ABSTRACT

This thesis focuses on the use of sensory for pupils with multiple disabilities in special primary school. The thesis is divided into four chapters. The first chapter of the theoretical part deals with issu of multiple disabilities, definition and etiology, support systém and the family of child with multiple disabilities. The second chapter is devoted to the support measures, curriculum and educational program implemented in the special primary school. The third chapter introduces the therapeutic concept of sensory integration, sensory systems and the use of sensory integration in education. Selecten approaches, methods and forms work used in education in a special primary school are also presented. In the empirical part, qualitative methodology and applied research design were used. The research sample consists of pupils with multiple disabilities, special educators and occupational therapist. The research investigation combines participant observation and semi-structured interviews to investigate the use of the therapeutic concept of sensory integration for pupils eith multiple disabilities in a special primary school. As a sub-objective, it was set ti produce and validate in practice a modified positioning cushion nad to develop case studies of pupils in a special primary school. The result of the research investigation shows, that sensory integration is not used as a whole due to the space requirement, but rather its elements are used. The sensory positioning cushion is suitable for use in education in a special primary school and develops the area of communication the most.