

Summary

The dissertation provides a detailed analysis of logopedic intervention. It focuses on systems of alternative and augmentative communication of individuals with special learning and educational needs (combined disability) in different age (19,12, 8 years).

Theoretical part presents firstly general characteristics of communicational skills as a part of communication process and their possible violation with regards to respondent's combined disabilities and secondly researcher's own logopedic intervention. The work shows a shift within theoretical approaches from sound aspects of speech to its content. Combined disability is described from the perspective of frequent combination of cerebral palsy and mental disorder. Symptomatology and diagnosis are also included. Last chapter profiles individual systems of alternative and augmentative communication as well as criteria used in the process of their choice.

Own research focuses on detailed overview of logopedic intervention within each developmental stage of the respondents. Following evaluation of individual therapeutic approaches indicates conclusions of unsystematic and disordinated logopedic intervention which was put into practise at the age of four years. Simultaneous support of all elements i.e. primary functions, speech and communication is encouraged differently in each of the respondents. Systems of alternative and augmentative communication are applied in adequate measures and combinations but this happens often without understanding the content or without continuous evaluation.

