

ABSTRACT

The thesis deals with communication abilities of pupils attending special elementary school. The theoretical part summarizes the general knowledge of communication, the development of speech in the healthy population and impaired communication abilities. It also deals with the description, the etiology and symptoms of mental disability, Down syndrome and combined disabilities, especially cerebral palsy. The final part summarizes knowledge of augmentative and alternative communication used for patients with severely impaired communication skills. The practical part consists of the interpretation of the results of the research, dealing with the analysis of the communication skills of pupils from special elementary school, especially comparisons of evaluations of this communication by family members and professionals who work with the specific person. The result of the research is the fact that the communication skills of students from special elementary schools are very individual and family assessment and key worker may not coincide. It always depends on the type of disability, support of families and professionals as well as the personality traits of the individual. In any event, there has to be a good cooperation between family and professionals that helps to set up communication development to the highest possible level.

KEYWORDS

Communication, mental disability, alternative and augmentative communication, pupil from the special elementary school, communication abilities