

## Annotation

This thesis is aimed at children; within 5.5 to 6.5 years of age; with disturbed communication ability. The method of critical analysis of scientific sources was used to explain current trends of speech therapy and special education diagnostics and also to explain current possibilities and risks while educating students with disturbed communication ability. Simultaneously, the analysis of the diagnostic process in the advisory service was done.

The research was done within a six-year term and included 848 respondents. The results showed that a high amount of students are entering first grade of primary school with disturbed communication ability. An analysis of disturbed communication ability and an analysis of progressive speech therapy diagnostics to map language levels was done. Standardised diagnostic tools including mathematical and statistical methods were used to evaluate the results.

The results of this research mapped the communication ability of respondents (age 5,5–6,5 years) and showed the need for improvements in the diagnostic process. The diagnostic process was extended with the addition of speech therapy diagnoses which can uncover deficiencies in language levels were implemented; especially with respondents with health and/or social disadvantage.

Results from extended diagnostics are fundamental to determine special education and speech therapy intervention. The teachers approach is fundamental for students with disturbed communication ability within their communication competency helping them compensate difficulties. The results of this thesis and realisation of provided measures should help with the more successful start of education for students with health and/or social disadvantage and students with disturbed communication ability.

**Key words:** Disturbed communication ability, diagnostic process, special-education diagnostics, physically handicapped person, health-disadvantaged person, socially-disadvantaged person, language levels, communication competency.