

ABSTRACT

The thesis deals with the issue of inclusive education of pupils with mild intellectual disabilities in Czech mainstream schools focusing on attitudes and experiences of teachers of a selected elementary school on this issue. The theoretical part defines the concept of inclusion in the context of the Czech educational system and legislative measures related to this topic. It summarizes the concept of intellectual disability, describes what an intellectual disability is, what families of a child with intellectual disabilities are facing, and defines the specifics of educating a pupil with an intellectual disability. It also deals with special educational needs and measures for the education of pupils with this disability, which are embedded in the education act and aim to support the inclusive education of pupils with mild intellectual disabilities. The empirical part of the thesis analyses the interviews with teachers of a selected elementary school in the Central Bohemian Region. While conducting the research, the semi-structured interviews were gathered and the attitudes of teachers towards the explored issues were described. The final part summarizes and graphically elaborates findings of the qualitative research and suggests recommendations for possible further research and teaching practice.