

## ABSTRACT

Rigorosum thesis follows up the role of the special education teachers in pre-school learning of children with autism. It's based on the study of the professional literature, long term experience of the author who works as a teacher in kindergarten with special education classes, her cooperation with colleagues, parents and external specialists.

Rigorosum thesis is divided into three parts. The first, theoretical part is defining the basic concepts and terms like autism, the personality of special education teacher, school education system, supportive measures, inclusion. The second part outlines the experience and knowledge of the author. It deals with team and multi-discipline co-operation, it is showing structured interviews with the specialists co-operating with the kindergarten teachers and participating on special education of children in the kindergarten where the author works. It also brings brief overview of pre-schooling system in Sweden, Finland and Georgia. The author draws on her experience from professional business trips abroad.

The third part summarizes to results of quantitative research performed from September 2018 to October 2019 between special education teachers working with autistic children from kindergartens and school counseling facilities. Research is not only focused on the work with children but also on the experience with inclusion of children with autism, methods and aims of the work with autistic children, interdisciplinary cooperation and work conditions of the special education teachers.

Analysis of questionnaire survey confirmed that the role of special education teacher dealing with such demanding target group is important not only because their direct work with children but also due to interdisciplinary co-operation and co-operation with parents. This role requires them to have deep professional interdisciplinary knowledge and also has high demands on their personality prerequisites.

## KEY WORDS

Autism, pre-school education, inclusion, supportive measures, special educator, kindergarten, multidisciplinary cooperation, team, role of the special educator