

The goal of this diploma thesis is to map the issue of social integration of students with Asperger syndrome into a regular class of elementary school. The theoretical part is based on analysis of publications related to the topic. It deals with the description of the Asperger syndrome diagnosis and its symptoms, the concept of integration, mainly the integration of a student with Asperger syndrome, and the issue of classroom climate and the possibilities of its diagnostics and development. The practical part is based on the theoretical part. In it, the author focuses on the analysis of social status of integrated students with Asperger syndrome. Sociometrical techniques are combined with projective method and both are supplemented with a questionnaire for teachers and qualitative methods, primarily interviews with teachers and observation in class.