

ABSTRACT

In the theoretical part, this work deals with the problem of comparison between Feuerstein cognitive function and partial cognitive abilities which are mentioned at the Educational Interpretations of the WISC-III.

Research study follows up changes in partial cognitive abilities which could be viewed as a consequence of FIE (Feuerstein Instrumental Enrichment) intervention lasting several months. By comparison of pre-test and post-test, which is realized by WISC-III and processed with Educational Interpretations of the WISC-III the study tries to describe impact of the method to child's cognitive functions as well as its school successfulness, self-concept, and behavior. Study also pursues possibility to use factor analysis of WISC-III for planning of the FIE intervention. Information was taken from tests, questionnaires for teachers, videos and records of FIE lessons.

Research was realized at the Elementary school in a small town with 1700 inhabitants, nearby to Prague. This was the only school in this town.

We noticed more or less significant changes in all areas of interest. In some cases, there was agreement in the test results and teacher's evaluation whereas in other there were differences.

KEY WORDS

Reuven Feuerstein, modifiability of intelligence, deficits of cognitive functions, mediated learning, instrumental enrichment, transfer, WISC-III, Educational Interpretations of the WISC-III