

Abstract

The submitted thesis deals with the matter of reading comprehension in pupils with autism spectrum disorders. The thesis is divided into the theoretical and empirical part. In the theoretical part we dealt with the issue of autism spectrum disorders, constituent diagnoses and the triad of disrupted areas. Further into thesis we presented the reader the fundamental cognitive theories which explain exhibitions within the range of autism spectrum disorders. Towards the end of thesis we dealt with reader's literacy with special emphasis on reading comprehension.

The second part presents empirical research aimed at ascertainment of reading comprehension in pupils with autism spectrum disorders. The research sample consisted of sixth and ninth grade pupils diagnosed with Asperger syndrome from both primary and grammar school. The sample was supplemented with a control group which comprised intact pupils of the same grades. For the purposes of this study there were created new tests focusing on the level of reading comprehension. The first test aimed at reading comprehension with regard to silent reading, the second test observed reading comprehension in terms of loud reading. Methodology was further supplemented with the Strange Stories test ascertaining the level of theory of mind. The crucial part of the thesis deals with qualitative analysis of gathered data which are subsequently compared with the results of foreign researches.

The key words:

Autism spectrum disorders, theory of mind, theory of weakened central coherence, reading comprehension, reading out loud, silent reading, social skills