

## **ABSTRACT**

The topic of this thesis is the self-concept of school success of a pupils with autism spectrum disorder. It focuses on academic self-concept and academic self-efficacy as two important and related concepts. These concepts are also compared. We know from available researches that pupils with autism spectrum disorder have lower self-concept in some areas than normal pupils. This research project aimed to compare the self-concept of school success with pupils with autism spectrum disorder with a normative sample of normal pupils and also with pupils with other difficulties in each category. Questionnaire method and interview were used. The results show that child with autism spectrum disorder have just a higher self-concept of orthography than normal child. Also they have higher self-concept at maths, reading, orthography, writing, self-confidence and global score of self-concept than dyslexic child. Next they have higher global self-concept and self-concept of maths than child with mild brain dysfunction. The others scales showed no statistically significant difference. The interview showed that about 40% of children with autism spectrum disorder don't like math and 40% of children with autism spectrum disorder have problem in maths.

## **KEY WORDS**

Autism Spectrum Disorder, self-concept, academic self-concept, school success, self-efficacy