

## **ABSTRACT**

The bachelor thesis deals with problematics of preschool age children with diagnosis of developmental dysphasia. This thesis is divided into the theoretical and practical part. The first theoretical chapter defines the impaired speech development in the context of impaired communication ability and compares it with intact speech development. The developmental dysphasia is characterized in detail in the following chapter. Its definition is mentioned in terms of terminology and etiology, followed by the analysis of symptoms in specific areas of child development. There are also included the components of the diagnosis process and a general model of therapy. The chapter furthermore summarizes the educational opportunities of preschool age children with this diagnosis in the Czech Republic. The research part is executed as qualitative, concretely compiled as a case study with complex profile of a particular child – divided into family, personal and school anamnesis. The purpose of the research part is to evaluate the ability of participation on organized daily activities in regular kindergarten applied to a particular child included in a regular collective. The methods of interview, medical documentation analysis and direct observation in the kindergarten environment are used for data collection. Based on information obtained from the interview and medical reports, specific symptoms of developmental dysphasia during the observation are identified. The conclusion of this research emphasizes that the ability to accomplish the instruction without support depends on the type of specific teacher's instruction. In the conclusion, the advantages and disadvantages in this case of educational process of inclusion are also compared.

## **KEYWORDS**

impaired speech development, developmental dysphasia, preschool age, integration, inclusion, impaired communication ability, regular kindergarten, case study