

ABSTRACT

This bachelor thesis explores the relationship between the attitudes of primary and secondary school teachers towards pupils with autism spectrum disorder (ASD) and their experiences. The aim of the thesis was to map the relationships between teachers' experiences of teaching pupils with PAS and their attitudes towards these pupils, and to explore the influence of teachers' sociodemographic attributes on their attitudes towards these pupils. The quantitative research explored whether there is a difference in teachers' attitudes towards pupils with PAS based on their personal experience of teaching these pupils. Furthermore, to find out whether professional training and taking additional courses on the integration of pupils with SEN or courses specifically aimed at pupils with PAS has an impact on teachers' attitudes towards pupils with autism spectrum disorder. Finally, socio-demographic aspects that might influence teachers' attitudes towards pupils with PAS were identified through descriptive analysis. The results of this study showed that personal experience and courses taken did not have a significant effect on teachers' attitudes towards pupils with autism. However, this does not correspond with results from other research on the same or similar topic. Furthermore, many attributes were found that may influence teachers' attitudes towards these pupils, such as teachers' age, educational background, length of experience and many others.

KEYWORDS

Autism spectrum disorder (ASD), neurodevelopmental disorders, attitudes, inclusive education, education of students with ASD