

ABSTRACT

The thesis deals with topics of Attention deficit hyperactivity disorder (ADHD) and dynamic assessment. The first section briefly characterizes ADHD and it provides an overview of studies on interventions for ADHD pupils in school settings. Specifically, the effect of incentive therapy and daily report cards, adjustments in the school environment and during the lessons, and finally the intervention supporting the development of homework, planning and organizational skills are discussed. The next part of the theory focuses on dynamic assessment and its use in identifying the learning potential of pupils with special educational needs, learning and social disadvantage, or gifted pupils.

The empirical part verifies the use of dynamic assessment in pupils with ADHD. The aim was to evaluate the effect of the mediation phase on performance in the posttest of The Seria-Think Instrument among pupils with ADHD. As a result, pupils with ADHD improved their posttest performance. The benefit of the mediation phase in this research was observed in reducing the number of insertions of wooden sticks into the wholes, in changing the problem solving strategy, and in shortening the time of tasks performance.

Keywords:

ADHD, dynamic assessment, intervention, The Seria-Think Instrument, Tzuriel, mediation phase, cognitive modifiability, mediated learning experience