

ABSTRACT

This thesis deals with methods of identification of a gifted student with dual exceptionalty by a teacher at the 1st grade of elementary school. The aim of the work is to find out what specific methods teachers use to identify students with dual exceptionalty. Do they use available identification methods for educators, or do they have their own tested procedures for identifying this group of gifted students. The aim is also to find out how the cooperation between teachers and experts of the school counseling office takes place in the identification of twice exceptional pupils.

The theoretical part contains the characteristics of basic concepts such as giftedness, dual exceptionalty, identification, methods of identification, specific learning disorders. Giftedness can occur with different types of handicaps, this thesis focuses on the combination of giftedness with specific learning disabilities that appears most often in the schools (participating in the research). That is the reason why specific learning disabilities are described in the theoretical part. Further there are introduced the basic types of pedagogical identification methods and some types of psychological tests for identifying the mental abilities of the pupill.

The empirical part is solved by the case study method. The subject of this study are two elementary schools, where female teachers work in the first grade, who teach or have taught students with dual exceptionalty. With these teachers were conducted semi-structured interviews, which were analyzed using the open coding method. This coding is complemented by thematic coding for selected cases, that have a similar approach to pupils with specific learning disabilities and gifted pupils.

The results of the data analysis point to the fact that female teachers at the selected schools are not very interested in finding gifted students and students with dual exceptionalty, but willingly attend to students with specific learning disabilities, whatever the degree of their giftedness may be. The results also show that the cooperation of the school counseling office with female teachers is of a high quality.

KEYWORDS

giftedness, dual exceptionality, specific learning disabilities, methods of identification, nomination