

Abstract

The ability of autoregulation of an individual is a process which moderates coping with social demands. The transition from family environment to a nursery school, functioning in the interaction of various changes, can be considered one of such strong developmental challenges. Theoretical foundations of our research project consist of the concept of resilience based on social cognitive theory.

Our probands were a group of 97 preschool children, beginning with attending a nursery school, incoming from the family environment. The data has been collected twice, in September and November.

In our research, the data stem from two sources - teacher's observations, and a questionnaire method. As for observations, the areas of monitoring have been established in advance. The frequency and quality of behavioral expressions of children in the adaptation period were recorded by teachers utilizing observation sheets, which were created based on the study of literature on adaptation, and empiricism.

Resilient factors are operationalized by initiative, self-regulation, and quality of relationships, measured by means of the DECA - P2 (Devereux Early Childhood Assessment for Preschoolers) questionnaire method. For the purposes of this research, it was transferred and converted into the Czech language from the original by American researchers LeBuffe and Naglieri (2012), in collaboration with Devereux Center for Resilient Children. The DECA -P2 scale also focuses on mapping negative behavioral expressions of the child in relation to resilience. For the purposes of our research, this item was translated as "conspicuous behavior."

We were aiming to determine which resilient factors enter the adaptation process, and how do they influence it. We also investigated whether the teachers' evaluations of resilient factors differ from the parents' ones, and whether they vary in time (September vs. November). Behavioral expressions, from which we infer the quality of adaptation, are operationalized by observations by nursery school teachers. We have compared whether the quality of adaptation varies in time (September vs. November).

It has been found out, that the initiative and self-regulation as evaluated by teachers in September, are the key resilient factors which predict the ability to adapt to new conditions. It can also be

stated, that parents and teachers agree in the assessment of most resilient factors. On the other hand, the parents' and teachers' assessments of the ability to adapt to new conditions in relation to the conspicuous behavior, as assessed by DECA-P2, differ in either times of measurement.