

Assessment Report worked out by the Supervisor

Bachelor Thesis: Self-Regulation in Autism Spectrum Disorder

Author: Muhammed Emin Karadeniz

Study programme: Special Pedagogy

Specialization: Educational Work in Specialized Institutions

Supervisor: Mgr. Štěpánka Lauková

Opponent: PhDr. Petra Bendová, Ph.D.

In his thesis, the author presents the topic of self-regulation in autism spectrum disorder. This is a very wide topic as the manifestation of autism spectrum disorder (ASD) is different for every individual with ASD. However, I consider this topic to be extremely important, especially for educators.

The bachelor thesis is divided into eight chapters (including Introduction and Conclusion). The first five chapters present theoretical findings, the last two chapters are focused on practice and on presenting the research project. In the first chapter of his bachelor thesis, the author introduced the topic of autism spectrum disorder. The second chapter deals with autism, its history, prevalence in population, diagnostics criteria and its causes, which are still to be confirmed by scientists. The third chapter presents information about the self-control and co-regulation and explains these terms to the readers. In the fourth chapter the author presents the main issues that are affecting the self-regulation of behaviour in children with ASD, which could be sensory issues, communication issues and problems with social interaction, therefore called the common triad of ASD. In the fifth chapter the author focuses on available approaches in ASD intervention programmes that have been used worldwide, such as the nowadays popular ABA therapy approach or the traditionally used TEACH programme. The sixth chapter focuses on a short description of teachers' role in education of children with ASD. The seventh and eight chapters are aimed practically. The seventh chapter deals with the author's research aim, it describes the reasons why he chose the qualitative research method, and it introduces the research settings. As a research tool the author chose the structured interview consisting of 15 open questions that has been sent to two school institutions that provide education to children with ASD. During his research, the author gathered twelve responses from teachers from Mona Shores Public School, Michigan, USA, and one response from a teacher from Speciální a praktická škola Svítání, Pardubice, Czech Republic. These responses presented behaviour of pupils and the teachers' experience, and are carefully analysed by the author in this chapter.

The final chapter presents recommendations and conclusions resulting from the carried out research. These recommendations aim at improving the pupils' behaviour.

The contents of the text of the thesis is clear and meaningful, the thesis is well-structured. The author's personal opinion is presented clearly, and in first chapters of his bachelor thesis, the author provides his deep knowledge of the topic. The author used a wide variety of bibliographic and electronic sources. The sources are formally well-processed, including quotations and references to the used bibliography.

I would only point out a small issue concerning the data analysis. It would have been great if there had been a clearer description of the age category, as small children tend to have more issues with their self-regulation not only because they have ASD, but mainly for the developmental reasons. In case of a future research, I recommend combining the structured interview with several case studies. Then the author himself will be able to see patterns in challenging behaviour issues of each pupil and to recommend an individual self-regulation approach.

The objective of the thesis was achieved; the thesis meets the demands imposed on the performance desired.

I recommend the thesis to be defended with the grade B score.

Štěpánka Lauková