

ABSTRACT

Presented dissertation thesis deals with mentally disabled adolescents who are partially grown up in children's homes and in children's homes with school. The discussed topic is interdisciplinary and multi-layered. The aim of this thesis is to find out, describe and analyze what fulfils everyday life of adolescents with a mental disability and a marginal condition. The thesis also describes what these adolescents experience, what they encounter with, what they imagine in regards with their own future in the context of their life in children's homes. Multidisciplinary focus of the theoretical part of the thesis approaches adolescence as an evolutionary period in one's life and is based on work of Czech and foreign authors of evolutionary and social psychology. Adolescence is also considered as a period of potential risk connected with behavioural disorders which can cause child's placement in institutional education. The meaning of education is approached not only from the philosophical but also from the theoretical point of view. The thesis also covers the question of current possibilities of adolescents to complete their apprenticeship in a certain field of study. Besides other things, the text analyzes the concept of mental disability, shows the change in its definition, and presents sociological views of normality and pedagogical techniques focused on people with a mental disability.

The empirical part of the thesis consists of a field qualitative research probe, where the procedures and techniques of the set theory have been used. At the same time, the adolescents from children's homes have actively participated in this research. This part of the text is based on the analysis of five group and eighteen individual interviews with adolescents. The other parts of the analysis come out of the results based on the scale of a support extent survey elaborated by educators in children's homes. Finally, the last part of the analysis is oriented on the results of applied graphical methods of time curve of the adolescents' goals within one year and their comparison with the possibility to put these goals into practice.

The comparison of the results from particular fields of the investigation and researches published in academic pieces of work focused on adolescents and people with a mental disability finds out that mentally disabled adolescents in children's

homes and homes with school are, in many aspects, identical to the peers in an intact group. However, certain consequences of their disability can become evident in some particular areas.

KEY WORDS: adolescence, children's homes, children's homes with school, mental disability, norm, future visions, education, educator, relationships to peers.