

Subject of this graduation thesis is the integration of children with communication incapacity issue.

Theoretic part introduces existing findings from expert literature starting from generic concept to specialized determination. Each of chapters facilitate the progressive view of the problems of integration, specially of early and pre-school care of handicapped children, process, conditions and forms of integration in preschool age. The major part of thesis is dedicated to integration of children with communication incapacity at all.

Practical part presents findings of research intent on the quantity and quality of provided care to the integrated children with special educative needs mainly focused on the integration of children with talk defects during the last five years. Information presented in this thesis could have conduced to expanded view to this issue and to specific positions and thinking about actual process and way of integration of children with communication incapacity. The thesis could be a starting point to another thesis focused on finding causation so many of an integrated children with communication incapacity.