

The main topic of this dissertation is the usage of apperception techniques in diagnosing children aged 6 to 7 years, with an emphasis on the practice of School Psychology. The theoretical part focuses primarily on psychological diagnosis in School Psychology with the emphasis on apperception techniques, their benefits, and downfalls. The other focus is on the Thematic Apperception Test and Roberts-2, as well as selected assessment systems.

The practical part is introduced by the research methodology. Both diagnostic methods were administered to 30 children aged 6 to 7 years, whose responses were assessed using standardized systems, and subsequently compared both quantitatively and qualitatively. The main finding is that the stories evoked by Roberts-2 cards exceeds the stories evoked by TAT cards in developmental quality, the latter of which the children find too overloading to produce an optimal reaction, with varied results in their adaptability. The dissertation also presents the specifics of administering these methods to children. Based on the data derived from 50 children, the Czech norms for Roberts-2 method for children aged 6 to 7 were created in their working stage, and than compared with the original American norms.