

One of the standard roles of educational psychologists is to conduct assessment and communicate the outputs in a form of psychoeducational reports, to suggest a guide for appropriate prevention and intervention work with children and adolescents with a variety of special educational needs to their parents, teachers and other professionals. However, the outcome of the examination is often not presented sufficiently, on an adequate level, to become a useful source of information for further work of educators, for reasonable accommodations and support.

The presented diploma thesis aims to contribute on the basis of theoretical background and a presented qualitative research to extend a general theoretical framework on real usability of psychoeducational reports, implemented by school psychologists and the possibilities of optimizing the form and content of these reports. Specifically, the point is to improve the efficacy and usefulness of the report and make it optimally **usable** for the teacher or educational advisor when designing and implementing an individualized training plan for the pupil with special educational needs in an inclusive school-based setting.

The thesis tries to map the usefulness of different kinds of psychological reports. Data collection was conducted via interviews. The target group involved school teachers who were presented different types of reports. They were asked about the clarity of the reports and about key information for their work. The aim was to compare the extent to which such an information is contained in each type of the reports, what kind of data from the reports have the strongest impact on teachers' work, what are their preferences in terms of the content and the form of the psychoeducational report. The work is based on qualitative methodology. The implications are that to be useful for a teacher, psychological report should include specific empirically based recommendations that directly address the referral question. In terms of form, teachers prefer a text with a clear, unified structure. Teachers, when planning interventions should also be able to consult and cooperate with the psychologist.