

ABSTRACT

This work aims to analyze and describe how the inclusion of pupils with Asperger's syndrome takes place in a regular school and to verify the success of inclusion in practice through qualitative research. The theoretical part deals mainly with the possibilities of inclusion and its benefits in the school system, manifestations, and disorders associated with Asperger's syndrome, but also by defining basic concepts such as autism spectrum disorder, Asperger's syndrome, integration, and inclusion. Furthermore, the diagnosis of this spectrum of disorders according to the world criteria ICD 10 and DSM5 and ICD 11, which will come into force in the Czech Republic in 2022. The theoretical part also discusses the methods of approach and the position of teaching assistant. The empirical part of the thesis contains two case studies and evaluation of the success of the inclusion of pupils in mainstream schools based on qualitative research, in which I apply the knowledge from the theoretical part. The methods that were used for data collection and analysis include observation, interview, and expert documents. The research showed interesting results when most of the information and knowledge from the theoretical part was confirmed

KEYWORDS

Inclusion, Asperger's syndrome, elementary school, first grade, method of approach, case study