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INTRODUCTION

A large percentage of children at risk for heightened depressive symptoms as well as the one of children at risk for negative features connected with lowered school achievement remain unrecognized, although the children’s sensitivity to prevention and intervention is high. Both heightened levels of depressive symptoms and lowered school achievement present problems relatively stable over time and connected with numerous negative concurrent and subsequent outcomes. Relationships between the two variables in children present an important clinical and educational issue.

Even though research attention devoted to the issue has been growing in the Euro-American region, the number of relevant Czech studies still remains low. Our project was designed to help fill this gap by working with a relatively large Czech community sample. We aspire to contribute to better understanding of the associations between depressive symptoms and school achievement and to bring several results beneficial to the improvement of the established research methodology in the area.