

ABSTRACT

The thesis deals with the comparison of standardized testing, and dynamic diagnostics of pupils with specific learning disabilities while using the Rey-Osterrieth complex figure. The thesis aimed to find out the advantages and disadvantages of dynamic diagnostics of pupils with specific learning disabilities while using the above-mentioned diagnostic tool. The implementation of research is based on the theoretical part, which consists of two large areas. These areas are standardized testing/dynamic diagnostics and specific learning/behavioral disabilities. The aspects that most correlate with the empirical part are highlighted. From the first area it is specifically the critique of standardized testing, dynamic diagnostics, the theoretical framework of dynamic diagnostics, the dynamic approach in consulting practice, and the critique of dynamic diagnostics. The second area concerns the types of specific learning disabilities, their social context, and specific behavioral disabilities.

Research data were obtained using the Rey-Osterrieth complex figure and the WISC-III intelligence scale. The WISC-III intelligence scale was essential for determination of the research set, for the interpretation of the data based on cognitive profile, and for the negative interference in the testing using the Rey-Osterrieth complex figure. The peak of the empirical part are the results of the research. The results suggest that dynamic diagnostics help to gather more data compared to standardized testing. An interesting piece of information is that if the proband gave a low performance in the copy then the figure may have been wrongly stored in his memory, which explains the subsequent low scores in reproductions. However, the most important outcome is that mediated learning is also valuable for pupils with specific learning disabilities. Although, they have many disabled abilities. Even mediated learning lasting just 30 minutes has significant effect. Thus, pupils with specific learning disabilities perform better in dynamic diagnosis than in standardized testing.