

ABSTRACT

This bachelor thesis entitled *Support measures in the process of inclusive education of pupils with mild intellectual disability* deals with the use of support measures for pupils with mild intellectual disability in inclusive education. The aim of the thesis is to find out what form of support teachers provide in mainstream schools to pupils with mild intellectual disability beyond the support measures recommended by school counselling facilities, what support measures are most often recommended for pupils with mild intellectual disability by school counselling facilities and what form of support teachers use for the best possible integration of a pupil with a mild intellectual disability into the class group. The thesis is divided into a theoretical part and a practical part.

The theoretical part explains the basic terms (mental disability, inclusive education and support measures). In the practical part of the thesis is used the method of qualitative research. The research was conducted in the form of semi-structured interviews with class teachers and teaching assistants at four primary schools. The evaluation of research results is therefore monitored from two perspectives – from the point of view of the class teacher and from the point of view of the teaching assistant. The primary is the view of class teachers; the supplementary perspective is the view of teaching assistants. According to the results of the research, pupils with mild intellectual disability are provided with adequate support measures, such as education according to an individual educational plan or the support of a teaching assistant. The results of the research bring a positive finding that inclusive education is positively received in mainstream primary schools.

KEYWORDS

mild intellectual disability, support measures, inclusive education, social inclusion