

ABSTRACT

This master's thesis deals with speech-language pathology (SLP) intervention provided in kindergartens to children with hearing impairment. The theoretical part of the thesis acquaints the reader with the topic of hearing problems, hearing compensation possibilities and the most commonly used communication strategies in the educational process of children with hearing problems. Continually, it describes the ontogenetic evolution of speech in children with hearing impairment and its specifics in different speech levels, acquaints with SLP intervention, its structure and organisation in Czech republic and describes frequently occurring types of disrupted communicational abilities in pre-school children. The closure of the theoretical part describes the pre-school education trends when it comes to children with hearing problems. The main goal of the practical part is to map out and comment on the way SLP intervention is provided in pre-schools for children with hearing impairment. The more precise aim of the work is to find out, through means of a series of questionnaires, who is the object of SLP intervention in present times and who is in charge of providing it. It also focuses on the way speech-language pathologists, parents and teachers of the mentioned children cooperate. Based on the analysis of school documents and direct observation of the workflow of a selected kindergarten for children with hearing impairment, the goal was set to describing the way SLP intervention is integrated in the daily routine of such schools and how it is useful for speech development of children in different levels of language.