Abstract

The aim of the dissertation entitled Neuro-Developmental Stimulation in special education teachers work is to explain a lesser-known phenomenon (persistent primary reflexes and sensory-sensitive integration disorders in children) to determine the prevalence of persistent primary reflexes in pupils from 5 to 8 years and verify effectiveness of the method Neuro-Developmental Stimulation as a possible intervention program for special educators.

The theoretical basis is current knowledge about psychomotorics, primary reflexes, sensory perception and sensory-sensitive integration. The main part of the work is research into the prevalence of persistent primary reflexes. The research group consists 345 pupils from 5 to 8 years of age attending regular kindergartens and primary schools and 26 pupils aged 8 to 11 years attending a primary school established pursuant to Section 16, Paragraph 9 of the Czech Education law. Intervention by the Neuro-Developmental Stimulation method is verified in a case study. The next part of the research maps the experience of special pedagogue teachers and speech therapists with the method Neuro-Developmental Stimulation as an intervention program. The research has a quantitative approach. For data collection, questionnaires were distributed among all special pedagogues and speech therapists who completed Neuro-Developmental Stimulation courses between January 2014 and June 2019.

The research shows that 12.8 % of pupils aged 5 to 8 have at least one primary reflex completely (to grade 4) or at least two reflexes to grade 3. Here we can expect problems with education. Furthermore, research shows that if the primary reflex persists to a large extent, it will not disappear with age. Special intervention is needed. It is clear from the case study that persistent primary reflexes and his associated symptoms can be eliminated or alleviated by using the Neuro-Developmental Stimulation method. Neuro-Developmental Stimulation is perceived very positively by graduates of Neuro-Developmental Stimulation courses as another possible method of working with children with learning or behavioural disorders. Respondents appreciate that Neuro-Developmental Stimulation affects the child comprehensively, throughout its development. According to the questionnaire, the respondents were able to use the Neuro-Developmental Stimulation application mainly to improve gross motor skills and cooperation. Other areas with the most frequent visible improvements were coordination of movements, communication, and focus. It can therefore

be stated that Neuro-Developmental Stimulation can be successfully included among special pedagogical methods.

Key words: Neuro-developmental stimulation; primary reflexes; psychomotorics; sensor-sensitive integration; sensory perception