

Abstract

Title: Physical activities for children with Autism Spectre Disorder at primary schools in the Liberec region.

Objectives: This work aims to compare the provision of physical activities for children with ASD at three special education schools. Within the scope of the research, the following areas were analysed: the number of clients, clients' age, a spectrum of physical activities, the program of schools for children with ASD targeted on their physical progress, the number of employees managing physical activities, and their professions.

Methods: In the empirical part, two types of research method were used to analyse the approaches of pedagogues to physical activities for children with ASD at special education primary schools in the Liberec region. The first part of the research was conducted via a survey filled out by pedagogue employees. By running semi-structured interviews with three headmistresses of special primary education schools, the second part of the research enabled a deeper qualitative analysis of physical training activities for children with ASD. Interviews were recorded in a redacted version.

Results: From interviewing 18 pedagogues and three headmistresses, it was concluded that three tested schools carry out physical education on a regular basis. Schools offer at least two hours of physical activities in a week to children with ASD. Thus we could conclude that physical activities are an integral part of educating children with ASD. Furthermore, physical activities as a socialization tool enable establishing relationships among peers and incorporating individuals into collective games.

All three tested schools try for as high involvement of pupils with ADS as possible in all physical activities.

Keywords: Autism Spectre Disorder, autism, comparation, physical education, autism centres' content, equipment, leisure activities