

Abstract:

This bachelor thesis focused on the origin and principles of the PASS theory (Planning, Attention, Simultaneous, and Successive Processing processes). It introduces the information processing theory by A. R. Luria, from which the PASS theory stems. It also describes CAS and CAS2 (Cognitive Assessment System) tools, which enable the assessment of PASS processes. The work offers an overview of some possible interventions that are based on the PASS theory. The work includes a number of studies that examined how CAS is able to recognize specific groups of children (e.g. Children with ADHD, Down syndrome, etc.), and how to verify whether interventions are effective. The research proposal examines how the PASS processes influence school activities focusing on pupils in primary schools. This research could serve as the basis for the use of interventions within the frame of school education and thus it could help for the effective development of the PASS processes.

Keywords: PASS Theory, Planning, Attention, Simultaneous Information Processing, Successive Information Processing, Cognitive Assessment System, Intervention