

There is a wide range of different psycho diagnostics methods for evaluation of the school readiness of the pre-school children; however, there is no single method that is standardized or has benchmarks for hard-hearing and deaf children in the Czech Republic.

This dissertation describes strong and weak point of the standard psycho diagnostic methods as well as provides recommendation which methods shall be used for psycho diagnostics of the school readiness of the hard-hearing and deaf children. The dissertation also outlines particular testing methodology for the hard-hearing and deaf children.

The nine most frequently used methods were chosen for the dissertation research. A questionable understanding of the standard instruction has been indicated in seven methods: Screening Test of School Readiness, Ravens Progressive Matrices, Reversal Test, Retracing Test, Laterality Test and Drawing test of Human and Vineland Adaptive Behavior Scales. Two methods cannot be used for hard-hearing or deaf children at all, since they test ability to recognize sounds of the speech; this was a Test of auditory differentiation a WPPSI Performance Scale. Moreover, WPPSI Performance Scale is a pure verbal based test focused on measuring verbal intelligence.