ABSTRACT

This thesis *Advantages and disadvantages of educating pupils with intellectual disabilities in independently established classes at elementary school* deals with the issue of classes established according to Section 16, paragraph 9 of the School Act at elementary schools, specifically their advantages and disadvantages from the perspective of special education.

The thesis is divided into two main parts: the theoretical part and the part of the own research investigation.

The theoretical part is dedicated to individuals with intellectual disabilities, education of pupils with intellectual disabilities, and the collaboration between the school and the family of pupils with intellectual disabilities.

The own research was conducted through qualitative investigation in the form of semi-structured interviews with twelve respondents. The part of the own research focuses on methodology, presentation of research data, main findings, discussion and recommendations for practice.

The main objective of the thesis is to identify and subsequently compare the advantages and disadvantages of educating pupils with intellectual disabilities in classes established according to Section 16, paragraph 9 of the School Act at Kamýk nad Vltavou elementary school.

One of the partial objectives of the thesis is to determine the main reasons why parents of pupils with intellectual disabilities decided to choose education for their child in a class established according to Section 16, paragraph 9 of the School Act at the elementary school.

The second partial objective of the thesis is to find out, according to the respondents, what could be changed or improved in classes established according to Section 16, paragraph 9 of the School Act at Kamýk nad Vltavou elementary school in order to enhance the quality of education, and how it could be achieved.

KEYWORDS

intellectual disability, a pupil with an intellectual disability, elementary education, special class, a class established according to Section 16 of the Education Act