

## **ABSTRACT**

The main aim of this dissertation is to determine the predictors of social participation of pupils with cerebral palsy in elementary schools in the Czech Republic and the Republic of Serbia which, in other words, means identifying factors that could determine the level of its social participation in primary education. Considering the fact that it is established that the participation of pupils with cerebral palsy is an important indicator of their successful social participation in adolescence and adulthood, it is necessary to estimate the factors that influence their participation in school age. Social participation is within this dissertation viewed from the perspective of independent execution of non-academic school activities that the pupils with cerebral palsy are performed daily in the school environment, which they need in order to be able to fulfill the academic obligations expected from them.

In order to assess their participation in the school environment, the first and third part of the SFA questionnaire were used (The School Function Assessment), in order to measure pupils' participation in 6 situations within the school environment and 21 concrete non-academic school activities. As independent variables, we have determined 9 individual factors that relate to the characteristics of pupils with cerebral palsy, and 1 environmental factor that relates to the type of school pupils attend.

The study included 150 pupils with cerebral palsy (75 students from each country:  $N_{CR}=75$ ;  $N_{RS}=75$ ), 6 to 12 years old, who attended mainstream elementary schools and schools for pupils with special educational needs from the first to the sixth grade. The extent of impairment of pupils' physical ability was assessed by the GMFCS (Gross Motors Classification System) scale and by the MACS (Manual Ability Classification System). According to the available information, this is the first study in the Czech Republic, as well as in the Republic of Serbia, conducted in primary schools, which identifies predictors of social participation of pupils with cerebral palsy using research tool – SFA.

The analysis of the results provides an insight into the importance of the selected predictors on the social participation of pupils with CP in the school environment in two different socio-economic and cultural European countries, the Czech Republic and the Republic of Serbia. The study also presents the comparative results of these two environments on factors that influence the social participation of these pupils in elementary schools.

**KEYWORDS:** Cerebral Palsy, Czech Republic, Republic of Serbia, SFA, social participation