

ABSTRACT

The purpose of this thesis was to identify the most common causes of school suspension within a regional survey in comparison with the views of parents, elementary and kindergarten teachers. In connection with this theme the author dealt with pre-school child characteristics focusing on school maturity diagnosis and school suspension problematics.

The main research was realised in Pedagogical-psychological advice centre in Kladno in 3 selected years ranging from 1999 to 2010. The method of analysis has been used to collect the data. A survey in a form of an anonymous questionnaire clarified opinions of selected respondents. On the basis of this observation a casuistry of a school suspended child with specific needs has been made. This casuistry demonstrates further development of a child after starting its school attendance.

Submitted results of the thesis confirmed the opinions of experts in this field as well as conclusions of researches focusing on school suspension issues. It has been found out, that the most common causes of school suspension in the examined locality are the issues of speech, visual and hearing perception, graphmotorics and school work maturity. This finding was identical with the views of respondents of the survey. The respondents marked psychological area of school maturity as the most problematic as well.