

ABSTRACT

This bachelor thesis deals with the issue of education of people with Asperger syndrome. The aim of this bachelor thesis was to learn, by the means of qualitative research methods, how already adult people with Asperger syndrome evaluate the course of their education. This thesis is divided into a theoretical and a practical section. The theoretical section contains the definition of basic terms. It deals with education of pupils and students with special educational needs, considering the issue of Asperger's syndrome, not only from the legislative point of view, but also from the pedagogical point of view.

The practical section of this bachelor thesis, by means of three case studies, investigated how already adult people with Asperger syndrome evaluate the course of their education. The sources of the data, the case studies are based on, include interviews with respondents interviewed in 2006, asking the same questions in both interviews. Other sources were medical reports, educational and psychological counselling center reports, newly conceived interviews with respondents and interviews with respondents' mothers.

The case studies revealed how people with Asperger syndrome evaluated the system of Czech education, how they perceived the teachers' expertise and how they reacted to bullying. They also expressed their opinion on integration and special education in the Czech Republic as a whole. The case studies describe a period of more than 20 years, covering the beginnings and flourishing of integration and the onset of inclusion, and have therefore also become a probe into the history of Czech education.

KEYWORDS

Asperger's syndrome, integration, case study, education legislation, special education