Abstract

This diploma thesis represents inclusive education of a pupil with ASD in a common type of primary school. It deals with the definition of the autism spectrum disorder concept and relates it with the difficulty of educating pupils who have this diagnosis. The thesis describes the adjustment of educational conditions and possible differences in approach of pedagogical staff to these pupils. Attention is further focused on inclusion and its specifics.

The practical part of the diploma thesis gathers pedagogical staff opinions on the education of a pupil with ASD and also the strategies which are applied in his education by these members of staff. Qualitative reserach is realized through pedagogical documentation research and through individual interviews with participants of the educational process, especially with teachers and teaching assistants. The aim of the work is to determine the opinion spectrum of pedagogical staff in a common school type towards educating a pupil with ASD. The focus of the work presents interviews and analysis with teachers.

Findings based on open coding showed that the education of a pupil with ASD in a common type of primary school is a challenging process for the pedagogical staff, who require better preparation, support and mutual cooperation among the participants. Teaching of this kind demonstrated a requirement for pedagogical assistant to be present. The finding in favour of inclusion relates to the capabilities of the teacher in creating an environment which is respectful and accepting of the pupil with ASD. The surroundings also help the pupil cope with his everyday obligations at school. Besides this the pedagogical staff can recognize risky behaviour signals on time and on the basis of this implement strategies to manage the pupil´s problematic behaviours accordingly. The succes of this learning process validates the conclusion that a pupil with ASD is able to achieve significant social progress in a mainstream primary school.

Keywords: Autism spectrum disorders, inclusion, education