

Abstract

Attention is one of the key competencies which has to be adequately developed in preschool children to support their good school adaptation and acceptance of school demands. This work describes current approaches to assessment of attention and related cognitive functions in children at preschool and early school years. On the basis of the methods which are accessible we introduce a new assessment tool, which could serve as screening of attention and other necessary competencies of children aged 5-7 years.

The empirical part of this work shows results of a validation study of our method (Coloured trail making test for children), and its reliability the tool. Results proved strong correlations among our method and three other assessment tools from larger batteries of tests (Woodcock – Johnson Tests of Cognitive Abilities, IDS and CAS II). However, the outcomes of the tests are also different enough to conclude that each of four methods which we used can be important in the process of attention assessment in preschool children; and each of these methods can bring valid information about children's abilities. The work also includes normative data for Coloured trail making test for children, which can be used as a screening tool to detect minor difficulties of children's attention or it can help to identify more severe attentional deficits in preschool children.

Keywords:

attention, attention diagnostics, preschool years, characteristics of attention, cognitive functions, Coloured trail making test for children