

DEVELOPMENT OF PRACTICAL ACTIVITY EXPERIENCE FOR PUPILS WITH MODERATE AND SEVERE RETARDATION OF MENTAL DEVELOPMENT

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Abstract

Modern epoch poses its own demands for special education, because provision of special education needs into inclusive environment is one of the prior courses of education policy in Latvia. The author of the research reveals discrepancy between politically stated progress and school practice in Latvia. Topicality of the research fortifies the necessity to advance pedagogical integrity of pupils with moderate and severe retardation of mental development (RMD). Research includes: analysis of education potential provision in legislation, investigation of theory regarding retardation of mental development, analysis of pedagogic process at special primary boarding school, *model of the development of practical activity experience* for pupils with moderate and severe RMD at special primary boarding school. As a result of theory analysis – *model of the development of practical activity experience* for pupils with moderate and severe RMD has been established. Empiric investigation of the *development of practical activity experience* for pupils with moderate and severe RMD has been done, using the form of quantitative methods investigation in order to examine effectiveness of the established *model of the development of practical activity experience*.

Key words: *special needs, pupils with moderate and severe retardation of mental development, practical activity experience*

Introduction

The problem regarding educating and upbringing of children with special needs, correcting the imperfection of functional development, during last twenty years has become topical. Care for children with special needs has become of national importance. Defining directions of education policy that are included into Education development basic settings for 2007-2013 as concrete tasks, it can be concluded that provision of special education needs

into inclusive environment is one of prior courses of education policy (*Education development basic settings for years 2007-2013*, 2006) in Latvia. The recent tendency is as follows: as full as possible inclusion of pupils with moderate and severe retardation of mental development not only in school but also in the whole society, as well as participation into social environment (Nīmante 1998, 2008; Bethere, 2007; Tihomirova, 2010), but still large contradictions exist, if means, kind and process are looked through.

Research author's 13 years long work experience in pedagogic work with pupils with moderate and severe RMD reveals contradiction between politically stated progress and school practice.

For each child with special needs, special education creates potential and conditions to study at the most appropriate education establishment, according to his/her state of health, abilities and development level. In correspondence to legislation, pupils with special needs can obtain education at any education establishment. Simultaneously, they are provided by pedagogical psychological and medical corrections, as well as by readiness to work and to live in the society (All-round education law, 1999, p. 49). But uncertain is the answer to the question if each school can offer and implement potentials to obtain education for pupils with special needs according to provision of their special needs.

The author of the research has the opinion that, within modern culture situation, when a large part of pupils' parents primary needs are not provided (existence needs, safety needs), when problems of moral character appear in the society (crime, alcoholism, children abuse, children abandonment), boarding primary school must become the initial aspect of pupil's personal development, because often family cannot provide these functions qualitatively. Here, at the school, the environment exists, where the pupil lives: family and school approximated conditions. The environment of experience formation is made by surrounding objects, human resources, and mental conditions, where interaction of inner and outer environment aspects are observed (Frederickson, Cline, 2009; Fulans, 1999; Raituma, 2009; Sendžs (Senge), 1990). These aspects favour the development of practical activity experience. On basic education stage, special education programs are defined as a special kind of all-round education programs (Education law, 1998, p. 38). According to standard demands, fulfilment of *special education programs* depends on conformity to standard of *State all-round education* and to special needs of educatees (Education law, 1998, 38. p; *All-round education law*, 1999, p. 49).

In pedagogy integration, e.g. education, not only in special but also in all-round education establishments is considered to be one of social inclusive phases of the pupils with special needs. A pupil with special needs requires appropriate provision and obtaining individual education program schedule. Responsibility for fulfilment of these activities is delegated to education establishment (*All-round education law*, 1999, p. 53), that can be provided by examination of a pupil with special needs, by elaborating and introducing a successful education process into practice. It has been already proven that people with low mental abilities, if right conditions are provided and appropriate knowledge, skills and attitudes are obtained, if they study appropriately, can master many achievements of the civilisation. Besides, this process is reflexive – development of new knowledge, skills and attitudes influence development of a person. It is necessary to find such approach for development of pupil's practical activity experience that obtaining of knowledge, skills and attitudes for pupils with moderate and severe RMD would turn into thrilling cognition activity process. According to scientific literature available for the author, there is no similar summarization in Latvia.

Formation of the research was promoted by necessity to advance pedagogical integrity of pupils with moderate and severe RMD. Individual work, that is inconceivable without personality uniformity *investigation within its practical activity*, help purposefully become acquainted with the pupils and their special needs. It is important to create practical activity

experience, individually for each pupil. Not disturbance, but the child himself/herself, his/her personality, his/her strong side and development potential, should be put in the centre of attention. Then pupils with moderate and severe RMD will be able to use this knowledge, skills and activities in further life activities in school environment, in purposeful activity.

Research object: practical activity within special primary boarding school pedagogic process.

Aim: to elaborate model of the development of practical activity experience for pupils with moderate and severe RMD in primary boarding school and to examine its efficiency.

Methods:

- *Analysis of normative documents*, in order to stress education obtaining potential for pupils with RMD in Latvia;
- *Analysis and assessment of scientific literature, analysis of personal experience*, in order to summarize and generalize verities that regard basic matters of the research (retardation of mental development, pupil of RMD, practical activity experience);
- *Methods of processing indices*: using statistic program *SPSS* and using the following methods:
 - Cross-line tables method (*Crosstabs*);
 - Kendall's τ_B (tau-b) correlation analysis;

Pupils with moderate and severe retardation of mental development at special primary boarding school

The analysed pedagogical and psychological literature, regarding the impression of retardation of mental development onto cognition activity development for pupils with retardation of mental development (Бака, Grunevalds, 1998; Florian, 2007; Friend, 2005; Liepiņa, 2008; Vīgante 2007, 2008; Рубинштейн, 1986; Vygotsky (Выготский), 1983, 2005; Анастаси, Урбина, 2007; Певзнер, Лебединская, 1979 etc.), certify that defining of retardation of mental development currently has turned into medical, psychological, pedagogical and sociologic problem.

Valuable definition for the essence of the research matter is given by the psychologist S. Liepiņa: “In Latvia, the child is considered to be *retarded child* if his/her central characteristics in psychic outlook is: stable, typical and irreversible intellectual activity disturbance, that have occurred as the result of organic cerebra activity disturbance” (Liepiņa, 2008, p. 61). RMD embraces all psyche in total. Characteristic features are insufficiency of all psychic functions and hierarchy of intellectual disturbance. In the explanation of the definition of retardation of mental development, both disturbance of intellectual activity and inadequacy of adaptive behaviour are emphasized as equally important facts (Friend, 2005). Suhareva's (Сухарева) elaborated classification helps to investigate psychological peculiarities of *oligophrenia* and is present in the basis of the statement that in the foundation of mental development there are organic disturbances of CNS, that allow to enclose these disturbances from other kinds of disturbance of intellectual activities (Сухарева, 1974).

The most important indices of retardation of mental development are intelligence quotient (IQ) and social quotient (SQ). People with RMD are characteristic of considerably lower intelligence quotient (IQ) level that range within the borders of 70 and lower. Also, adaptive behaviour disturbances that are age respective, are being joined to it, like: communication, social skills and self care (Papalia, Olds, Feldman 1998). In United Kingdom, pupils with severe RMD (*severe learning difficulties SLD*) range within IQ of 20 to 50/55 (Kushlick and Blunden, 1974), but in American literature, the term “severe” (*severe retardation*) is used for

IQ within 20/25 and 35/40, and “moderate” (*moderate retardation*) refers to those whose IQ is within 35/40 to 50/55 (Friend, 2005) or *moderate to severe cognitive disabilities*, whose IQ is up to 55 (Friend, Bursuck, 2002), therefore it is accepted in Latvia to speak about pupils with moderate and severe RMD. That justifies the use of such term *pupils with moderate and severe RMD* in the research.

It is concluded in the research that retardation of mental development according to descriptions issued by investigators and organisations is characterised by insufficient development of cognition activity, because the procedures of psychic process, that are in the basis of it, are deformed. The child’s social adaptation disturbances in certain environment and development periods are also deformed. That fortifies the fact that child’s with RMD chronological age does not correspond to generally accepted development level. Therefore, the following question remains to be important: how to teach them so that “they would be able to provide themselves materially, involve into the collective, and not to be embarrassment to himself/herself neither to the society” (Staris, 2000, 125).

According to Vygotsky, the highest psychic function – thinking, logic memory, language, imagination, will, inefficient self-confidence are secondary deviations that surrender to correction work, therefore, each child is to be observed *individually*, in the centre of attention there should be not the disturbances but the child himself/herself, his/her strong sides and development potential (Выготский, 2005). Pupils with moderate and severe RMD must be provided by involving into individually conscious many-stage activities within school environment. The potential of child’s with special needs personality growth or its limiting is substantially influenced by cooperation of pedagogues and physician. It is also influenced by intellect, development, adaptation and use of other tests measurements and interpretation competence that allow to provide child-centred approach.

The accent of the research is put on cognition of the aim of the present paper, because to teach a child, what he/she is not able to learn, is as unproductive as to teach what he/she already can do himself/herself (Выготский, 2005). *Activity determination* for pupils with moderate and severe RMD develops gradually; therefore, successive fulfilment of regarding activities is necessary.

Essence of the model of the development of practical activity experience

The essence of elaborated *model of the development of practical activity experience* for pupils with moderate and severe RMD, is based on human pedagogy and is implemented in constructivism approach.

Pupil with moderate and severe RMD is put in centre, according to his/her special needs, abilities and potentials. Involvement into individually studied *many-stage activities* is being provided. That improves the pupil’s practical work experience. *Adults’ cooperation* means work of two or more people aiming at common goal, at coordinated goal achievement means and at approximated evaluations (Špona 2001). This promotes the necessity to ascertain the knowledge, skills and attitudes that can be fulfilled by each pupil with moderate and severe RMD without help of an adult and the necessity to widen the pupil’s experience by unknown that can be achieved by these pupils without help of an adult. Analysing cooperation pupil-pupil, it is taken into account that intellect of pupil with moderate and severe RMD functions differently and there is *peculiar, passive interrelation* (Friend, 2005; Liepiņa, 2008). Therefore, stable relations between pupils are formed only within the adult attitude.

Individual approach is provided to a pupil, by finding exercises that regards the level of difficulty in each of three practical activity formation phases (actualisation, trial and evaluation), by respecting Vygotsky’s verity regarding developing approach and by crafty use of game activities (Слепович, 1990), that are grounded on chronological age inadequacy of the

pupil to common development level (Liepiņa, 2008), and therefore provide *positive emotional feeling*. The essence of the model is: to widen the present practical activity experience of pupil with moderate and severe RMD, by what is unknown to him/her, then make it useful, because of application within newly found activity.

Concrete conditions determine the development of practical activity experience. The development depends on pupil's with moderate and severe RMD special needs suitable inner environment, outer environment and all-embracing environment that are influenced by time and that is considered to be a model (see Figure 1).

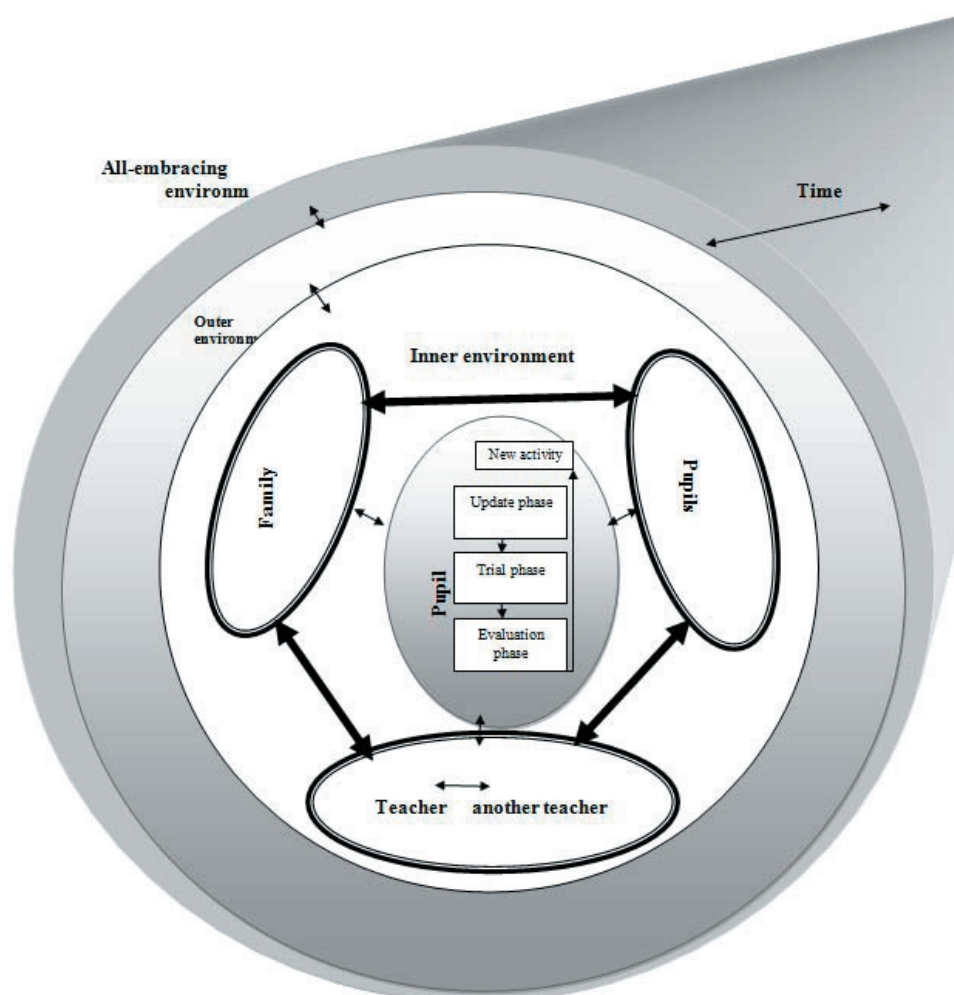


Figure 1. Model of the development of practical activity experience for pupil with moderate and severe RMD (I. Prudņikova)

Practical activity experience model provides involvement of pupils with moderate and severe RMD into individually studied many-phase activities, that improve practical activity experience of the pupils.

Analysis of the achieved results and interpretations within evaluation of the development of practical activity experience

Analysing verities of philosophers, pedagogues, social pedagogues and psychologists regarding the development of practical activity experience and the created tieback with the

development of practical activity experience for pupils with moderate and severe RMD (Bēkons. 1989; Dewey, 1974; Griffin, Holford, Jarvis, 2003; Honey and Mumford, 1992; etc.) justifies that, within process of the development of practical activity experience, essentially important is cooperation of teachers and parents, that is directed towards pupil's practical concrete aim study, basing on activation of previously achieved experience of this pupil.

Fulfilled analysis of theoretical verities allow:

- To forward criteria of the development of practical activity experience for pupils with moderate and severe RMD:
 - *Knowledge regarding practical activity,*
 - *Skill to do activity and*
 - *Attitude, while acting practically.*
- To define the essence of *practical activity experience*: “*Practical activity for pupils with moderate and severe RMD consists of several successive experience phases that provide individual motive fulfilment of pupils with moderate and severe RMD, as the result of which activating of new knowledge, skills and attitudes has happened. Practical activity experience is a part of every day life of pupils with moderate and severe RMD. There are three phases in its structure: activating, trial and evaluating*”. Within activating phase (*the lowest level*) the pupil's practical efficacy initial level is stated. Then the trial phase follows (*middle level*), when watching, trial, consideration and correction of practical activity occurs. The next is evaluation phase (*highest phase*), when knowledge, skills and attitudes are evaluated in order to find their application into new activity.

Development of practical activity experience for pupils with moderate and severe RMD is considered within teaching subject called *Housekeeping and technologies*. Development occurs in three phases: activation phase, trial phase and evaluation phase, using the principle “from simple to complicated” that explains the conception of obtaining quantitative indices. That conforms with the example of Special Education program for pupils with severe RMD or several severe development disorders (*program code 21015911*), where in the content of the education it is stated that elaboration, fulfilment and evaluation of individual plan is a team work that demands regular cooperation of specialists and pupil's parents (legal representatives), therefore the evaluation is done by:

- Teacher;
- Another teacher (assistant of the teacher);
- Pupil's parent (see Table 1).

Table 1. Conception of quantitative investigation indices collection (I. Prudņikova)

Evaluator	Initial evaluation Activating phase	Interposition	First evaluation Activating phase	Initial evaluation Trial phase	Interposition	Secon evaluation Evaluating phase	Initial evaluation Evaluating phase	Interposition	Third evaluation Evaluating phase
Teacher	○	z	○	○	z	○	○	z	○
Another teacher	○	z	○	○	z	○	○	z	○
Pupil's parent	○	z	○	○	z	○	○	z	○

○ – time of fulfilment of quantitative evaluation;

Z – intermediate stage, when activity of the development of practical activity experience for pupils with moderate and severe RMD is fulfilled.

The determination of the level of practical activity experience was done in September of 2006 and May of 2007, in September of 2008 and May of 2009, in September of 2010 and May of 2011.

The research was done using **method of co-partnership activity investigation** (Elden, Levin, 1991; Whyte, 1991), because it focuses on the development of practical activity experience of pupils with moderate and severe RMD at special boarding primary school where the process develops windingly and that depicts that there is continuous practice progress and personal and professional knowledge development (Zuber – Skerit, 1995; Mārtinsone (sast.), 2011). Performers and participants of the research cooperated for a long time during the research. That was determined by the need to solve problems of practical nature.

Basing on scheme created within **combining of quantitative research indices** (see Table 1), obtaining and treatment of quantitative indices has been done. Basing on elaborated criteria of the development of practical activity experience and indices for pupils with moderate and severe RMD, the teacher's evaluation, another teacher's evaluation and the parent's evaluation are summarized.

Changes of levels of pupil's parent, teacher and another teacher practical activity experience development in activation, trial and evaluation phases are summarized in Table 2.

Table 2. Practical activity experience development levels (I. Prudņikova)

Indices	Evaluator	Has not obtainal		Fultils under guidance of teacher		Partially obtained, needs help, control		Obtained, but needs help		Obtained	
		Number of pupils in beginning	Number of pupils in end	Number of pupils in beginning	Number of pupils in end	Number of pupils in beginning	Number of pupils in end	Number of pupils in beginning	Number of pupils in end	Number of pupils in beginning	Number of pupils in end
<i>Understanding of equipment, layout, food in Housekeeping within activation phase</i>	Pupil's parent	4	0	1	0	0	1	0	3	0	1
	Teacher	4	0	1	0	0	2	0	3	0	0
	Another teacher	4	0	1	0	0	1	0	4	0	0
<i>Cleaning food preparation skills in Housekeeping within activation phase</i>	Pupil's parent	2	0	3	0	0	0	0	1	0	4
	Teacher	4	0	1	0	0	0	0	1	0	4
	Another teacher	4	0	1	0	0	0	0	2	0	3
<i>Conscious, personally significant motive of practical activity in Housekeeping within activation phase</i>	Pupil's parent	4	0	1	1	0	0	0	2	0	2
	Teacher	4	0	1	0	0	1	0	1	0	3
	Another teacher	5	0	0	0	0	1	0	0	0	4

Continued Table 2

<i>Understanding of equipment, layout, food in Housekeeping within activation phase</i>	Pupil's parent	1	0	1	0	2	2	1	2	0	1
	Teacher	2	0	1	2	2	0	0	3	0	0
	Another teacher	1	0	2	1	1	1	1	1	0	2
<i>Cleaning, food preparation skills in Housekeeping within activation phase</i>	Pupil's parent	0	0	2	0	2	1	0	3	1	1
	Teacher	1	0	2	0	1	1	0	2	1	2
	Another teacher	0	0	3	0	1	1	0	2	1	2
<i>Conscious, personally significant motive of practical activity in Housekeeping within activation phase</i>	Pupil's parent	1	0	1	1	3	0	0	3	0	1
	Teacher	1	0	1	0	2	1	1	3	0	1
	Another teacher	2	0	1	0	1	1	0	2	1	2
<i>Understanding of equipment, layout, food in Housekeeping within activation phase</i>	Pupil's parent	0	0	1	0	0	1	2	1	2	3
	Teacher	0	0	1	0	2	1	1	1	1	3
	Another teacher	0	0	1	0	2	1	1	1	1	3
<i>Cleaning, food preparation skills in Housekeeping within activation phase</i>	Pupil's parent	0	0	0	0	1	0	1	1	3	4
	Teacher	0	0	0	0	1	1	2	1	2	3
	Another teacher	0	0	0	0	3	0	0	1	2	4
<i>Conscious, personally significant motive of practical activity in Housekeeping within activation phase</i>	Pupil's parent	0	0	1	0	1	0	2	2	1	3
	Teacher	0	0	0	0	2	0	2	2	1	3
	Another teacher	0	0	0	0	3	0	1	2	1	3

Quantitative treatment of indices has been fulfilled (Geske, Grünfelds, 2006), using statistics program SPSS 17.

The following methods are used:

Cross-line tables method (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_b (tau-b) correlation analysis, in order to determine statistically important changes between *two* features: between initial evaluation in activating phase and the first evaluation in activating phase.

The following results are obtained, analysing the coherences of the evaluation of pupil's parent, teacher, another teacher:

1. In pupil's parent's evaluation, essential ($p \leq 0.05$) or maximally essential ($p \leq 0.001$) changes are present between two research parts (initial evaluation level in activation phase and the first evaluation level in activation phase) within activation phase regarding:

Systematized knowledge about practical activity – $p = 0.046$;

Skill to perform activity – $p = 0.038$;

Attitude while acting practically – $p = 0.000$.

2. In teacher's evaluation, there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level within activation phase and the first evaluation level within activation phase) within activation phase regarding:

Systematized knowledge about practical activity – $p = 0.038$;

Skill to perform activity – $p = 0.050$;

Attitude while acting practically – $p = 0.046$.

3. In another teacher's evaluation, there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level within activation phase and the first evaluation level within activation phase) within activation phase regarding:

Systematized knowledge about practical activity – $p = 0.050$;

Skill to perform activity – $p = 0.038$;

Attitude while acting practically – $p = 0.050$.

The following methods are used:

Cross-line tables (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_B (tau-b) correlation analysis, in order to determine statistically important changes between *two* features: between initial evaluation in trial phase and the first evaluation in trial phase.

The following results are obtained, analysing the coherences of the evaluation of pupil's parent, teacher, another teacher:

4. In pupil's parent's evaluation, essential ($p \leq 0.05$) or maximally essential ($p \leq 0.01$) changes are present between two research parts (initial evaluation level in trial phase and the second evaluation level in trial phase) within trial phase, regarding:

Systematized knowledge about practical activity – $p = 0.015$;

Skill to perform activity – $p = 0.009$;

Attitude while acting practically – $p = 0.006$.

5. In teacher's evaluation, there are essential ($p \leq 0.05$) or maximally essential ($p \leq 0.001$) changes between two research parts (initial evaluation level within trial phase and the second evaluation level within trial phase) within activation trial, regarding:

Systematized knowledge about practical activity – $p = 0.027$;

Skill to perform activity – $p = 0.026$;

Attitude while acting practically – $p = 0.000$.

6. In another teacher's evaluation, there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level within trial phase and the second evaluation level within trial phase) within trial phase, regarding:

Systematized knowledge about practical activity – $p = 0.021$;

Skill to perform activity – $p = 0.026$;

Attitude while acting practically – $p = 0.026$.

The following methods are used:

Cross-line tables (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_b (tau-b) correlation analysis, in order to determine statistically important changes between *two* features: between initial evaluation in evaluating phase and the third evaluation in evaluating phase.

The following methods are used:

Cross-line tables (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_b (tau-b) correlation analysis, in order to determine statistically important changes between *two* features:

7. In pupil's parent's evaluation, there are no essential ($p \geq 0.05$) or there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level in evaluating phase and the third evaluation level in evaluating phase) within evaluating phase regarding:

Systematized knowledge about practical activity – $p = 0.544$;

Skill to perform activity – $p = 0.394$;

Attitude while acting practically – $p = 0.034$.

8. In teacher's evaluation there are no essential ($p \geq 0.05$) or there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level in evaluating phase and the third evaluation level in evaluating phase) within evaluating phase regarding:

Systematized knowledge about practical activity – $p = 0.067$;

Skill to perform activity – $p = 0.632$;

Attitude while acting practically – $p = 0.034$.

9. In another teacher's evaluation there are no essential ($p \geq 0.05$) or there are essential ($p \leq 0.05$) changes between two research parts (initial evaluation level in evaluating phase and the third evaluation level in evaluating phase) within evaluating phase regarding:

Systematized knowledge about practical activity – $p = 0.067$;

Skill to perform activity – $p = 0.056$;

Attitude while acting practically – $p = 0.013$.

The following methods are used:

Cross-line tables (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_b (tau-b) correlation analysis, in order to determine statistically important changes between *three* features: within first part (initial evaluations levels within activation phase), second part (initial evaluations levels in trial phase) and third part (initial evaluations levels within evaluating phase);

The following methods are used:

Cross-line tables (*Crosstabs*), in order to obtain information regarding the research group:

Kendall's τ_b (tau-b) correlation analysis, in order to determine statistically important changes between *two* features:

10. In pupil's parent's evaluation, there are maximally essential ($p \leq 0.001$) changes between three research parts for pupils with moderate and severe RMD regarding:

Systematized knowledge about practical activity – $p = 0.000$;

Skill to perform activity – $p = 0.000$;

Attitude while acting practically – $p = 0.000$.

11. In teacher's evaluation, there are maximally essential ($p \leq 0.001$) changes between three research parts for pupils with moderate and severe RMD regarding:

Systematized knowledge about practical activity – $p = 0.000$;

Skill to perform activity – $p = 0.000$;

Attitude while acting practically – $p = 0.000$.

12. In another teacher's evaluation, there are maximally essential ($p \leq 0.001$) changes between three research parts for pupils with moderate and severe RMD regarding:

Systematized knowledge about practical activity – $p = 0.000$;

Skill to perform activity – $p = 0.000$;

Attitude while acting practically – $p = 0.000$.

Thus, ASSESSMENT OF ALL RESPONDENTS:

There are maximally essential ($p = 0.000$) changes IN EVALUATION OF ALL RESPONDENTS regarding:

Systematized knowledge about practical activity,

Skill to perform activity,

Attitude while acting practically, for pupils with moderate and severe RMD in the beginning of the research (Part 1), middle (Part 2) and in the end (Part 3) (significance is under 0.05).

Fulfilled correlation quotient calculations (Kendall's τ_B (tau-b) method), certifies that after intense, considered and reflexive practical activity, there appear maximally essential changes in all the measurements in school subject *Household and technologies* at *Household* theme within the lessons.

For better visibility and perception of research results, dimensional pictures are used (Vorobjovs, 2002) (see Figure 2).

Pupil's (Aina) practical activity experience development levels

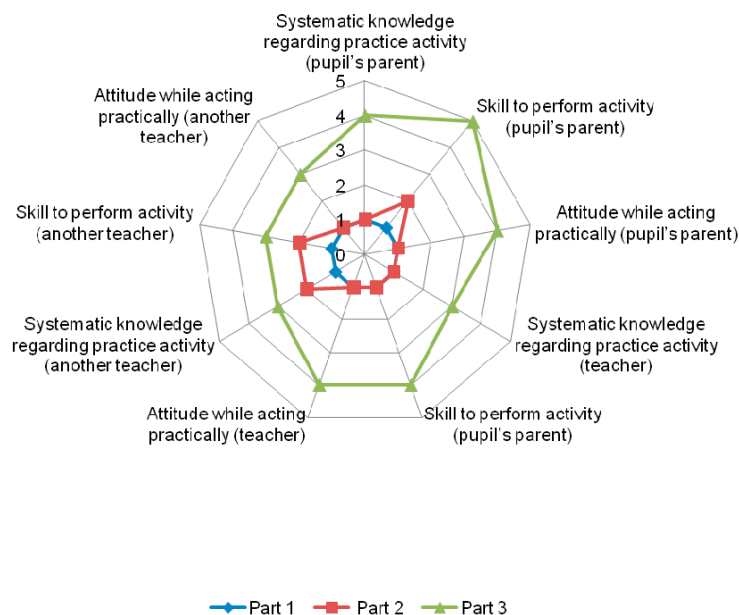


Figure 2. Pupil's (Aina) levels of the development of practical activity experience within evaluation of the pupil's parent, teacher and another teacher

In Figure 2, evaluation changes can be observed in the evaluation of pupil's parent, teacher and another teacher between part 1 (initial evaluation level within activation phase), part 2 (initial evaluation levels in trial phase) and part 3 (initial evaluation levels within evaluating phase) for pupils with moderate and severe RMD, while estimating:

- Knowledge regarding practical activity,
- Skill to perform activity
- Attitude while acting practically,

That is depicted for each pupil separately within attached diagrams (*in the example Aina (name is changed)* levels of the development of practical activity experience).

Conclusions

- The analysis of pedagogic process at special boarding primary school, education potential guarantee in legislation allow to formulate the necessity for the change of attitude in pedagogy and of the society towards the people with special needs, strengthening the care not only for guarantee of assistance, but also for guarantee of practical activity learning.
- According to descriptions issued by investigators and organizations, *retardation of mental development* is characterized as insufficient development of cognition activity, because progress of psychic process is deformed, that is in the basis of cognition activity, as well as disturbance of child's social adaptation in certain environment and displacement of development periods. That allows to conclude that chronological age of child with retardation of mental development does not conform to generally approved development level.
- Analysing activity theories in the research, it can be concluded that, into experience establishment for pupils with moderate and severe RMD, the level what pupil has reached within previous experience should be taken into account, but mainly the nearest development potentials are to be established.
- The model of the development of practical activity experience for pupils with moderate and severe RMD systematizes knowledge regarding practical activity, develops skill to perform activity and to express attitude when participating in lessons in school subject *Household and technologies* with *Household* theme, that is provided in following organized cooperation: pupil – teacher, parent – teacher, parent – child. It is stimulated by pedagogic means that keeps positive emotional feeling and actualizes previously obtained experience.
- Totally, in evaluation of all the respondents: evaluation indices of pupil's parent, teacher and another teacher have changed with positive dynamics within research process, that certifies the growth of the development of practical activity experience of pupils with moderate and severe RMD that were involved into research.
- The main result of the research that testify regarding essential changes within longer period of time: There is maximally essential difference in all the parts of the research within the first initial evaluation, second initial evaluation and third initial evaluation, estimating knowledge regarding practical activity, skill to act, attitude of pupils with moderate and severe RMD while acting in practice. That means that in the evaluations of all the respondents: **indices of the evaluation of pupil's parent, teacher and another teacher have changed within research process with positive dynamics that certify regarding growth of practical activity experience for pupils with moderate and severe RMD** and testify that the model of the development of practical activity experience **is effective**.

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