

Abstract

This thesis is focused on social exclusion. Theoretical part is concerned with social exclusion – its definition, forms and consequences. The next topic is inclusion, that is relatively new phenomenon in Czech education. The last part includes prevention, that means prevention programs and especially school psychologists.

Practical part is composed of thematic analysis of semistructured interviews with school psychologists. These school psychologists work with children who attend primary and lower secondary education. My intention was to answer these three questions. How do school psychologists perceive children, who are getting on the margin of class group? How do the prevention programs, that are supposed to help socially excluded children work, according to school psychologists? How do school psychologists co-work with other adults who take care of a child, that is socially excluded?

All respondents (school psychologists) meet socially excluded children in their school. They pay special attention to the children. They also do comprehend short-term and long-term consequences of such environment, not only for the excluded child but for the whole group. Primary prevention programs are, according to interviewees, the more effective the sooner the first program starts. There are two groups of teachers, according to participants of my research, the first group is well informed and willing to co-operate. The second group is not apprised of a social exclusion as the first group and often not willing to cooperate or learn more. Sometimes parents are not willing to co-operate with school that limits efficacy of their work, according to interviewed school psychologists.

A contribution of this thesis is partial the insight into situation of socially excluded children and school psychologists work with these children in Czech schools.