

The problem of integration children with physical or mental handicap to the common schools and their incorporation to the class team is big problem of modern world. Success or failure of such integration depends upon many factors, among which belongs in the first place approach of persons, which play the biggest role in integration: parents, teacher and last but not least assistant, who directly work with child and helping him with the integration.

Bachelor work is trying evaluate mutual cooperation of these three chief factors of integration namely on the principles of discourses, that were led with a number of representative assistants. In these interviews is ascertaining importance of position of the teachers like representative of schools, assistant like nearest collaborator with handicapped child and parents like no ommissible authority and best expert of that child. Person assistant is in this case pivotal, because assistant cooperate above all with child, but at the same time is nearest collaborator with teachers and parents and from this point of view he is intimately acquainted with the whole process of integration and is able to appraise it.

Opinions of assistants on the work of teacher and parents and on cooperation with them are consisted of processing single talk and the attention here is concentrated on several most important point of integrative endeavours: cooperation with parents, cooperation with teacher, cooperation among assistant and child; importance of relationship between assistant and other children in classes and relationship between handicapped child and other pupil in classes (social contacts). Especially that last played biggest and most important role in incorporation handicapped child to the team of common classes.