

**Title:** The educational life course of the child with autism spectrum disorder which is fulfilling compulsory school attendance in the regular class of primary school

**Summary:**

The thesis deals with issues of individual integration of children with autism spectrum disorder without intellectual disability into the regular classes of primary school. The thesis reflects the fact, that the numbers of pupils with the diagnosis are constantly increasing in primary schools.

The objective of this study is to determine the educational life course of the child with autism spectrum disorder which is fulfilling compulsory school attendance in the regular class of primary school and to identify risk factors and differences in the education of these children. To realize this objective method of qualitative research has been chosen - specifically, the collective case study, based on an analysis of documentation. Based on comparison of individual educational life courses of probands and the ideal educational life course that was outlined in the relevant chapter of this study, risk factors and differences in the educational life course of the children with autism spectrum disorder were identified.

Among differences in the educational life course of the schoolchildren diagnosed with autism spectrum disorder the following facts according to the conducted research are included: these children frequently change preschool or school facilities (or a class of the facility); they are also more likely to the school attendance postponement; a substantial part of children is not edified in the primary school in their catchment area or comparatively near primary school (in our sample five of twelve).

Based on the research one has also identified the following risk factors in the educational life course of the children with autism spectrum disorder: early getting of the correct diagnosis; entry into preschool facilities (the child difficultly builds relationships with peers, the child is difficult to adapt); the approach of the school in the catchment area or comparatively near primary school to the integration of the child; change of the class in which the child is well adapted and approach of the teacher is also appropriate; personality of the teacher.

**Keywords:** Autism Spectrum Disorder – Asperger Syndrome – Childhood Autism – Atypical Autism – integration – the educational life course