

Abstract

Primary target of this thesis entitled '*Specifics of school maturity and school readiness of children with autism spectrum disorder from the point of view of special education teachers and primary school teachers*' is to focus on abilities and skills of children with autism spectrum disorder at the beginning of their school attendance and to look for individual preferences of respondents to the individual components of school maturity and school readiness. For this purpose a combined research has been used. Presented data are based on the study of professional literature, questionnaires, and interviews with special pedagogues and teachers. The results from both the quantitative and qualitative part of the research confirm that school maturity needs to be significantly supported and individual requirements have to be adapted in the social-emotional area and language area. Research shows that school maturity in the two above mentioned areas can be hard to achieve but school readiness is something a child with ASD can still achieve through adequate intervention. The research part also identified other factors that may affect school maturity and readiness – family, kindergarten or a teacher in both the pre-school facility and the first grade of elementary school.

Keywords: autism spectrum disorders, special pedagogue, primary school teacher, school counseling facility, school maturity, and readiness