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Preparation of a Disabled Child for Entering the School in Conditions of an Ordinary Nursery School

Abstract

The paper deals with some problems which may arise when a disabled child starts attending an ordinary school. The author focuses on the question of systems approach to the question of school readiness which assumes the preparation of a handicapped child for entering an ordinary kindergarten, the preparation of healthy children for accepting their handicapped classmate as well as the need for readiness of teachers and parents of both groups of children.

Key words: *Disability. School Readiness. Criteria of School Readiness. Preparation of a Handicapped Child for Entering the School. Nursery school. Parental Readiness/ Parent's Readiness.*

Introduction

The fact that a child starts attending school significantly influences not only his/her life but also his/her parents' life. The child starts to be aware of growing up and going to school very soon. He/She does not like it in the nursery school and is more interested in activities which are related to "a big school" (he/she wants to be a schoolchild, he wants to study and be assessed with marks, etc.). We talk about the formation of "inner position" of a schoolchild which is connected with the changing status of a child – a future schoolchild.

For parents, it is the confirmation of the child's normality when he/she starts attending school. They change their relationship with the child at the end of the preschool age. They try to lead him/her to particular duties and responsibilities;