

Abstract

The thesis is focused on the issue of comprehensive rehabilitation of pupils with physical or multiple disabilities upon entering school. The theoretical part of the thesis is divided into three sections. The first section is devoted to the situation of a child with physical and multiple disabilities. The second section covers education and specifics of students with physical and multiple disabilities. The third section is devoted to the concept of comprehensive rehabilitation. I takes into consideration the components of comprehensive rehabilitation for younger school age children. The research part of the thesis addresses the question of whether comprehensive rehabilitation in early schooling is a help or a burden. Data was obtained by questionnaire and structured interview. The interviewed were parents of children with physical and multiple disabilities in the South bohemian region. There were two files made. One consisted of parents of children from a regular Elementary school, the second consisted of parents of children who attend a special Elementary school. The results of the investigation indicated that all parents consider rehabilitation to be necessary. The rehabilitation of their child is already a permanent part of their family life. The differences are in the conditions for rehabilitation. Children in regular Elementary schools usually receive less therapies. The arrangement and coherence of the whole process falls on the parents. These children attend school in the place where they live. Parents of the children in special Elementary schools have support in all areas of comprehensive rehabilitation and clearly perceive it as help. The school environment that their child attends is not typical; it is very protected.

Keywords: a comprehensive rehabilitation, a child with physical disabilities, education of students with disabilities, pedagogical means of rehabilitation