

Czech University of Life Sciences Prague

Faculty of Economics and Management
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Bachelor Thesis

Education for mentally handicapped
people

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Declaration

I declare that I have worked on my bachelor thesis titled
“Education for mentally handicapped people (Integration)” by
myself and I have used only the sources mentioned at the end of
the thesis. In Prague on 20.11.2011

Lenka Matoušková

Acknowledgement

I would like to thank to Richard Selby, Ph.D. for his advice and support during my work on this Thesis.

Education for mentally handicapped people (Integration)

Vzdělávání pro mentálně postižené (Začlenění)

Summary

This bachelor thesis focuses on the problem of the educational process of integration for mentally handicapped people wanting to study at regular schools side by side with students without mental disabilities. It discusses how these people can even get a chance to have this opportunity, and what needs to be done to achieve it. Furthermore, this thesis identifies what parents of a mentally handicapped student should know and do to give their child this chance.

In this bachelor thesis the reader will learn about the integration of mentally handicapped people among other students. This integration is important for the whole community and should be supported.

Finally, this bachelor thesis also focuses also on the environment that surrounds the student with a mental disability, what it should look like, and what those who are involved in the integration process should know about and behave with these students.

Key words: mentally disabled, mentally handicapped, integration, inclusion, studying process,

Souhrn

Tato bakalářská práce je zaměřena na problematiku vzdělávacího procesu integrace pro mentálně postižené lidi, kteří chtějí studovat na běžných školách, po boku studentů bez mentálního postižení.

Jak mohou tito lidé dostat šanci získat tuto příležitost. Co je třeba udělat pro to, aby se dostali na školu pro zdravé děti. Co by rodiče mentálně postižených student měli vědět a udělat, aby jejich dítě tuto šanci dostalo.

Ve své bakalářské práci bych chtěla objasnit veřejnosti o integraci lidí s mentálním postižením mezi ostatní studenty. Že tato integrace je důležitá pro celou naši komunitu, a měli bychom tuto integraci podporovat.

V této bakalářské práci jsem se zaměřila také na společnost, která obklopuje studenty s mentálním postižením. Co by tito lidé měli učinit, aby prostředí pro mentálně postiženého studenta bylo příjemné a rádi se do něj vraceli a měli pocit sounáležitosti.

Klíčová slova: integrace, inkluze, mentálně postižení, studijní proces

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1. Introduction

The topic of this bachelor thesis concerns the education of mentally handicapped people. In the thesis the author will focus on the integration of mentally handicapped people into the regular education process.

The topic was chosen for two main reasons. The first reason is that this author has personal experiences of being in a class with a mentally handicapped person, both at elementary school and also afterwards at secondary school. Two different boys at two different schools were observed and watched as they followed their path to the successful ending of their formal education process. The second reason is that this author became curious about this process and what it takes to have the chance to study at a regular school; what other people think about it and to attempt to sum up all this information to get some overall view of the entire problem.

There are plenty of mentally handicapped people living in the community, and they deserve to get a chance to achieve the same level of education as the people without mental disability.

In this thesis, special attention will be placed on the integration of mentally disabled people in the educational field, and what steps must be taken to even get the chance to attend the schools that are for regular students. How they are able to cope and fit in class among other students without mental disability. There are so many obstacles in the way to succeed in this process. How these people, or in this case their parents, should know what to do and how to find out if their child can integrate into a regular school, not just because the child has abilities but that they can also integrate without having more

issues in the future. Many people are involved, not just parents, but also others, such as students, teachers, special assistants, and head teachers.

Mentally handicapped students need much more attention and special care from teachers but it does not always mean that they must attend a special school. If there is support from the family, and if the school is also willing to help these students, then the results should be really positive and the effort is worth it.

This thesis attempts to show that a high level of education is not just important for mentally handicapped students and their families, but also for society in general. If these people can successfully finish their studies, they can work as full-value employees and do not need any extraordinary financial support. Also the level of education will be much higher, and with a higher level of education the whole of society is better off.

2. Objectives and Methodology

2.1 Objectives

The main objective of this Bachelor thesis is to discover and analyse some of the problems and benefits of integrating mentally handicapped students into the education system in the Czech Republic. The author will also analyse how the environment surrounding mentally handicapped people has changed over time. Overall, the thesis aims to prove that the integration of mentally handicapped students into the regular education process is beneficial for all society and should be supported.

In general, the objective is to demonstrate to the reader that these students are also people, should be treated properly, and their originality and way of thinking should be respected.

2.2 Methodology

In order to complete this work, it was necessary to gather as much data as possible in order to show the opinion of the public on the integration of mentally handicapped people among others in the school environment.

The original idea was to use only an e-mail form of distribution among friends and their families, and hopefully they would pass it on to their friends. Distribution through e-mail is not financially demanding and was the main reason why this method was chosen. After a while it became apparent that this source of respondents would not bring a sufficient number of responses. In order to address this problem, the same questionnaire was created on an internet “survey engine” (vyplnto.cz). This provides

the possibility to generate and circulate a questionnaire free of charge, and provides the respondents with a convenient way of filling in the questionnaire online. An additional benefit is that as the site is a Czech site, the respondents would most likely be Czech (or Slovak) and therefore be able to give an opinion about integration of mentally handicapped people in the Czech Republic. Unfortunately this still did not solve the problem with respondents, so the social network "Facebook" [3] was also used to send the questionnaire to the author's "Facebook friends", and almost all of them responded.

Further research was also carried out at the grammar school where the author graduated. The teachers offered their assistance and allowed the distribution of questionnaires to students and teachers during the classes. Another opportunity presented itself at a special event held in Ladronka Park by the "Apla" institution for children with autism, where it was possible to interview people involved in this problem and distribute more questionnaires. Finally there was enough material (300 completed questionnaires) to supply the data required.

3. Literature review

People with mental disabilities spend most of their time surrounded by people with disabilities, have a very few contacts from the major community. They have not the opportunity to gain sufficient social experience; the process to learn social skills is difficult for these people.

The result is often clumsiness in communication, misunderstandings, negative response from the neighbourhood, low self-esteem. This reduces their chances on the labour market; deepen the social barriers between people with disabilities and the majority.

To eliminate these barriers need to focus on people with disabilities to promote their social skills. Integration in the childhood is the best solution for mentally handicapped people to avoid all of these factors that are holding them back and make their life more difficult than it is.

There are many sources which support the principle of equality whenever possible for people with mental disabilities. For example, the United Nations, in their Declaration on the Rights of Mentally Retarded Persons in 1971, proclaimed that:

- “1. The mentally retarded person has, to the maximum degree of feasibility, the same rights as other human beings.
 2. The mentally retarded person has a right to proper education, training, rehabilitation and guidance as will enable him to develop his ability and maximum potential.”
- [13]

European Union laws also require that member states support these principles and the particular needs of disabled people, so that they receive the support from the whole community [12].

Other studies have produced reports and handbooks containing similar statements, asserting that people with mental disabilities have the same basic needs as people with no disabilities - to attend schools with others of the same age group, to have a meaningful job, a family and friends, to feel free to make their own decisions. [10] [11]

The key word is “Integration”, and integration is about adapting people with mental disabilities into everyday life...by family, friends, neighbours, teachers, employers and each of us [11].

The term „mainstreaming” has become associated with the temporary placement of students with disabilities in regular classes, for various reasons, including general education and social interaction. Integration and inclusion, on the other hand, give all students the opportunity to participate in school life as a whole [1].

This includes full integration into mainstream classes with education and social contact. Mentally handicapped student is fully involved in all activities in school such as playing games, making homework, teamwork with classmates, attending trips and other activities out of the school.

This increases the opportunities available to students with mental disabilities after school. When students with and without

disabilities grow and learn together, drop the barriers created by stereotypes and stigmatization.

The decision whether or not to integrate students reflects social attitudes and values [5]. The inclusion of students with mental disability in all aspects of school life is one indicator of the acceptance of people with disabilities in our society. Then the question to be asked should not be "Can inclusion work?" Or "integration is a good idea?" Instead, one must ask what we can do to make integration work, and focus our energy on answering this question.

Each mentally handicapped student has to be treated differently, from the beginning we have to know, if the full integration is possible and would not affect the student badly. The program should be every time suitable for this student and well foresight. Some students with mental retardation will benefit from the education they receive outside of school, such as in the above-mentioned community setting. Then an appropriate educational environment is not only a regular class. Other students with mental retardation may need related assistance, which demands time spent outside normal class. The process of IEP (Individual Education Program) should identify an appropriate program for each student and determine which system best meets the student's needs" [4].

However, all students should somehow be integrated into mainstream educational facilities, classes and activities with their peers who are not disabled. This does not mean that every

student in a mainstream class to learn the same material or students with disabilities enter the regular classes only for the benefit of society. This means that, with adequate assistance, editing, and respect for individual differences can have all students with mental retardation benefit from integration in the form of education and social contact.

When students with mental retardation are judged only by their "mental age" based on both the test and not in relation to their actual chronological age, it is difficult to perceive them as adolescents or adults. Instead, the tendency is to look at them as children, when estimates of mental age is used as an excuse for lack of efficient education or the lack of integration in activities involving their peers. To look at people with mental retardation as an eternal child is wrong and misleading, and also causes many restrictions after these people leave school.

“The role of parents is crucial. They only fixed factor in the process. IEP is a legal document that establishes the necessary support for the student's education” [4] in this process, parents and professionals are equal partners. This does not mean the same knowledge of educational concepts and procedures, but it means the same status in decision making. Parents have about your son, daughter or family member with valuable information. Focusing on functional and life-oriented education for students with disabilities requires information relating to the student's home and the experience and skills from the community. Parents and family members have in this regard, the amount of information and should actively take part in the planning process.

“Like all other aspects of education, preparation for employment must be determined individually. Some students will need more time to learn specific skills for their jobs, and education might need to start earlier.”[6] Nevertheless, it should be throughout the educational process to focus on all students' skills and attitudes associated with the work. Students should gain the job experience that allows them to have informed choice and decide on where they want to work as adults.

3.1 Mentally handicapped people

People with mental disabilities spend most of their time surrounded by people with disabilities, have a very few contacts from the major community. They have not the opportunity to gain sufficient social experience; the process to learn social skills is difficult for these people.

The result is often clumsiness in communication, misunderstandings, negative response from the neighbourhood, low self-esteem. This reduces their chances on the labour market; deepen the social barriers between people with disabilities and the majority.

To eliminate these barriers need to focus on people with disabilities to promote their social skills. Integration in the childhood is the best solution for mentally handicapped people to avoid all of these factors that are holding them back and make their life more difficult than it is.

Author thinks that we should be open to them because they can enrich our lives and teach us how to deal with problems and obstacles they are dealing with on everyday bases.

3.1.1 Definition

The designation of mental retardation is related to the following three criteria:

1. Man has intelligence quotient (IQ) of less than 70-75
2. Has serious limitations in two or more areas of adaptive skills needed in everyday life - i.e. communication, self care, family life, social skills, leisure, health, self control, education (reading, writing, basic mathematics) and applied in community and work.
3. This condition persists from childhood, defined as age 18 and less. (AAMR, 1992)

“Adaptive skills are assessed in the natural environment of the individual in relation to all aspects of his life. A person with limited intellectual activity which is not limited in the areas of adaptive skills may not be diagnosed as mentally retarded.” [7]

Average amount of people with mental disabilities is about 3-4% of the population. Mental retardation crosses boundaries of race, ethnicity, and education, social and economic backgrounds. It can occur in your family.

3.2 Mentally handicapped people in the Czech Republic

There are plenty of organisations in the Czech Republic that are dealing with mentally handicapped people. Not just organisations such as asylums but also organisation for fun and health.

Organizations that set happenings for mentally disabled. Activities such as: sport, culture, science, nature, etc. It is very important to integrate them in everyday life, it is proved, that when they are spending their time in asylum, they have depressions and it affects their health. That is why these organisations exist to support people with mental disabilities to enjoy their life and be part of the community and not to be isolated in some facility for mentally disabled.

3.2.1 Care

Many people with mental disabilities in the Czech Republic are now living in social care. These are devices that by their nature may be limited to meet all the needs of its users, that's why there are plenty of facilities opening for them to give them proper accommodation and help. These facilities are not expensive and support social life of mentally disabled people.

The care of mentally disabled is getting better with years, the biggest jump was in eighties.

“A very important year for the emancipation of people with disabilities, the year 1981, which was announced UN General Assembly as the International Year of People with Disabilities (IYDP). Eighties Quinn and indicate the years Degener3

irreversible changes of the model "CARE" model based on the "rights" of people with disabilities. The year 1982 represents another milestone. General Assembly adopted Resolution of the World Programme of Action concerning the people whose aim was to equal opportunities." [8] This program compensation is defined as "a process in which the social system, such as physical and cultural environment, housing and transport, social and health services, education and employment opportunities, cultural and social life, including sports and recreational facilities, adapted so that available to all. "

3.3 Achievement of education (Integration)

Students with mental disability need to gain such experience and education that will enable them to work live and enjoy life in society. Integration into regular classes gives children with intellectual disabilities the opportunity of education, social contact with peers and skills, values and attitudes appropriate to their age.

“Integration is the approaches and ways of involving pupils with special educational needs into mainstream education and into mainstream schools.” [9]

Integration means to teach all pupils in their catchment school in mainstream classes appropriate to their age and provide teachers with adequate support and its success or failure depends on the characteristics of the pupil, but rather to the imagination, diligence and creative abilities of families, teachers and the establishers of the school.

Integration can be successful provided that we take the best of special and regular education and are combined into a single

system of education.

Integration is an opportunity for children of all ability levels to the normal school environment; learn together with children without mental disability, respects individual growth and potential of each child.

The advantage of integrated education:

- 1.Preparing for adult life in the current environment
- 2.Better education due to higher demands in the current environment
- 3.Common adolescent peers
4. Efficient use of resources (special education teachers and other experts, special tools)
- 5.Developing friendships of children with SEN with their peers without disabilities
- 6.Easier acceptance of differences
7. Working in a team (teachers of normal schools, special educators, parents, assistant)
- 8.Individual approach
- 9.Greater parental involvement.
10. Support the implementation of human rights and equalization of opportunities.

3.3.1 Conditions for accepting students with inadequacy

The basic document regulating the rights of children is the Convention on the Rights of the Child, which prohibits discrimination against any child, including children with disabilities. For the entire area of Education is a basic document

called the Education Act No. 29/1984 Coll., however, the integration of students with disabilities does not pay?

The rule of law which governs the basic relations in education, the law is no č.564/1990 ČNR about the state administration in education and the amendment. This act clearly established two things important to integrate children with disabilities into mainstream schools - the inclusion of a child to school head of the school while the elementary schools are primarily included children who reside in the catchment area school.

Simultaneously, this Act establishes the Office of education obliged to allocate funds for the necessary increase in costs associated with learning disabled children.

Ministry of Education officially took note of the adoption of a child with disabilities into regular schools in the Ministry of Education Decree No. 291/1991 Coll., Which allowed it to school heads by setting up special classes. Individual integration under this decree is only available for pupils with sensory or physical disabilities and speech impediments. It does not solve the problem of the integration of pupils with mental disabilities, which is possible only under the provisions of 58a of the Education Act by "experiment" on the basis of the exemption granted by the Ministry of Education. Show governed by experimental verification of the organization, forms and content of education of pupils with intellectual disabilities in primary schools. Because of this legislation is the obligation specified period of testing, its scope and methodology of the evaluation results, the experiment will probably take place until the new Education Act.

The guidelines 1997/98 and more - Guidelines for the integration of children with special educational needs - was first used this new term and was first schools to the central state administration sent a clear signal about the legitimacy of the participation of children with learning disabilities in mainstream schools, but did not address in any way binding specifications, forms and financial security for integrated education. First guidance has appeared in 1993.

Currently, it touches on some problems of integration of pupils with special educational needs in mainstream schools Directive details the integration of children and pupils with special educational needs in schools and educational establishment's ref 13 710/2001-24 dated 6.6.2002, which is mentioned in the annexes about assistant needed to support the student.

Czech Republic has adopted two basic documents that confirm the right of children with special needs educated in regular school system - an international document on the Rights of the Child Convention and the Charter of Fundamental Rights and Freedoms.

In addition, there is the Decree 127/97, which in § 7 paragraph 1 says that "the classification and reclassification of pupils in special nursery schools and special primary, special schools and auxiliary schools and pre-degree head of the school and with the consent of their representatives. Parents have the right to decide whether their child will or will not be included in a special school.

Parents' right to decide on the educational journey of children and children's rights to education in mainstream school are guaranteed in the Republic.

Act or any other government document cannot force the school to adopt a child with special needs and give it a basic education. Catchment school is not obliged to adopt a child from the catchment area.

No law provides that the school has an obligation to fulfil the rights of children and their parents.

Basically there are two ways to get entry into the normal school at home (just as in the case of special schools) - to convince the director of the school, the child received, although not required, or the right to rely on the courts with reference to the Charter and Freedoms and the International Convention on the Rights of the Child.

The state of the judiciary and little legal knowledge, it is more efficient to go through to convince the school management, teachers and school authorities.

3.3.2 Successful ending/unsuccessful process

Work is for people with intellectual and multiple disabilities to the same benefits as people without disabilities, in social (being a valid and respected member of the community) and professional (to develop their skills and abilities). In itself, then labour is natural source of value in terms of services or goods produced. Job programs for people with intellectual and multiple

disabilities should match its breadth of their needs: from basic skills development programs and self-care orientation (Day care centres and clinics), through programs focused on the acquisition of work habits and skills (sheltered workshops) and services, aiming to the client application integrated in a natural work environment (supported employment and regular employment).

After the studying process we can find out whether it was successful or not. If the mental disable student has achieved the level of education that he (she) was aiming for.

This studying process depends on many aspects. If the environment was helping this child and adopt him as a part, that belong together with other students.

Support from family is also very important, this child needs a lot of attention and this attention must be paid everyday by checking homework, helping with focusing during subjects and helping with communication with other students.

Even if the student did not achieve the level of education he (she) was aiming for, studying with healthy students helped him with communication and with adopting among not disabled people.

Even if there is no diploma or even graduation, this student will find work for him (her) much easier than student that was in special school.

4. Mentally handicapped students at school

Students with mental retardation need to gain such experience and education that will enable them to work live and enjoy life in society. Integration into regular classes gives children with intellectual disabilities the opportunity of education, social contact with peers and skills, values and attitudes appropriate to their age.

Students with mental disability that are already integrated starts with fewer amounts of classes than other students. They have to go slow and acclimatize in the new environment.

They need special assistant during classes, because they are not able to stay focus whole class, that is why the assistant is sitting next to mentally disabled student and helping him (her) with basic stuff, such as writing date correctly, finding the page or chapter in the book and react on the questions that are given to him (her) by teacher.

During the breaks assistant leads the student to other classroom and dealing with problems such as restlessness and aggressiveness of this student. Assistant is helping him with preparing things to next subject and controlling that student is at class at time.

It depends on the parents if they ask the assistant to walk their child into school and then back to home, or if they are walking them by themselves.

Special case at school is PT, mental disabled people are not very often oriented on sport and this subject should be really suffered for them. Of course there is also space for bullies because in the changing room there are no teachers and if the assistant is female she is not allowed to be in there. That is why

the assistant should help the student and the best way how to help him (she) is to talk to the classmates.

4.1. Teachers, assistants and classmates

Crucial positions in studying process of mental disabled student have teachers, assistants and also classmates. These people are creating environment and atmosphere in which mental disabled student is going to study, live and make friends.

Teachers, students and classmates can influence behaviour of this mental disabled student. If the environment is optimal this student has really big chances that the integration will be smooth and easy.

Teachers should have learn some teaching program and prepare some schedule for the student. People with mental disabilities need system and order to succeed in this program. They have to be prepared for problems that may occur and cooperate with parents, assistants and head master.

Assistants are mostly chosen by student's parents. Majority of assistants are females. Assistant should create stable relationship that is built on trust. Very important is that student should rely on his (her) assistant, sometimes assistant has to solve problems with classmates and teachers. Assistant reports to the student's parents about situation at school and about results and new steps that their child is doing and if his (her) abilities are improving and whether their child is keeping after other students.

Classmates should have been advised of having mentally disabled in the class. There should be seminar held that will lighten students about this disability and how to treat this student

and help him (her) to fit among others. Classmates should be prepared for problems that may occur and know how to react.

4.2 Description of the Sample

The reason why the author has chosen this topic is that his classmate at grammar school was mentally disabled. They were in the same class for 8 years and first two years sitting together and author was taking care of this student, because was the eldest one in class. Author has found out a lot about students with mental disability during these years. Mentally disabled student acted strangely and almost every day he made fuss, but he had finished grammar school and now he is studying on ČVUT. He has a driving licence and working in restaurant as a waitress. He is living same normal life as the author does, because the mentally disabled student had the chance to study among students without mental disabilities.

There were moments where teachers, assistants and sometimes even headmaster had to step in some problem and solve it. He was often aggressive or he started to cry and throw things at classmates. But in the end of grammar school he was able to communicate almost on the same level as other students, but of course it relied on his current mood.

4.3 Questionnaires

The original idea was to use only an e-mail form of distribution among author's friends and their families, eventually their friends. Distribution through e-mail is not demanding any financial inputs and that was the main reason, why this method

was chosen. After some time it was clear that this source of respondents will not bring sufficient number of responses. Next step for solving this problem was the creation of the same questionnaire on the internet. Luckily there are still ways how to conduct an online research free of charge. In this case, the web site VypInto.cz [2] was used. It is quite easy and comfortable way of filling in the questionnaire online. But still it did not solve the problem with respondents.

Author has also used well known social network Facebook.com [3], where he sent it to friends and mostly all of them had answered the questionnaires.

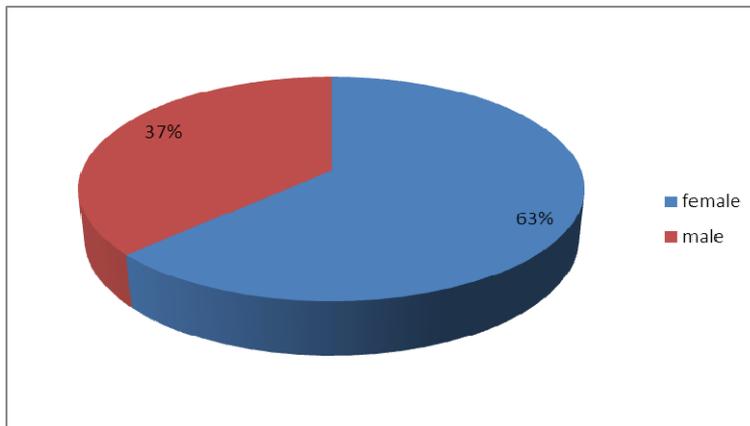
After this author went to grammar school where he graduated and the teachers were really helpful and open and they let author to go to the classes during class and gave questionnaires to students and teachers. Author also attended special happening that was held by institution Apla in Ladronka Park for children with autism, where he interviewed people involved into this problem and also gave them the questionnaires. After this author had enough material to gather the data he needed for his thesis.

4.3.1 Results of survey

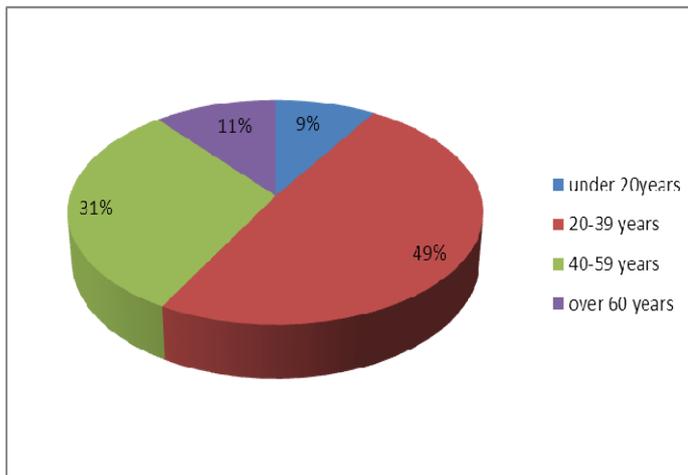
Author's questionnaires have answered 300 people and author interviewed some involved people from institutions that are dealing with this problem.

Questionnaires were answered by 63% of female and 37% male (see graph n1), 9% of them were under 20 years, 49% 20-39 years, 31 % 40-59 years and 11% 60 years and more (see graph n2).

Graph 1: What is your gender?



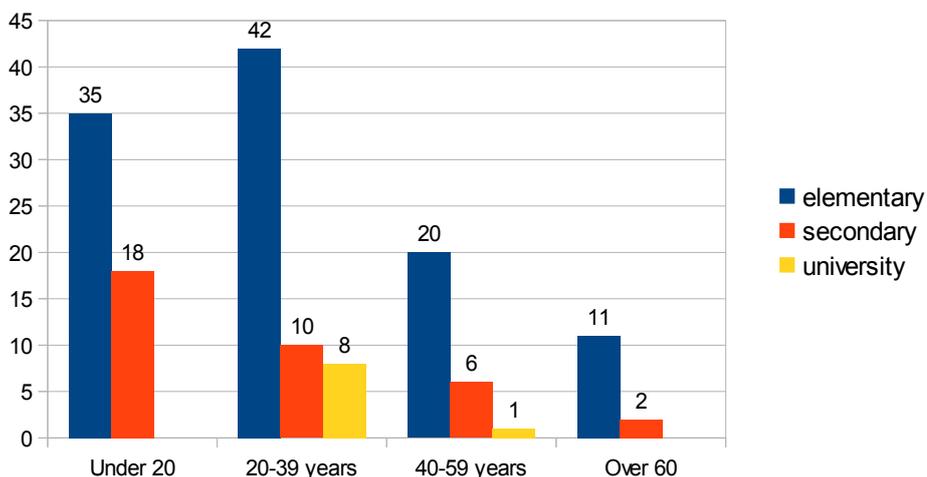
Graph 2: In which age category do you belong?



Crucial question was whether they have even met mentally disabled student during their studies. The data which were gathered has shown, that older people over 40 years had not the same opportunity to meet mentally disabled student during studies as the younger people less than 40 years (see graph n3). Back then, there was no chance for mentally disabled to attend to the class with not disabled students, they were treated like little

children all they life. Only basic care was given for almost every mentally disabled. In the 20th century though, they were not treated as badly as in the 19th century or before. Mentally disabled people mostly stayed at home or even were closed in some village out of town, so just only members of the family could visit them.

Graph 3: Have you met disabled classmates during studies?



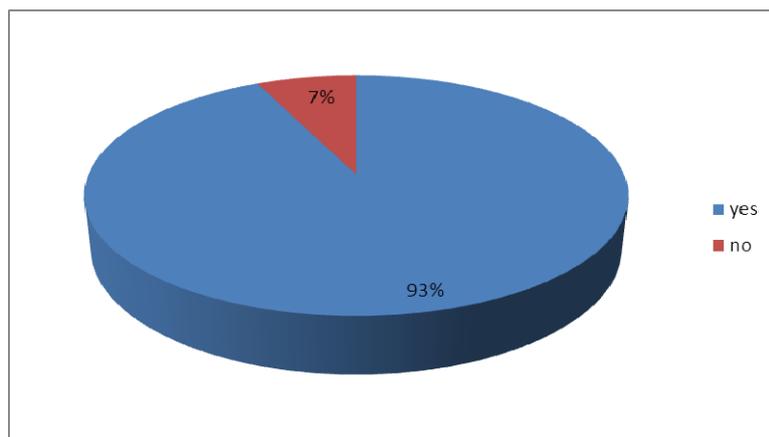
The author also divided the studies into three groups; elementary school, secondary school and university. 37% of people that answered the questionnaires had met mentally disabled people at elementary school, 12% have met mentally disabled at secondary school (though 30% had not studied at secondary school), and only 3% of those surveyed have met mentally disabled at university. Only 51% of those asked have studied at university (see graph n3).

During filling the questionnaires and having interviews with people that were involved into this problem, author was aiming to find out whether those people are willing to accept mentally

disabled into their community and let them study, live and enjoy the life and all that is connected to it.

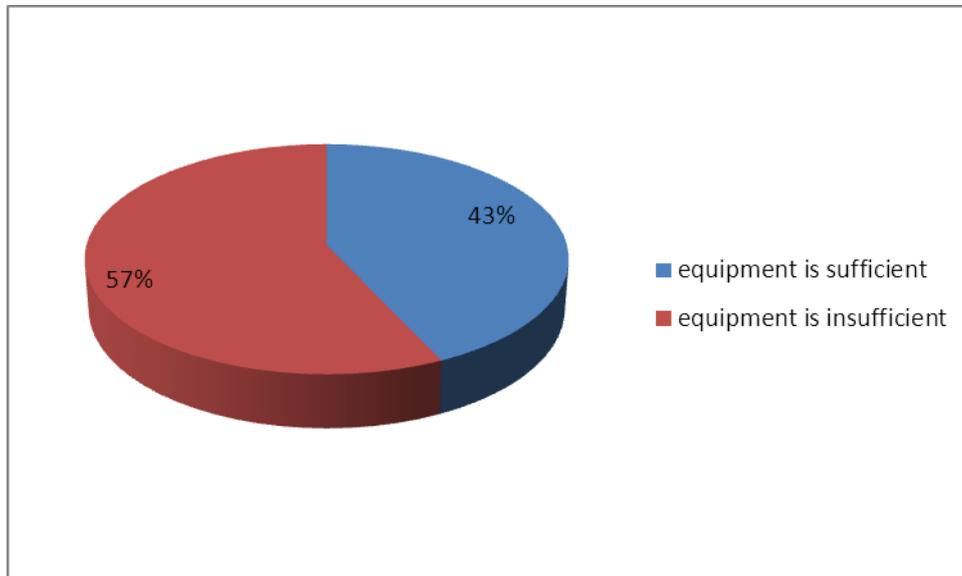
Author has found out that those involved people were very open-minded and were willing to live their lives side by side with mentally disabled. They also understand that these people need specific treat and have specific needs. 93% of questioned agree that disabled have specific needs and the environment that surrounded disabled should help (see graph n4).

Graph 4: Do you think that the education of handicapped classmate should take into their specific needs?



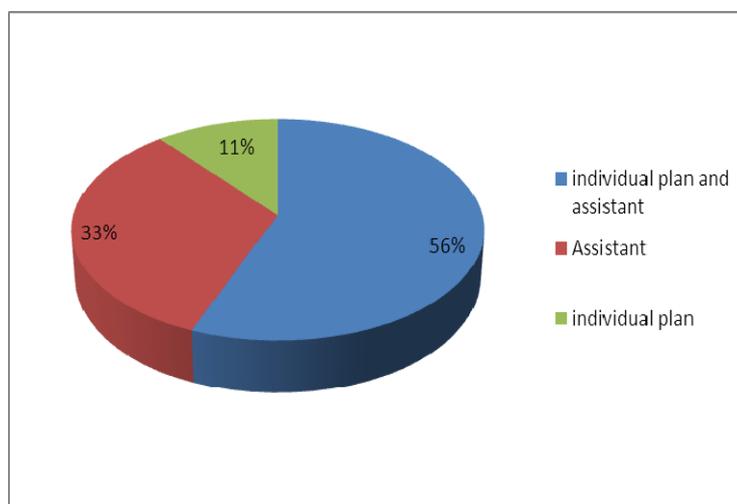
57% thinks that school are not equipped enough nowadays for disabled and should be equipped properly (see graph 5).

Graph 5: Do you think that institutions are equipped enough for mentally handicapped to study?



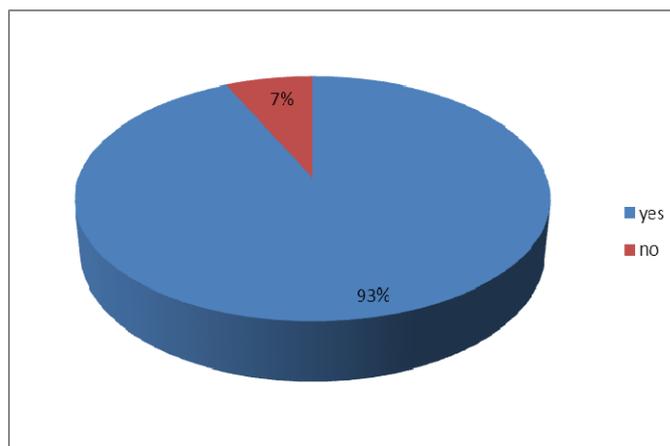
All of asked thinks that mentally handicapped need special program; 56% prefer both-individual plan and also assistant, 33% thinks that assistant is sufficient and 11% prefer individual plan for mentally disabled (see graph n6).

Graph 6: What do you think needs handicapped classmate to facilitate attendance at school?



What author has found like a really big step forward in this problem was that 93% of interviewed people agree that anyone handicapped can exercise their right to education provided by Charter of Rights and Freedoms as every healthy person (see graph n7).

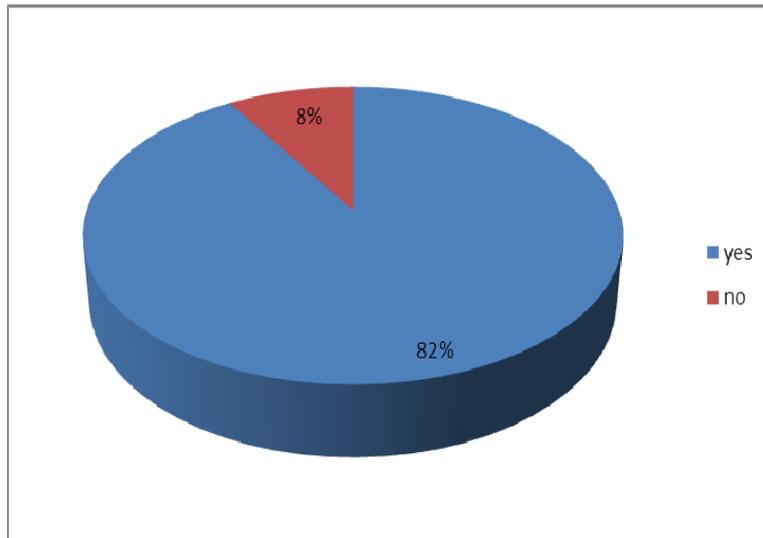
Graph 7: Can anyone handicapped exercise their right to education provided by the Charter of Rights and Freedoms as every healthy person?



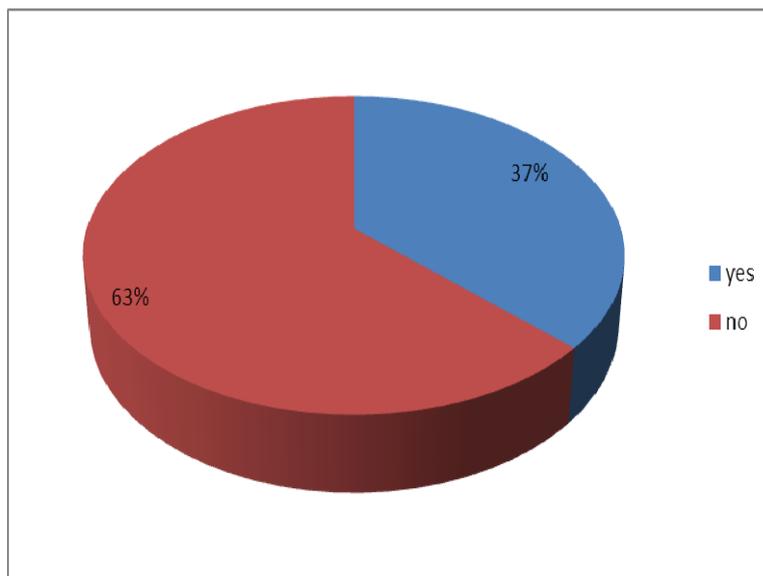
82% agree with integration of mentally disabled (see graph n 8) and 63% would not mind if their child was in the same class as mentally disabled student. What should be better in the future and whole society should work on is enlightenment about integration of mentally disabled, how we should treat them and very crucial part in this have teachers, school and also students. The information about this problem is not sufficient and that is why 45 % thinks that teachers in mainstream school have no

sufficient information and appropriate skill for everyday work with mentally disabled student.

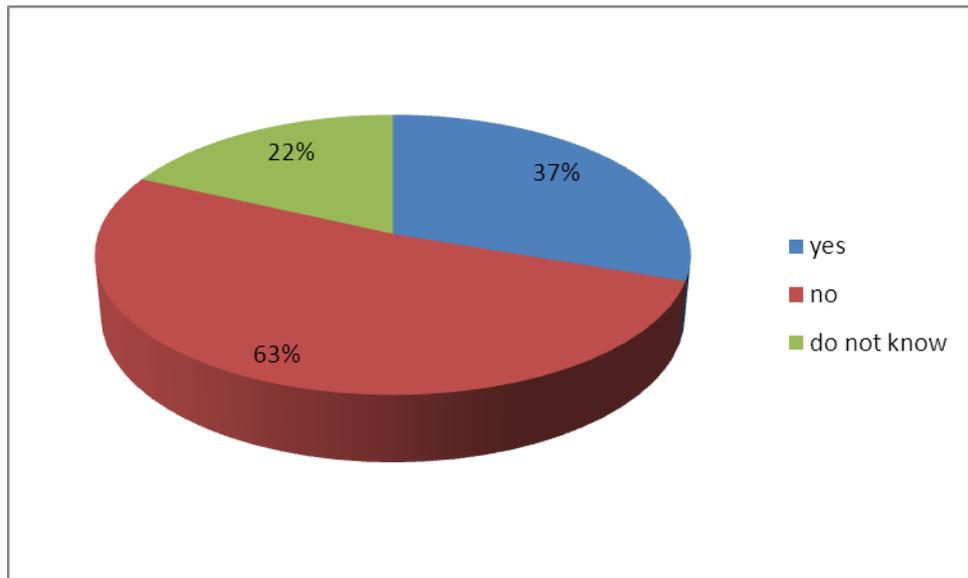
Graph 8: Do you agree with the integration of handicapped children - the mentally handicapped?



Graph 9: Would you mind, if your child is learning in class with a disabled classmate?



Graph 10: Do you think that at present, teachers in mainstream school have sufficient information and appropriate skills for everyday work with handicapped children?



5. Conclusion

The main aim of the bachelor thesis is to enlighten public with information about mentally handicapped people as students. To show that integration of mentally handicapped students among healthy students is very important and we should all support this process.

Students with mental retardation need to gain such experience and education that will enable them to work live and enjoy life in society. Integration into regular classes gives children with intellectual disabilities the opportunity of education, social contact with peers and skills, values and attitudes appropriate to their age.

The decision whether or not to integrate students reflects social attitudes and values [5]. The inclusion of students with mental retardation in all aspects of school life is one indicator of the acceptance of people with disabilities in our society. Then the question to be asked, should not be "Can inclusion work?" or "integration is a good idea?" [5] We should stop asking ourselves, but help with integration and be part of it.

Author of this thesis has found out, after he went through all data (questionnaires, interviews and hours spent surrounded by people with mental retardation, who were integrate in group of healthy people), that there are no big differences between people with mental disabilities or without mental disability. We are all individuals and sometimes for not mentally disabled student can be harder to follow the rules at school and to fit among other students.

Author was surprised that most people were for the integration and are willing to help and support mentally disabled

students and author hopes that in the future more and more mentally disabled students will try to get the same level of education and society would help mentally disabled people with integration. It is very important so we can live, study work all together. We never know...our child or grandchild should be mentally disabled and we should give chance all of the and support them during their survey to integrate among healthy people and let them achieve same level of education so they can implicate their knowledge and abilities in their future work.

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7. Supplements

1. Jakého jste pohlaví
 - Muž
 - Žena
2. Do jaké věkové kategorie patříte?
 - Do 20 let
 - 20-39 let
 - 40-59 let
 - 60 a více let
3. Setkal (a) jste se při svém vzdělávání na ZŠ s handicapovaným spolužákem?
 - Ano
 - Ne
4. Pokud jste studoval(a) střední školu, setkal(a) jste se při svém vzdělávání na této škole s handicapovaným spolužákem?
 - Ano
 - Ne
 - Nestudoval (a) jsem
5. Pokud jste studoval (a) vysokou školu, setkal (a) jste se při svém vzdělávání na této škole s handicapovaným spolužákem?
 - Ano
 - Ne
 - Nestudoval (a) jsem
6. Myslíte si, že při vzdělávání handicapovaného spolužáka byly zohledněny jeho specifické potřeby?
 - Ano
 - Ne

- Částečně
7. Jsou, podle Vaší zkušenosti, školní instituce dostatečně vybaveny na studium handicapovaných?
- Ano
 - Ne
8. Co podle Vašeho názoru potřebuje handicapovaný spolužák k umožnění studia na škole?
- Pedagogického asistenta
 - Individuální plán
9. Může každý handicapovaný uplatnit své právo na vzdělání stanovené Listinou práv a svobod jako každý zdravý člověk?
- Ano
 - Ne
 - Nevím
10. Souhlasíte s integrací handicapovaných dětí – mentálně postižených?
- Ano
 - Ne
 - Nevím
11. Vadilo by Vám, kdyby Vaše dítě bylo vzděláváno ve třídě s handicapovaným spolužákem?
- Ano
 - Ne
12. Domníváte se, že v současné době mají učitelé v běžné škole dostatek informací a patřičnou kvalifikaci pro každodenní práci s handicapovanými dětmi?
- Ano

- Ne
- Nevím

1. What is your gender

- Man
- Woman

2. In which age category do you belong?

- Until 20 years
- 20-39 years
- 40-59 years
- 60 and over

3. Have you attend to primary school with disabled classmates?

- Yes
- No

3. If you have studied secondary school have you studied with disabled classmates?

- Yes
- Not for
- I have not been studying on secondary school

4. If you have studied high school, were you studying with mentally disabled?

- Yes
- No

- I was not studying on high school

5. Do you think that the education of handicapped classmate should take into their specific needs?

- Yes
- No
- Partially

7. They are, in your experience, education institutions not equipped to study handicapped?

- Yes
- No

8. What do you think needs handicapped classmate to facilitate attendance at school?

- A teaching assistant
- The Individual Plan

9. Can anyone handicapped exercise their right to education provided by the Charter of Rights and Freedoms as every healthy person?

- Yes
- No
- I do not know

10. Do you agree with the integration of handicapped children -
the mentally handicapped?

- Yes
- No
- I do not know

11. Would you mind, if your child is learning in class with a
disabled classmate?

- Yes
- Not

12. Do you think that at present, teachers in mainstream school
have sufficient information and appropriate skills for
everyday work with handicapped children?

- Yes
- No
- I do not know

My questionnaires have answered 300 people.

1.

63% female

37% male

2.

9% under 20 years

49% 20-39 years

31% 40-59 years

11% 60 and more

3.

37% have met mentally disabled student at elementary school

63% did not

4.

12% have met mentally disabled at secondary school

58% have not met mentally disabled

30% was not at secondary school

5.

3% have met mentally disabled at university

48% have not met mentally disabled at university

49% was not studying at university

6.

93% thinks that it should be taken into account their specific
needs

7% thinks that not

7.

43% thinks that schools are equipped enough for teaching
mentally disabled

57% thinks the equipment is not sufficient

8.

56% thinks that mentally disabled needs individual plan and
assistant

33% thinks that mentally disabled needs assistant

11% thinks that mentally disabled needs individual plan

9. Can anyone handicapped exercise their right to education
provided by the Charter of Rights and Freedoms as every

healthy person?

93% yes

7% no

10. Do you agree with integration of mentally disabled?

82% yes

8 % no

11. Would you mind, if your child is learning in class with a disabled classmate?

63% no

37% yes

12. Do you think that at present, teachers in mainstream school have sufficient information and appropriate skills for everyday work with handicapped children?

33%yes

45% no

22% do not know

4.

5.

6.

7.