

Dissertation Abstract

TITLE:

Identification and development of talent in preschool and school-age

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ABSTRACT:

We tried in our research to establish certain criteria that improve the quality of primary identification process in nursery and elementary schools. It is a very extensive proposal that requires cooperation of all school subjects, parents, clinical psychologists, etc. For this reason, several different perspectives were used in the research section of this dissertation. One of them was a questionnaire survey for teachers and parents in a nursery and a primary school in the Moravian-Silesian Region. This questionnaire survey showed a high informative value and after a successful pilot verification it can be considered an appropriate identification tool that can be used by special education teachers to identify giftedness directly in schools.

As to direct identification tools in the realm of logical and analytical capabilities, we focused on testing with Raven's matrices. Because exceptionally gifted pupils in the Czech Republic have been legally supported only since 2005 (when the Education Act No. 561/2005 came into effect), there are no tests for identifying giftedness available to special education teachers. However, efforts for identifying giftedness are beginning to sporadically appear in dissertations (Vaněk 2006, Hotová 2008, Kovářová 2010, Čihounková 2012).

This dissertation ends with an illustrative case report of an exceptionally gifted pupil, which reflects the role of teachers and parents in the identification process and particularly the role of teachers within their own educational process.

KEYWORDS:

Identification process, a questionnaire survey, testing of talent, gifted and exceptionally gifted child/pupil, talent development