

ABSTRACT

The aim of this thesis is to look into the schooling and counselling trajectory of children with Asperger's syndrome. It is viewed from the childrens' perspective, and includes their parents' testimonies. Subsequently the thesis comments upon convergences and differences that appear in their respective statements. Data is collected using semi-structured interviews and is a qualitative research. Based on the analysis of the results, the findings are presented in the following areas: "what was before" (ie what preceded the diagnosis); school attendance; communicating with classmates and teachers; relationships at school; experience with consultation facilities and professional assistance; interests and similarities or differences of the views of the child and the parent. The most frequent topic mentioned among the results was the lack of expertise on Asperger's syndrome, which led to frequent misunderstandings or conflicts with a teaching staff. The results revealed also other themes such as: the need to tolerate individual conditions of the child during a class; deficits in communication and social interactions; positive perception of professional assistance and of cooperation of experts with the school. The thesis is also focused on the theoretical definition of Asperger syndrome in relation to the findings in the research part of the thesis.

KEYWORDS

special education needs, Asperger's Syndrome, school, counseling