

Abstract

The diploma thesis focuses on interaction between siblings in pre-school age, with the older sibling being impacted by an autistic spectrum disorder, while the younger sibling has not been diagnosed with the disorder. The theoretical part of the thesis analyses contemporary scientific findings related to this topic. It provides theoretical bases of the autistic spectrum disorder and provides information on the relationship between the siblings. An individual chapter discusses the healthy sibling and its development. The last section of the theoretical part analyses the interaction between the two siblings. Main attention is given to features which infiltrate into the relationship of the siblings and influence it. This part also examines potential methods which are to be used to improve the quality of interaction between the siblings.

The empirical part consists of two researches, a quantitative one and the supplementary qualitative research. The goal of the quantitative research was to identify how certain specifics of interaction are impacted by the sincerity of problematic behavior of the sibling diagnosed with autistic spectrum disorder. The results proved a significant positive correlation between the sincerity of problematic behavior and the amount of conflicts occurring between the siblings. A compelling relation was proved too between the sincerity of problematic behavior and the initiation of interaction by either of the siblings. Last founding was the correlation of the sincerity of problematic behavior and the degree of adaptability to the shared activity of the siblings, though in that case the dependency is minor. The qualitative part delivers supplementary information on the interaction and maps needs as well as challenging situations of the family.

Keywords

siblings, autism spectrum disorder, problem behavior, sibling's interaction, pre-school age