

Cognitive Development of Mild Intellectual Disability for Vocational Training

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Abstract— This study aims to describe the cognitive development of children with mild intellectual disability in fisheries skills vocational training. This research uses descriptive research with qualitative approach. Subjects in the study of mild intellectual disability children senior high school level. Methods of data collection using observation methods, interviews and documentation. Data analysis used qualitative descriptive. The results showed on the cognitive development that the child's light mild intellectual disability in abstract knowledge and problem-solving ability as well as performing stages/ standard operational procedures still require guidance and assistance from skill teachers. Mild intellectual disability child's cognitive development in catfish farming skills training bioflock system is expected to accommodate the needs of children in work skills and can open his own business after graduating from school. Cognitive development of mild intellectual disability light level senior high school on skills program based on specialization in child's achieving the employment needs of the environment around so that children have work experience in direct environment of the community, vocational training aims to prepare children with mild intellectual disability light in happen special school heading post-school independence.

Keywords— *cognitive development, mild intellectual disability, vocational training*

I. INTRODUCTION

Development of children with special needs, especially in children with mild intellectual disability really need guidance and education services in accordance with the characteristics and abilities so as to accommodate their needs both in cognitive development. In order to fulfil the development of children with mild intellectual disability can be educated and trained in the field of skills that later can be a provision of independence after graduating school in order to achieve community living outcome. in fulfilling the needs of his life. Mild intellectual disability entering the adult transition is closely related to the development of cognitive abilities because at that time the aspects of cognitive development enter the formal operational stage (age 11 years and over) is the stage where a person has concrete experience and able to think in the abstract and can solve problems (problem solving) of course it can be trained in children with mild intellectual disability with guidance, guidance, educational services that can improve cognitive abilities.

Therefore, vocational training seems to be an efficient tool for the inclusion of people with the ID in the labour market [1]. Besides, the development of technical skills produce behavioral and social effects that lead to an improvement in

their life routines by Buntix & Schalock in [2], Claes, *et al.* in [3]; Ribeiro in [4], Su, *et al.* in [5]. Timmons, *et al.* in [6];[7]. A further benefit of vocational training is that it offers the possibility of overcoming the problems the resulting from poor qualifications in and little knowledge of modern technology, in as much as it emphasizes practical learning, corresponding to the adaptive skills available to the individuals. From the description above can be concluded that skills training is very efficient to include children with intellectual obstacles in the labour market. In addition, the development of skills training produces behavioural and social effects that lead to improvement in everyday life. The further benefit of skill training is that it offers the possibility of addressing the problems that resulted in poor qualifications and little knowledge of modern technology, in emphasizing practical learning, as appropriate for the adaptive skills available to light mild intellectual disability children by Silva, *et, al* in [8].

Research conducted by Kumar, *et al.* in [9] that the findings strongly suggest that among children with mental retardation too, the cognitive and social skills are interrelated. The intellectual development and social development go together in the same direction. Similar observations were reported. Based on the results of research indicate that in children with mild intellectual disability cognitive and social development are interrelated. Intellectual and social development work together in the same direction. Hence, it can be concluded cognitive and social development are interrelated and as a provision of light mild intellectual disability children so that later after graduated from the Special School can be accepted in the community, have the skills and work and even open their own business.

This research was conducted to know Cognitive development of mild intellectual disability for vocational training at SLB Negeri Baturaja with Research Subject of Child of mild intellectual disability Senior high school Level related skill of catfish cultivation of bioflock system. Cognitive development has a very important role in improving the ability of young children to accommodate their needs in work skills. Vocational training aims to facilitate children's skills mild intellectual disability to obtain suitable employment in an increased ability to acquire skills counselling services, job training and job placement (internship). Training on the skills of children with mild intellectual disability is directed to prepare children with

mild intellectual disability with skills in demand for work after graduation / schooling in the future.

The results showed on the cognitive development that the child's of mild intellectual disability.

American Psychiatric Association [10] states that "Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive function defines CITS in conceptual, social, and practical domains". From this understanding can be interpreted that intellectual disturbance (a) disturbance of intellectual development) is during the development period that includes intellectual impairment and adaptation function with conceptual, social, and low self-development capabilities. Mild intellectual disability children according to AAMD, Amin in [11], are individuals who have a level of IQ intelligence ranging from 50 to 70 have the ability to develop in the field of academic lessons, social adjustment and ability to work, able to adjust the wider environment, can be self-sufficient in society, able to do semi-skilled work and simple work. Based on the above theory, children with mild intellectual disability can be trained in skills, independence and can work so that the post-school transition program is expected to be a bridge on children to be able to have skills and independence and after graduation school can be accepted in the community.

According to Mumpuniarti in [12] retarded child (Mild Mentally Retarded) is a child whose level of intelligence (IQ) ranged from 50 to 70. Low levels of intelligence that also resulted in limited development of their mental age level . The level of achievement of the mental age / age mental intelligence comparable primary school age children in sixth grade (aged about 12 years old) even after reaching adulthood. It can be concluded that children with mild intellectual disability are children who have an IQ between 50 to 70 so that the impact on the lagging of the child's mental age when compared with children in general at the same age level. Children with mild mental retardation differ from normal children in general, for that in a learning need mentoring, guidance, direction, and education services in accordance with the characteristics and needs. Kemis & Rosnawati in [13] reveals that a mild intellectual disability child is an individual with a slow intellectual function, IQ 70 based on standard intelligence test , deficiency in adaptive behaviour and occurs in the developmental period, between the period of conception until the age of 18 year. Wijaya in [14] states that child mild intellectual disability is a child who is still able to learn to read, write, and simple counting with guidance and education. Mulyani and Caryoto in [15] who said that, "mild intellectual disability children have IQ 51-70), children belonging to mild intellectual disability have many advantages and ability, they can be educated and trained". According to Wiyani in [16] that child mild mental retardation (mild mental retardation) is a child who can learn. They cannot attend regular school programs, but still have the skills that can be developed through educational activities. Abilities that can be developed in children with mild mental retardation include: reading, writing, spelling, counting, adjusting, being independent of others, and can have simple skills for future employment.

In DSM-V [17] explains that: "Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgment , academic learning, and learning from experience, confirmed by both clinical assessment and individualized, standardized intelligence testing. Conceptual domain for school-age children and adults, there are difficulties in learning academic skills involving reading, writing, arithmetic, time or money, with support needed in one or more areas to meet age-related expectation ". The definition of cognitive abilities of children with mild intellectual disability according to DSM-V [17] can be interpreted that the child with intellectual disability deficits such as reasoning, problem solving, planning, abstract thinking, assessment, academic ability, and learning experience, are derived from clinical and individual assessments, as well as intelligence testing standards. In the conceptual areas of mild intellectual disability age school and adult they have difficulty in academic learning including reading, writing, arithmetic, time and money. According to Piaget, Santrock in [18], Indonesia Economic cognitive divide into four development stages i.e.: (1) Sensorimotor stage (0-2 years) the child knows the environment by sight, smell, hearing, touch and touch; (2) Preoperational stage (2-7 years) the child relies on the perception of reality, the perception is used for the use of symbols, language, simple concepts, participate, draw and classify; (3) Concrete Operational Phase (7-11 year), this stage, logical reasoning replaces intuitive reasoning as long as reasoning can be applied to specific or concrete examples. The main characteristic of this stage is that children already have conservation abilities (demonstrating the ability of children to perform concrete operations) classification (the ability to involve ways of thinking of the nature of things) reasoning (the type of logical understanding that starts from the observation of an object or event to conclude the whole of an object that has observed); (4) Formal operational phase (11 year up), at this stage, the individual moves beyond concrete experience and thinks abstractly and more logically. Characteristics at this stage is already able to reason deductively and solve problems systematically.

One factor found to improve the post-secondary employment attainment for students with disabilities is enrolment in vocational education or employment-related programs in high school as discussed by Carter, *et al.* in [19]; Shandra & Hogan in [20]. Therefore, interventions and recommendations from the research which reconsider how the learners can be prepared for life beyond the classroom, in the community, and, as gainfully employed citizens, are most critical and timely. Professionals must plan carefully for transition into adulthood to sure success [21]. From the above explanation it can be concluded that skills training is needed in improving the achievement of post-school work for children with mild intellectual disability child Senior high school level at special school, therefore the proper service delivery is expected to prepare the child with mild intellectual disability to live independently in society.

Yusuf, *et al.* in [22] states that the transition to post-school program is a preparation program for child with special need have independence in fulfilling the needs of their life that

started since they were in school. The type and content of this transition to post-school program must be tailored to the child's career development stages, potential, interests and talents of special needs learners. Post-school transition programs can be initiated when the child is in elementary school with an initial assessment of the child's ability and interest / interest in the existing skills program at the school. Levels of junior high school with basic skills materials tailored to the potential and interests of the child. "Using a collaborative approach with other key school professionals; integrating students' skill sets, preferences, and interests as part of the planning process; and application of evidence-based training materials and methods can result in employment opportunities that promote positive, long-term results for students" [23]. It can be concluded that applying appropriate skills training materials and methods can generate jobs and opportunities to deliver a child with mild intellectual disability in post-school self-sufficiency.

Senior high school level which is more focused on the child's chosen skills program and collaboration with children to have direct experience in the community, the transition to post-school program aims to prepare the child with mild intellectual in Special school towards post-school independence.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the materials and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work and highlights future works.

II. LITERATURE REVIEW

Hansen, *et. al* in [24] explains that "transition services are included in the outcome-oriented process designed to facilitate the child's adjustment from school to adult living which can be interpreted as vocational skills is a transition contained in the IDEA regulations and a series of coordinated activities, results-oriented designed to facilitate the adjustment of children from school to adult life. Ragageles in [25], concluded that vocational training is one of the determinants of labor market, preventing isolation and confinement at home. The key to vocational training is the adaptive process, that is, the observation of the participant through performance to identify and the incentive, and successful employment, [26]. From the above explanation can be concluded that the training to skilled is a factor that can lead the child's mild intellectual disability to the labor market, preventing isolation and increasing independence. The key to skills training is an adaptive process, namely the observation of the participants through the performance to identify and improve skills is needed to expand reach independence in work. The results of Fisher & Sax in [27] study that useful skills in society can be better taught after school hours or on weekends in the natural setting of society, this is applied at the senior high school level which is more focused on the child's chosen skills program and collaboration with children to have direct experience in the community, the transition to post-school program aims to prepare the child with mild intellectual disability in special school towards post-school independence.

The vocational training process should focus on the development of self-determination skills, by [28], [29], [30], [31]. The process of skills training should focus on the development of self-determination Visible understood as the ability to make decisions about questions that meme influencing a person's life and acting upon choices to improve their skills in work. It should reinforce activities that develop the autonomy and minimize the need for assistance and support on the work environment [30], [32]. It must also help, support, and opportunities for the person with ID, and their family, to be able to put in action a project that recognizes rights and quality of life [33]. From the above explanation it can be concluded to reinforce the need for assistance and increase support for work, should get family support and opportunities for children with mild intellectual disability in action to gain recognition and improve quality of life.

Kauffman & Hallahan, in [34], suggests that young people when finished high school do not achieve community living outcomes. To achieve the competence of the school as the organizer of special education in fostering a child with mild intellectual disability to be skilled in working closely with cognitive development. Vocational training programs is fundamental for the development of planning that ensures the success of the process and the improvement in the model of learning as stated by Cuadrado & Verdugo in [30], [35]. It can be concluded that a skill training program is essential for the development of a plan that guarantees the success of the process and development in the learning model. "Vocational Rehabilitation aims to facilitate a disabled person to obtain and maintain appropriate employment and vocational training and vocational training, and vocational training and job placement. the program is geared towards preparing the intellectually disabled with in-demand skills for future employment [36]. From the above explanation can be concluded that the service skills training aims to facilitate children with intellectual challenges lighter to get a job that fits in an increased ability to acquire skills counseling services, job training and job placement (internship). Vocational Training mild mental retardation directed children's skills to prepare children with a mild mental retardation in demand for job skills after school / in the future.

III. MATERIAL & METHODOLOGY

This section presents the material used and the proposed methodology.

A. Data

This research was conducted at SLB Negeri Baturaja with Research Subject of Child of mild intellectual disability child of Senior high school Level related skill of catfish cultivation of bioflock system. Development of children with special needs, especially in children with mild intellectual disability really need guidance and education services in accordance with the characteristics and abilities to accommodate their needs both in cognitive and social development. In order to fulfill the development of children with mild intellectual disability can be educated and trained in the field of skills that later can be a provision of

independence after graduating school in order to achieve community living outcome. in fulfilling the needs of his life. Mild intellectual disability child entering adult transition is very closely related to the development of cognitive ability because at that time aspects of cognitive development enter formal operational stage (age 11 years and over) is stage where someone has concrete experience and able to think in the abstract and can solve problems (problem solving) of course it can be trained in children with mild intellectual disability with guidance, educational services that can improve cognitive abilities.

B. Method

This research is qualitative descriptive research. Qualitative research is a study that intends to understand the phenomenon of what is experienced by the subject of research [37]. In qualitative descriptive research, the data collected are in the form of words, images, and not numbers. Qualitative research is a study aimed at describing and analyzing the phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals and groups. Methods of data collection using observation methods, interviews and documentation. Data analysis used qualitative descriptive, shown in Table I.

TABLE 1. INSTRUMENT ASPECTS OF COGNITIVE DEVELOPMENT OF MILD INTELLECTUAL DISABILITY FOR VOCATIONAL TRAINING PROGRAM OF ON THE CATFISH CULTURE SKILLS VOCATIONAL TRAINING BIOFLOCK SYSTEM (FORMAL OPERATIONAL PHASE)

No	Indicator
1	Determine the choice of independence programs that interest
2	Understanding abstract knowledge by learning through direct observation
3	Doing problem solving / problem solving
4	Conducting the stages of the catfish farming skill program of the bioflock system in accordance with Standard Operating Procedures <ul style="list-style-type: none"> • Pond preparation • Water Preparation • Feeding • Fermentation of Feed • Catfish farm management system bioflock

IV. RESULTS AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

From the results of cognitive development above with the cognitive abilities of children with mild intellectual disability according to DSM-V in [10] which can be interpreted that the child has a defect intellectual defect such as reasoning, problem solving, planning, abstract thinking, assessment, academic ability, and learning experience , derived from clinical and individual assessments, and intelligence testing standards. Based on the theory of Piaget development, Santrock in [18] formal operational stage (11 years and over) at this stage, the individual moves beyond concrete experience and thinks abstractly and more logically. Characteristics at this stage that can reason deductively and solve problems in a systematic child mild

intellectual disability at formal operational stage still experiencing barriers. Cognitive development has a very important role in improving the ability of young children to accommodate their needs in work skills. This is in line with what Yusuf *et al.* in [22], stated that the transition to post-school program is a preparation program for children with special need to have self-reliance in fulfilling their life needs that started since they were in school. The type and content of this transition to post-school program must be tailored to the child's career development stages, potential, interests and talents of special needs learners.

Cognitive development can influence social development as well as this is like the results of research by Kumar, *et al.* in [9]. Based on the results of observations and interviews with indicators of cognitive developmental aspects performed on children with mild intellectual disability senior high school level, there are indicators of cognitive development results obtained as follows in Table II:

TABLE II. INDICATORS OF COGNITIVE DEVELOPMENT

No	Indicator	Description
1	Determine the choice of independence programs that interest	The child can determine his choice (specialization) on the catfish farming skill program bioflock system
2	Understanding abstract knowledge by learning through direct observation	The child can know and implement the work steps through direct observation with the mentoring and guidance of the skills teacher
3	Do problem solving / problem solving	Children experience difficulties in solving problem solving when experiencing obstacles in the implementation of skills activities that require guidance and assistance from skills teachers
4	Perform stages of catfish farming skill program of bioflock system in accordance with Standard Operating Procedures <ul style="list-style-type: none"> • Preparation of the Pool • Water Preparation • Feeding • Fermentation of Feed • Cultivation Management of catfish bioflock system 	The phases of the bud flowering program are catfish species bioflock system <ol style="list-style-type: none"> 1. Preparation of the Pool <ul style="list-style-type: none"> • Children can clean the pond from the dirt on the pool wall by brushing with soap and then rinsed clean • The child can spray the pool cleaned with disinfectant to kill the microorganisms 2. Water Preparation <ul style="list-style-type: none"> • The child fills the water in the cleared column with a height of 50% of the height of the pond • Children add salt 1 kg / m³ water that serves to increase ion in the culture medium and suppress the development of parasite with guidance and mentoring teacher • Children add organic carbon 15 mL / m³ water and probiotics as much as 10 mL / m³ of water with guidance and teacher assistance 3. Feeding <ul style="list-style-type: none"> • Children can create aeration channels with teacher guidance and assistance Children can manage the feed by feeding 2x daily in the morning at 07.00-08.00 and the afternoon hours 16.00-17.00 and if so heavy rain, catfish not need to be given feed. <ol style="list-style-type: none"> 4. Fermentation of Feed <ul style="list-style-type: none"> • The child can prepare the container and feed weighed according to feed requirements • Children are guided and assisted by teachers in measuring organic carbon and probiotics as much as 5 mL / kg of feed and dissolved with water as much as 200 mL / kg of feed • The child mixes the solution with the feed evenly and is stored in a closed container for 2 days.

		<p>5. Aquaculture Management</p> <p>a. Daily The child discards the brown colored sediment out through the drain</p> <p>b. Weekly</p> <ul style="list-style-type: none"> • Children drain 30% • Children fill the water with added 10 cm from the initial height • Kids guided and assisted teachers in adding 0.5 L / m³ of organic carbon and 20 mL / m³ water • Children add lime as much as 10 grams / m³ water which serves to increase pH and help the formation of floc.
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Cognitive development of mild intellectual disability for vocational training on senior high school in special school is more focused on skill program based on child's interest and cooperation so that children have direct working experience in society, vocational skills training program is a transition to post-school aims to prepare children with mild intellectual disability in special school toward self-reliance post -school. This is in line with Fisher & Sax's research findings [27] that useful skills in society can be better taught after school hours or on weekends in the natural setting of society. To achieve the competence of school skills as the organizer of special education in fostering children with mild intellectual disability to become skilled in working closely with cognitive development. Mild intellectual disability can still be educated and trained on aspects of cognitive development as a provision to acquire skills to meet the needs of his / her life after school. This is like that expressed According to Wiyani [16] states that the ability that can be developed in children with mild intellectual disability include: reading, writing, spelling, counting, adjusting, not dependent with others, and can have the skills simple for the benefit of work in the future. A child with mild intellectual disability can be nurtured in skills, independence and can work so transition program adulthood mild mental retardation of children expected to be a bridge for children to be able to have the skills and independent and after school can be acceptable in the community. From the results obtained regarding the cognitive development of mild intellectual disability children at the formal operational stage, skills training is preferred and greatly helps the child with mild intellectual disability in achieving independence, this is in accordance with opinion Myklebust in [1] which states that skills training highly efficient to include children with intellectual impediments in the labor market. In addition, the development of skills training produces behavioral and social effects that lead to improvements in everyday life Buntix & Schalock in [2]; Claes, *et al.* in [3]; Ribeiro in [4]; Su, *et al.* in [5]; Timmons, *et al.* in [6]; [7]. The further benefit of skill training is that it offers the possibility of addressing the problems that resulted in poor qualifications and little knowledge of modern technology, in emphasizing practical learning, as appropriate for the adaptive skills available to mild intellectual disability children [8].

Carter, *et al.* in [19]; Shandra & Hogan in [20] argues that skills training is needed in improving the achievement of post-school work for Senior high school in special school. Therefore, appropriate service delivery is expected to

prepare children with mild intellectual disability to live independently in society. Turnbull, *et al.* in [21], this is in line with the results of the skills training program in children with mild intellectual disability in achieving independence in the community environment. In the opinion of Juliet and Robert in [23] stated that the application of appropriate skills training materials and materials can generate jobs and opportunities to deliver a child with mild intellectual disability in post-school independence, the opinion is very compatible with the training of catfish farming skill of bioflock system in mild intellectual disability children at Special school Negeri Baturaja where if the material and methods that children can easily understand and work can increase their independence. This is in line with, Hansen, *et al.* in [24] which states that vocational skills are a transitional service contained in IDEA regulations and are a series of coordinated, results-oriented activities designed to facilitate the adaptation of children from school to adult life.

B. Discussion

Vocational training produces cognitive, behavioral and social effects that lead to improvements in everyday life. A further benefit of skills training is that it can overcome problems related to self-development and knowledge and vocational skills of children with mild intellectual disability in emphasizing practical learning, which is appropriate for adaptive skills available for children with mild intellectual disability. Research conducted by Kumar, *et al.* in [9] These findings strongly indicate that among children with mental retardation also, cognitive and social skills are interrelated. Intellectual development and social development go together in the same direction. Similar observations were reported. Based on the results of the study showed that in children with mild intellectual disability and social development interrelated. Intellectual and social development work together in the same direction. Hence, it can be concluded that cognitive and social development are interrelated and as a light provision for children with mild intellectual disabilities so that later after graduating from Special School can be accepted in the community, have the skills and jobs and even open their own business.

The relevance of skills education for students with mild intellectual disability is based on their needs and characteristics and ability to be accepted to work and able to open their own business. Scientific research has shown that children with mild intellectual disability distinguish themselves by cognitive and personality traits, which demonstrate academic abilities that experience difficulties. Schools as education providers provide skills training services to accommodate children's needs for work skills and can choose a profession according to their characteristics and abilities. Therefore, vocational training education for children with mild intellectual disability requires individual socio-education assistance, based on the potential (strength) of the child by considering the peculiarities of their independent education [38]. Multidisciplinary socio-education assistance, based on individual interaction, includes training education that can increase independence that alleviates children with mild intellectual disability, teamwork of teachers and career

counselors, collaboration with families and interagency cooperation. The choice of professions that are in line with the areas of interest, possibilities and abilities that are possessed are very important prerequisites for successful professional integration for children with mild intellectual disability.

According to Ragageles in [25] skills training is a factor that can direct the child's mild intellectual disability to the labor market, preventing isolation and increasing independence. This likes the results achieved by children with mild intellectual disability where the child can increase independence in the skills training program that followed. In line with opinion by Hughes in [28], Shogren *et al* in [29]; Wehman, in [30]; Wehmeyer *et al.*, [31] the skills training process should focus on developing self-determination skills understood as the ability to make related decisions questions that affect a person's life and act on the basis of options for improving his or her skill at work. Agree with Chou, *et al* [32]; Wehman, [30] reinforces the need for assistance and enhances support for the work environment, should get family support and opportunities for children with mild intellectual disability in action to gain recognition and improve the quality of life bags by Reoyo, in [33]. According to Cuadrado & Verdugo in [35]; Wehman in [30] skills training program is essential for the development of a plan that ensures the success of the process and improvements in the learning model, this is in line with the objectives of the catfish farming skill training of the bioflock system where the program is processed capable of delivering children in achieving post-school independence [36]. Where skills training services aim to facilitate the child's mild intellectual disability to obtain appropriate work in improving the ability to obtain skills guidance, job training and work placement services. Mild mental retardation children skills training geared to prepare children with mild intellectual disability in demand for job skills set ah graduate school / in the future.

V. CONCLUSION

Based on the results of observations and interviews with indicators of aspects of cognitive development conducted in children with mild intellectual disability initials AD on cognitive development indicators are good enough that include: (1). The child can determine his choice on the cultivation skill of catfish bioflock system, (2). The child can know and implement the work steps through experience directly with mentoring and guidance from teachers of skills, (3). The child has difficulty in problem solving when finding obstacles in the implementation of skills training to require guidance from the teacher, (4). Children stages of the skill program they are interested in according to Standard Operations al Procedure with guidance and mentoring from the teacher. of the five indicators in point 2 abstract knowledge, point 3 the ability of problem solving as well as point-stage 4 to stage the skills training program catfish bioflock system according to the standard operating procedures of children still need guidance, assistance and direction from teachers.

Cognitive development of mild intellectual disability for vocational training aims to facilitate children's skills mild

mental retardation to obtain suitable employment in an increased ability to acquire skills counseling services, job training and job placement (internship). Training on the skills of children with mild intellectual disability is directed to prepare children with mild intellectual disability with skills in demand for work after graduation/ schooling in the future.

A. Recommendation

The development of cognitive children with mild intellectual disability in skills training is expected to accommodate the needs of children in terms of job skills. The development of cognitive of mild intellectual disability children at Senior high school level in Special school Negeri Baturaja which is more focused on training program of catfish culture skill of bioflock system based on child's interest and cooperation with business world of industry through apprenticeship program so that children have direct working experience in society.

Peer tutoring can be done on the activity of catfish farming skill training program of bioflock system in order to teach the child with mild intellectual disability in cooperating and working in group/ among friends.

Vocational training skills aimed at preparing a mild retarded child in special schools for independence as a post-school. Mild intellectual disability can still be educated and trained on aspects of cognitive development as a provision to acquire skills to meet the needs of his / her life after school.

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