

Abstract

The bachelor thesis focuses on the issue of supporting children with selective mutism in mainstream primary schools. Following the example of several foreign studies on the same issue, the thesis describes the experiences of parents and teachers in supporting children with selective mutism, the complications that teachers and children face due to selective mutism, and methods that can be used to prevent or mitigate these complications. The research uses a questionnaire and semi-structured interview method. The respondents to the questionnaire were parents of children with selective mutism who attend the first grade of a mainstream primary school, and semi-structured interviews were conducted with three teachers working in the first grade of a mainstream primary school who currently teach or have taught a child with selective mutism. The research revealed that adequate support from the teacher and the school can reduce the potential negative impact of selective mutism on the child's academic performance and integration into the group, that teachers and parents consider both teachers' awareness of selective mutism and their empathetic approach to be important aspects of support, and that establishing a trusting relationship and an alternative form of communication is also key. The importance of collaboration and sharing of information and experiences between all those who come into contact with the child was also highlighted.