## Table of contents

Introduction	9
1. People with autism	13
1.1. Presuppositions of education. From segregation to inclusion in an	
evolving world	13
1.2. The learner, in the social dimension	17
1.3. The person with autism	20
1.3.1. Understanding autism as a trait	21
1.3.1.1. Autism as a disease	22
1.3.1.2. Autism as a disorder	23
1.3.1.3. Autism as otherhood or functional dissimilarity - neuro-	
diversity	24
1.3.2. Supporting people with autism as a dissimilarity in understan-	
ding goals in the education system	25
1.4. Education of a student with an autism diagnosis – organisation of the	
educational system	26
1.4.1. Organisation of the educational system	28
1.5. Professionals in the education of people with autism	30
1.6. Overview of therapy for persons with ASD	31
1.6.1. Examples of therapies for people with ASD	34
1.6.1.1. The family environment is the main place of communi-	
cation interactions	34
1.6.2. Extending the therapeutic impact to the environment peer	
environment	41
1.6.3. Therapy based on the wider family environment	42
1.6.4. Therapy based on the wider environment involving alternative	
modes of communication	44
1.6.5. Therapy based on a broad environment and using alternative	
modes of communication	45

1.6.5.1. Traditional alternative communication methods 1.6.5.2. Methods using multimedia elements	49 52
1.7. Summary	55
2. Methodological assumptions and description of the research	57
2.1. Main premise	57
2.2. A humanistic approach to research – the interpretive paradigm and phenomenography	58
2.3. Changing perspectives in autism research – research based on the netnography of people with autism	59
2.4. Research assumptions	60
2.4.1. Object and purpose of the study	60
2.4.2. Research problems 2.4.3. Procedure and course of research	61
	61
2.5. Description of the study group	63
3. Participants Participants of the research about education of persons with autism and the role of the educator	65
<ul><li>3.1. Respondents' statements on education</li><li>3.1.1. Reflection on the condition of an educator, teacher – "If I were</li></ul>	67
a teacher"	67
3.1.2. What we should avoid, abandon in our pedagogical work – "If I were a teacher of a child with autism, I would never"	72
3.1.3. Vision for change – "I would change in the system – the mana- gement of the education of a child with autism"	77
<ul> <li>3.2. The educational process</li> <li>3.2.1. Respondents' statements regarding the educational process –</li> <li>"As a classroom form master / mistress with a child with autism,</li> </ul>	80
I would particularly pay attention to"	81
3.3. Summary	87
4. Research participants on therapy and support for people with autism	91
4.1. Respondents on types of therapy	92
4.2. Therapy as perceived by respondents	94
4.2.1. "If I were a therapist for a child with autism, I would always" 4.2.2. "If I was a therapist for a child with autism, I would never"	95 99
4.3. Support – "shadow teacher"	103
4.4. Summary	109
5. Research participants on changes in systemic solutions in education of persons with autism	111

5.1. Respondents' proposals regarding changes in education	114
5.2. Organisation and equipment of educational centres – "I would sug- gest"	118
5.3. Respondents' agency – presenting a vision of the education system	
based on their own experience	124
5.4. Conclusion	130
Summary	133
Affirmation of neurodiversity	133
The issue of standardisation	135
Inclusion as a complement to integration	136
Resources	138
Appendix	154
List of drawings	157
Table list	158