

Learning Disabilities and Intellectual Giftedness in Educational Context: Present State of Research and Situation in Czech Schools

Abstract

The proposed study introduces the reader to the issue of the so-called twice exceptional children – i.e. intellectually gifted learners with a handicap. In the context of school, giftedness is most frequently combined with a specific learning disability. The author pays attention to issues related to identifying this specific group of learners in school environment, to their social and emotional characteristics, problems and risks that can prevent their exceptional potential from real development. Moreover, the paper also presents a synthesis of empirically verified basic educational and educational-psychological foreign procedures and measures, which are most used in educational care for this very specific population of learners, and it acquaints the reader with the situation in the Czech Republic.

Key words: *Giftedness, extraordinary intellectual abilities, gift with a handicap, specific learning disabilities.*

Introduction

Recently, in the Czech Republic, we have witnessed an ever-growing interest in the issue of extraordinarily intellectually gifted children, especially those whose abilities are distributed equally and harmonically. This group of learners and students tends to be well-identified by educators as early as in nursery school or primary school.

On the other hand, it has become clear that for many non-specialists and even for a number of experts, it can be difficult to acknowledge simultaneous existence