

# THE ABSTRACT

This thesis deals with the life of children with communicative disability during their education at primary school.

It defines communicative disability, etiology, forms and treatment of speech disorders, and further characterizes three specific forms of communicative disability – developmental dysphasia, balbuties and tumultus sermonis. The thesis also presents the specifics of the developmental stage of younger school age, considering the development of children with communicative disability, and tries to clarify what are currently possible ways of educating children with speech disorders. At the same time it outlines the influence of the family environment on the child with communicative disability, its current possibilities and transformations. It uses information mainly from publications dealing with speech therapy and publications dealing with the development and education of children, primarily the children with speech disorders.

Moreover it discovers how parents perceive their child with communicative disability in the context of education at primary schools. It examines what type of education parents chose for their child and what are the reasons, and also how the child feels in a class group or a group of peers according to his parents. It is searching for what parents believe is the impact of communicative disability on the acceptance and school success of their child. And it explains what parents with child with communicative disability consider to be the most difficult and how they imagine the future of their child.

During writing this thesis there was a qualitative research, semi-structured interviews were mainly used as data collection methods. One of the basic approaches used in the investigation includes for example biographical thesis design. The following results arise from the survey. It seems that children with speech disorders and their parents can be satisfied or dissatisfied with the different ways of education, depending primarily on the attitude of the school and the personality of the teacher. Although children with speech disorders experience negative reactions to their speech during their lifetime, as well as lack of understanding and different forms of non-acceptance which to some extent shape their relationship to themselves, communicative disability of the child may not necessarily be the reason for the feeling of non-acceptance in a group. Communicative disability of the child is reflected in the whole curriculum where there are widely used forms of written and spoken language.

However, if the child is approached based on its specific educational needs, a child with a communicative disability may be successful in school. Parents consider as the hardest for example worse social position in society and the question of future assertion. Other thing is coping with the fact that the child has speech disorder, and also with the fact that its communicative disability probably won't entirely fix up in the future, and explain to the surroundings how to approach the child. Into the future, parents are along with children looking for suitable schools and consider what occupation child could perform someday.

This thesis aims to introduce the lives of children with communicative disability in the younger school age and show how parents perceive their child with a speech disorder in the framework of education at primary school.