

## **Summary of the Ph.D. Thesis**

Name of the author of the thesis:

*Ewelina Młynarczyk-Karabin*

Academic title of the doctoral supervisor of the thesis:

*dr hab. Barbara Marcinkowska, prof. APS*

Name of the auxiliary promoter:

*dr Urszula Gosk-Sobańska*

The title of the thesis:

*Communication of a child with autism in kindergarten in familiar and new situational contexts*

Key words phrases: child communication, autism, situational context, interaction, relation, relationships, effectiveness, appropriateness

Abstract

The subject of research considerations was the communication of a child with autism in a kindergarten in familiar and new situational contexts. For the purposes of own research, research objectives were formulated: cognitive – learning, analyzing and characterizing communication of children with autism in kindergarten in relation to adults and/or peers in known and new situational contexts – and practical – developing a *Model for supporting communication of a preschool child with autism with taking into account known and new situational contexts*.

In the doctoral dissertation, a qualitative research orientation was applied, using the observation method and the technique of observing event samples. Video recordings of communication behaviors of children with autism during activities were analyzed: known (eating, free activity, construction play and movement play) and new (construction play, movement play and task situation). To describe and analyze the activity of children with autism in kindergarten, the proprietary tool *Communication 5*

*Behavior of Children with Autism* (CB-CA) was used. The analysis of the research material was carried out according to the planned stages: (1) register and description of the observed communication behaviors of children with autism; (2) evaluation of communication behavior based on two characteristics: effectiveness and appropriateness; (3) interpretation of the observed communication behavior of the examined children.

The work consists of four chapters. They are complemented by a list of diagrams and tables, a bibliography and appendices. The first chapter deals with theoretical considerations about communication. The second chapter contains the characteristics of autism in the context of children's communication abilities. The third chapter contains the methodological assumptions and the research procedure. The fourth chapter presents the analysis of the collected research material. The results of the analyzes made as part of the own research are the summary and conclusions as well as the author's Model of supporting communication of a child with autism in preschool age in known and new situational contexts.