

ABSTRACT

The aim of this bachelor thesis is to explore the understanding of text by elementary school pupils with Asperger syndrome. The research is using three methods: a listening test, a reading test and a reading test with visual support. The answers for these three types of tests are then analysed and compared with each other. This thesis concentrates mainly on mental operations of the respondents and their work with information on the level of explicit and implicit understanding.

Key words: Asperger syndrome, reading, cognitive aspects, listening comprehension, literacy, reading with visual support, reading comprehension