

Abstract

This thesis deals with an integration of children with ADHD syndrome to ordinary primary schools. Manifestations of the disorder hinder in pupil's education, therefore it's necessary to pursue to them individually. Thanks to an amendment to the Czech law in 2005, have these pupils with special educational needs greater attention. The author examines the implementation of integrational policies of pupils with ADHD syndrome, through interviews with street-level bureaucrats and their clients. When reviewing the two questioned cases the integration of pupils with ADHD syndrome in the presence of an assistant teacher seems like very good solution. But there is still a big role played by other concerned people like parents, teachers, teacher assistants, principals or counselors. Few shortcomings can be found in the integration, most often flowing from the inadequate funding or the obsolete education system. From results we can conclude that integrational trend is running in the Czech Republic, however there are not always appropriate conditions in schools.