

ABSTRACT

This master thesis aims to introduce and describe effective strategies and teaching methods that teachers of gifted pupils with ADHD use and during which the different educational needs of these learners are taken into consideration. This thesis also presents how faculty primary school teachers apply these strategies and teaching methods in integrated and segregated forms of education focused on gifted pupils with ADHD. The theoretical part of this thesis summarizes findings about the issues of differentiation, individualization, talent and teaching strategies of gifted pupils. It also deals with a specific group of gifted pupils with ADHD which are classified as twice-exceptional learners. Therefore, there are also described the recommended strategies for the education of pupils with ADHD. Based on the study of Czech and foreign literature, this thesis delimits strategies and teaching methods which are suitable for gifted pupils with ADHD. The practical part of the thesis is a qualitative research done by analysing the observed lessons in classes with gifted pupils with ADHD, and subsequent in-depth interviews with the teachers of these pupils who teach in an integrated and segregated forms of teaching. This thesis tries to find out what strategies and teaching methods these teachers choose during the work with gifted pupils with ADHD and to what extent these strategies are in accordance with the literature searched in the theoretical part. The research has shown that these observed teachers often use effective teaching strategies and methods to provide pupils with an individual approach appropriate to their overall development.