

Abstract

The thesis is focused on the development of visual qualities of children in the early and preschool age. The aim is to analyze current trends and research in the sphere of the early intervention for children with severe visual impairments with a focus on developing their visual qualities.

The first three chapters deal with the theoretical knowledge about the development of children at the early and preschool age and the development of children with visual impairments, about the diagnosis of visual impairments at the early age and about the methods of visual training and visual stimulation.

The fourth chapter consists of the analysis of current trends and research in the sphere of intervention for visually impaired children at the early and preschool age in selected countries. The analysis is realized by analyzing foreign professional publications, articles and research in journals or websites of the organizations that deal with support and assistance to people, or to children with visual impairments.

The analysis shows that the system of the initiation of the early intervention for children with severe visual impairments in those countries is not the same. They differ in the level of provided services. In some states the early intervention is still badly available or expensive. They also differ in the maximum age of children at which the early intervention services are provided. The central interest of these services in all the countries is focused mainly on the development of the visual qualities of the child. In the last seven years the investigations in the sphere of visual impairments of children at the early and preschool age are engaged in the etiology of visual impairments, its prevalence, the early diagnosis and the timely initiation of interventions and targets and new means of rehabilitation.

Keywords

Children in the early and preschool age

Severe visual impairments

Visual stimulation and visual training

Early intervention