

ABSTRACT:

The thesis focuses on the impacts of adverse childhood experiences on later life and is based on key findings from a study by the Czech Professional Society for Inclusive Education. The main aim of this thesis is to examine the perspectives of primary school teachers on the issue, their knowledge, and their needs, which could contribute to better handling of such situations in pedagogical practice, especially as the number of traumatized children is rising. In the practical part of the thesis, a qualitative research method was employed to collect data. Data were gathered through semi-structured interviews with primary school teachers and subsequently analyzed using grounded theory. The analysis results are summarized into thematic groups reflecting the main problems and challenges associated with working with children who have experienced adversity. Based on the findings, specific recommendations for further work on this topic are proposed. These suggestions aim to support teachers, improve teaching approaches, and create conditions for more effective inclusive education. The thesis also highlights the need for systematic support and training for teachers in this area, emphasizing the importance of interdisciplinary cooperation among schools, professional organizations, and government institutions. The conclusions have the potential to be utilized not only by individual primary schools but also on a broader scale—such as in the development of strategies for primary education in the Czech Republic and the implementation of inclusive measures in pedagogical practice, with a focus on the sustainable development of the education system.

Key words: ACE study, education, self-education, trauma, pedagogue, elementary school

