

## **ABSTRACT**

This diploma thesis is concerned with the issues of educational support within the integration of pupils with mild mental disabilities in common primary schools. The theoretical part is divided into chapters which deal with the definition of mild mental disability and its classification, the description of pupils with mild mental disabilities in school age, the specific needs within the education of pupils with mild mental disabilities, the issue of integration, the valid legislature concerning these pupils and most importantly with the supporting measures which are provided for these pupils. The aim of the practical part of the thesis was to find out which supporting measures are provided for pupils with mild mental disabilities in common primary schools and how are these measures put into practice. To gather the required information, the method of a semi-structured interview with selected teachers and the staff of school consulting centers has been used. To further specify the acquired data, the analysis of pupil documentation (mainly individual education plans) has been carried out. The research showed that all students with mild mental disabilities, who are integrated into primary schools, are provided support, but the extent of said support varies according to the awareness of educational staff and their readiness to aid these pupils.