

Abstract

Title: Alternative and augmentative communication in PE lessons for pupils with pervasive disorder.

Objectives: The aim of the thesis is to investigate the possibilities of using pictograms as methods of alternative and augmentative communication (AAC) to support the communication of students with autism spectrum disorder (ASD) in physical education (PE) classes..

Methods: The work is based on theoretical-empirical methods. In the first phase of the research, the SOP methodology (word, picture, movement) was created, which can be used for testing and conducting PE for individuals with communication disorders. In the second phase, the method was tested on a group of five students with ASD (age 18-20 years, 2 women, 3 men) studying at a special secondary school. The qualitative investigation included the following methods of data collection: a three-phase test of understanding of physical education terminology, diagnosis by independent pedagogic staff in classes and participant evaluation by the researcher. The intervention consisted in the implementation of a comprehensive 4-month program for the development of communication skills using the SOP method in PE lessons with support in other lessons. In the third phase of the research, teachers were asked about their experiences, opinions and needs in the area of using AAC methods.

Results: As part of the work, the SOP methodology (word, picture, movement) was created, which can be used for testing and direct work in classes. It's use in a group of students showed a slight improvement in communication skills. Questioning teachers showed little use of AAC methods in PE and interest in greater development in this area. The results indicated the need for further research in this area.

Keywords: Special education, communication, PAS – autism spectrum disorder.