

ABSTRACT:

This thesis concerns the profession of the school special educational advisor working in a mainstream primary school and his acting in favor of pupils with learning difficulties.

The theoretical part describes the group of pupils with whom the school special educational advisor works and possibilities of this work, the cooperation with other partners (teachers, professionals and institutions outside the school and pupils' parents) in supporting those pupils and the three-stage model of care for pupils at risk in school development.

The practical part in the form of qualitative research examines how school special educational advisors acting in primary schools in Prague see themselves in their profession.

KEY WORDS:

School special educational advisor, school counseling centre, three-stage model of care, special education needs, prevention, diagnostics, intervention