



**University of Hradec Králové
Faculty of Education
Department of Special Education**

EVALUATION OF BACHELOR THESIS

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Title: Self-Regulation in Autism Spectrum Disorder
Supervisor: Mgr. Štěpánka Lauková
Opponent: PhDr. Petra Bendová, Ph.D.

1. objective - purpose	clearly and specifically declared	declared in an only general and vague way	not declared at all
	X		

2. Difficulty of the topic in relation to	high	middle	low
processing of theoretical findings		X	
application of the methods used		X	
processing of empirical data		X	

3. Evaluation criteria	grade			
	excellent	very good	good	unsatisfactory
reaching of the aims of the thesis		X		
adequacy of the methods and methodology used		X		
depth of analysis related to the topic			X	
logical arrangement of the text		X		
grammar and stylistic level		X		
working with and referring to the professional literature (incl. quotations)		X		
formal arrangement and editing of the text, charts and tables	X			

4. Relation to the field majored in	significant	sufficient	unsatisfactory
develops the basic features of the graduate's profile		X	
develops a partial part of shaping the graduate's profile		X	

5. Objections and issues to be asked during the defence procedure:

In its Theoretical Part, the author of the Bachelor Thesis deals with the issue of autism – its definition, description of behaviour of children with PAS (= children with autism spectrum disorder, autistic triad), the diagnosis, prevalence, etiology and comorbidity of PAS. The attention is also paid to the historical view of PAS. Subsequently, the author discusses the issues of self-control and self-regulation, both in the general sense and in relation to the specificity of self-control and co-regulation in individuals with ASD, including areas where they are significantly manifested, such as social situations and communication. Then the author introduces selected (therapeutic) methods and procedures that can be used in individuals with ASD to influence their behaviour at the level of self-control and co-regulation. Only very briefly (actually, too briefly), the author of the Bachelor Thesis discusses the role of the teacher in the process of education of individuals with ASD (unfortunately, this discussion is without a direct relation to the issue of self-control and co-regulation).

In the Practical Part of the Bachelor Thesis, the author carried out a qualitatively oriented research survey, which focused on detecting the behaviour and emotions of children with ASD, and on supportive measures and strategies with which these individuals are provided in the sphere of co-regulation and self-control by their teachers and parents.

From a methodological point of view, the method of an interview was used (specifically, it was a structured interview which included 15 questions). The author of BP conducted 13 interviews with educators who provide intervention for individuals with PAS. There were 12 interviews carried out in Mona Shores Public School (Michigan, USA) and 1 interview carried out at the institution called Dawn (Pardubice, Czech Republic). The obtained information was then analysed. The Conclusion of the Bachelor Thesis lacks recommendations for practice which were declared by the author of this Bachelor Thesis in the title of this "chapter".

The declared objective of the practical and theoretical parts of the Bachelor Thesis can be considered fulfilled.

51 professional sources published in foreign languages (out of which 34 were internet sources) were used to in the process of working-out the Bachelor Thesis.

Overall similarity checked by 'Odevzdej.cz' = 0%.

a) The opponent's objections:

- ✓ the parts called 'Introduction' and 'Conclusion' are not to be numbered, i.e. in reality the thesis consists of 7 (and not 9) chapters;
- ✓ the Theoretical Part is arranged in a relatively logical way. However, it would be appropriate to arrange the individual chapters with a content gradation, i.e. the Theoretical Part and the Practical Part should be linked through procedures and methods used for supporting the co-regulation and self-control (these issues are focused on in the Practical Part of the thesis);
- ✓ it would be appropriate to include additional information in some passages (e.g. Chapter No. 6), and to stylistically improve some passages;
- ✓ the specifications of the main objective and partial objectives of the Practical Part of the Bachelor Thesis are missing (note: if they were declared, then it would be easier and clearer to evaluate the data obtained within the framework of the Practical Part / questionnaire survey);

- ✓ lack of clarity in the interpretation of the information acquired from the interviews (too general interpretation).

b) Positives of the Bachelor Thesis:

- ✓ an interesting issue which is discussed only minimally in the professional literature;
- ✓ the Appendix is conveniently and properly included;
- ✓ proper balance between the Theoretical Part and Practical Part.

c) Issues to be discussed in the process of the thesis defence:

1. Provide the examination board with a brief presentation of the contents of the Theoretical Part of your Bachelor Thesis.
2. Specify the objective/s of the Practical Part of your Bachelor Thesis, and specify the conclusions you made in the processing of this Practical Part in relation to reaching these goals. = Explicitly define the goals of the Practical Part of your Bachelor Thesis and the conclusions you made in relation to reaching these goals.
3. Add some “recommendations for practice” within the framework of the Conclusion of the Practical Part.
4. Specify the contribution of your Bachelor Thesis to the sphere of the theory and practice of special pedagogy.

Conclusion:

The thesis meets the requirements imposed on this kind of academic performances, and it is recommended for the defence procedure.

Proposed grade: C

Hradec Králové, August 11th 2020

opponent