

ABSTRACT:

Title: Didactic interaction in swimming lessons for children with autism spectrum disorders

Objectives: The goal of this bachelor's thesis was to describe and analyze the interaction profile of two instructors (a beginner in comparison with a senior instructor with many years of experience), leading a swimming lesson for children with autism spectrum disorders (ASD), and in doing so, to contribute to the objectification of the conceptions about didactic interaction in aquatic motion lessons for children with ASD.

Methods: The entire research was carried out in combination of both qualitative and quantitative methods. The observation was made during direct attendance of children with autism spectrum disorders at swimming lessons. Videorecords were made from two of these lessons. The videorecords were analysed by an unbiased observation. Subsequent coding of each individual swimming lesson was made with the method of modified analysis of didactic interaction (MADI).

Results: From the research results it is apparent, that from the behavioral patterns, instructions prevailed for both instructors. Second most frequent subcategory for instructor 01 was correction, and for instructor 02 reception. The most used form of expression for both instructors was speech and speech with body movements. From the viewpoint of the teachers' stance activity, integration was the most dominant one. The other most recurrent subcategory was neutrality. The frequency of various interactions occurrence differs due to the instructors' different amount of practical experience.

Keywords: Autism spectrum disorders, didactic interaction, swimming lessons, communication.

