

This diploma thesis deals with a view to the special pedagogical diagnostic issue accordance to the children with multiple disabilities. By these children whose disability is mostly the hardest character is making special pedagogical diagnostic as much as correct and accurate very difficult. This diagnostic is very important for developing an individual plan of a special pedagogical intervention.

The work is focused on both the individual areas of special pedagogical diagnostic and the complex diagnostic tools. In these areas are mentioned the methods and the materials of a foreign literature which is possible to use with a group of children with multiple disabilities. In the second part of the thesis are developed the results of a survey which brings a practical look to this issue.

All these collected knowledge and experience should have become the benefit which should have been a starting point for searching other partial methods. These methods are dealing, for now, with still newly making issue of special pedagogical diagnostics of children with multiple disabilities.