

This Thesis focuses on the integration of pupils with diagnosed autism into secondary vocational schools. The Thesis is divided into a theoretical and a practical part.

The theoretical part briefly summarises the development of knowledge concerning autism, contemporary conception of autism and its classification; it also involves chapters referring to the diagnostics of autism and to the educational possibilities of individuals who suffer from this disorder.

The empiric part of the Thesis involves a case study in which a pupil suffering from Pervasive Developmental Disorder (PDD) – unspecified (F 84.9) with transition to Asperger's syndrome was observed. The core of the empiric part is formed by this pupil's anamnesis, the evaluation and assessment of his abilities at basic and at a secondary vocational school, both on the theoretical and practical level. The case study analyses and appreciates here that the pupil with autistic disorders is given a chance to study at a secondary vocational school. In the end of the Thesis the pupil's future perspectives and work possibilities are assessed.