

ABSTRACT

The diploma thesis deals with the issue of social-emotional climate in the elementary school class whose pupil is a child with special educational needs.

The theoretical part focuses on the development of relationships among the people who influence the classroom climate and on creating a favourable classroom climate with all its positive features. It discusses disruptions of the classroom climate by a pupil with special educational needs and thus also the related competencies of the teacher in charge of the classroom climate and possible ways of diagnosis, intervention and support options.

In the practical part, ten teachers from two selected elementary schools provide their insight on the degree of influence the pupils with special educational needs who attend their class have on the classroom climate. The aim of the research was to find out whether the classroom climate is significantly influenced by the presence of a pupil with special educational needs and if it raises the need for special care of the classroom climate. Semi-structured interviews with teachers have revealed that in order to achieve educational goals, it is necessary to create a favourable classroom climate and to maintain or improve it according to the teacher's knowledge and experience, including the possibility of cooperation with a teaching assistant. The interviews further showed that pupils with special educational needs are not perceived as violators of the classroom climate when the teacher cooperates with the teaching assistant or if the pupil's specific behaviour does not differ significantly from that of other pupils.

KEYWORDS

classroom climate, development of social relationships, teacher's vocational competences, special educational needs, classroom climate disruption