

This dissertation turns to questions of advancement of school preparedness at children with deferred school attendance.

In my thesis, I consider possibilities of examination of the school preparedness level, description of its basic elements, and, especially, advisable intervention strategies and corrective proceedings leading to its development.

The principal aim of the dissertation is creating of such stimulation program for this group of children which would lead to development of less advanced mental functions, and subsequently, to reduction of presented developmental deficiencies.

KEY WORDS

School preparedness advancement, deffered school attendance, socialization, intervention, development, central nervous system, maturity, cognitive process, perception, pre-school period, stimulative environment, start in school, adaptation, screening.