

THESIS TITLE

Children with Specific Language Impairment in the School Environment

ABSTRACT

The thesis focuses on children with specific language impairment (also called developmental dysphasia) in the school environment and it is divided into a theoretical and an empirical part. The theoretical part consists of four chapters. The first chapter describes specific language impairment and related terminology, defines a younger school-age child and also deals with causes, diagnosis and therapy of specific language impairment. The second chapter discusses social and communication skills of a child and the impact of specific language impairment on these skills. The third chapter concentrates on reading, writing and particular influences of specific language impairment which are associated with the development of other disorders and difficulties. The fourth chapter describes adaptation of a child with specific language impairment to the school environment. The empirical part consists of qualitative research, designed as multiple case studies, that was carried out among five younger school-age respondents. It attempted to determine how specific language impairment affects a child in the school environment and the empirical part contains results of this research. Besides the analysis and data interpretation, the empirical part also includes a brochure written by the author of this thesis called “Recommendations for Parents”, which was created based on the research data and personal observations.

KEYWORDS

developmental dysphasia, specific language impairment, social skills, communication skills, reading and writing practice, adaptation