

# CONTENTS

FOREWORD

## PART I

THE TERRAIN OF EDUCATIONAL PSYCHOLOGY AS ORTHOPEDAGOGICS

P. A. Van Niekerk

### Chapter 1

**Intervention with a child in distress**

1. Introduction
2. The deviant child
3. Explanatory models

### Chapter 2

**The many sides of educational psychology (psychopedagogics)**

1. Introduction
2. The psychological study of development
3. The educational/pedagogical study of development
4. A diversity of accents

### Chapter 3

**The personal development of a child**

1. Introduction
2. Affective development
3. Cognitive development
4. Normative development
5. Synthesis

### Chapter 4

**The restrained child**

1. Introduction
2. A unitary approach
  - 2.1 Introduction
  - 2.2 Disharmonious dynamics of educating
  - 2.3 Synthesis

### Chapter 5

**An educational psychology model**

1. Introduction
2. Linking up education and psychology
  - 2.1 Introduction
  - 2.2 The task for educational psychology of developing a convergent perspective
    - 2.2.1 Introduction
    - 2.2.2 The contributions of psychology
    - 2.2.3 The contributions of education
    - 2.2.4 Accomplishing the convergence
      - 2.2.4.1 Introduction
      - 2.2.4.2 Theory convergence
      - 2.2.4.3 Practice convergence
    - 2.2.5 Synthesis

## **Chapter 6**

### **Designing an educational psychological practice**

1. Introduction
2. The essentials of deviancy
3. Evaluating
4. Diagnosis
5. Synthesis

## **PART II**

### **THE PARTICULARIZATION OF MOMENTS OF DEVIANCY**

**Andri Van Der Merwe**

## **Chapter 7**

### **Evaluating and diagnosing**

1. Introduction
  2. Diagnosing
    - 2.1 Introduction
    - 2.2 The role of testing in diagnosis
    - 2.3 Educational psychological testing
    - 2.4 Choice of tests
    - 2.5 Selecting tests to determine the meanings attributed by a unique child
      - 2.5.1 Cognitive dimension
      - 2.5.2 Affective dimension
      - 2.5.3 Intentional directedness
    - 2.6 Observation
    - 2.7 Conversation
      - 2.7.1 Introduction
      - 2.7.2 The conversation with the parents
      - 2.7.3 The conversation with the child
    - 2.8 Family interactions
  3. Implementing media
    - 3.1 Introduction
    - 3.2 Stating the problem and day program
    - 3.3 Performance media
    - 3.4 Expressive and projective techniques
    - 3.5 Personality questionnaires
    - 3.6 Intelligence media
    - 3.7 Scholastic tests
    - 3.8 Historicity conversation
    - 3.9 Summary
  4. The diagnostic report
    - 4.1 Introduction
    - 4.2 Identifying particulars
    - 4.3 Statement of the problem
    - 4.4 Summary person image
      - 4.4.1 Relevant historicity data
      - 4.4.2 Cognitive structure
      - 4.4.3 Affective and normative structure
      - 4.4.4 Disharmonious structures of educating and the dysfunctional activities underlying them
    - 4.5 Recommendations
- Appendix A: Historicity questionnaire

## Appendix B: Day program

### **Chapter 8**

#### **Emotional and behavioral problems**

1. Introduction
2. Neuroses
  - 2.1 Introduction
  - 2.2 Depression
  - 2.3 Anxiety
  - 2.4 Fears
  - 2.5 Phobias
    - 2.5.1 Introduction
    - 2.5.2 School phobia
3. Aggressive behavior
4. Social withdrawal
5. Elective mutism
6. Disobedience
7. Juvenile delinquency
8. Under-achievement
9. Eating disorders
  - 9.1 Introduction
  - 9.2 Rumination
  - 9.3 Pica
  - 9.4 Obesity
  - 9.5 Bulimia
  - 9.6 Anorexia nervosa
10. Enuresis
11. Encopresis
12. Nail biting and thumb sucking

### **PART III**

#### **PROVIDING ASSISTANCE**

Millie Olivier

### **Chapter 9**

#### **Pedotherapy: Theoretical foundation**

1. Introduction
2. The pedotherapeutic situation
3. Child anthropological grounding of pedotherapy
4. Preparation for pedotherapy
  - 4.1 Introduction
  - 4.2 Pedotherapeutic aim(s)
    - 4.2.1 Introduction
    - 4.2.2 Macro-structure
    - 4.2.3 Micro-structure
      - 4.2.3.1 Implicit aim(s)
      - 4.2.3.2 Explicit aim(s)
  - 4.3 Form
    - 4.3.1 Introduction
    - 4.3.2 Indirect pedotherapy
    - 4.3.3 Direct pedotherapy
    - 4.3.4 The form of the course of the session
  - 4.4 Content
  - 4.5 Technique

## Chapter 10

### Techniques for giving assistance: An orthopedagogic perspective

1. The orthopedagogic use of psychotherapeutic techniques
2. Family therapy
  - 2.1 Introduction
  - 2.2 The structural approach of Salvador Minuchin in pedagogic perspective
  - 2.3 Characteristics of a healthy family
  - 2.4 Family phases
  - 2.5 Factors that necessitate family restructuring
  - 2.6 Mapping the family structure (Family diagnostics)
  - 2.7 Intervention
  - 2.8 Concluding considerations
3. Play therapy
  - 3.1 Introduction
  - 3.2 Classification of child play
    - 3.2.1 Introduction
    - 3.2.2 Functional play
    - 3.2.3 Illusive play and role playing
    - 3.2.4 Constructive play
    - 3.2.5 Competitive play
  - 3.3 Direct play therapy
    - 3.3.1 Introduction
    - 3.3.2 Method
    - 3.3.3 Indications for direct play therapy
  - 3.4 Indirect play therapy
    - 3.4.1 Introduction
    - 3.4.2 Method
4. Imaginary journey
  - 4.1 Introduction
  - 4.2 Indications and counter indications
  - 4.3 Method
5. Behavior modification
  - 5.1 Introduction
  - 5.2 Recommendations for use
  - 5.3 Designing a program
    - 5.3.1 Identifying the target behavior
    - 5.3.2 Exploring the child's experiential world
    - 5.3.3 Planning the base-line period
    - 5.3.4 Choice of consequences of desired and undesired behaviors
    - 5.3.5 Selecting criteria for success
6. Human modeling
  - 6.1 Introduction
  - 6.2 Indications and counter indications for use
  - 6.3 Pedotherapeutic application of human modeling
    - 6.3.1 Preparation
    - 6.3.2 Method
7. Logotherapy
  - 7.1 Introduction
  - 7.2 Some essentials of the pedagogic aim structure
  - 7.3 Frankl's view of being human in connection with pedotherapy
  - 7.4 Concluding considerations
8. Bibliotherapy

- 8.1 Introduction
- 8.2 Possible applications of bibliotherapy
  - 8.2.1 Introduction
  - 8.2.2 The parent
  - 8.2.3 The child
- 8.3 Choice of material for indirect bibliotherapy
- 9. Therapy to promote school readiness
  - 9.1 Introduction
  - 9.2 School maturity and school readiness
  - 9.3 Play as preparation for school
    - 9.3.1 The nature of child play
    - 9.3.2 The use of child play
  - 9.4 Language as preparation for school
    - 9.4.1 Introduction
    - 9.4.2 Spoken language
    - 9.4.3 Written language
  - 9.5 Drawing as a means of preparation for school
    - 9.5.1 Introduction
    - 9.5.2 Free graphic expression
    - 9.5.3 Preparatory writing exercises
  - 9.6 Synthesis
- 10. Theraplay
  - 10.1 Introduction
  - 10.2 Application of different forms of child play
  - 10.3 The relationship between the therapist and the child
  - 10.4 Parental involvement
  - 10.5 Indications and counter indications
  - 10.6 Procedure
  - 10.7 Final considerations
- 11. Other techniques
  - 11.1 Introduction
  - 11.2 Recommended literature
- 12. Prognostication
  - 12.1 What is prognostication?
  - 12.2 Factors to consider in prognostication
  - 12.3 Final considerations

## **PART IV**

### **LEARNING PROBLEMS**

**Ron Coetzee and Petrusa Du Toit**

#### **Chapter 11**

#### **Disharmonious educative dynamics: The terrain of orthodidactics**

- 1. Learning problems as phenomena
- 2. Types of learning problems
  - 2.1 Poor achievement
  - 2.2 Under-achievement
  - 2.3 Specific learning disabilities (handicaps)
  - 2.4 Specific learning restraints
- 3. Disharmonious dynamics of teaching
- 4. Helping authorities
  - 4.1 Introduction
  - 4.2 Formal teaching
  - 4.3 General practitioners and pediatricians

- 4.4 Psychiatrists
- 4.5 Neurologists
- 4.6 Ophthalmologists
- 4.7 Ear, nose and throat specialists
- 4.8 Paramedical experts
  - 4.8.1 Occupational therapists
  - 4.8.2 Physiotherapists
  - 4.8.3 Other psychologists
- 5. The educational psychologist as an orthodidactician
- 6. Transprofessional collaboration

## **Chapter 12**

### **The origin of learning problems**

- 1. Introduction
- 2. Defective actualization of learning
  - 2.1 Introduction
  - 2.2 The disharmonious actualization of learning
    - 2.2.1 Introduction
    - 2.2.2 Disharmonious attending
    - 2.2.3 Disharmonious perceiving
    - 2.2.4 Disharmonious thinking
    - 2.2.5 Disharmonious visualizing
    - 2.2.6 Disharmonious remembering or memorizing
  - 2.3 Inadequate actualization of sensory-motor modalities
    - 2.3.1 Introduction
    - 2.3.2 Inadequate motor, tactile and kinesthetic experience
    - 2.3.3 Inadequate visual-spatial perception
      - 2.3.3.1 Form constancy
      - 2.3.3.2 Figure-ground perception
      - 2.3.3.3 Analysis-synthesis
      - 2.3.3.4 Sequence
      - 2.3.3.5 Discrimination
      - 2.3.3.6 Spatial orientation
      - 2.3.3.7 Memory
      - 2.3.3.8 Completion
    - 2.3.4 Inadequate auditory-vocal perception
- 3. Teaching deficiencies
  - 3.1 Introduction
  - 3.2 Inadequate reduction of contents
  - 3.3 Inadequately planned aims
  - 3.4 Inadequately planned lesson form
  - 3.5 Inadequately designed lesson phases
    - 3.5.1 Inadequately guided learning during actualizing foreknowledge
    - 3.5.2 Inadequately guided learning during stating the problem
    - 3.5.3 Inadequately guided learning during exposing the new contents
    - 3.5.4 Inadequately guided learning during actualizing (controlling) the new contents
    - 3.5.5 Inadequately guided learning during functionalizing
    - 3.5.6 Inadequately guided learning during evaluating
  - 3.6 Inadequate affective, cognitive and normative guidance by the teacher during the lesson
- 4. Deficient contents

5. Genetic-physiological conditions underlying learning restraints
  - 5.1 Turner's syndrome
  - 5.2 Prematurely born children with cerebral hemorrhaging
  - 5.3 Children with deviations in hemisphere connections
  - 5.4 Children with brain injuries
  - 5.5 The child with poor ability
6. Synthesis

## **Chapter 13**

### **Symptomatology**

1. Introduction
2. Disharmonious actualization of becoming
3. Deficient learning effects
  - 3.1 Introduction
  - 3.2 Deficient reading
  - 3.3 Writing deficiencies
  - 3.4 Spelling deficiencies
  - 3.5 Arithmetic deficiencies
  - 3.6 Manifestations of neurological "dysfunctions" and their implications for harmonizing teaching
4. Synthesis

## **Chapter 14**

### **The practice of diagnosing learning problems**

1. Introduction
2. The educational psychological (orthodidactical) practice of diagnosing learning problems
  - 2.1 Introduction
  - 2.2 The historicity conversation
  - 2.3 Performance media
  - 2.4 Intelligence media
  - 2.5 Expressive and projective media
  - 2.6 Language evaluation and diagnosis
  - 2.7 Some media for evaluating perceptual media
  - 2.8 The orthodidactic diagnostic report
    - 2.8.1 Identifying particulars
    - 2.8.2 Statement of the problem
    - 2.8.3 Historicity data
    - 2.8.4 Deficient learning outcomes
    - 2.8.5 Image of deficient actualization of learning
    - 2.8.6 Dysfunctional teaching activities
    - 2.8.7 Conclusions and recommendations
  - 2.9 Example of an orthodidactic report
    - 2.9.1 Identification
    - 2.9.2 Statement of the problem
    - 2.9.3 Summarized person image
      - 2.9.3.1 Historicity
      - 2.9.3.2 Persona actualization
        - 2.9.3.2.1 Intentionality
        - 2.9.3.2.2 Intellectual ability
        - 2.9.3.2.3 Affective lived experiencing
        - 2.9.3.2.4 Image of actualizing learning
    - 2.9.4 Image of deficient learning results
      - 2.9.4.1 Reading

- 2.9.4.2 Spelling
- 2.9.4.3 Transcriptions
- 2.9.4.4 Computing
- 2.9.5 Disharmonious teaching event
- 2.9.6 Recommendations

### 3. Synthesis

## **Chapter 15**

### **The helping practice**

1. Approaches
  - 1.1 Introduction
  - 1.2 Orthodidactic ground forms
  - 1.3 Orthodidactic learning modalities
  - 1.4 Control (verify)
2. Helping techniques
  - 2.1 Pedotherapy
  - 2.2 Making a child ready to learn
  - 2.3 Improving learning skillfulness (remediation)
3. An example of a helping strategy for Alida (see Chapter 14)
  - 3.1 Pedotherapy
  - 3.2 Making her ready to learn
  - 3.3 Improving learning skillfulness (remediation)
    - 3.3.1 Reading
    - 3.3.2 Spelling
4. Synthesis

## **PART V**

### **HANDICAPS**

**Andri Van Der Merwe**

## **Chapter 16**

### **Children's handicaps**

1. Introduction
2. Hearing handicapped children
  - 2.1 Orientation
  - 2.2 Dynamics of educating
  - 2.3 Intellectual abilities
  - 2.4 Scholastic achievement
3. The visually handicapped child
  - 3.1 Orientation
  - 3.2 The dynamics of educating
  - 3.3 Intellectual abilities
  - 3.4 Scholastic achievement
4. Neurological handicaps
  - 4.1 Introduction
  - 4.2 Cerebral handicap
  - 4.3 Epilepsy
  - 4.4 Spina bifida
5. Physical handicaps
  - 5.1 Introduction
  - 5.2 Muscular dystrophy
  - 5.3 Cystic fibrosis
  - 5.4 Hemophilia
  - 5.5 Leukemia

- 5.6 Asthma
- 5.7 Diabetes
- 5.8 The chronically ill child
- 5.9 The dying child
- 6. Psychosomatic conditions
- 7. Seriously mentally handicapped
- 8. Psychoses
  - 8.1 Child schizophrenia
  - 8.2 Autism
  - 8.3 Borderline psychotic children
- 9. Child abuse
- 10. Synthesis