

ABSTRACT

The dissertation focuses on the analysis of support measures in the education of pupils with special educational needs. The main area of the study is to increase the time allowance for the work of pupils with specific learning disabilities, which is one of the most frequently chosen forms of support for these pupils. After presenting the theoretical basis of the study, the research itself is presented. The research is a quantitative analysis of the performance of 9th grade elementary school students. The research group included pupils with SPU (N = 31) and intact pupils (N = 188). The students worked on the I-S-T 2000 R Intelligence Structure Test and their performance was statistically processed. Pupils with SPU had 25% more of time for work available than intact pupils, but they were also evaluated in basic time. We worked with their performance in the form of gross scores (that is correctly filled in items), the gross scores were not converted into intelligence quotients. Statistically significant results were found in the following areas. Pupils with SPU performed statistically significantly better within their group in all evaluated scales and subtests if they worked with increasing time (than in basic time). When we are evaluating the difference between pupils with SPU and an intact group of pupils, pupils with SPU with added extra time achieved statistically significantly better performances in the figural test scale and in the Pattern Selection subtest. Statistically significantly worse performance was given in the numerical subtest of the Number Series. If students with SPU and an intact group of students worked at the same (base) time the intact students were statistically significantly more successful on the numerical scale. Surprising finding is that there are no statistically significant differences in performance within the verbal scale.