

## **ABSTRACT**

The thesis explores the possibilities of diagnosing and developing partial functions in preschool-aged children with hearing impairments considering the importance of these skills for acquiring basic school competencies such as reading, writing, and counting. Children with this type of impairment constitute a specific group that may face difficulties in obtaining information from the auditory environment, affecting the acquisition of necessary knowledge and skills. The aim of the thesis is to describe currently used diagnostic tools for working with preschool-aged children with hearing impairments. A secondary objective is to assess whether and to what extent any improvements in the test results can be observed during controlled activities compared to periods when such activities were not conducted. Realized six-month research included initial diagnostics of partial functions, subsequent controlled activities focused on their development, and final testing of selected children with hearing impairments. Based on evaluation and analysis of the obtained data, conclusions of the thesis provide recommendations for a diagnostic approach and support for the development of preschool-aged children with hearing impairments.

## **KEYWORDS**

Hiskey-Nebraska Test of Learning Aptitude, partial function, child with hearing disabilities, diagnostic