

The subject of research in this diploma thesis is qualitative investigation reflecting school success and self-approach in view of seven mature individuals with learning disability. These seven mature individuals aging 24, 38, 24, 26, 26, 35, 26 were free to fill checklist, offer structured interview and be at hand to clarify more their answers in period of 16 months. All gathered materials were used for analysis and further process. Checklist was unified for all respondents. Questions for structured interview were made based on gathered checklist answers. Analysis and elucidation were led with the spirit of fenomenologie access, concern was to find the root and context in respondents' experiences from school attendance, especially respecting their school success. The goal was to find answers for these questions: What is the meaning of school success for pupils with a learning disability? Do they rate school success (as classification) as success and school failure as failure? What means school success for students' parents? Do children with a learning disability have feeling that their parents see them as school successful or unsuccessful? What impact on self-approach has the fact the student has a learning disability? What position hold students with a learning disability to their diagnosis? Do students with a learning disability see the reason of their school failure in a learning disability? Is school success or unsuccess of students with a learning disability significant factor in self-approach formation? Are there any specific conditions in children with a learning disability, which have influence to self-approach development?