

## **ABSTRACT**

The diploma thesis deals with the implementation of evidence - based practice in the kindergarten for children who have some special educational needs. As the title suggests, the aim of the thesis is to ascertain an opportunity to use evidence - based practice in Czech kindergartens. The work looks into the issue of the implementation and its possible obstacles, or the needs of educators in the implementation process. The theoretical part of the thesis presents autism spectrum disorders, specifically their definition, description and demography. This part is devoted to the inclusive education of preschool children on the autism spectrum. The theoretical part also includes a definition of evidence - based practice and a description of their implementation process. The thesis focuses on three evidence - based practices, namely social stories, visual support and reinforcement. The research part deals with the actual introduction of evidence - based practice in the kindergarten. The thesis contains a chapter dealing with research methodology; data collection methods are also presented here. The qualitative methods used for the research investigation were: case study, semi-structured interview and observation. There is also an analysis of interviews with teachers. One of the research-part chapters contains a demonstration of the implementation of three evidence - based practices. At the end of the paper, the results of the research investigation are presented, including some possible obstacles, the needs that teachers have when implementing evidence - based practices, as well as some factors that will help educators in their implementation. The results of the work prove that evidence - based practices in the given kindergarten appear to be very effective for one child.

## **KEYWORDS**

autism spectrum disorder, evidence - based practices, preschool age, social story, visual support, reinforcement