

ABSTRACT

The aim of this work is to map the knowledge of teacher assistants about the issues of child abuse and neglect and to find out, how are they informed of single parts of this problematics. The work connects two big topics, which have very close relation: child abuse and neglect and teacher assistants. The theoretical part of the work is based on analysis of available literature and on inferring teacher assistant's competences in topics, in which they are not undoubtedly established yet. Quantitative research, which was realised as part of the practical part of the work through electronic questionnaires, brings specific values of percentage success in individual parts of the problematics: Child abuse and neglect and it's forms; Risk factors of child abuse and neglect; Symptoms of child abuse and neglect; Crisis intervention in case of presence of child abuse and neglect. Those parts correspond to research questions, which are based on research aim. Respondents of the research were 120 teacher assistants, who work at elementary school throughout the Czech Republic. The work provides statistic evaluations, which are derived from results of the knowledge part of the questionnaire. Those results represents the success rate of individual assistants achieved in this part of the questionnaire, which was on average less than sixty percent. The success rate in individual parts indicates a degree of knowledge in those parts. This knowledge can be evaluated according to sufficiency, which we talk about, when the success rate achieve the boundary of 70 %. Assistants showed sufficient knowledge in parts focused on crisis intervention and risk factors of child abuse and neglect. On the contrary, insufficient knowledge was showed in parts focused on child abuse and neglect and it's forms and symptoms of child abuse and neglect, in which was knowledge significantly weakest.