

ABSTRACT

The thesis is dedicated to the importance of early childhood intervention in families of children with hearing impairment. The theoretical part deals with hearing impairment, its categorization, early diagnosis and possibilities of compensation. Furthermore, the personality of the child with early hearing impairment is described, the different developmental stages and specifics for this particular group of children are presented. One of the subchapters is devoted to the development of communication and the most commonly used communication systems. The family of the child with hearing impairment is also described. Last but not least, this part of the thesis deals with the theory of early childhood intervention and its legislative definition in the domestic context, followed by preschool education and inclusion of children with hearing impairment. The research is conducted using a qualitative approach. The main research aim of this thesis is to identify the current way of providing professional intervention to families of children with hearing impairment and to describe the ongoing cooperation between the different subjects. Specifically, the focus is on describing the relationship between preschools and early childhood care, and in particular the reasons for and benefits of this collaboration are explored. The research sample comes from one region, so the cooperation described is real. The research method used is semi-structured interviews, which were distributed to professionals involved in early intervention and are evaluated by open coding. One case study is also presented to illustrate the research problem of this thesis. The findings of the research investigation are summarised in a discussion where they are confronted with current academic writings and legislation, which are dedicated to early intervention.