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**Psychologické aspekty individualizace přístupu k žákům se specifickými poruchami učení**

**Individualization of Approach to Learners with Specific Learning Disabilities and Its Psychological Aspects**

**Annotation**

This thesis deals with theoretical and practical knowledge and skills of teachers in primary schools for specific learning disabilities. It focuses mainly on mapping the level of teachers' approach to integrated learners with this disorder. It is trying to grasp the extent to which teachers meet the psychological aspects of individual approach to these learners in inclusive environment of a primary school compared with integrated learners with other disabilities. The theoretical part summarises basic information on education, integration and education system in the Czech Republic. It deals with specific learning disabilities and attempts to apply the findings from positive psychology on individual approach to individuals with SLD.

The empirical part analyses and compares the quantitative survey of knowledge level of teachers at lower and higher levels of primary schools about SLD. Furthermore, it examines their knowledge of appropriate procedures for working with learners with SLD and ability to apply it in practice to psychologically support of these learners.

It partially compares differences in the approach of teachers to learners with SLD and integrated learners with other disabilities.

**Key words:**

Competence, education, disorder, inclusion, individual approach, integration, learning support, optimal psychological stress, pessimal psychological stress, positive psychology, psychological needs, specific learning disabilities, specific learning needs.