



BIAP recommendation n° 15/3 : Evaluation of the integration process

Integrating hearing-impaired children (or teenagers) in the conventional education system is a complex process. A follow-up of the children (or teenagers) must be ensured, so as to correct or adapt the choices made at the beginning of the process and introduce the changes which appear necessary, taking into consideration the evolution of the child or teenager's situation, the type of support he/she needs and the reactions of the various partners involved in the education process.

Such an ongoing evaluation must be carried out throughout the child's (or teenager) school education and be based on data and information transmitted by the family, the teachers, the staff of the supporting center and the members of the specialised team.

The various partners, when meeting in order to carry out a collective evaluation, based on each individual's integration project, should take into consideration the following elements:

-The child (or teenager): his/her support to the project, motivation, well-being, relationships with teachers and other pupils, participation in pedagogical activities, use of oral language in communication, school results, adaptation of integration modes.

-The parents: their level of involvement in the project, analysis of their child or teenager's out-of- school social integration, analysis of the effects the integration or co-education process is having on the child or teenager's behaviour.

-The teacher: aspects of his/her relationship with the child (or teenager) in the classroom, quality of his/her pedagogical adaptation, quality of the collaboration with the family and specialised team.

-The school: level of involvement (staff and management) in the integration process, quality of the means provided in order to achieve the integration, coordination with families and the specialised team.

-The specialised team: nature and consistency of the specialists' interventions, appropriateness of such interventions (considering the objective), collaboration with teachers, relationships with the family.

We have included an assessment sheet (see annexed observation grid) which can be used to carry out both a quantitative and qualitative evaluation of each child or teenager's integration or co-education process.

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