desires, aspirations and needs.

The helping practice is aimed at actions that will lead to a realistic feeling of esteem regarding himself, a resistance to tension, independence or non-dependence, acceptance of the rules of behavior of society, a manifestation of curiosity, creativity, expressiveness, and learning to understand the world for himself in terms of particular cognitive and verbal skills.

Almost every type of psychotherapy has found application in child psychotherapy where there are only a few situational changes made to facilitate communication without incorporating them into the related essential educative dynamic.

It is really surprising that there was not a demand earlier for a consideration of the **educative dynamic** underlying a child's deviancy and that not one of the above-mentioned approaches takes into account the problematic educative dynamic by considering the fact that deviant children have gotten particular attention because their **becoming**, their **personal development**, their **future perspective** are threatened or even obscured because of conspicuous problems in their **educative situation**.

4. THE DEVIANT CHILD AS EDUCATIVELY SITUATED

Effectively designing a practice regarding deviant children demands as a first precondition a clarification of the phenomenon in terms of its essentials. Particular aspects cannot merely be concentrated on because a particular aspect is not the matter itself. A deviant child never lived experiences his deviancy in terms of particular organic defects, synaptic short-circuits, achievement scores or as a brain. The disorientation to which he is subject cannot merely be reduced to one or another aspect of his **involvement** in his situation, but has to be understood from his total situation^(47:46).

In reflecting on a child in his situation, he manifests himself as someone who has the **potentiality to change**, a potentiality, however, that cannot be equated with mere biological growth or an inner psychic maturing, but is an unfolding of his total being as a **person**, with differentiated predominantly emotional, knowing and physical functions which as ways of actualizing his psychic life as a totality-in-function, imply **attributing meaning**. A child's becoming continually includes an **elevation in meaning** because it is cumulative in nature. Original affective, cognitive and

normative structural layers are again actualized and interwoven with subsequent meanings^(10:20).

A search for the essential grounds of deviancy, thus, has to take into account the structure that, on the one hand, is derived from the education phenomenon and, on the other hand, is particularized in terms of the course of a child's becoming itself^(10:6). A deviancy, thus, is not merely to be corrected only in terms of the last stage of the course of his becoming but has to be unraveled and rectified in its actualized and cumulatively built up unfolding.

The result of such an elucidation will have to give an indication of the effect of educating in the unfolding of the deviancy by means of an evaluation of the elevation in meaning, as becoming adult, and of the ways in which educating can and has to intervene in this unfolding.

This necessarily confronts the elucidator with the question of **personal thriving**, as such, because he has to know to where a child can and ought to become, to which becoming progresses or can progress, and how, when and how much the becoming can be influenced^(10:6). These are matters that have more or less been described through a variety of pedagogical perspectives, especially at the University of Pretoria^(16; 17; 25; 29; 30; 38; 40; 41; 45; 48).

Thus, a child who does not actualize his potentialities as he is able to does not actualize his **becoming adult** and **learning** as he can and ought to, and his deviancy accentuates his commitment to education and orthopedagogics assumes a pedagogic function, namely **special** educative help to eliminate the deviancy.

5. ORTHOPEDAGOGIC INTERFERENCE WITH A DEVIANT CHILD

5.1 The need for orthopedagogic interference

The essence of the deviancy is to be found only in the **discrepancy** between the **meanings** a child gives to the contents of reality compared to the meanings he ought to give that are congruent with the accepted norms and in accord with his potentiality for giving meaning.

The long haphazard intervention with the deviant child is especially due to the initial lack of founded pronouncements regarding the phenomenon of educating, as such. Ways were sought to clear up the symptoms without accepting that they are only indications of a **gap** between a child's actual **attribution of meaning** on emotional, knowing and normative levels and his attainable level. The fact that a deviant child **always** finds himself in a problematic educative situation was concealed because the specialized assistance given usually occurred from other perspectives than the pedagogical.

This is not to allege that professional educators had not intervened with the deviant child for a long time; however, this intervention was not much more than implementing remedial prescriptions issued by other professions. The design of a formal educational practice also traditionally had support of the theoretical insights of other disciplines such as psychology, that for a long time gave the appearance that they were the issuers of citizenship to the educational profession; even nowadays the teacher's task often is defined by non-educationists.

Since educationists first began to intervene in all seriousness with the conspicuous child, especially since the 1950's under the leadership of European researchers^(18; 20; 21; 50; 55; 56) and Nel in this country, thinking about providing help to a deviant child was clearly directed by the prevailing pedagogical thoughts of the time.

Especially Nel had indicated that assisting these children has to occur from within an educative situation and it was obvious to him that orthopedagogics had to function as a "**part-science within the framework of the pedagogical**"^(26:1).

The unaccountability of a naturalistically oriented explanation of a child's deviancy that had resulted in a practice that was directed at isolating, controlling and measuring psychic characteristics, is exposed in convincing ways^(26:1).

From a psychological-pedagogical perspective there was remarkable progress in extending the phenomenological approach to an attempt to understand a child in his totality^(26: 3) following the method of "understanding". A child's deviancy was shown to be a symptom of deeper-lying problematic educating. What problematic educating,

as such, includes was not yet indicated and relatively speculative attention was given to it. Therefore, initially pedotherapy was only an applied logotherapy, which was presented as "pedagogics" because it was accepted that a deviant child could not be **educated** following ordinary methods and that use had to be made of special methods to rectify, re-form, re-establish, re-educate his personal image to make him again susceptible to being educated in usual ways so that he will assume his life responsibility for himself ^(57, 60).

The role of the child and the adult in a problematic educative event, as an integrated matter ⁽⁵⁴⁾, still largely was misunderstood. This is attributed to the absence, at that time, of an authentic ontologically founded pedagogical macrostructural basis.

Especially since the 1960's, however, clear structural, categorical, criterial designs were established by didactic-, fundamental- and psycho-pedagogics, and they figured increasingly in the description of a particular problematic situation in terms of the quality of actualizing the essentials of educating.

Thanks to the high level of pedagogic practice at this time, a deepened insight was acquired not only regarding the phenomenon of educating but also regarding the role of problematic educating in personal becoming. This also disclosed the urgent need for an orthopedagogically founded practice of providing help.

5.2 The orthopedagogic perspective

If the effect of educating on changing a child is to be shown, and with this the possibilities for **meaning changing activities**, this has to be done from what lies at the essence of the phenomenon of educating ^(19, Chapter 1).

On the basis of a purposeful, radical and systematic search of educative reality for pedagogical categories, as **illuminating** means of thinking about the phenomenon of educating ^(17:56-57), it is shown without any doubt that a child, by being educated by an adult, is helped and led and normatively guided to an anticipated disposition and that the child himself, as a **giver of meaning**, has an active role in his becoming ^(41: 32).

The educative situation includes the entirety of relations according to which a child and adult(s) **can** act. During the occurrence of educating the possibilities of acting momentarily become **actualities of acting** when child and adult participate **together** in the event. Then expectations are continually asked of a child, and the degree to which he will feel sensitive to and live in accordance with these expectations will depend on the quality of actualizing the educative relationship, sequence, aim and activity structures ^(15: 61-73) by creatively anticipating his potentialities.

Regarding a problematic educative event, there is inadequate activity because there is no escaping the fact that a child does not accept everything the educator offers, meanings as the presenter intends them--whether they involve values, or chemical compounds, or feelings about a specific matter; he continually gives his personal color to them and these particular meanings are integrated into his already acquired meanings as possessed experience ^(41: 43-47), on the basis of which he comports ⁽⁵⁾ himself and continually makes himself recognizable as a **changed** person.

Effectively assisting a deviant child thus necessitates knowing him as a **personal participant-in-education** with the aim of determining **where** the educative problem is, **how** the educative **accompaniment** and **under-actualization** of potentialities have allowed him to become pedagogically deviant and **how** this deviancy possibly can be neutralized.

Expert help for a deviant child thus has to be based on a **founded theory** that includes an understanding of the real problematic educative dynamic in terms of both the adult's and the child's inadequate participation in the child's attributing meaning.

This theory is the result of a scientific penetration and description of the essences of the educative situation of a deviant child and, as such, this is essential knowledge of problematic educating, i.e., of the disturbed appearance of the essentials of educating. On the other hand, it is a description of designing a practice to rectify the problem.

However, problematic educating is always **educating** and thus cannot be illuminated and described in terms of categories other than the **pedagogical** ⁽⁵¹⁾. Thus, the **point of departure** is a

macrostructural description of educating, and by a microanalysis it is determined what the disturbed appearance of the distinguishable essences of educating include, after which there again is a return to a macrostructural description of the inadequate attribution of meanings, as **impeded becoming adult and learning**, and which, as such, represent the essential characteristics of the disharmonious educating and teaching [of this particular deviant child].

With the emphasis on the disharmonious, the orthopedagogue describes the nature of both the problematic **dynamic of educating** and the **deviancy** of the child. However, such a macrostructural description includes little more than general insights which immediately confronts the orthopedagogue with the task of eliminating the vagueness in his own particularizations. For example, both the deviancy and the educative and learning shortcomings have to be particularized in their dynamic relations, and from that aggression, insecurity, affective lability, inadequate exploration, etc., on the one hand, and rejection, over-protection, neglect, distrust, etc., on the other hand, have to be interpreted.

Thus, to be able to bring about his own practice, the orthopedagogue cannot remain pinned down by the boundary that the macrostructure establishes ^(47: 45), but he has to proceed to **particularizing**. For example, it is not enough to declare that trust between educator and child fails or that the educative aim is not materialized. There have to be specific indications of what functional actions, as problematic educative dynamic, figure in both the child's and the adult's participation and what ought to figure in the practice of eliminating the problem.

Within the framework of these particularizations, the distinction between orthopedagogic theory and practice can be indicated properly. According to Van der Stoep ^(45: 51) this means that insofar as the practicing orthopedagogue is called to practice, he is really called to particularize in one way or another the macrostructure [the theory].

From the above it is clear that the problem of deviancy only can be identified and interpreted from a comprehensive pedagogical perspective--namely, an orthopedagogical one--in light of which techniques and methods for neutralizing the problem also can be

designed. Thus, it is clear that orthopedagogics is a convergent perspective because in intervening with a deviant child, it has to select and consider in practice the educatively restraining moments that are observable from each distinguishable pedagogic perspective.

Thus, it is concluded correctly that orthopedagogics, as an area of knowledge, necessarily is convergent when the educative theory is applied in the practice of neutralizing the problem. Consequently, any search for strategies for eliminating a child's deviancy necessarily has to take into account an orthopedagogic theory as well as practice.

From this it also is clear that orthopedagogics, as a practically directed science, is a perspective **aware** of the **essences** revealed by pedagogics that in practice it carefully keeps in mind with the aim of their modification or refinement as needed. This scientific work elevates orthopedagogics to a full-fledged pedagogical perspective alongside of the other pedagogical perspectives ⁽⁸⁾.

Therefore, the orthopedagogue is obliged not only to elucidate problematic educating but also to indicate the application possibilities of such a theory for the practical neutralization of the problematic educative dynamic and put them to the test. If this does not occur the designed practice will be characterized by haphazard success and quality with not much more content than merely contrivances, recipes and the like that readily are fed by an infiltration from non-pedagogical areas of knowledge.

A question that thrust itself into the foreground in this regard is how the help, as a meaning changing event, has to be offered, how it ought to appear.

5.3 Designing an orthopedagogic practice

5.3.1 Introduction

In orthopedagogic practice the overarching educative aim is always indirectly striven for but there is also a specifiable orthopedagogic aim related to **changing** specific meanings that are already being used so that they will correspond with what a child ought to **feel**, **know**, **choose**, etc. regarding relevant matters.

Regarding the anticipated hierarchy of meanings of a deviant child, this has to do with an image of expectations as to what is possible within the reality of a particular educative situation and not as we would like to have it without taking into account the child's potential for giving meaning.

The delimitation of an orthopedagogic aim with a particular deviant child is a precondition for designing a practice. The significance of such a delimitation and planning the course of providing help, i.e., the anticipation of the course of the event of changing meaning in the direction of the stated aim, is in the possibility that the child can change.

In proceeding to establishing a practical plan of action, one must be able to determine **how** changing meanings can be brought about and **what activities** can be carried out so that, e.g., inadequate trust can be replaced by adequate trust, a lived experiencing of anxiety by security, and more.

The guideline for planning is acquired from the general orthopedagogic theory and the generally designed orthopedagogic practice that, again, are rooted in general pedagogical theory and a generally designed practice of educating and teaching.

A plan of action for the design of a practice is thus determined and on this basis there are polarizations that will force a clearer focus on the nuances of the practice in a diagnostic as well as therapeutic respect ^(47:55).

5.3.2 Orthopedagogic diagnostics

The program of providing help has its beginning in unraveling the problematic dynamic of educating and what underlies it, i.e., a determination of **where** and **how** the essences of educating appear as distorted. This includes a practical taking stock of all situations in which the deviancy enters the foreground, of the persons and matters with respect to which it arises, and of the underlying intentionalizing for it. An image is acquired of the particular ways of actualization in terms of the real educative activities by which a deviant child announces himself in his relatedness; this amounts to an image of a child's **meanings** and inadequate **attribution of meanings** on emotional, knowing and normative levels ^(54: 50). The

nuances are clearly indicated regarding, e.g., the problem itself, the degree of deviancy in terms of the child's cognitive understanding of it, the state of the affective, and more. The **different** self-actualization of his psychic life by a child, i.e., his inadequate giving meaning, on the one hand, and the inadequate actualization of the essentials of educating, on the other hand are illuminated.

The design of an orthopedagogic diagnostic practice is left at that and there follows a brief consideration of some aspects of the pedotherapeutic practice as a practice of changing meanings.

5.3.3 The practice of changing meanings

Different from ordinary educative activities that are practiced spontaneously or purposefully with the aim of unlocking meanings for a child, the aim of pedotherapeutic activities is **changing** already experienced emotional, knowing and normative meanings so that his disturbed relationships with reality can be neutralized. The child has to be helped to see things in another light, to interpret them differently, he has to arrive at a favorable attunement ^(33: 63). Order has to be created for him in his experiential world or, as Lubbers ^(22: 74) says, to give form with a child to the educative contents [symmorphosis].

The pedotherapist always has to be careful that a child gives realistic meanings to himself and to life in accordance with his level of becoming and abilities that have to be determined as reliably as possible.

The practice of changing meanings includes all activities directly concerning a child's disturbed relations and is divided into a number of distinguishable components. Where necessary, help from professional experts from other disciplines, e.g., medicine, is also obtained.

Because a deviant child always directs an appeal to his natural educators to correct the problematic educative event, it has to be explained to them **where** the problematic lies and **how** it can be remedied by the functional actions that have to be exercised.

Dumont ^(7: 54) says therapy is concentrated educating and it cannot be actualized if disconnected from life situations, and Van der Stoep

^(47: 53) says with respect to a child's changing meanings, the view that it is something other than teaching would be difficult to justify and that in the human experiential world there is only one teaching that in different respects and corresponding to different aims is put into practice on differentiated bases.

Following the distinctions that Van der Stoep ^(46: 29) makes regarding the events in a lesson situation*, with reference to a pedotherapeutic situation, a therapeutic aim also is distinguished which embraces a **guidance aim** and a **meaning changing** [or re-orientation] **aim**. The guidance aim, particularly has to do with the role of the therapist "teaching" the substitute [re-orientational] meanings; the meaning changing aim primarily has to do with the role of the child who has to substitute favorable meanings for the existing unfavorable ones and to integrate them into his experiential world. Thus, the substitute meanings bind together the guidance and meaning change aims in the pedotherapeutic situation.

Because the relation between the child and the unfavorable meanings brings his deviancy to the surface ^(47: 56), a retroactive influence of the favorable meanings on the unfavorable is sought. This occurs by particular contents from the child's experiential world being replaced by contents selected from the child's life world and then having to be meaningfully ordered in order to attain in meaningful ways the aim of changing meanings.

Determining the **essentials** of the **substitute contents** requires a thorough analysis of what the child has to know or what feelings ought to be had about them.

In terms of the essences of these contents the child is led to eliminate giving unfavorable meanings and to actually change them. Thus, there is mention of a "complementing" therapeutic design that requires a complete particularization. The explanation and interpretation, the practice and the evaluation flowing from this always have to be judged didactically as well as orthopedagogically.

In particular, specific functional actions are selected that will activate a child's willful search for a direction and a course ^(39: 26) to

* Van der Stoep talks about a **teaching aim** that embraces a **lesson aim** and a **learning aim**. G. Y.

insure his participation in a world where the favorable meanings figure.

In this regard, the creation of trust between pedotherapist and child is extremely important and there has to be thorough planning beforehand about what actions are going to be exercised in terms of doing things and playing together, about **how** the therapist himself is going to appear, about **what** tasks he is going to give, about what is going to be done in terms of functional activities to actualize the educative relationships, namely, trust, acceptance, security, authority, understanding, togetherness, identification, authenticity and empathy and about **how** and **what** he is going to say and do to insure the right disposition in a child and to "re-establish" his lived experience of security.

Each session requires thorough planning regarding aim, contents and form. Regarding the course of each session, founded didactic insights are enlisted, only a few of which are referred to.

Connections with the substitute meanings have to be selected so that the possessed experiences paired with emotional stability will be called forth by remembering while those possessed experiences paired with anxiety are avoided.

Since orientation regarding a particular theme requires that it be lived experienced as a problem, by which the orientational contents also are continually carried, the inherent problem of the substitute meanings is illuminated in such a way for a child that it becomes for him a really meaningful question worth the trouble of answering ^(46: 38).

Continuous evaluation of the extent to which a specific aim has been reached is an integral part of each therapeutic session. It has to be precisely anticipated beforehand what activities the child is to carry out to give evidence that he has changed meanings. Failures need to be correctly interpreted and the necessary guidance initiated immediately.

The long history of therapeutic intervention with a deviant child has brought two approaches to the foreground, namely, a **directive** and a **non-directive** approach grounded in two different views: "development primarily from outside influences" in contrast to "development primarily from within".

By a non-directive approach ^(1; 2; 13; 23; 24; 35; 36; 42) the view is that the child himself, from his own latent powers, will "re-accommodate" himself and thus solve his problem himself by self-activity. This can be qualified as child-centered, democratic, permissive, tolerance because the therapist never interprets, he takes each experience and lived experience of a child for what it is at that moment, and this reflects a belief that the child himself can acquire insight into his problem because he then becomes aware of his true feelings. The therapist is a friendly, accepting mirror that allows a child to see himself without intervening with something or giving direction.

The educator-educand relationship falls away entirely or mostly and there is no mention of educating or planned changes in meanings. The anthropological fact that a child wants to be someone himself is elevated to the **only** point of departure by ignoring the equally essential fact that a child is always committed to being educated.

In contrast is the **directive** approach that can be qualified as domineering, authoritarian, therapist-centered and that especially is applied in psychoanalysis. The child's problem is explained to him hypothetically without presenting to him the pertinent **favorable** meanings as contents.

In pedotherapy one has to always rely on a child's wanting to be someone himself, and he has to acquire insight into his problem. However, he especially has to be shown the way and a plan has to be presented to him of **how** the **unfavorable** meanings have to be substituted and by **what favorable** meanings.

Because it is difficult to directly communicate favorable meanings as substitute meanings to a child, this has to be done **indirectly**•. In this connection, projection, where a child attributes his own feelings and thoughts to someone else, has an important place. When a child projects his feelings and thoughts on another character, this means that in his play, drawings and in his projective stories he unwittingly **identifies** himself with these characters. The substitute contents are broached by incorporating them into the activities of these characters.

• This is not to be confused with the just mentioned non-directive (vs directive) approach).
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For example, a suitable projective story, as told by a child during the diagnostic phase, is recalled by means of actualizing foreknowledge. Now the pedotherapist gives a planned course to the story corresponding to the reduced [essences of the] substitute contents, and, indirectly in terms of the symbols the child himself has created, the child is put in communication with ["tries out"] the favorable meanings. The substitute contents figure as the relevant activities **directly** carried out by the characters. The child's projections are, as it were, "thrown into reverse", and during this **retrojection**, the unfavorable meanings are substituted by favorable ones because the child identifies himself with the events.

This approach is **indirect** and, in a planned way, it offers the child a solution to his problem based on a solid pedagogical foundation.

The more the unfavorable meanings are related to meanings on an affective level, the more an indirect approach needs to be used, and the more the deviancy is related to a cognitive level, the more a direct [but not directive] approach can be used.

6. CONCLUSION

Where behavioral and learning problems previously were interpreted as beginning and ending with the child and where educational deficiencies were related to a child's becoming- and learning-world, as experiential world, nowadays research is directed more to the interpretation and intervention of learning and behavioral problems in terms of the problematic dynamic of educating as a disclosure of the nuances of the disturbed appearance of the essences of educating. Pedotherapeutic practice is attuned to changing meanings rather than merely preparing a child to live in an "educatively directed relationship with his parents" ^(28: 25). Because changing a child's unfavorable emotional, knowing and normative meanings is more systematically dealt with as **contents**, and also regarding the **form** of setting the therapy in motion, orthopedagogic practice has already lost much of its haphazard character.

In light of the fact that traditionally, intervention with a deviant child was viewed as a collection of various procedures created by non-pedagogical disciplines and that only in the previous decade a truly orthopedagogic flavor had been attained, this University, and

in particular, the Department of Orthopedagogics faced particular challenges.

In teacher preparation ample attention should be given to the professional sensitivity of a teacher regarding the number of pupils with learning and behavioral problems that he has to deal with daily.

In addition, the division in orthopedagogics of the particularization of various manifestations of problematic educative dynamic and also the refinement of diagnostic and pedotherapeutic procedures announces challenging research tasks with a number of empirical consequences that have to be worked out in detail in the future.

An accelerated interpretation of existing pedagogical theories, in particular the didactic-, fundamental-, psycho- and socio-pedagogical theories as a basis for orthopedagogical theory forming as a foundation for orthopedagogic practice has to occur.

There should be a re-looking at the role of the problematic educative dynamic regarding the **disabled** child, as such, and at what implications this holds for special education.

The possibility of general curriculum research with the aim of establishing healing programs has to be investigated.

That the challenges of specific sorts of educative problems and the appeal that they make for an effective practice of neutralizing problems have been accepted is demonstrated by the fact that members of the Faculty as well as a large number of post-graduate students are already involved in research covering a broad spectrum of topics.

SYNOPSIS

The existing extensive interdisciplinary therapeutic assistance given to the deviant child reveals a conspicuous lack of integrated, pedagogically based insights in its design. Deviant behavior is usually explained without reference to the effects of problematic education, and usually most efforts are directed at neutralizing certain **aspects** (symptoms) of the deviation. The deviation is, however, always related to the child's inadequate **giving meaning**, and as it is merely the symptom of a more intrinsic educational

problem, which involves the child as well as the adult, assistance should be based on a theory that includes insight into the dynamic of an actual problematical educational situation.

Such therapeutic assistance necessitates a realignment of the child's inadequate giving of meaning on the affective, cognitive and normative levels to life-content. The "substitution" of inadequate meaning by what is more favorable is accomplished by means of pedotherapy. An **indirect** approach in this regard appears to yield the most effective results.

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