

ABSTRACT

The topic of this Bachelor's thesis is the inclusion of pupils with impaired communication skills in mainstream education and is from the field of special education. The thesis is divided into a theoretical and a practical part. The theoretical part of this thesis presents the issues of inclusion and its definition in primary education. It seeks to bring inclusive education, to define the notion of inclusion and integration and summarize the conditions that are important when it comes to integrating a pupil with impaired communication skills into a mainstream primary school. The practical part contains three case reports of pupils with impaired communication skills at primary school. The aim of this work is to elaborate case reports and to analyse findings from the area of inclusion, integration and impaired communication skills based on these case reports. Further the author it also attempts to design possible teaching methods, adjust the content of education and make recommendations for changing teaching methods. Partial objectives include focusing on the advantages or disadvantages of inclusive education at a particular primary school. To achieve the set objectives, the analysis of case reports and questionnaire surveys with teachers, teacher assistants and school management were used. The empirical part of the thesis presents the results of the research, which was processed using quantitative and qualitative forms of research. The research was conducted at the Přemyslovce Primary School in Louny.

KEYWORDS

Inclusion, integration, impaired communication ability, developmental dysphasia, primary education, speech therapy