

The text is mapping the role of Czech language and other communication codes in Deaf children's education, prelingually Deaf above all. Essential Deaf people's communication ways, speaking language and sign language acquisition developments and two main education conceptions: monolingual and monocultural vs. bilingual and bicultural (total communication – as a method as a philosophy – is remembered too) are presented in the first part. The second part is focused on historical and also contemporary education theories and communication methods applied in our schools for the Deaf. They are confronted with literacy tests score and implementation process of the state guaranteed school-leaving exam in the end.