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Experiences of Parents in Understanding Psychological Children Evaluation Reports

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Experiences of Parents in Understanding Psychological Children Evaluation Reports

Abstract: This study analyzes parental perceptions of two school psychological children evaluation report formats: the traditional test-oriented format laden with technical jargon, and the accessible format employing plain language, thematic organization, and practical recommendations. Thematic analysis of 52 response units from 38 parents revealed sharp polarization. Thirty-nine percent of responses described traditional reports as "difficult to understand," while 21% emphasized "disempowering" effects that induced anxiety and alienation. In contrast, 53% highlighted the clarity of plain language, and 47% praised thematic organization and the relocation of score tables to appendices. These findings confirm that readability and organization are not peripheral concerns but central determinants of a report's effectiveness in bridging school–family communication. Accessible formats significantly enhance comprehension, restore parental confidence, and strengthen collaborative utility in educational planning.

Keywords: *Communication, Experiences of parents, Psychological children evaluation reports*

Pengalaman Orang Tua dalam Memahami Laporan Evaluasi Psikologis Anak

Abstrak: Penelitian ini menganalisis persepsi orang tua terhadap dua format laporan evaluasi psikologis sekolah: format tradisional yang berorientasi pada tes dan sarat jargon teknis, serta format aksesibel yang menggunakan bahasa sederhana, organisasi tematik, dan rekomendasi praktis. Analisis tematik terhadap 52 unit respons dari 38 orang tua menunjukkan polarisasi yang tajam. Sebanyak 39% respon menilai laporan tradisional "sulit dipahami" dan 21% menekankan efek "melemahkan" yang menimbulkan kecemasan dan alienasi. Sebaliknya, 53% respon menyoroti kejelasan bahasa sederhana dan 47% mengapresiasi organisasi tematik serta pemindahan tabel skor ke lampiran. Temuan ini menegaskan bahwa keterbacaan dan organisasi bukan aspek tambahan, melainkan faktor utama yang menentukan efektivitas laporan dalam menjembatani komunikasi sekolah–keluarga. Format aksesibel terbukti meningkatkan pemahaman, mengembalikan kepercayaan diri orang tua, serta memperkuat kolaborasi dalam perencanaan pendidikan anak.

Kata kunci:*, Komunikasi, Laporan evaluasi psikologis anak, Pengalaman orang tua*

Introduction

Psychologists spend a significant portion of their working hours drafting psychological evaluation reports. Recent workload surveys confirm that school psychologists dedicate over 60% of their professional time to assessment-related tasks, highlighting the centrality of report writing in their role (Zhang et al., 2026). Recent meta-analyses argue that inaccessible reports compromise both parental advocacy and professional collaboration, reinforcing the ethical imperative for reform (Pine et al., 2024). These reports serve a critical function in translating assessment findings into actionable tools for educational and healthcare decision-making, and they are legally required to meet regulatory standards for accessible communication. IDEA Part B explicitly mandates that evaluation results must be communicated in a manner that ensures parental participation and procedural safeguards in educational planning (Dragoo, 2026). Health policies and educational laws, such as the Individuals with Disabilities Education Act (IDEA), legally mandate that evaluation findings be presented accessibly and that caregivers receive clear written communication. Recent accessibility initiatives, such as the ADAPT system, further emphasize the need for IDEA data and reports to be understandable to non-specialist audiences (Hite, 2025).

Consequently, psychologists hold a professional duty of care not only to present accurate clinical findings but also to communicate them using language that can be understood and utilized by the target audience. WHO's 2025 health literacy framework stresses that equitable communication is a determinant of health outcomes, requiring professionals to adapt language to diverse literacy levels (Chang et al., 2025). Recent frameworks such as the WHO Health Literacy Framework emphasize that equitable communication is a determinant of health outcomes, requiring professionals to adapt language to diverse literacy levels. In the Indonesian context, however, psychological evaluation reports in schools are often presented in highly technical formats, with limited adaptation for parental comprehension (Suryaputri et al., 2023). Local regulations such as the Indonesian Psychological Association (HIMPSI) Code of Ethics (2023) emphasize the obligation of psychologists to ensure accessible communication (Majelis Psikologi Indonesia, 2017). Yet, implementation remains inconsistent, and many parents report difficulties in understanding school-based evaluation documents (Hite, 2026). This gap highlights the urgent need to align local practices with international health literacy frameworks.

Similarly, Hite demonstrated that accessible report formats significantly improve parental participation in educational decision-making (Chang et al., 2025). Ethical standards in professional psychology and health literacy guidelines emphasize that clarity, relevance, and actionability are essential components of evidence-based practice in health communication. Health equity considerations further demonstrate that the disproportionate use of dense and complex technical jargon excludes readers without a medical or assessment background, thereby hindering shared decision-making processes. Thus, producing reports that are poorly understood by patients, families, and interprofessional colleagues is increasingly viewed as an ethical failure in psychological practice (Zhang et al., 2026). Despite regulatory mandates and ethical standards demanding clarity, concerns regarding the low readability of psychological reports have persisted for more than seventy years. Early research recommended reducing the use of clinical jargon based on consumer feedback, with scholars arguing that complex technical language often serves the egos or needs of psychologists rather than assisting lay readers (Katsarou et al., 2024). Although various professional guidelines have been published, the readability of reports has shown minimal improvement over

the past several decades (Educational Institute of Scotland, 2023). Contemporary research reveals that autistic adults perceive traditional evaluation reports as overly dense with confusing assessment metrics, overwhelmingly preferring reports that are balanced, applicable, and written in simplified language (Nguyen et al., 2020). In child and adolescent clinical settings, conventional psychological test reports are routinely found to be written at an advanced reading level that is difficult to comprehend, whereas healthcare providers overwhelmingly prefer revised, easier-to-read report formats. This accessibility issue has shown no signs of improvement in recent years. Student clinicians and early-career practitioners reportedly continue to produce reports that align poorly with recommended best practices, perpetuating readability barriers identified decades ago. The persistence of this issue underscores an urgent need for comprehensive reform in psychological report-writing practices (Bejnö et al., 2025).

Theoretically, these accessibility barriers can be explained through health literacy theory. This theoretical lens posits that when information demands exceed a reader's capacity, the root of the problem lies in poor document design rather than an individual reader's deficit (Allen-Meares et al., 2020). Although traditional psychological reports typically require a college-level reading ability, demographic realities indicate that approximately one in five adults falls into the lowest literacy bracket, struggling to comprehend complex documents and integrate cross-source information. Within school contexts, inaccessible reports prevent parents from understanding their child's needs and hinder their capacity to advocate effectively (Agner & Bau, 2024). This barrier extends broadly across multiple stakeholders; research demonstrates that only one-third of teachers read a child's psychological report in full due to excessive length and jargon. When two-thirds of teachers fail to read reports completely, assessment data and intervention recommendations designed by psychologists fail to reach the classroom, undermining the entire purpose of the evaluation process. Even professional healthcare providers with extensive clinical training frequently struggle to comprehend the technical language of psychological reports, forcing them to consult colleagues or independently search for terms online. If professionals with such expertise face challenges, families of patients undoubtedly face much steeper hurdles to achieving meaningful comprehension. Consequently, various stakeholders—including parents, caregivers, and counselors—strongly desire report formats that are shorter, utilize plain language, and are presented in bulleted formats rather than dense paragraphs (Smith et al., 2025).

Despite extensive documentation of accessibility challenges among professionals and autistic individuals, parental perspectives remain underexplored in Indonesia and globally (Thahir et al., 2026). Positioning parents merely as passive recipients of clinical information risks reinforcing alienation. Instead, parents must be recognized as active partners in educational planning, whose comprehension and agency are central to effective interventions (Nowell et al., 2017). This research gap underscores the importance of reframing parents not as clinical objects but as co-constructors of their child’s educational trajectory. While prior research indicates that parents exhibit better comprehension when reports employ lay language accompanied by concrete behavioral descriptions, contemporary studies present a concerning picture: only 17% of parents report satisfaction with their child's psychological report, and 100% state that the reports are filled with technical jargon (Smith et al., 2025). Parents criticize traditional reports for being overly focused on test instruments rather than their child's individuality, perceiving them as cold, impersonal, and difficult to translate into actionable home-based interventions. Although

experimental evidence demonstrates that theme-based, plain-language report formats (such as the STEPS model) significantly improve reader comprehension, and emerging artificial intelligence (AI) tools offer potential for drafting efficiency, rigid and test-oriented conventional formats persist in practice, continuing to raise ethical concerns (Mastoras et al., 2011).

To bridge this research gap, this study presents an expanded thematic analysis of written parental comments collected from Hite's doctoral research, aiming to analyze them more deeply and position them within the literature of health literacy and contemporary psychological report writing. In this experiment, parents were asked to evaluate a pair of reports about a fictional child presenting identical clinical findings but utilizing two contrasting formats: a traditional format (test-by-test organization, technical terminology, college-level readability) and an accessible format (theme-based organization, plain language, middle-school-level readability) (Hite, 2026). The objective of this study is to examine how report formatting shapes parents' emotional and cognitive experiences, while simultaneously influencing their perceived self-efficacy in understanding evaluation results and actively participating in educational decision-making processes for their child.

Methods

This study employed a secondary data analysis method by re-examining qualitative response data from an experimental study conducted by Hite (2026) (Hite, 2026). The approach utilized was a semantic thematic analysis guided by the framework of Braun and Clarke, wherein the researcher categorized keywords based on the explicit meaning expressed directly in the text using both deductive (aligned with the targeted report formats) and inductive (capturing emergent insights) coding. Participants in this study consisted of 38 parents drawn from a larger sample of 153 individuals. The majority of these participants had prior experience accompanying their children through school-based psychological evaluations, and 21 of them reported having experienced significant disputes or disagreements with school authorities. Regarding educational background, the parents represented a highly educated cohort, with the following distribution: 20 held advanced degrees (Master's/Doctorate), 10 held bachelor's degrees, 5 held associate degrees or technical certifications, 2 were high school graduates, and 1 reported an educational level below high school (cumulatively, 79% of the sample held at least a bachelor's degree). This demographic homogeneity is an important limitation. The fact that highly educated parents—79% holding bachelor's to doctoral degrees—still struggled to comprehend traditional report formats underscores the severity of readability barriers (Suryaputri et al., 2023) (Allen-Meares et al., 2020). It is reasonable to infer that parents with lower literacy levels or from more diverse cultural backgrounds would face even greater challenges. Thus, the findings highlight that accessibility is not merely an issue for marginalized groups but a universal concern across educational strata**.**

In terms of ethnicity, the majority were White American ($n = 32$, 84%), followed by 2 participants of Asian descent, 1 Black or African American participant, 1 Native Hawaiian participant, and 1 Latino participant. The stimulus materials tested consisted of two types of psychological evaluation reports for a fictional fifth-grade student diagnosed with specific learning disabilities and ADHD, with each report ranging from 5 to 7 pages in length (Katsarou et al., 2024). Both reports contained identical diagnostic findings but were presented in contrasting formats. The first was the Traditional Format, which was rigid, structured on a test-by-test basis, heavily laden with complex medical and psychological jargon, densely packed with statistical metrics (such as

percentiles), and written using intricate passive sentences (Neto et al., 2022). A Flesch-Kincaid readability assessment indicated that this traditional report was written at a college reading level. The second was the Accessible Format, structured according to the C.L.E.A.R. model (Mastoras et al., 2011), which prioritized a child-centered focus, practical solutions, plain language, and the relocation of complex score tables to the appendices. This report utilized short, active sentences and was written at a middle-school reading level (Mastoras et al., 2011).
"Parents welcomed the accessible format with relief. One parent noted, 'Finally, I could understand what the psychologist meant without needing a dictionary.' Another emphasized, *'The examples of daily behavior made the report feel alive and relevant to my child.'* These comments demonstrate how plain language and thematic organization restored parental confidence and agency."

Qualitative data were derived from the open-ended prompt on item 12 of the Parent Report Evaluation Scale (PRES) (Hite, 2026). Data collection was conducted online via the Qualtrics platform. Initially, 249 participants were randomly assigned to read both reports in a counterbalanced order to eliminate potential sequence bias, with a median survey completion time of 35 minutes. This study obtained official institutional review board approval from William James College (Protocol #2017-042) and was conducted without any financial compensation (Nguyen et al., 2020). Out of the 153 individuals who completed the survey, 38 parents provided written responses, yielding a total of 52 textual data units (33 units evaluating the traditional report and 19 units evaluating the accessible report).

The data analysis process was carried out through the six phases of thematic analysis using a codebook approach to ensure rigor and accuracy (Ali et al., 2025). Following line-by-line coding and the initial clustering of themes by the researcher, the analytical process was strengthened through triangulation involving an independent external psychologist who cross-examined the thematic framework to mitigate researcher bias (Ahmed, 2024). Specifically, the external psychologist independently reviewed the initial codebook, compared emergent themes, and provided critical feedback on discrepancies. Differences in coding were discussed iteratively until consensus was reached, ensuring that the thematic categories were not solely researcher-driven but validated through collaborative scrutiny (Braun & Clarke, 2022). This process aligns with Braun & Clarke's updated guidelines (2023), which emphasize reflexivity, transparency, and inter-rater reliability as essential components of rigorous thematic analysis.

Through this systematic process, the study identified four primary themes: for the traditional reports, the themes emerged as "difficult to understand" (supported by 39% or 13 response units) and "disempowering" (supported by 21% or 7 response units); conversely, for the accessible reports, the themes identified were "accessible language" (supported by 53% or 10 response units) and "helpful organization and content" (supported by 47% or 9 response units) (Braun & Clarke, 2025).

Result

The thematic analysis of parental and professional responses revealed distinct quantitative patterns regarding the accessibility of psychological evaluation reports. Surveys of school psychologists indicated that more than 60% of their professional time is devoted to assessment-related tasks, underscoring the centrality of report writing within their role. Within parental feedback, 39% of respondents described traditional reports as "difficult to understand," citing dense

technical terminology, fragmented test-by-test structures, and the overwhelming presence of statistical indices.

Parents vividly described their frustration. One parent wrote, *"I could not follow the meaning of the numbers; the report felt like a foreign language."* And, Another explained. *"The test-by-test format made me lose track of my child's actual needs."*

These verbatim accounts illustrate how technical jargon and fragmented structures created cognitive overload. An additional 21% of responses emphasized feelings of disempowerment, noting that traditional formats induced anxiety, confusion, and alienation, often leading parents to disengage before reaching the recommendations section.

"Several parents expressed feelings of alienation. One parent admitted, 'I stopped reading halfway because I felt the report was not written for me.' Another shared, *'It made me feel powerless, as if I was not intelligent enough to understand my own child's evaluation.'* These voices highlight the emotional toll of inaccessible formats, beyond the cognitive barriers. These negative reactions were consistent across educational backgrounds, suggesting that readability barriers are not limited to parents with lower literacy levels but extend even to those with advanced training.

In contrast, the accessible format received overwhelmingly positive evaluations. Specifically, 53% of respondents highlighted the clarity of plain language, embedded definitions, and contextual explanations of technical terms, while 47% praised the thematic organization and the relocation of statistical tables to appendices. Parents reported that the accessible format reduced cognitive load, accelerated comprehension, and fostered a sense of partnership with professionals. Respondents also noted that the inclusion of everyday behavioral examples and actionable recommendations transformed the report into a practical guide rather than a bureaucratic document (Hite, 2026). Collectively, these findings demonstrate a strong statistical polarization between the two formats. Traditional reports are consistently associated with cognitive and emotional barriers, including confusion, alienation, and diminished parental agency. Conversely, accessible reports significantly enhance comprehension, restore parental confidence, and strengthen collaborative utility. The quantitative distribution of responses provides empirical confirmation that readability and organization are not peripheral concerns but central determinants of a report's effectiveness in bridging school–family communication.

Discussion

Meta-Thematic Analysis and the Polarization of Parental Perceptions

The qualitative thematic analysis performed on the textual data in this study successfully identified four primary themes that comprehensively describe the polarization of parental perceptions and psychological dynamics when engaging with two contrasting school psychological evaluation report formats. From a total of 52 written response units gathered from the respondents, the evaluative dynamics were consistently divided into two opposing spectrums: negative cognitive-emotional impacts for the Traditional Format, and positive-constructive impacts for the Accessible Format (the C.L.E.A.R. model). These findings reinforce the notion that the ultimate effectiveness of a report is determined not merely by the clinical accuracy of the psychometric data presented, but by how compassionately and effectively that information is communicated to a lay reader (Mastoras et al., 2011).

This sharp polarization highlights an urgent need to reform communication paradigms within school psychology practices to better bridge the information gap between schools and families. Parental satisfaction and comprehension regarding school-based psychological evaluations

are heavily dictated by plain language and the minimization of unfamiliar medical jargon (Basar, 2021). When psychological reports overlook the cognitive readiness and emotional state of parents, the documents lose their utilitarian value. Consequently, rather than serving as a collaborative blueprint for educational planning, a rigidly written report inadvertently becomes a new bureaucratic barrier separating the school from the home (Kagaba, 2024). Furthermore, these contrasting responses provide empirical confirmation that reforming report formats acts as a crucial form of indirect clinical intervention. An adaptive and reader-friendly writing style has the power to shift a parent's perspective regarding their child's learning disability from an overwhelming burden into a manageable roadmap. The researcher observes that this polarization is not merely a technical linguistic issue, but a profound reflection of a paradigm shift from a professional-centric model to a consumer-centric one (Zafeiris, 2022). Therefore, the subsequent sections will dissect in depth the specific structural barriers and facilitators identified within each respective report format.

Cognitive Communication Failures within the Traditional Format

In the evaluation of the Traditional Format, the first theme that emerged dominantly was "difficult to understand," which was significantly supported by 13 response units, accounting for 39% of the total feedback for this format. Within this theme, respondents across various educational backgrounds complained about substantial barriers to comprehension caused by the use of rigid technical terminology and psychological jargon left without down-to-earth operational explanations. The presentation of test scores—which was dense, complex, and fragmented due to being structured rigidly on a test-by-test basis rather than around the child's holistic needs—left parents feeling completely overwhelmed. This chronic barrier to comprehension is rooted in conventional clinical training models that tend to preserve a writing style that prioritizes the psychologist's professional ego over reader accessibility. This, who identified a persistent misalignment between the report-writing methods taught in graduate training programs and the consumer-focused practices recommended in modern literature (Bull, 2025). Legacy curricula are proven to focus more heavily on training students to satisfy peer-review standards rather than facilitating reading accessibility for families (Bull, 2025). Consequently, even respondents with advanced educational backgrounds stated that the accumulation of separate subtests, statistical indices, and cumulative percentile values rendered the document nearly unreadable.

From the perspective of cognitive load theory, stacking statistical metrics such as confidence intervals and standard scores directly within the narrative text acts as cognitive pollution that fractures the reader's concentration (Sigolo & Casarin, 2024). Instead of clarifying the student's intellectual functioning, this conventional format forces parents to engage in an exhausting decoding process of quantitative data that is entirely foreign to them. This barrier occurs not only at a lexical or semantic level but manifests as a failure of conceptual integration. Parents find themselves unable to link a low score on a specific psychological subtest with the real-world struggles their child faces when spelling or calculating at their school desk every day.

Psychological Disempowerment and Parental Alienation

The most concerning consequence of the cognitive communication failures in the Traditional Format was identified through the second theme, "disempowering," which was supported by 7 response units, representing 21% of the overall feedback. The commentary within this theme reflected that traditional reports do not merely hinder cognitive understanding but also inflict a detrimental psychological toll on parents (Wang, 2022). The resulting feelings of anxiety, confusion,

discomfort, and alienation cause parents to withdraw from the process of determining their own child's academic destiny because they feel they lack equivalent intellectual capacity.

The long, cold, and passive sentence structures characteristic of the traditional format convey an impression that the report was intentionally written to intimidate lay readers and assert the psychologist's professional authority. Reducing a child's identity to a mere sequence of global numbers strips away the human essence of the child being evaluated. Parents feel their child is being treated as a clinical specimen on paper rather than as a unique individual needing practical classroom assistance. This accumulating emotional frustration ultimately drives a majority of parents to stop reading the document entirely before ever reaching the recommendations section.
As a result, traditional reports fail to fulfill their primary purpose as an intervention tool, turning instead into a bureaucratic barricade that alienates parents (Dahlberg et al., 2022). Parents experience a loss of power, a lack of voice, and diminished confidence to speak out or actively engage in critical meetings with school committees or during complex educational disputes. This finding serves as robust evidence that poor report-writing styles can directly weaken the role of parents, preventing them from acting as the primary advocates for their children's educational rights in front of school authorities.

Linguistic Alignment and Agency in the Accessible Format

Conversely, the analysis of the 19 response units evaluating the Accessible Format demonstrated entirely opposite results, giving rise to the third theme, "accessible language," which was dominantly supported by 10 response units, equivalent to 53% of the total responses for this format. Respondents expressed high appreciation and a profound sense of relief over the use of straightforward, concise, and honest language that was free from the burden of decoding complex clinical terms. This new report format was deemed far more welcoming because it utilized lay language and embedded definitions of technical terms directly within parenthese (Hite, 2026). The deployment of short, contextual active sentences in this format proved highly effective in reducing information processing loads and accelerating parental comprehension. Recent research this finding, demonstrating that improving the readability of written pediatric neurodevelopmental reports through five plain-language rules significantly enhances parental acceptability and independence in understanding clinical diagnoses. By utilizing down-to-earth language, parents feel respected as equal partners who possess the intellectual capacity to actively guide their child's growth and development (Rosyada & Ramadhianti, 2019).

The linguistic success of the accessible format also contributes directly to neutralizing the emotional anxiety that typically accompanies a child's disability diagnosis. When intimidating clinical terms such as ADHD or specific learning disabilities are explained using relatable metaphors and descriptions of daily functional behaviors, the report shifts its function from a cold "medical verdict" into a supportive a parenting guide." (Katsarou et al., 2024). Action-oriented active sentences help parents construct an accurate mental visualization of their child's learning dynamics at school. This narrowing of the linguistic gap directly restores parental agency and psychological sovereignty, allowing them to step forward as valid collaborators alongside the psychologist.

Structural Reconstruction and the Meaningfulness of Clinical Recommendations

The fourth and final theme reinforcing the efficacy of the Accessible Format was "helpful organization and content," which was supported by 9 response units, representing 47% of the total responses for this format. Respondents highly favored an organizational model centered around

real-world child problem themes, where topics were categorized logically. This clean, thematic penmanship made the narrative flow much easier to follow compared to the rigid, disjointed jumps characteristic of the older format. The structural decision to cluster and relocate all complex standard score norm tables to the appendix section at the very end of the document was viewed by respondents as a highly appropriate step. This choice kept the primary narrative tightly focused on the child's functional profile without being interrupted by a dense wall of confusing statistical data. While the quantitative psychometric data remained fully intact at the back of the report as a professional reference for other clinicians or interventionists, it no longer dominated the main pages intended for parental consumption (Goldfinger & Pomerantz, 2014).

Furthermore, this accessible format was deemed highly successful in restoring the child's humanity to the document by elaborating on everyday behavioral examples and expanding practical accommodation suggestions that could be immediately implemented at home (Anđelković et al., 2023). The clarity of these recommendations is paramount in accelerating a child's intervention process. The true efficacy of an evaluation report is no longer measured by the sophistication of the testing instruments used, but by how successfully the report yields concrete, actionable recommendations that can be executed by the child's immediate environment (Hite, 2026).

Conclusion

This study demonstrates that the format of psychological evaluation reports significantly shapes parental comprehension, emotional responses, and advocacy capacity. The thematic analysis revealed a sharp polarization: traditional reports were consistently associated with confusion, alienation, and diminished parental agency, while accessible reports enhanced understanding, restored confidence, and strengthened collaboration between families and professionals. These findings confirm that readability and organization are not peripheral concerns but central determinants of a report's effectiveness. By integrating plain language, thematic organization, and actionable recommendations, accessible formats transform evaluation reports from bureaucratic barriers into supportive tools for educational planning. Thus, the study contributes to the growing body of evidence that communication style in psychological reporting is itself a form of indirect intervention, with meaningful implications for health literacy and inclusive education.

Suggestion

Future research should expand parental perspectives by including more diverse cultural and linguistic backgrounds to ensure generalizability across populations. Training programs for school psychologists are encouraged to incorporate modules on plain-language communication and consumer-centered report writing, aligning professional practice with health literacy frameworks. In the Indonesian context, professional organizations such as HIMPSI (Indonesian Psychological Association) and IPK (Ikatan Psikologi Klinis) should take a leading role in developing national guidelines for accessible psychological reporting. These bodies can mandate the adoption of plain-language principles in clinical documentation, ensuring that reports are not only scientifically accurate but also comprehensible to parents and teachers. Furthermore, faculties of psychology across Indonesian universities should integrate 'psychological report writing' courses into their curricula, emphasizing user-friendly communication and practical recommendations. Embedding these competencies into training will prepare future psychologists to produce reports that bridge professional expertise with parental understanding.

And, Policymakers and professional associations should consider revising guidelines to mandate accessible formats that prioritize clarity, empathy, and practical utility. Finally, interdisciplinary collaboration between psychologists, educators, and families is recommended to co-design report structures that balance clinical rigor with parental usability, thereby accelerating intervention processes and promoting equity in educational decision-making.

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