

Abstract (in English):

This bachelor thesis presents the history and development of institutional care at the Czech boarding schools for the hearing impaired, as well as at the then institutes for the Deaf and dumb from 1786 to present. It describes the regime at these boarding schools, extracurricular activities of the pupils, pedagogical supervision and the schools facilities. The school regime is dealt with according to centuries.

The bachelor work also brings up the issue of the Deaf communities, both home and abroad and explores the impact of the boarding schools on the community. The findings are interpreted in the light of individual development of the child staying in a boarding school, namely its impact on child's personality. The work draws data from the specialized past and present bibliography, legislative norms and other relevant documents.

The final part of the bachelor thesis presents the results of the findings concerning the issue of hearing impaired children in residential care. They prove that children staying in boarding schools suffer from deprivation which is, furthermore, enhanced in case of deaf children who lack an opportunity to communicate in their mother tongue, i.e. sign language with the peers. They neither have a contact with their surrounding, nor are exposed to every day routines and chores typical for the life in a family. The boarding schools have, however, always been the epicentre of the Deaf community and its development. By closing down these schools, the Deaf community will cease to exist. Therefore, the best solution appears to be to establish flats with small groups of children in each flat where the children in residential care can learn self-reliance. This model has been successfully tried and tested, and is now in operation, for example, in Sweden. The family model with an individual approach towards each child could be the way how to minimize the negative side effects affecting children in residential care.