Abstract

This article presents the results of a study of school achievement and socio-emotional integration in pupils with mild intellectual disability finishing Grade 3 of primary school. The participants attended schools/classes organized according to three different principles: special schools, integrated classes and regular classes. The main research question which this study strove to answer was: how does reduction of special educational care affect participants’ school achievement and psycho-social functioning? The study yielded the following findings: There were no significant differences between the pupils in the three different organizational forms of education as far as cognitive achievement is concerned. However, the pupils in special schools had the most beneficial psychosocial situation. They felt most comfortable at school, rated their peer relations most highly and were most motivated to study. Finally, the study demonstrated that special educational care at school weakens the relationship between pupils’ school achievement and their psycho-social situation.

Keywords: inclusive education, mild intellectual disability, academic achievement, socio-emotional integration.