

ABSTRACT

The diploma thesis focuses on the methods and forms of support and counselling provided by a school special educator in a mainstream primary school to a pupil with mild mental disability. The aim of the thesis is to map and present the methods that are chosen when working with the chosen pupil and the reasons for their use. The theoretical part defines the concepts of intellectual disability, especially mild intellectual disability, the profession of the school special educational needs teacher and the methods that are generally used in the education of pupils with mild intellectual disability in mainstream primary schools. The empirical part presents the research investigation itself. First, the main objectives, methods and results of the analysis of the investigation are described, and the respondents who participated in the research investigation are also presented. This is a qualitative research investigation, which was carried out using a semi-structured interview method, which maps the methods of support and guidance provided, but also the professional career of school special educators and, last but not least, their perspective on inclusive education. The interviews were coded into six domains, which are then compared between respondents. The research investigation provided an insight into the practice of educating pupils with mild intellectual disabilities and presented the most commonly used methods and approaches applied during the educational process. It also provided insights into how school special educators perceive inclusive education for pupils with mild intellectual disabilities and in which areas educators need the most help in implementing education for these pupils.

KEYWORDS

school special needs teacher, mild intellectual disability, inclusive education, counseling, support measures, educational assistant, elementary school