

ABSTRACT

This bachelor thesis deals with the comparison of the work of teaching assistants in different kindergarten classes where a child with developmental dysphasia is enrolled. The theoretical part of the thesis will focus on two main topics, namely the teaching assistant and developmental dysphasia. Developmental dysphasia is a speech disorder that kind of impaired communication skills. In the first part, the thesis will focus on the teaching assistant, his job description, forms of cooperation and communication with other teachers. The second part will describe the issue of impaired communication ability and closer specifications to developmental dysphasia. Types of developmental dysphasia and the child with developmental dysphasia in preschool age. The research is a case study of three teaching assistants in different kindergarten classes attended by children with developmental dysphasia. The research is conducted through selected research methods, namely structured interview as well as non-participant observation. Each research sample will include a description of the environment and the characteristics of the teaching assistant, as well as a section that focuses on the child with developmental dysphasia, which includes his/her personal history and his/her own interpretation of the documents provided. The results of the research will include an analysis of both observations and an analysis of interviews conducted with teachers and teaching assistants in the kindergarten.

The aim of the research part of the thesis is to compare the work of the teaching assistants, to evaluate how their form of cooperation and communication with other teachers differs and the last area is to evaluate whether the teaching assistant contributes/does not contribute to the involvement of the child with developmental dysphasia in the collective of other children and participation in activities in the selected classes.