

ABSTRACT

This diploma thesis focuses on the support of reading and development of reading competences of pupils with autism spectrum disorder (ASD). The theoretical part first discusses individuals with autism spectrum disorder, characteristics of diagnosis and their education. The next section generally summarizes the concepts related to reading. It also looks at the role of the school, teacher and literary education in the development and support of reading. It further discusses teaching methods, which develop reading comprehension. The last part focuses specifically on the reading skills of children with ASD. The part concludes with deficits in reading for meaning and reading comprehension interventions.

The aim of this thesis was to find out how teachers develop reading skills for pupils with ASD in primary school. The data was obtained from structured interviews with teachers working with pupils with ASD. The research questions were focused on the level of support for reading by teachers, the specifics of working with pupils with ASD and the use of texts related to student's interests and experiences.

Research suggests that teachers don't have much information about the reading comprehension of children with ASD. They are based on their own experience. The experiences of teachers show that children with ASD have certain specifics that limit their reading comprehension. This is mainly related to typical deficits in communication and social interactions, imagination and interests. Teachers try to select a text which is close to students with ASD and is linked to their experiences. However, there is no motivation before reading. Teachers also use few diverse or stimulating methods.

The end of the thesis summarizes some recommendations for teacher's practice resulting from research and also from theory.

KEYWORDS

Autism spectrum disorder, pupils with ASD, reading, reading competences, literary education, teacher