

## **ABSTRACT**

This thesis focuses on strategies and approaches for educating students with support measures within the context of a small-class school. The study monitored four students diagnosed with specific learning disorders, ADHD, and behavioral disorders.

The main goal of the thesis was to identify and describe teaching methods, analyze practical procedures, and examine the circumstances of educating these students in a selected small-class school. Emphasis was also placed on how these pedagogical practices influenced the students' approach to education.

The research investigation was conducted in two stages. The first stage involved studying and detailed analysis of personal documents of the observed students. In the second stage, structured interviews were conducted with the legal representatives of the students and the educational team of the school. Open coding was used to obtain and interpret the results of the interviews.

Findings indicate that the key to success is an adaptable educational system that integrates methods such as teacher assistance and specially tailored curricula, while also supporting the social and emotional development of students through activities outside the traditional educational environment. The thesis highlights the importance of regular cooperation with families and effective pedagogical strategies to support inclusive education.

The results of this research show parallels with findings from previous studies, both domestic and international. These studies are connected by the theme of small-class schools and the impact of special education on the education processes of students in small-class schools.

## **KEYWORDS**

student with support measures, small-class school, inclusive education, individual approach, interactive process