

Table of Contents

Preface	5
1 Introduction and definition of principal terms	9
2 Pragmatic level of language and its significance in contemporary speech-language pathology	13
2.1 Position of pragmatic communication disorders in international classifications	14
2.2 The essence of pragmatic oriented and functionally based communication	16
2.3 Problematic aspects of diagnosing communication pragmatics in speech-language pathology	24
2.4 Selected areas of the pragmatic level of language in speech-language pathology research in relation to selected diagnoses	30
2.4.1 Main communication pragmatics variations in persons with autism spectrum disorders and its etiological context	30
2.4.2 Specifics of selected parameters of communication pragmatics in children with autism spectrum disorders, specific language impairment and mild intellectual disability	34
3 Autism spectrum disorders as part of communication disorders in the context of speech and language therapy diagnosis and intervention – diagnostic experience	57
3.1 Diagnostic assessment of communication provided by the closest caregivers of children with autism spectrum disorder	57
3.2 Assessment limitations depending on instruction styles and extra-emotional or extra-social factors	58
3.3 Diagnostic assessment of pragmatic communication in children with ASD in the context of syndromic disorders	59
3.4 Other specifics of diagnostic assessment of children with ASD in the context of pragmatics of communication	62
3.5 Oral praxis deficits in persons with autism spectrum disorders	65

4	Assessment of communication pragmatics in autism spectrum disorders – the results of original research	71
4.1	Research analysis of pragmatic communication behaviour in children with ASD from the perspective of speech and language therapists	72
4.1.1	The research methodology and design – research methods, research objectives and research sample	72
4.1.2	Description of the developed diagnostic material	75
4.1.3	Results of the research on communication pragmatics in autism spectrum disorders and selected groups of children with communication disorders	83
4.1.4	Qualitative analysis and application possibilities of the diagnostic material	89
4.1.5	Evaluation of the degree of difficulty of the items in Distinguishing visual diagrams	99
4.1.6	Evaluation of the sensitivity coefficient of the test items in all groups of children	103
4.2	Research analysis of speech and language therapists' awareness of the importance of pragmatic level of language in children with ASD	107
5	Discussion of the research results and their importance for the development of basic and applied research	113
6	Conclusion	119
	SUMMARY	123
	List of Tables	125
	List of Figures	125
	List of Pictures	125
	References	127
	ANNEXES	155
	ANNEXES	157
	Lead author and co-author profiles	167