

ABSTRACT

This diploma thesis focuses on the topic of problematic behaviour of pupils with autism and medium mental retardation in an educational process. The main aim of this work is to learn about and describe teaching staff's experience with the occurrence and ways of handling problematic behaviour of these pupils. The theoretical part describes the basic terms related to autism, mental retardation and it also outlines a historical context of autism, etiology, its classification and characteristic symptoms. The thesis also focuses on the diagnostic process in the psychological and pedagogical diagnostics, an overview of basic obligatory diagnostic tools is provided. It deals with the legislative framework of the education of pupils with autism and medium mental retardation, it describes the most common educational methods and therapeutic approaches in special schools. Next chapter defines the term problematic behaviour, outlines the diagnostic evaluations and some specific approaches to correcting such behaviour. The practical research part is based on the qualitatively-oriented methodology and it works with data gained from 11 semi-structured interviews with the school deputy directors, special pedagogues – teachers, assistant teachers – educators from three elementary schools separately established for pupils with special education needs. The gained data were processed using a qualitative content analysis. Our research findings imply that the term problematic behaviour contains a wide range of difficulties and occurs in many forms. Also, the causes of problematic behaviour vary and are influenced by many factors. The occurrence of problematic behaviour can be prevented to a certain extent by taking preventive measures. It is obvious that the intervention principles when handling problematic behaviour have to be considered in the wider context of educational approaches and methods, applying individualization and team cooperation to a maximum extent. The conclusion of the work gives recommendation suggestions which result from the research for the purpose of improving the quality of special pedagogical practice.

KEYWORDS

autism, functional analysis of behaviour, mental retardation, problematic behaviour, triad of impairments, educational strategies, special elementary school