

## **ABSTRACT**

The thesis in the field of special education and speech therapy focuses on the issue of speech therapy intervention for bilingual and multilingual children with impaired communication abilities. The theoretical part characterizes the psychomotor development in intact monolingual children. Additionally, attention is given to bilingualism and multilingualism in relation to the development issues in early childhood and preschool age, as well as interventions for these children with impaired communication abilities. The empirical part employs qualitative research methods. It describes the process of selecting respondents, the methodology of the research survey, and its progress, as well as the characteristics of the research sample. This consisted of preschool and early school-aged children with communication disorders from bilingual and multilingual backgrounds. Individual case studies of the observed children provide a clear overview of the research sample. Semi-structured interviews were used for data collection, subsequently analysed using elements of grounded theory design. Furthermore, the thesis clarifies the interpretation of the research survey and the categories obtained during the data processing. The main objective of this final thesis was to identify and describe the risks and challenges in the areas of psychomotor, speech, and language development, as well as speech therapy interventions faced by children with impaired communication abilities originating from bilingual and multilingual families or environments. Among the results of the research survey, it can be noted, for example, that in the majority of the observed cases, there was a delay in communication development beyond the level of producing individual words.

## **KEYWORDS**

Speech therapy, bilingualism, multilingualism, communication disorders, psychomotor development.