

ABSTRACT

The thesis deals with the issue of a teaching assistant aiding pupils with an autistic spectrum disorder. The aim is to uncover the specifics of teaching assistant's role in aiding pupils with an autistic spectrum disorder and enumerate the important aspects of their profession. The thesis is divided into a theoretical and a practical part. The theoretical parts summarise the findings regarding the discussed topic. The teaching assistant's institution is introduced here as it is included in the Czech school counselling system. After that, the autistic spectrum disorder is discussed. The attention is focused on the exhibition of this disorder within everyday schooling and the possibilities to eliminate its negative influence. The developmental milestones of pupils attending the elementary school are theoretically enumerated as well as the characteristics of each developmental period. The practical part introduces the reader to the experience of chosen teaching assistant aiding pupils with an autistic spectrum disorder. The methodology of the research is mentioned here. The research approach is qualitative. The data is picked employing partially structured interviews with five respondents. The analysis and the interpretation of the data are done via the grounded theory method. The characteristic areas of the profession of teaching assistant are defined in the thesis, too. The general similarities, as well as the individual differences, are examined. Enumerating attributes common to all teaching assistant aiding a pupil with autistic spectrum disorder is the outcome of the thesis.