

## Summary:

This dissertation is aiming to find the connection between classroom relationships development and regular social skills teaching. Specifically if social skills teaching creates positive development within students relationships and if it influences better classroom climate.

The theoretical part defines the concept of pedagogical diagnostics, its methods and forms, especially focused on educational – research sociometry, sociometric methods and techniques. In the end of theoretical part is described educational program CESTY with subject „Social skills focused on the development of positive relationships between students with ADHD, ADD issues.

The empiric part is built on research which was made using sociometric – rating questionnaire of Vladimír Hrabal (S-O-R-A-D). This questionnaire was used in three fifth year of elementary school classes for children with specific issues and in three regular elementary school classes. Rating of the results using sociometric indexes and sociograms is the base for comparing the development of relationships in classes with ADHD students, where the social skills are taught regularly, and three regular classes without this subject. The questionnaire was set twice in every class, first time at the beginning of school year and second time at the end of first mid-year.