

Behavioral and emotional disorders in the context of school and social consequences for the first grade of elementary school pupil.

Abstract:

This dissertation dealt with the issue of behavioral disorders with children in younger school age. Its main goal was to ascertain the extent of the behavioral disorders of pupils in the first grade of primary school from the teachers perspective and to find out which symptoms of behavioural disorders are the most frequently manifested by pupils in several elementary schools in Prague. Then to analyze the impact of these symptoms or rather behavior disorder on school results, peer relations and relational attitudes of teachers to pupils with behavioral disorders. The final aim was to find out and assess the cooperation between school and the family. Also interest and willingness of the family to collaborate on potential correction or educational measures proposed by school. This dissertation is entirely practical because it presents a real pedagogical background and its only respondents were the class teachers, which were supposed to know the relations in the classroom. The theoretical part describes by using a specialized sources at first beavioral disorders that have educationnally, socially or personality conditioned basis, but also disorders for whose cause is considered a organic CNS damage and whose are publicly known as ADHD. Mentioned are also so called symptomatological behavioral disorders. The practical part is made by questionnaire form and determines the insidence of individual symptoms of behavioral disorders among first grade of elementary school pupils. And also in the teachers opinion how this behaviour affects other areas of school work with these children and possibly with their parents.

Keywords: behavioral disorder, symptom, ADD / ADHD, parenting, family, teacher, social behavior