

TITLE:

Inclusive education process analysis of mentally disabled regular primary school students.

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ABSTRACT:

The work is dedicated to education of mentally disabled pupils in common type of elementary school.

The aim of the work is to analyze the integration of pupils with mental disability in major type of education system, valorize its strengths and to point out possible failings.

The theoretical part defines the basic terms associated with mental disabilities, school integration, common elementary school education of mentally disabled pupils and characterizes the role of integration counseling system.

The practical part of this work approaches a particular process of integration at two elementary schools in practice. It describes the environment of schools with an inclusive themed activities that are carried out at an Primary School Na Líše and Primary School Dukelska. Analysis of the survey includes case studies of individually integrated pupils, the results of the questionnaire survey and investigation by sociometric method with integrated pupils classmates, the results of parents' questionnaire survey and teacher interviews.

Based on the evaluation of the information obtained during processing this work I summarize integration climate improvement recommendations for both elementary schools.

KEYWORDS:

Education, inclusive education, depersonalization, school integration, teacher basic school, student.