Teachers' Perceptions and Practices of Individualized Teaching for
Students with Learning Disabilities (LDs)

By
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A thesis submitted to Brac Institute of Educational Development in partial fulfillment
of the requirements for the degree of Master of Science in Early Childhood
Development

Brac Institute of Educational Development
Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my original work while completing my degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material that has been accepted or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

_____

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Approval

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Ethics Statement

Title of Thesis Topic: Teachers' Perceptions and Practices of Individualized Teaching for Students with Learning Disabilities (LDs)

Student name: Fatema Razmin

1. Source of population: Teachers of children aged between 5 to 6 years

2. Does the study involve (yes, or no)
   a) Physical risk to the subjects

   b) Social risk

   c) Psychological risk to subjects

   d) discomfort to subjects

   e) Invasion of privacy

3. Will subjects be informed about (yes or no)
   a) Nature and purpose of the study

   b) Procedures to be followed

   c) Physical risk

   d) Sensitive questions

   e) Benefits to be derived

   f) Right to refuse to participate or to withdraw from the study

   g) Confidential handling of data

   h) Compensation and/or treatment where there are risks or privacy is involved

4. Will Signed verbal consent be required (yes or no)
   a) from study participants

   b) From Parents or Gradians

   c) Will precautions be taken to protect the anonymity of subjects?

5. Check documents being submitted herewith to Committee:
   a) Proposal
   b) Consent Form
   c) Questionnaire or interview schedule

Ethical Review Committee:
Authorized by:
(chair/co-chair/other)   _____
                                          Dr. Erum Mariam
                                          Executive Director
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Abstract

This qualitative study sought to understand how teachers perceive individualized teaching for students with learning disabilities. The study also aimed to investigate the individualized teaching strategies used in two inclusive classrooms. The study has revealed various difficulties teachers encounter when utilizing individualized teaching strategies in the classroom. The study's results can be used to gain an understanding of how teachers view individualized instruction and the amount to which they employ it in their classes, particularly for those who have learning disabilities. The study investigates how individualized instructional strategies have been implemented and integrated into classrooms through observations of classrooms.

In Bangladesh, as learning disabilities are still mostly underrecognized, the study indicates that participants still know little about many elements of learning disabilities and tend to place an excessive focus on cognitive and physical impairments. All of the participants were aware of " individualized teaching," but there was a gap in their understanding of the precise individualized methods that were to be used for kids with learning difficulties. To build a positive attitude and an enabling atmosphere for students with learning disabilities, certain recommendations made by this study may catch the attention of policymakers and school administrators.

Keywords: Individualized teaching; students with learning disabilities; teaching strategies; specific learning disabilities; children with special needs

Dedication

To my dear parents, who are my ardent guides and loving confidants

Acknowledgment

First and foremost, I want to express my sincere gratitude to Allah, the Almighty, for giving me the chance to further enhance my education. I want to sincerely thank Brac Institute of Educational Development for giving me the chance to pursue a post-graduate degree in Early Childhood Development. I am incredibly grateful to Dr. Erum Mariam, Executive Director of the Brac Institute of Educational Development, for choosing me for this Master's program and believing in my abilities.

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List of Acronyms

LD: Learning Disability

SLD: Specific Learning Disability

ADHD: Attention Deficit Hyperactivity Disorder

IEP: Individual Development Plan

ECD: Early Childhood Development

IDI: In-depth Interview

FGD: Focus Group Discussion

NSCH: National Survey of Children's Health

Chapter: 1: Introduction and Background

Introduction:

Every child is a unique individual. When a child comes to school for the very first time, s/he brings distinct personalities, experiences, attitudes, skills, and interests. Extracted from Steffen Saifer's (2007) article titled "Dimensions of Individual", the dimensions of every individual include family culture, social class, age, gender, learning style, personality and temperament, intelligence type(s), needs, self-efficacy (Saifer, 2007). After family, school is considered the second learning institution for a child, and thus, teachers play the most instrumental role in imparting learning among children. Therefore, a teacher must identify the prevalent dimensions of every student to respond accordingly, which is the key to individualized teaching. Individualized teaching aims to create an enabling learning environment, curriculum, and materials according to the individual's needs (Kaleli, 2021).

The ability to individualize is one of the most crucial components of quality teaching especially when it comes to teaching students with learning disabilities. 'Learning Disability (LD)refers to a neurobiological disorder that affects a person's brain and interferes with a person's ability to think and remember (Krik, 2000 as cited in Manghirmalani et al., 2012). According to The Individuals with Disabilities Education Improvement Act (IDEA) of 2004, "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A specific learning disability does not include learning

problems that are primarily the result of the visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or of environmental, cultural, or economic disadvantage. [34 CFR Section 300.8 (c)(10)]'' (as cited in Connecticut's Official State Website, Ct.gov, 2022).

Students with learning disabilities are equally as able as any other in the class, except in one or two areas of their learning. For example, they may find it difficult to recognize letters or cope with numbers or face difficulties while reading.

How to be responsive to students with learning disabilities is challenging for a teacher. Research suggests that individualizing the instructions, curriculum and practices is one of the most powerful ways to ensure successful student learning (Saifer & Barton, 2007).

Individualized teaching in its purest form occurs when the teacher and child interact one-to-one, as in tutoring. Teachers can learn many strategies to increase the amount of individualizing that takes place even in classrooms with children. An important first step is to become aware of the many ways that individual children differ and how this impacts their ability to learn in various situations. This is especially true for children who are outside the norms (either high or low) or who have learning disabilities. Therefore, identifying teachers' knowledge base, and perception attitude towards multiple individualized teaching methods is extremely crucial for successful classroom implementation of individualized learning techniques.

According to a study (Lee-Tarver, 2006) conducted to find out the teachers' perception of the effectiveness of individualized teaching plans for children with learning disabilities within an inclusive classroom. Among the 123 respondents, the majority of them perceived individualized teaching plans as an effective tool in preparing curriculum, and teachers played an extremely crucial role in this process. However, In

Bangladesh few pieces of research have been done in the context of Bangladesh to find out the teachers' perceptions of individualized teaching methods for students with learning disabilities in early grades. In this regard, this study intends to examine the perceptions of teachers towards individualized instruction and methods for students with learning disabilities as research suggests intervention is more effective when provided in the early years of child development. For example, intervention for Specific Word Reading Disability (SWRD) was twice as effective if delivered in Grades 1 or 2 than if started in Grade 3 (Lovett et al., 2016). In addition, the study intended to examine classroom practices to identify the level of implementation of individualized learning techniques for early grades students. The research can be beneficial to identify the existing gaps in teachers' understanding and their classroom practices related to individualized teaching tools for students with learning disabilities. The result might help mitigate these gaps by developing future capacity development plans and enhancing classroom resources for the teachers.

Statement of problem:

The statistics reveal that at least 1 in 10 children worldwide has a sort of disability and unfortunately, eighty percent of them live in developing countries (UNICEF, 2020). Learning disabilities statistics show that the prevalence of learning disabilities among children is surprisingly common. 8% of children aged between 3 to 17 around the globe have some sort of learning disabilities of which 4% rated mild and the rest as moderate or severe (NSCH, 2012). Moreover, globally 10 out of 100 school-going children suffer from different types of learning disabilities. Over 4 million kids in the US have at least one learning disability. A child with LD can have multiple interconnected difficulties which persist over years. For Instance, Dyslexia is a specific learning disability that persists lifelong and as a result of its impact on academic performance, most children

with dyslexia can face long-term societal, financial, educational, psychological, and emotional difficulties (Hettiarachchi1, 2021).

In Bangladesh, early childhood disability is an area that is still neglected. It is noteworthy that among Bangladeshi school-age children with disabilities, 89% of them are not in education because of the perplexity between existing policies and practices (Ahsan, 2011). According to a research article (Saha & Khan, 2021), in Bangladesh, a nationwide survey found that among cross-sectional representative data of over ten thousand Bangladeshi children aged under five years, 2.0% of them have at least one disability and 0.8% have more than one disability. Children with learning disabilitiesare at great risk because they face extreme difficulties in expressing what they feel, and calming down. These children are more prone to developing lower self-esteem, having lesser friends, and having a high probability of dropping out of school. So, early identification or detection of learning disabilities in the initial years of a child and providing proper training and guidance is very crucial.

To assist students with learning disabilities the concept of individualization of instruction has become a central principle, particularly in high-income countries. Although most theories of individual differences are based on adults, nearly all the traits they describe - learning preferences, proclivities, personality characteristics (e.g., easy-going vs. intense, anxious vs. emotionally secure) – can be seen in very young children. Individualized teaching methods can be a holistic strategy that can include a variety of instructional practices aiming at fostering learning among students based on their individual needs, learning styles, strengths, and weaknesses (Corno and Snow 1986; Dumont 2019, as cited in Hachfeld, & Lazarides, 2021). However, even typical children have unique profiles that teachers must be able to identify and respond to ensure that learning and development are optimized. The need for individualized teaching for students with learning disabilities is an important notion that is overlooked

in early childhood development, especially in developing countries like Bangladesh. In Bangladesh, learning disabilities are linked with numerous challenges and are attached to social stigma. Some prominent challenges include inadequate teacher training, absence of assessment to identify students with learning disabilities, lack of awareness, and insufficient teaching materials and resources in the classroom.

During the last two decades, Bangladesh has shown notable progress in ensuring access to primary education however research findings suggest that, in Bangladesh, almost 4 million school-aged children, including students with disabilities, were unable to not enroll in schools. (UNICEF, 2021). Special education programs are not available to present in many schools in Bangladesh till now. As a result, most educators and teachers are not sufficiently trained to identify learning disabilities among students and manage effectively the students with learning disabilities or special needs.

Therefore, it is needed to explore the knowledge and practices of the teachers who are involved in teaching students with learning disabilities to achieve the governmental goal of ensuring and protecting the right of children with any type of disabilities to access education.

Purpose of the Study:

The main purpose of this research is to identify teachers' perceptions of individualized teaching techniques for students with learning disabilities in early grades. Although individualized teaching is the most beneficial kind of instruction it appears to be nearly nonexistent in the classroom (Thomas and Alan, 1992). This study also intends to learn about the effectiveness of methods and materials used by teachers in classrooms to teach children with learning disabilities and the challenges they face while teaching those students.

Evidence indicates that there is a need for better quality education for children with special educational needs in Bangladesh. Individualized teaching is one of the most important areas to focus on for improving education for this group in Bangladesh. As teachers play the most significant and instrumental role in ensuring individualized teaching and learning for the students in the classroom, it is crucial and helpful to know their perceptions and classroom practices on individualized teaching for students with learning disabilities. This research intends to create a ground stone for future research to explore effective teaching techniques for students with learning disabilities in initial grades.

Significance of the study:

Evidence suggests that due to a lack of quality education many children in Bangladesh lose interest in their studies which contributes high rate of dropout (Sarker et al., 2019). The potential findings of this research study were provided information helpful for educators to improve their practices and spur further research in this field. The potential findings will aid policymakers and administrators to improve policies and procedures, curriculum practices, and professional development training on individualized teaching particularly as it applies to students with learning disabilities. Success in teaching depends on creating a learning environment keeping in mind the diverse strengths of the students and tailoring the curriculum and methods to match the various learning styles.

Children with learning disabilities are usually left out of educational programs due to a lack of awareness or resources by those who design them. This study will be timely-appropriate and beneficial to understand the perception of teachers in terms of knowledge, practices, and challenges of individualized teaching for children with

learning disabilities. Hence It will also contribute to designing inclusive programs for children and their parents, and teachers in terms of ECD (Early Childhood Development) because ECD programs can ensure learning capabilities and development for children with learning disabilities through well-organized and effective interventions. In this circumstance, this evidence can be favorable for children with learning disabilities. So, this study will help recommend and advocate strategies as well as provide interventions through appropriate programs and services for children with learning disabilities. The research can be beneficial to identify the existing gaps in teachers' understanding and their classroom practices related to individualized teaching tools for students with learning disabilities. The result might help mitigate these gaps by developing future capacity development plans and enhancing classroom resources for the teachers.

Individualized teaching strives to create a balance between the needs of the individual and that of a group. This approach is particularly beneficial for students with learning disabilities as it helps them to connect with the curriculum and pursue their interests by building knowledge and capacities with the help of their teachers. They will be able to grow socially within meaningful class activities.

Research Questions:

RQ. 1 What is the understanding of teachers about individualized teaching?

RQ 1.1 - What is the understanding of teachers about individualized teaching for students with learning disabilities?

RQ 2: What are the individualized teaching practices that teachers follow in the classroom while teaching students with learning disabilities?

RQ 3: What are the challenges that teachers face while implementing individualized teaching methods in the classroom?

Operational Definition:

Individualized teaching:

Individualized teaching also known as differentiated instruction, is a pedagogic approach that focuses on what a child brings to the learning-teaching situation (Saifer, 2007)**.** Individualized teaching methods are the efforts that a school follows to create an enabling learning environment keeping in mind students' distinct characteristics and needs to ensure the use of appropriate instructional practices (Keefe & Jenkins, 2002 as cited in Karadag, 2010). 'Tailored Teaching Plans for individual students is an effective strategy that includes a) learning observation, b) learning findings, c) learning diagnosis, and d) a learning map (Zhang, 2019). The other strategies include spontaneous individualizing which includes unplanned responses to individual children as an opportunity comes up and scaffolding where the teacher provides a small challenge to a child to help her/him to do a task at a slightly complex level compared to his or her current ability. These strategies will result in successful teacher-child connections that help the children to reach their full potential.

Though the approaches to individualizing teaching are different from each other and vary from student to student, however, all of this aim to manipulate the three following fundamental variables:

- **Content:** the curriculum or material to be learned by the student

- **Pace:** the amount of time dedicated to each student to learn a particular content

- **Method:** the way that the teaching and learning instruction is structured and delivered

Learning disabilities:

Learning Disability is a broad term that refers to children with special educational needs. learning disability is regarded as weakened intellectual ability and challenges faced with everyday actions such as learning, socially interacting, and performing routine activities (Dumont, 2019).

Specific Learning Disability:

According to Ministry of Social Justice and Empowerment Notification, 2018, Gazette of India; 2018 Jan 4. Department of Empowerment of Persons with Disabilities (Divyangjan), Specific Learning Disabilities (SLDs) are defined as a "heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia, and developmental aphasia." (As cited in Kohil, 2018).

Perceptions:

Perception is the ability to see, hear and become aware of something through the senses (oxford dictionary). It is the process of organizing and interpreting sensory information to represent and understand the environment of an individual (Pomerantz, 2003) perception is influenced by emotions, and the immediate emotions that people experience are perceived to be more intense than previous emotions.

Chapter: 2: Literature Review

Literature Review:

Literature from different national and international sources has been reviewed to get a vivid understanding of the perceptions of teachers on individualized teaching for students with learning disabilities.

Teacher's perceptions and practices of individualized teaching:

In a study aiming to identify teachers' perceptions of the responsibilities of teachers for enhancing children's achievement, 134 out of 148 teachers stated that they are 1). well known, respectful, and caring towards the students, and 2) prefer using different types of learning strategies 3) able to differentiate their students based on their abilities, and learning styles, and provide instruction accordingly, 4) be aware of individual differences, and 5) motivate students (Korkmaz, 2007). In an article on why school improvement efforts rarely last, Tick and Tobin (1994) found that over the past 150 years, the fundamentals of classroom teaching remain unchanged for the majority of teachers. Another study revealed that rather than incorporating demonstrations, discussions, or other engaging activities, regardless of class size teachers mostly focused on a similar format. (Cahen, et al, 1983, as cited in Hattie, 2005). A study was conducted in China to explore how mainstream teachers view individual variances among children studying in general education classrooms. According to this study, the teachers tried to conceptualize individual differences among their students in line with five categories: student ability, behavior, personal qualities, family culture, and learning outcomes observed in the classroom (Xu et al, 2022).

In Bangladesh, a study conducted in a pre-primary classroom to observe individualized teaching practices found that ensuring the implementation of fruitful individualized teaching in a regular large size classroom of a government school is extremely

challenging for a teacher though the study found that to some extent the class teacher was successful to assist the students through individualized teaching methods (Rashid, 2015). Another study conducted in the context of Bangladesh to explore teachers' perceptions of child-centric instruction revealed that all teachers showed positive responses towards student-centered instruction as they believe it will improve students' ability on learning the subject matter (Jony, 2016).

Teachers' perceptions of students with learning disabilities:

A study in Saudi Arabia explored teachers' views of students with disabilities. The results showed that teachers have mostly positive perceptions of the integration of children with medium to high disabilities though the teachers agreed that there are some challenges (Bedaiwy, et al, 2021). Another study aimed at assessing how teachers' views on the inclusion of children with disability are influenced by the teachers' personal qualities. The study identified that teachers were particularly concerned about accommodating students with prospective behavioral problems (Gal et al, 2010). A study done in Taiwan to examine the teachers' perceptions toward inclusive education of students with disabilities found some teachers are ambivalent to admit children with special needs into regular classes and the oft-cited reason is students with disabilities demand more time from the teachers (Huang & Chen, 2017). Another study aiming at identifying teachers' views toward the inclusion of students with hearing disabilities in schools found that results do not confirm that the teachers viewed inclusion positively rather they emphasized on capacity development of teachers in specialized fields such as inclusion (Pérez-Jorge et.al, 2021). Research conducted in northern India aimed at assessing the teachers' perceptions about students with learning disabilities found that half of the teachers thought they were aware of learning disabilities and they differ in opinions when it comes to inclusion with learning disabilities in a regular classroom.

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However, the majority of teachers showed a willingness to receive training for learning disability intervention (Padhy et al, 2015). In a study aimed at assessing the understanding level of primary school teachers in India on learning disabilities, only one-third questions were answered accurately by all the teachers which implied a knowledge gap among teachers on learning disabilities

(Lingeswaran, 2013). Another study aimed at exploring the understanding of primary school teachers to identify students with learning disabilities and the results found significant statistical differences in general knowledge level. The study results highlighted the need to develop the knowledge level of teachers teaching in primary grades so they become skilled to identify children with learning disabilities (Narasimha, 2015).

In Bangladesh, a study on the preparedness of in-service teachers for inclusive education identified that pre-service teachers having a higher level of anticipated teaching effectiveness showed lower apprehension towards inclusiveness in the classroom (Ahsan et.al, 2012). Another research conducted to examine the impact of teachers' attitudes, efficiency, and anticipated school support on teachers' willingness to include children with disabilities in primary schools found 40% differences in teachers' willingness towards the inclusion of students with learning disabilities in a regular classroom (Ahmmed et al, 2013).

Teacher's perceptions of individualized teaching for students with learning disabilities:

According to research executed to explore the most common goals of Individualized Education Programs for early years curriculum and to find out the efficiency of the services provided to address the most prominent needs of students. Results found three

major goals of an individualized education plan, they are 1) enhancing communication, school readiness, and pre-academic performance (Musyoka and Clark, 2017). According to research finding a three-factor structure was identified by examining teachers 'perceptions toward teaching students with dyslexia. These factors are a supportive classroom environment, individualized teaching instructions, and adaptation of learning materials. The result revealed the teachers showed positive attitudes in all three dimensions (Martin et al, 2017). A study was conducted in Kosovo to evaluate teachers' perceptions and practices of their work with special needs students. The result showed significant statistical differences in the responses teachers provided, both concerning their perceptions and their daily practices (Azizi, 2015).

The research was conducted in south Norway to assess the effectiveness of teaching practice for children with special needs and it found a gap in the level of expertise among the general teachers in an inclusive classroom while delivering through an adaptive teaching-learning process (Buli-Holmberg & Jeyaprathaban, 2016).

In Bangladesh, a study conducted to identify the effectiveness of teaching strategies for students with disabilities in regular classes identified that teachers who are informed about different teaching tactics such as getting ready and roll out, tailored plans to each child, and alliance with assistant teachers can assist students with special needs to succeed (Subarna et al., 2022). Another study was conducted in Southern Bangladesh to fix teachers' teaching strategies they should practice to teach students with learning disabilities in general classrooms. The study findings suggest that some of them found using a few of the strategies frequently or seldom, while others were found rarely use. The study recommends encouraging teachers to use empirical teaching-learning strategies that ensure real inclusion (Das, 2013).

Chapter: 3: Methodology

Research Approach:

The research approach for this study was Qualitative. The study focused mainly on exploring the perspective of teachers on individualized teaching for students with learning disabilities. As per Cresswell (1994), a Qualitative study includes an inquiry process to understand a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. The ultimate purpose of any qualitative approach is to learn (Rossman & Rallis, 2003). Considering the research questions, the research required an in-depth understanding of the concepts which could be captured easily through techniques such as interviews and group discussions. The in-depth interviews and focus group discussions are efficient tools as it is more open-ended and discovery-mode to explore respondents' responses and feelings (Adedoyin, 2016). To get a comprehensive understating of the research objectives, the semi-structured observational method was also used along with in-depth interviews and focus group discussions. This process of using multiple data sources is known as triangulation in qualitative research. Triangulation refers to the process of using multiple methods to develop a comprehensive understanding of phenomena (Patton, 1999 as cited in Carter 2014). It is also viewed as a qualitative research strategy to test validity through the coherence of information from multiple data sources.

Research Participants:

The population of this research was the teachers of the students who were aged between 5-6years and studying in KG/Nursery in inclusive education schools.

Research Site: The participants were from two inclusive schools in Dhaka.

Sampling: The IDI and FGD were based on a purposive sampling method as there was a purpose to guide the sample selection to reach the target sample and thus represent the population. The sample size of this study was 14 teachers and two head teachers based on the following inclusion criteria:

- Teachers experienced in teaching students with disabilities and are teaching students studying in KG/Nursery (aged 5-6yrs).

Data Collection Methods: In-depth Interview (IDI) Guidelines, Focus Group Discussion (FGD) Guidelines, and Classroom Observation Checklist were used to collect data. The questionnaire consisted of four parts, such demographic status, knowledge, practice, and challenges of individualized teaching for students with learning disabilities.

- Sociodemographic form- Information about age, gender, educational level of teachers, total years of experience, current working conditions (work from home/physical office), and status of formal training in special education were collected.

- Perception of individualized teaching for children with learning disabilities: IDI guidelines and FGD guidelines were developed by the researcher to explore the knowledge, practice, and challenges of teachers on individualized teaching for children with learning disabilities.

- The semi-structured observational method was used for classroom observation. A checklist was developed for recording classroom observations

- Based on research questions, the researcher developed the questionnaires for both IDI and FGD and a checklist for classroom observation. Then it was reviewed by the experts (ECD faculty and supervisor).

- After that, the questionnaire was piloted with two teachers who have been teaching in inclusive schools. Then it was finalized.

- The researcher communicated with the special schools and took permission to communicate with teachers and conducted classroom observations.

- The researcher selected teachers based on the inclusion criteria and too written consent from them.

- The researcher explained the purpose and objective of the study.

- The researcher collected teachers' phone numbers, convenient time slots, and necessary information for interview purposes.

- After receiving the data, the researcher fixed the interview schedule or IDI, FGD classroom observation, and inform the teachers.

- Data were collected through two In-depth Interviews (IDI), two Focus Group Discussions (FGD), and two Classroom Observations (Triangulation).

- The length of each IDI was 40 to 50 minutes, FGD was around 30 minutes and classroom observations were approximately each for an hour.

- All the conversations were duly recorded.

- During the interviews and classroom observations, field notes were taken to obtain both descriptive and reflective information.

Data Analysis:

The analysis of the research followed a thematic analysis process. The the researcher followed six steps to complete the analysis process (Creswell, 2012).
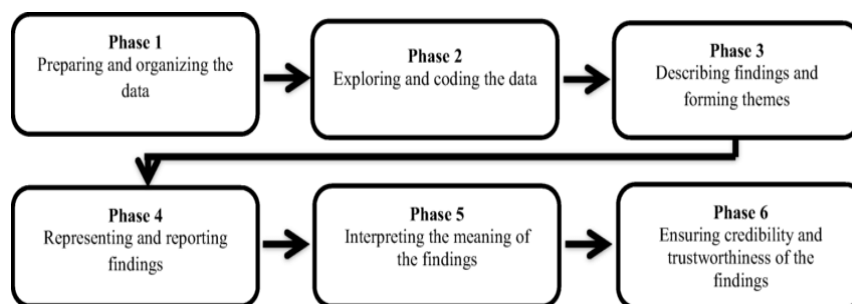
Finally, the report also includes a discussion of the implication of the finding and suggestions for further research.

Validity and Reliability:

To confirm the validity of the research both the thesis supervisor and BRAC IED Academic Committee members reviewed the questionnaire and checklist. Three types of research tools were used, IDI, FGD, and classroom observation to ask respondents the same things in a different way. Moreover, piloting was done to ensure the credibility of the tools. The tools were finalized once the piloting was over. To the reliability of the study, along with recorded data field notes were collected and transcribed as early as possible.

Ethical Consideration:

The proposal got approval from the BRAC Institute of Educational Development, BRAC University. All participants took part voluntarily, free from any pressure, and

their rights, dignity, and autonomy were respected and protected. Before data collection, informed consent was taken from all participants. No physical, psychological, legal, or social harm was caused during the study. The participants got the proper information about the research procedure, purposes, and storage of data without threat or inappropriate inducement. The participants could withdraw at any time from the research. Confidentiality was strictly maintained regarding the personal information provided by the participants.

Limitations of the Study:

1. Getting timely access to desired schools was extremely challenging and time-consuming.

2. Ensuring teachers' participation in group discussions was challenging.

3. Parental perceptions should have been included.

4. Due to time constraints, it was not possible to conduct more class observations.

5. The inclusion of teachers from mainstream primary schools could have helped to capture the real scenario.

Chapter: 4 Results & Discussion

Results:

This chapter contains two sections. The responses and findings from the IDIs, FGDs, and classroom observations carried out at two schools will be discussed in the first section. The goal of this chapter is to get a brief overview of the participants' perceptions and practices on individualized teaching for students with learning disabilities.

The examined data would be comprehensively discussed in the following section while taking into account the responses of the participants, findings from the classroom observations, and the researcher's reflections. Based on the data and knowledge gathered from the study, a conclusion and recommendations will be made to wrap up the discussions.

Findings:

This section will go into more detail on the main finding of the study with an emphasis on the responses from the IDIs, FGDs, and classroom observations. The results of the two IDIs, two FGDs, and two classroom observations were combined, and they were reviewed, highlighting the main research questions. Research findings are provided in the flowing paragraphs under the headings of several theme and subthemes.

Demographic Information:

In total, fourteen respondents participated in the data collection procedure, including two head teachers and twelve teachers of primary grades. They all work as teachers at two inclusive schools, both of which are located in Dhaka city. Furthermore, the teachers range in age from 28 to 50. The participants are all women. All of them, except two, have earned Master's degrees in special education. The remaining two both

held special education Bachelor's degrees. The overall number of years of teaching experience ranges from two to twenty. Each participant has received training from their schools on different aspects of teaching and learning. Two classroom observations were conducted in two schools. The age range of the students was 5-8 years who are studying in KG. The teacher- students ratio was 1: 13 and 1: 7 respectively.

Theme 1: Teachers' perceptions of individualized teaching for students with learning disabilities.

The study intended to identify the teachers' perceptions of individualized teaching techniques, especially for students with learning disabilities. Therefore, the first theme aims to find out the teachers' perceptions through in-depth interviews and focus group discussions. This theme was further divided into several sub-themes to find out the knowledge, and understanding of teachers on individualized teaching, its importance, the concept of learning disabilities, individualized teaching-learning, and materials for students with learning disabilities.

Sub Theme 1.1: Teachers' knowledge about learning disabilities.

All the participants agreed that a child with learning disabilities does not have difficulty in cognition rather s/he is slow in learning and often requires more time to process information in comparison to a regular child. According to them, a student with a learning disability is as able as a normal child except for their difficulty in reading or writing. A participant stated:

''A normal child may have learning disabilities and there are many types of it. In my experience, some do not like writing as they find it very difficult, and some struggle with spelling. Though in the early years almost all students struggle with these

tasks, some students struggle more. I think these students have learning disabilities.''
(Interview#1, 19-09-22)

While another participant shared:

"What we have learned from our training is that those who have learning disabilities are not low in intelligence but they face difficulties in some areas such as reading, writing, and spelling.'' (FGD#1, 19-09-22)

Except for one participant, none have mentioned the terms dyslexia, dyscalculia, or dysgraphia while speaking about learning disabilities, however, from their conversations, it appears that they are familiar with the nature of these disabilities. One participant rightly described all three types of specific learning disabilities and gave examples from her experience. According to her,

"I can clearly remember one of my students suffering from dyslexia, he could not pronounce a few specific words and often became confused between certain letters such as W, M, P, Q. He pronounced words the way he heard them, I failed to make him understand the simple grammatical rules. I had another very meritorious student, later she even became a doctor, and struggled with simple mathematical calculations, this difficulty is called dyscalculia. There was another child with an exceptional memory, he knew the names of all the students of the school, but when it comes to writing I found him struggling with simple words and when he was promoted to the next class the struggle appeared more prominent as sentence structure gradually became more complex. So those who have learning disability do not have any cognitive disability.''
(Interview#2, 29-09-22)

Sub Theme 1.2: Teachers' knowledge about identification of students with learning disabilities in the classroom.

Observation is the only method the participants mentioned they use to identify students with learning disabilities in their classrooms.

Participants from one school mentioned that they have a clinic at school called *'Shisu Bikash Clinic'*. A participant from the school briefed about the clinic said:

> *"When a child is admitted to our school, s/he goes through a psychological assessment. We receive some useful insights about each child from that assessment regarding their motor development, level of cognition, and speech development. The psychologists also share their suggestions with us. After that when the kid starts coming to school his/her class teacher does another educational assessment to identify the behavior pattern, and sitting tendency. The teacher writes a report based on the observation and gives recommendations for the child on how to manage him/her in the classroom. These assessments do not aim at identifying learning disabilities but rather at cognitive disability.''* (Interview#2, 29-09-22)

Sub Theme 1.3: Teacher's awareness of students' family background, intelligence, personality, and temperament.

All the teachers stated that they are well informed about the student's family background and their preferred style of learning. They emphasized the observation capacity that they mentioned comes with experience to know their students. One participant stated,

> *"...basically, it comes with experience. After spending so many years as a teacher, when I talk to the students and observe them daily, I eventually get to know*

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their ins and out, found someone prefers writing over speaking and vice-versa."
(Interview#1, 19-09-22)

In one of the interviews, the participant shared about spending *'hello time'* with the students at the beginning of every class. According to the participant,

"During hello time, the teacher talks to each of the students individually and asks them about their family and takes updates on their daily activities, such as how is the student feeling, who brought the kid to school, what did s/he eat in breakfast, etc."
(Interview# 2, 29-09-22)

Sub Theme 1.4: Teachers' familiarity with the term 'Individualized Teaching'.

All the participants were found familiar with the term individualized teaching. Most of them echoed that individual teaching is considering each student as an individual and trying to teach them as per their needs. According to one participant,

"I consider each student as an individual and provide them support considering their needs, to me, this is individualized teaching." (FGD#1, 19-09-202)
Another respondent stated,

"When I meet a student for the first time, I first observe the kid, try to figure out how much the child knows, how much s/he can do and cannot, I will take him/her forward from there, this is called individualized teaching.'' (FGD#1, 19-09-2022)
While describing the term individualized teaching, one participant described it in the light of the inclusive nature of her classroom, saying:

"As we have an inclusive classroom, our kids are different from regular students. In my classroom, the level of intelligence, knowledge, and understanding vary

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among children. My students will play together and eat together but they learn differently. So, I cannot use one teaching style for all students, it is surely not going to work for my class. I need to adjust my teaching methods with their level and to me, this is individualized teaching." (FGD#2, 29-09-22)

Sub Theme 1.5: Teachers' perception of the importance of individualized teaching for students with learning disabilities.

When it comes to sharing views on the importance of individualized teaching for students, all the participants agreed that individualized teaching is extremely important and relevant for ensuring the learning of students with disabilities. However, they mostly emphasized students with intellectual disabilities or physical disabilities as they are mostly concerned with those types of disabilities. They agreed students who have difficulty with writing or reading need individual support from their teachers. While sharing her experience of dealing with physical disabilities, a participant stated:

"Not only intellectual disability, but we also deal with physically challenged children who have different types of disabilities, but some also have visual impairment some have a speech delay, some do not have motor balance, I teach them from their level and set goals accordingly. For example, if someone knows only a and b, I start from there, if someone does not know anything, about that kid I will start from scratch. I mold my teaching based on their needs otherwise I think they cannot learn." (Interview#1, 19-09-22)

A participant mentioned that individualized teaching is highly important to ensure learning for all students in an inclusive classroom. According to her,

"In my opinion, individualized teaching is extremely important for us as we have an inclusive classroom. We want to ensure learning for both types of students but we all know the two groups will not learn at the same pace as their capacities are different. But through individualized teaching, we can ensure the students with disabilities can at least learn 40% in comparison to the regular students." (FGD#2, 29-09-22)

Sub Theme 1.6: Teachers' opinion on effective teaching strategies for students with learning disabilities.

During the interviews and group discussions, the participants mentioned some teaching techniques that they think can be used to ensure learning for students with disabilities. Most of Them have not mentioned any particular teaching strategy for students with learning disabilities, for example, they have not mentioned any specific teaching strategies for students with dyslexia or dysgraphia rather their strategies revolve around students with intellectual and physical disabilities. However, one participant mentioned using a flexible curriculum, especially for the learning of *Jukto Barno* in Bangla for students who encounter reading difficulties. For those who face difficulties in writing, question types can be customized, for example using multiple choice questions and avoiding a descriptive answer. All the participants emphasized developing Individual Education Plan (IEP) as an effective teaching tool for students with disabilities. One participant mentioned,

"In our school, we make the IEP based on their level so they don't feel pressurized." (FGD#2, 29-9-22)

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Participants agreed that assisting the students in completing a particular task such as allowing extra time, writing the home works by the teachers, repeating the task and instructions, using visual clues along with auditory instructions, avoiding multiple instructions, making lesson plans keeping the strengths of the students in mind can be effective in ensuring teaching and learning among students with disabilities. (FGD#1 & 2, 19-09-22, 29-09-22)

Sub Theme 1.7: Teachers' perceptions of the importance of classroom environments and materials for fostering learning among students with learning disabilities

All the participants emphasized the importance of both the physical and social environment of classrooms to foster learning among students irrespective of their abilities. The participants viewed that adequate lighting, space, windows, and comfortable sitting arrangements are essential for each classroom otherwise students may feel uncomfortable and the absence of these facilities can even cause health issues among them. The participants agreed that a cordial relationship between teachers and students and among peers is the prerequisite for fostering learning especially when it comes to teaching students with disabilities. While commenting about the physical environment of the classroom one participant mentioned,

"Seating arrangement is crucial in an inclusive classroom as there are students with a physical disability, often they require a specially designed table for writing. We keep the differently abled child or a child with ADHD in front so the teacher can keep an eye on them always.'' (Interview#1, 19-09-22)

All the participants shared those students with disabilities are very well behaved and the relation between normal and special children is very friendly. One teacher said,

"...their (students with disabilities) relationship with the teacher should be very friendly, I found we are very close to them, as we work with students with physical disabilities most of them are very cordial. Normal students are very helpful, this is so surprising as often we found many guardians showed unwillingness to admit they are normal kids in our inclusive class but the children are very friendly, for instance, if a special child drops a water bottle, some normal students will jump to pick that, or after the class, they take the wheelchairs to downstairs." (FGD#1, 19-09-22)

All the teachers suggested using readily available, local, low-cost, colorful, household materials for fostering learning in classrooms. Participants agreed that all the materials need not be customized, according to them, in an inclusive classroom there should be some sort of uniformity but if needed learning materials can be individualized for the students with disabilities.

Sub Theme 1.8: Teachers' opinion on the key considerations for a teacher while designing materials and lesson plans for learning disabilities.

The main considerations for the participants for designing materials and lesson plans for students with disabilities are the level of intelligence, understanding, and existing knowledge base of the students. Participants shared that, for a teacher teaching technique that matters the most is it should be individualized or customized. As the participants belong to inclusive schools, they said they do not prefer significant

variation in materials or lesson plans. Rather they agreed that the difference is required for deciding teaching techniques. One teacher shared,

"As we practice inclusive education, we use the same type of materials but the difference lies in the teaching techniques, for example, normal kids write questions and answer simultaneously while special kids get multiple choice questions, they just give tick marks." (Interview # 1, 19-09-22)

Sub Theme 1.9: Teachers' opinion on the involvement of parents in the learning process of students with learning disabilities

According to the participants, parents play the most critical role when it comes to ensuring the continuation of learning of a student with disabilities. Once again, the participants grossly emphasized intellectual or physical disabilities and did not particularly mention learning disabilities. One of the participants nicely pointed out,

"Three factors are crucial for ensuring students' learning, firstly parents and family, secondly school and teacher, and finally a combination of these two factors. Only a bridge between parents and teachers can make learning long-lasting for students with disabilities otherwise it is extremely difficult, I would say, impossible", *she added.* (Interview #2, 29-9-22*)*

During the group, discussion participants agreed that when it comes to ensuring the learning of the children with disabilities, whether a parent is educated or not does matter much as parents know his/her kid more than anyone else, therefore if they get involved in the learning process the child will learn the most. The participants also shared those children learn basic manners and behavior from family. Therefore, if a student with a disability (here the participants are referred to as those with intellectual disabilities)

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learns these from their families it becomes easier for teachers to manage them in the classroom. (FGD#2, 29-9-22)

It appeared from the IDIs and FGDs that the participants are well versed in the concept of individualized teaching as well as individualized teaching-learning methods and their importance for the students however they lack knowledge on specific learning disabilities and scientific assessment tools to identify learning disabilities, such as dyslexia, dyscalculia or dysgraphia.

Theme 2: Individualized teaching practices in the classroom for students with learning disabilities

Along with teachers' perceptions, the study intended to identify the teachers' classroom practices on individualized teaching techniques, especially for students with learning disabilities. Therefore, the second theme aims to find out the classroom practices through classroom observations. This theme was further divided into some sub-themes to find out the materials, teaching techniques, and other relevant classroom practices of teachers in two inclusive classrooms.

Sub Theme 2.1: The key things teachers' keep in mind while teaching students with learning disabilities

All the participants agreed that students with disabilities do not learn at the same pace as their normal classmates. They differ in learning styles and learning abilities among themselves as well. Therefore, as a teacher, while teaching students with disabilities allowing time and flexibility for the students to internalize the learning is a key consideration. Teachers need to identify and understand the difference in the knowledge base of students although they may belong to the same age group. It will help to tailor

the Individual Education Plan (IEP) as per the requirement of each student. A participant rightly pointed out this saying,

"A child with a learning disability is a normal child in many aspects but may lag in learning capacity, s/he is often tending to be a slow learner, and the level of some students is relatively lower than their classmates. In such cases, we need to develop their IEP wisely. Some students manage to learn a particular lesson by the timeline we fixed in the plan however sometimes many students take months to learn simple alphabets or connect dots. So, we need to be flexible while developing this plan." (FGD#1, 19-09-22)

Another teacher stated,

"We should give them one instruction at a time, as much as they can process , and keep the syllabus flexible. They (students with learning disabilities) do not need to learn everything." (FGD#1, 19-09-22)

Sub Theme 2.2: Types of materials teachers use to ensure students' learning

When it comes to selecting materials for students' learning, all the teachers emphasized readily available materials, which can be found in both home and classroom. One teacher said, "I always prefer using materials that are readily available, for example, to teach counting I ask the students to count chairs, and tables, even sometimes I tell them to count switches on a switchboard. These things are available at home as well so they can relate easily.'' (FGD#1, 29-09-22) As the teachers belong to inclusive schools, they support using uniform learning materials for all students, however, in some cases, they require to use customized materials for students with disabilities. One of the participants mentioned,

"I think materials should not be individualized every time, but in some cases, we do require customized materials, for example, while teaching numbers to students with a visual impairment we create different cards with different shapes, to teach a student with speech difficulty we put cards with alphabets or numbers in front of them and allow them to pick as per instructions." (FGD#1, 19-09-22*)*

During the classroom observations, it has been observed that the materials used by the teacher were similar for all students except the sitting arrangement. In one classroom, a student who has physical disabilities sat at a curved and relatively higher table. While teaching addition, the teacher did not use any tangible materials but rather tried to teach counting by drawing lines in a notebook. (Classroom observation#2, 29-2-22) In another classroom where the teacher was teaching spelling did not have to use any particular material either. (Classroom observation#1, 19-9-22)

Sub Theme 2.3: Factors teachers consider while designing the materials, and lesson plans for students who have learning disabilities

The teachers shared that though they try to use uniform materials for all students they do customize the lesson plans. The majority of the teachers mentioned preparing Individual Educational Plans (IEPs) for students with disabilities. One teacher stated,

"When a child joins our school, within three months we identify the strengths and weaknesses of the child and we develop IEP for six months based on their capacity. It is important to know the knowledge level of the child as it varies from child to child. For example, when we found a child who does not have alphabet knowledge, we start from scratch but if a child already knows, we start from the next level of connecting dots to write the alphabet. (FGD#2, 29-09-22)

The teachers agreed that while designing lessons plan for students with disabilities there are no hard and fast rules that will apply to all students. Teachers also shared that they need to be flexible while deciding the duration of the IEP.

"I will repeat the IEP content if I found the student needs more time to learn than I have anticipated". one teacher added. (FGD #2, 29-09-22)

Sub Theme 2.4: Teachers' practice of Individualized teaching strategies in the classroom

During the classroom observations, it had been observed that the teachers used several individualized techniques to make the student understand the topic as well as assist them to complete the task. In one classroom, while the topic was writing word spelling in English, a student was struggling with certain letters of the alphabet, though the student can say the word (*ball*) but seemed confused with how to write one of the letters (*b*). Then the teacher wrote a few letters on one corner of the whiteboard and advised the student to find out the letter he was unable to remember. Finally, the student identified the letter and was able to write the spelling. (Classroom observation#1, 19-9-22)

Another student was not willing to write spelling saying the task was very hard. The teacher told him that he did not need to write all of them and advised him to write only a few that he found easier. He liked the idea and was finally able to write a few though the spellings were mostly wrong. (Classroom observation#1, 19-9-22).

In the same classroom, there was a student with a physical disability. He was very quiet, and attentive and started writing as soon as he heard the instruction. But it was found that his handwriting was illegible and difficult to understand. The teacher seemed aware of this. She called him in the middle of the writing, checked what he has written so far,

and told him rather than writing all the spellings write only three of them but try to write clearly. She showed him how to hold the pencil. (Classroom observation#1, 19-9-22)

In another class where the teacher was teaching addition, one student with a cognitive disability seemed struggling with basic counting. The teacher sat next to her and was helping the student draw and counting small stick-sized lines in the notebook. The teacher was repeatedly doing the same calculation, using fewer complex additions. The student often became absentminded but the teacher seemed well-informed about this tendency and kept drawing her attention to the task. (Classroom observation#2, 29-9-22)

One student was not interested to do addition and kept on insisting that he wants to draw. The teacher tried to convince him and scolded him once to put the drawing book in his bag. Though the student put the book in the school bag after a while he again opened the book and started drawing. Then the teacher told him if he promised to do the addition after the drawing, only then she will allow him to draw. The student agreed. (Classroom observation#2, 29-9-22)

During one classroom observation, a teacher was found spending almost 20 minutes at the beginning of the class talking with each of the students (there were six of them), what appeared more like a meet and greet session. The teacher mentioned it as 'hello time'. The teacher asked each of the students how s/he is feeling, what was the day, who brought him/her to school, and how, etc. The students participated actively and seemed like enjoying the conversations. While one of the students was taking time to answer, others were replying on his behalf. Through this 'hello time' along with socialization, students were also learning different things such as days of the week, names of vehicles, identifying feelings, etc. (Classroom observation#2, 29-9-22)

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It was observed from the classroom observations that when the number of students is less teacher showed more keenness to give individual attention.

Sub Theme 2.5: Teachers' practices on motivating students with learning disabilities to take part in classroom activities

During the classroom observations, teachers were found to motivate the students mostly verbally. For the students who were late in completing tasks, the teacher was calling them by name and instructed them to come to her desk with their notebooks. Whatever they have written so far, the teacher seemed happy and praised them for trying. (Classroom observation#1, 19-9-22)

In one classroom observation, one student with ADHD became very restless after completing his classwork. The teacher praised him in front of the class for completing his task quickly and then tell him to help one of his classmates in completing classwork. He seemed very happy, sat beside the classmate, and started showing him the way to do the task. (Classroom observation #2, 29-9-22)

During the group discussion, the participants shared that they prefer motivating the students by clapping and cheering together. The participants seemed not to prefer bringing tangible gifts as they thought it is difficult to maintain regularly and it can create certain expectations among students. In one of the schools, the teachers shared that the school provides stickers, which they give to their students as a sign of appreciation for completing tasks. (FGD#2, 29-9-22). When it comes to appreciating a student with a disability, the teacher said they even appreciate the student for participating in the tasks no matter completed or not. One teacher stated,

"In my experience, they (students with disabilities) become very excited if I appreciate their work in front of other students, getting a star on the notebook after

writing makes them tremendously happy as they are usually accustomed to seeing that others are completing their tasks and they are lagging behind. When I share their achievement with their mother after the class, it also makes them very happy."
(Interview#2, 29-9-22)

Another teacher mentioned,

"I had a student who does not like reading, I sometimes bring her in front and tell her to read loudly. I told the whole class to clap for her when she finished. Once I nominated her as a class monitor as an appreciation of reading aloud, it made her extremely proud. After that, she often showed interest to read in front of the class."
(Interview#1, 19-9-22)

During the classroom observation, one of the students seemed very inattentive and keep looking out of the window putting his thumb in his mouth. The teacher tried to divert his attention to the classwork but failed. She scolded him a couple of times. He seemed lost in his thoughts and when he heard his name, he came back to reality but still struggled to keep his attention on class. After a while, the teacher changed his seat and brought him to a desk far from the window, and finally, it worked. (Classroom observation#1, 19-9-22) So, it is very important to keep them away from visual distractions.

It has appeared from the classroom observations it is challenging for the teacher to channel the energy of students with ADHD and keep them engaged. They should be given enough scope to move in and out of the classroom during the class hour otherwise, they can distract other students. (Classroom observation#2, 29-9-22)

During the discussion, the teachers shared that students with disabilities struggle with multiple instructions. (FGD#1, 19-9-22) So, a teacher should keep the instructions

simple and avoid giving multiple instructions. When a child with an intellectual disability joins a class for the first time, s/he often gives a lot of tantrums for the first few days, and the other students find it difficult to focus on the classwork. (FGD#2, 29-9-22)

Some students show reluctance to do classwork, according to a teacher, "If students are not interested, the teacher should change her teaching technique, rather than forcing the students. To make the class fun, I try to understand what students want. At times I use positive reinforcement, and often in some cases, I follow negative reinforcement as well. Somedays I call the inattentive students to my desk, tell them to repeat the lesson with me, and praise him/her when they followed my instructions. (FGD#2, 29-9-22)

Sub Theme 2.6: Involving parents in the learning process of students with learning disabilities

All the participants have agreed that involving parents in the learning process of students with disability is very crucial to ensure the continuation of learning at home. During the discussion, teachers shared that when parents regularly give time to their kids and assist them at home to internalize the lessons studied in school, learning becomes much smoother for these kids. One of the teachers said,

"I can easily differentiate between students who get support from parents and who do not. Our task becomes much easier if the parents help the students at home to complete their homework." (FGD#1, 19-9-22)

During classroom observations, in one school it has been observed that after the class the teacher was talking to each of the parents and sharing the vacation homework with them. The teacher asked one mother whether the student is taking medication or not

and advised her to make sure that the child should take the doses regularly. (Classroom observation#2, 29-9-22)

Theme 3: Challenges that teachers face while implementing individualized teaching methods for students with learning disabilities in the classroom

The study intended to identify some challenges that teachers face when imparting knowledge and ensuring learning among students with learning disabilities through individualized teaching methods. The theme has been further divided into two sub-themes to identify the challenges and the way to overcome those.

Sub Theme 3.1: Challenges faced by the teachers while implementing individualized teaching strategies for students with learning disabilities

During the interviews and the discussion sessions, the participants mentioned several challenges they face while teaching students with disabilities. Dealing with parents' unrealistic expectations remains one of the most critical challenges for teachers. During the discussion, one participant shared that,

"Some parents do not want to accept their child's disability. They struggle to accept that it is almost impossible for their child to get 100 out of 100. They often think teachers are not doing their job properly and even at times blame us for their child's incapacities to get promoted to the next class." (FGD#2, 29-09-22)

The communication gap between parents and teachers also hinders the learning process. Sometimes the teacher sense something is bothering the child inside but when the teacher asks the parents, they often remain reluctant to the actual cause. In such situations managing the students becomes difficult. (FGD#2, 29-09-22)

Managing new students is challenging for teachers. Teachers shared that often some of the new students especially those who have cognitive difficulties find it hard to cope in a new classroom. Some of them even cry the whole time. At that time the whole class becomes unmanageable. (Interview 2, 29-09-22)

Class size is a very important aspect of ensuring individualized teaching. Teachers can better serve the students as per their needs if the class size remains small. During the discussion, the teachers agreed that if the teacher-student ratio is 1:10, providing individual attention is easier for them. However, the school management often pressurizes to take more students, and teachers are bound to accept that. Managing large classes is very challenging for teachers. (FGD#1, 19-09-22)

During classroom observations, a similar challenge has been observed. In one of the classes, there were six students therefore teacher was able to provide individual time to each of the students, and students also seemed to benefit from the individual attention as they were learning a difficult concept, addition. (Classroom observation#2, 29-09-22). In the other class where the teacher-student ratio was 1:14, the teacher was found struggling to manage the students, classwork, and checking answers simultaneously. (Classroom observation# 1, 19-09-22)

Understanding a child, and finding his/her learning styles, and preferences, in the beginning, is challenging for the teacher. It takes time and at times, time management is challenging for teachers. (FGD#1, 19-09-22) The absence of support teachers or assistant teachers is also a challenge for the teacher when it comes to managing a large classroom. Some students need extra time to complete tasks, in those cases, a support teacher can help him/he after class hours. (FGD#1, 19-09-22)

Teachers find using simple materials and techniques to teach complex mathematical calculations (Multiplication, division) challenging. A teacher shared her concern that

"Using simplified techniques always is very challenging. For example, the way we teach them basic addition (using sticks) they cannot go further with this technique. Teaching them advanced mathematics is very challenging. (Interview#2, 29-09-22)

During the discussion, teachers shared that when a child is admitted to a school at an advanced age it becomes difficult to impart learning in comparison to those who start early. Teachers also shared that it is important to understand especially for the parents that a student with a disability doesn't need to be promoted to a new class every year. (FGD#1, 19-09-22)

During the classroom, it has been observed that some students were not interested to do classwork and despite repetitive calls from the teachers, they showed unwillingness to participate in class. Managing those students and ensuring their learning by instant improvising the lesson plan is challenging for the teachers. (Classroom observation# 1, 19-09-22)

Sub Theme 3.2: Teachers' opinions on the kinds of help or support or training they need to be successful in teaching students with learning disabilities

During the interview session, one of the participants mentioned the need for a preparation room for newly joined students. According to her,

"When a new child comes into the classroom teachers face difficulties, we need a preparation room where the new kid will stay with a support teacher. S/he will go to the actual classroom with the support teacher for a brief period, the teacher will introduce the child to the students and after that s/he will return to the preparation

room, gradually the kid will be accustomed to the new class environment." (Interview#2, 29-09-22).

During the discussion, the teachers shared their idea on managing the students who showed no interest in the scheduled lesson plan. One teacher stated, "If a child does not have an interest in a particular classwork, the teacher should keep options in the lesson plan or sometimes change them instantly. Even I think improvisation should be done for all children. A child may be going through a family problem and can feel down in class. The teacher should not pressurize him/her to do class work but rather cheer up the child by engaging in a task of his/her preference. (FGD# 1, 19-09-22)

Participants also opined that schools should arrange regular parent counseling sessions to help them to accept reality and manage their expectations. Most parents may face different traumatic and unpleasant experiences with having a child with a disability, so to help them to cope with this situation regular parents- teacher meetings and psychological counseling sessions are necessary. (FGD# 1,2 19-09-22, 29-09-22)

Participants suggested they should be allowed to learn about advanced-level teaching and learning pedagogy to meet the demand of their students in higher classes. (FGD# 1,2 19-09-22, 29-09-22) Participants also suggest adding a support teacher in managing classes especially if the classroom size is large.

The classroom observations validate the finding from the IDIs and FGDs the teachers were well-informed about individualized teaching tools, and familiar with the needs, family backgrounds, and learning styles of the students and found using a number of them throughout the classes. The teachers were found to give individualized attention to the students and modify the teaching methods to meet their needs. The teachers were observed well versed in handling intellectual and physical disabilities and unable

to address students with specific learning disabilities such as dyslexia, dyscalculia, or dysgraphia.

Discussion:

This qualitative study was conducted to explore teachers' perceptions of individualized teaching and learning for students with learning disabilities. The study also aimed to examine the classroom practices of individualized teaching in two inclusive classrooms. The study has identified some challenges the teachers face while implementing individualized teaching techniques in the classroom. The findings of the study can be useful to get insights into how teachers perceive individualized teaching and to what extent they practice such techniques in their classrooms, especially for their students with learning disabilities. Through classroom observations, the study also digs out how individualized methods have been incorporated and integrated into classrooms.

Theme 1: Teachers' perceptions and practices of individualized teaching for students with learning disabilities.

Sub Theme 1.1: Teachers' knowledge about learning disabilities.

The participants rightly pointed out that learning disabilities are not co-related with intellectual or cognitive disabilities and a student with a learning disability is equally as able as a normal child. However, while defining 'learning disability, except for one participant, the rest failed to concretely mention the characteristics of dyslexia, dysgraphia, or dyscalculia, the three most prominent types of learning disabilities, even though the terms were completely absent during the focus group discussions. Rabiul Islam (2022) in his article titled "EFL/ESL Teachers' Perception of Students with

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Learning disabilities in Bangladesh" also found that the teachers did not have enough knowledge of various aspects of learning disability, such as symptoms, prevalence, and psychosocial issues. However, the result is different from Tahira et al. (2020) where the study titled "Dyslexia as a Learning Disability: Teachers' Perceptions and Practices at School Level" found that majority of the teachers were aware of the term dyslexia, one of the most prominent types of learning disability. Though the participants have undergone several pieces of training on special education and belong to the inclusive education system, it was visible from the conversations that they still lack knowledge about different aspects of learning disability (e.g., types, severity, impact, etc.) and seemingly overemphasize on cognitive and physical disabilities.

Sub Theme 1.2: Teachers' knowledge about the identification of students with learning disabilities in the classroom.

It appeared from the research that the participants have neither knowledge of nor the practice of the scientific assessment tools to identify learning disabilities, such as dyslexia or dysgraphia among their students. A similar result was found in a study conducted by Rabiul (2022) titled "EFL/ESL Teachers' Perception of Students with Learning disabilities in Bangladesh" which found teachers' perceptions of learning disabilities in primary years is not adequate to identify children with learning disabilities in early grades. They solely depend on informal day-to-day observation to find out such difficulties among their students. In one of the schools, there was a pre-admission assessment center for newcomers, however, that only dealt with identifying levels of difficulties in cognition such as diagnosis of autism or down syndrome. No tool or assessment is particularly used or conducted to identify dyslexia, dysgraphia, dyscalculia, ADHD, or other types of learning disabilities among children.

Sub Theme 1.3: Teacher's awareness of students' family background, intelligence, personality, and temperament.

During the interviews all the teachers emphasized the importance of knowing their students' ins and out and during the classroom observations, it appeared that they were well versed about their student's family backgrounds, personalities, and learning styles. In one of the schools, one particular practice named 'hello time' proved to be very effective in building relationships among teachers and students. Along with regular students, those who were cognitively challenged were found to participate in the conversations and seemed habituated to the practice. This practice was also found helpful in building cordial peer relationships among the children. When one child was struggling to answer, another willingly came forward to help find the right words.

Sub Theme 1.4: Teachers' familiarity with the term 'Individualized Teaching' and Individualized Teaching' for students with learning disabilities.

From the interviews, discussions, and classroom observations it is visible that all the participants were aware of individualized teaching, its importance, and its effectiveness to ensure learning for students with disabilities. The result is similar to the study conducted by Rashid (2015), titled "Exploring 'Individualized Teaching' in a Government Pre-primary Classroom in Bangladesh". Similar results were found in the study titled "Student-Centered Instruction for Interactive and Effective Teaching Learning: Perceptions of Teachers in Bangladesh" conducted by Jony (2016) where the researcher found the teachers showed positive responses towards student-centered instruction as they believe it will improve students' ability on learning the subject

matter However, the gap lies in the lack of knowledge on the specific individualized techniques that should be used for the students with learning disabilities such as dyslexia or dysgraphia. Except for one participant, the rest could not mention any particular techniques that can be useful to address reading, writing, or mathematical difficulties among students in their early years. The conversations and classroom observations suggest, the teachers overly emphasized addressing cognitive disabilities or physical difficulties by using individualized teaching techniques. They surely lack training in scientifically assessing and addressing learning disabilities among students. Another finding appeared particularly from the focus group discussions that rather than customizing the teaching technique as per students' needs, several participants considered giving one-to-one time and attention to each student using regular teaching methods as the main technique of individualized teaching.

Sub Theme 1.5: Teachers' perceptions of the importance of individualized teaching for students with learning disabilities and their classroom practices on the same.

The findings from the interviews and group discussions suggest that all the participants agreed individualized teaching is extremely important and relevant for ensuring the learning of all students, especially those with disabilities. They agreed students who have difficulty with writing or reading need individual support from their teachers. All the participants kept on emphasizing students with intellectual disabilities or physical disabilities as they are mostly concerned with those types of disabilities. Being teachers of inclusive education, all the participants have been found familiar with Individual Education Plan (IEP). They have undergone multiple training on the process of developing IEPs for students with cognitive difficulties. In one of the schools, teachers were also trained in developing individualized education plans for students with visual

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and speech impairment. However, the teachers are not particularly trained in developing plans for students with learning disabilities such as dyslexia, dyscalculia, or dysgraphia. It is difficult to identify whether they are implementing the plans accurately in one single observation, however, during the classroom observations it has been found that teachers were maintaining the continuity of the lesson plan and were flexible, accommodating, and spontaneous while responding to students especially those who were unwilling to follow instructions, remained inattentive, struggle to complete classwork, etc.

Apart from the gap in knowledge and training on individualized teaching and learning for students with specific learning disabilities, through the interviews and the discussion, the teachers were found to know the individualized methods and techniques in general. Moreover, through classroom observations, it had been observed that teachers used several individualized techniques to make the students understand the classwork, keep them engaged and assist them to complete the task.

Sub Theme 1.6: Teachers' opinions and classroom practices on effective teaching strategies for students with learning disabilities.

Throughout the interviews and group discussions, the participants mentioned some teaching techniques that they think can be used to ensure learning for students with disabilities. Most of them have not mentioned any particular teaching strategy for students with learning disabilities, for example, they have not mentioned any specific teaching strategies for students with dyslexia or dysgraphia rather their strategies revolve around students with intellectual and physical disabilities. During classroom observations, one student was found with illegible handwriting and struggling to grip

the pencil, two common symptoms of dyslexia. The teacher instructed him to concentrate on writing clearly rather than completing the whole task but the teacher didn't address his gripping problem. During interviews and group discussions, most of the participants mentioned providing extra time for spelling, reading, and writing tasks is a crucial technique for students with disabilities and during classroom observations, teachers were found flexible about the time limits for completing classwork. Teachers also believe and practice flexibility in spontaneous modification of classroom content when a student with a cognitive disability showed reluctance or struggled to accomplish the task. One of the schools conducts psychological assessments to assess the level of cogitation of the new students but it has not included any assessment or provide any therapy to address learning disabilities such as dyslexia, dysgraphia, or dyscalculia. According to the participants while developing IEP, being accommodating and flexible to incorporate different cognition levels is an effective teaching strategy. During classroom observations, the class lesson was shared in a generic way (monologue) in the beginning however considering the responses of the students the teacher kept on modifying the ways of completing the lesson. All the teachers expressed their support towards uniformity of lessons or content for a single class as they belong to an inclusive education system but they all agreed that the ways of teaching the lesson will differ as per the needs of the students.

Sub Theme 1.7: Teachers' perceptions of the importance of classroom environments and materials for fostering learning among students with learning disabilities and the actual classroom scenario found from the observation.

The findings from the in-depth interviews and focus group discussions suggest all the participants emphasized equal importance on both the physical (e.g., lighting, space, windows, and seating arrangements) and social environment (relationship among students and with their teachers) of classrooms to foster learning among students irrespective of their abilities. The teachers mentioned they often preferred to let the disabled students or children with ADHD in the front row to keep a constant eye on them. Findings from the classroom observations validate this preference. Both classrooms had adequate ventilation, space, windows, and light. A student with a physical disability sat on the front bench and another student was also brought to the front row when he was struggling to keep attention to classwork. The classroom observations also validate the cordial teacher-students and peer relationships in the classroom as mentioned by the participants during the discussions. The regular students were found exceptionally enthusiastic towards their disabled peers and acted extremely sensible when they saw their classmate needed some assistance. After completing their classwork, most of the students were found helping and encouraging others to finish their tasks. The teachers expressed their opinion to use readily available materials for learning and in the class, they were also using regular classroom materials such as blackboard, marker, and colored pencils to deliver their lesson. The teachers were trained to maintain uniformity in teaching materials and they duly followed that in classrooms.

Sub Theme 1.8: Teachers' perceptions and practices on motivating students with Learning disabilities to take part in classroom activities.

While sharing perceptions on how to motivate students with disabilities, the participants emphasized verbal and written encouragement (e.g., clapping, praising in front of the class, marking classwork generously, drawing stars on the notebooks, etc.) and

discouraged using tangible rewards such as gifts or stickers. The classroom observations validate this perception. During the class, teachers were found encouraging the students to do the classwork by mentioning their past achievements in front of the class. One of the teachers acknowledged the completion of the task verbally and called each one to her desk while checking their tasks while the other went to each desk by herself to check the progress of the task. However, in some cases especially dealing with inattentive students both teachers tend to scold the student repeatedly. During the interviews, the teachers mentioned that managing students with ADHD is challenging. In one of the classrooms, there was one student who was found hyperactive and the teacher was very skilled and efficiently managed him.

During the group discussion sessions, it came out that, the participants often feel their students with disabilities at times become disheartened when they saw their normal classmates remain ahead of them in all the tasks and this sometimes makes them feel vulnerable and at times restrains them from participating in classwork. The finding suggests students with disabilities often struggle to keep concentration, respond to multiple instructions, and are more prone to audio-visual destructions in classrooms. It has appeared from the classroom observations that students with ADHD struggle to channel their energy while students with cognition difficulties struggle to keep attention on a single task and follow instructions simultaneously.

Sub Theme 1.9: Teachers' opinion on the obstacle students with learning disabilities face in the classroom that hinders their learning and findings from classroom observation.

It appeared from the interviews and the group discussions; parents play the most critical role when it comes to ensuring the continuation of learning of the student with

disabilities irrespective of their educational qualifications. Teachers agreed that managing students with disabilities become easier in the classroom if they get supportive parents. The participants mentioned they regularly arrange parent-teacher meetings where they share the educational progress, gaps, and developmental challenges of the children. The teachers shared that having a child with a disability put the parents in a vulnerable situation in society, therefore, engaging them in the learning process becomes more difficult. However, this study did not include parents as the research population, therefore it was not possible to validate parents' perceptions of their involvement in the learning process and getting counseling support from the teachers. During classroom observations, in one school, all the parents were only seen to pick up the students after class and didn't find talking to the class teacher whereas in the other school the teacher was talking to each of the parents and sharing the vacation homework with the parents.

Theme 2: Challenges that teachers face while implementing individualized teaching methods for students with learning disabilities in the classroom

Sub Theme: 2.1: Teachers' opinions on the challenges they face while implementing individualized teaching strategies for students with learning disabilities and the types of support they need to be successful in teaching those students.

The findings suggest dealing with parents' unrealistic expectations is the most critical challenge for teachers. The parents often struggle to accept the in-born disability in their child and keep on comparing the child with his/her normal counterpart. The parents also blame the teachers if the child failed to be promoted to the next grade at a regular pace

like a normal child. According to the teachers, some parents, mostly the fathers, often show reluctance to give time and effort to their child's academic progress. The participants identified communication gaps between parents and teachers as another important challenge. However, these perceptions cannot be validated as the research did not include parents' perceptions and opinions on the teaching-learning process of their children. Further study can be conducted in the future to find out the parental perceptions. Findings suggest a regular arrangement of parents' counseling sessions to ensure continuity of learning at home.

The findings of the interviews and the group discussions suggest keeping the class size small (1:10 ratio preferred) is effective for ensuring individualized teaching and providing individual attention to each student. Classroom observations also validate this challenge. The class with a relatively smaller group was more interactive and teachers were able to pay individual attention and time to each student. The participants agreed that understanding each child, and finding his/her learning styles, and preferences are more feasible when the class size is small. Small class sizes also proved to be effective in catering to individual learning differences in the classrooms as per the observations.

According to the study findings it was challenging for the participants to continue using simple materials and techniques to teach complex mathematical calculations. Providing advanced training on teaching and learning pedagogy to teachers is required to meet the needs of students.

Conclusion:

To conclude, understanding teachers' attitude towards individualized teaching techniques for students with learning disabilities is important to the educational context of Bangladesh, where the student dropout rate is still high (18.6%), and more than 50% of the students who drop out of primary schools have some form of disability (Directorate of Primary Education [DPE], 2018). Therefore, addressing disabilities in the early years especially those related to learning ability should be a key consideration for the schools as well as for the policymakers. On this account, this study finds that overall, the teachers possess a positive attitude toward the need for individualized teaching tools for their students with disabilities. However, they still lack hands-on knowledge of assessment tools and specific teaching methods when it comes to addressing learning disabilities among their students.

There is no alternative to individualized teaching as it is synonymous with quality education for any student with or without a disability. To enhance teachers' knowledge and attitude regarding students with specific learning disabilities improvements should be made in professional development programs which will positively impact the learning process of the students with such disabilities and help them to cope with their disabilities during the early years of life.

Thus, it is imperative to improve teachers' perceptions toward individualized teaching and learning disabilities to successfully educate all students with disabilities including learning disabilities. Specific recommendations of this study may draw the attention of school administrators and policymakers to create a positive attitude and foster an enabling environment for students with learning disabilities.

Both individualized teaching and learning disabilities are relatively new concepts in the educational context of Bangladesh, therefore creating awareness among teachers and parents is crucial to address learning disabilities during the early years of life and ensuring the successful integration of individualized teaching tools in schools.

Recommendations:

Addressing specific learning disabilities in early years through scientific assessment tools and individualized teaching techniques is still absent in the classroom and is a relatively new concept in Bangladesh. Based on the literature review, findings and discussion, the study puts forward the following recommendations:

1. This study is just a small bubble in the ocean. Further in-depth research is required in this field as ensuring individualized teaching can guarantee quality education for all students especially those who have any disabilities. In Bangladesh as learning disabilities remain mostly unrecognized, so observing classroom practices in regular government and private schools and analyzing teachers' perceptions could able to reveal a more realistic scenario.

2. The study has not included parents as the research population; therefore, it was not possible to validate teachers' perceptions of parents' involvement in students' learning process. All the participants emphasized the parents' role in ensuring the continuation of learning especially for the students with disabilities. Further study can be conducted aiming at exploring parents' perception of the importance of individualized teaching techniques for their children as well as identifying their practices at home.

3. It is recommended to provide training for the teachers on scientific assessment tools for detecting learning disabilities such as dyslexia, dysgraphia, and dyscalculia at schools, and arrangements should be available at schools to ensure regular and ongoing

assessment. Schools can appoint a psychologist who can lead this initiative. School teachers should be provided periodical training on advanced teaching and learning pedagogy especially to facilitate learning for students with learning disabilities. Teachers should undergo professional training with follow-up training at regular intervals.

4. As training is related to practices, therefore, re-designing curriculum and teaching-learning methods with an individualized approach is recommended.

5. It is recommended that school administrators arrange regular parents- teacher meetings and periodical psycho-social counseling sessions for the parents in order to deal with changing needs of their children. During the interviews and discussions, the participants shared that often parents struggle to handle social stigma and misconceptions attached to having a mentally or physically challenged child in the family. These parents may require special attention and support from the school to overcome these challenges.

6. Finally national-level advocacy needs to be done in favor of individualized teaching in the classroom so that both national and special education curricula can be embedded with individualized teaching in a way that the individual needs or interests of each child can be addressed.

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Appendix A: In-depth Interview (IDI) Guideline

Research Title: Teachers' Perceptions and Practices of Individualized Teaching for Students with Learning disabilities (LDs).

Section A: Demographic Information

Name :

Age :

Gender :

Education :

Workplace :

Total teaching experience (in years) :

Professional training on special education (Yes/No):

Section B: Teachers' perceptions of individualized teaching for students with learning disabilities (LDs).

1. What do you know about learning disabilities?

2. How do you identify students with learning disabilities in your classroom?

3. Are you aware of your student's family background, intelligence, personality, and temperament? Do you think these have any impact on learning?

4. Are you familiar with the term ''Individualized Teaching"? If yes, please explain.

5. In your opinion how important Individualized Teaching is for students with learning disabilities?

6. What type of teaching strategies do you think are effective for students with learning disabilities?

7. Do you think classroom environments and materials are important for fostering learning among students with learning disabilities? If yes, how?

8. In your opinion, what are the key considerations for a teacher while designing materials and lesson plans for learning disabilities?

9. Do you involve parents in the learning process of students with learning disabilities? If yes, please explain how?

Section: C: Individualized teaching practices in the classroom for students with learning disabilities.

1. What are the key things you keep in mind while you are teaching students with learning disabilities?

2. What types of materials do you use to ensure the learning of your students?

3. How do you prepare for the class? What do you consider while designing the materials, and lesson plans for your students who have learning disabilities? (Do you take any special kind of preparation for students with learning disabilities)?

4. What are the individualized teaching strategies you follow to teach them? Pls specify.

5. What do you do to motivate your students with learning disabilities to take part in classroom activities?

6. What do you do when you see students with learning disabilities struggling with accomplishing a task or activity?

7. In your opinion, what are the obstacles students with learning disabilities face in the classroom that hinder their learning?

8. What kind of support do you need in managing the classroom? From whom?

9. How do you involve parents in the learning process of students with learning disabilities?

Section D: Challenges that teachers face while implementing individualized teaching methods for students with Learning disabilities in the classroom.

1. What challenges do you face while implementing individualized teaching strategies for students with learning disabilities?

2. What kind of help or support or training do you think a teacher needs to be successful in teaching students with learning disabilities?

Focus Group Discussion Guideline

1. How do you define individualized teaching?

2. What is your understanding of the term learning disability?

3. In your opinion, why individualized teaching is important for teaching students with learning disabilities?

4. What are the key individualized teaching strategies that can be used to teach students with learning disabilities?

5. In your opinion, what are the key considerations for a teacher to develop play and learning materials, and lesson plans for students with learning disabilities?

6. Describe a challenge you face while implementing individualized teaching strategies for students with learning disabilities and how you overcome it.

7. What kind of support or training do you think a teacher needs to be successful in teaching students with learning disabilities?

Observation Checklist:

(Observation will take place in 2 classrooms of two inclusive schools. The observation will be for the duration of one full class period).

Class	:
Observation start time	:
End time	:
students-teacher ratio in the class	:
Students age group	:
Duration of the class	:
Lesson taught	:

Section A: General Observation

Physical Environment of Classroom:

- Seating arrangement:

- Play area and corners:

- Materials:

Section B: Teachers

Entry, exit, teachers' proximity during instruction:

- Addressing the children in the beginning and end of the class:

- Managing resources available in the classroom:

Teacher's dealing with individual differences:

- Response to varied age groups:

- Response to students with different personalities:

- Response to students with learning disabilities:

Use of individualized teaching strategies for imparting classroom learning through activity:

- Use of specific techniques/individualized teaching methods to help the children to understand the instructions and the activity:

- Steps were taken by the teacher to ensure the learning of the students with Learning disabilities:

- Ways of motivating students with learning disabilities to participate in activities:

Section C: Students

- Students' response toward teachers' instructions and explanations:

- Students' level of involvement in the activity:

- Body language of the students during the activity:

- Communication among the children:

Others:

- Body language of teacher while teaching in the classroom:

- Availability of support to teachers (assistant teachers, support staff):

Collect the following information:

- Routine

- Lesson Plan

- Infrastructure

Data Collection Plan

1. **William Mary Tailor Inclusive School, Savar, Dhaka**: Observation,

    interview, and FGD by 31st September 2022.

2. **Kalanyi Inclusive School, Malibag, Dhaka:** Observation, interview, and

    FGD by 31st September 2022.

ইন-ডেপথ ইন্টারভিউ (IDI) নির্দেশিকা:

জনসংখ্যা সংক্রান্ত তথ্য

নাম:

বয়স:

লিঙ্গ

শিক্ষা:

কাজের জায়গা:

মোট শিক্ষার অভিজ্ঞতা (বছরে):

বিশেষ শিক্ষায় পেশাগত প্রশিক্ষণ (হ্যাঁ/না):

1. আপনি শিখন অক্ষমতা সম্পর্কে কি জানেন?

2. আপনি কীভাবে আপনার শ্রেণীকক্ষে শিখন প্রতিবন্ধী শিক্ষার্থীদের সনাক্ত করবেন?

3. আপনি কি আপনার ছাত্রের পারিবারিক পটভূমি, বুদ্ধিমত্তা, ব্যক্তিত্ব এবং মেজাজ সম্পর্কে সচেতন? আপনি কি মনে করেন এগুলো শেখার উপর কোন প্রভাব ফেলে?

4. আপনি কি "স্বতন্ত্র শিক্ষা" শব্দটির সাথে পরিচিত? যদি হাঁ, তবে দয়া করে ব্যাখ্যা করুন.

5. আপনার মতে শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য স্বতন্ত্র শিক্ষা কতটা গুরুত্বপূর্ণ?

6. শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য কোন ধরনের শিক্ষণ কৌশল কার্যকর বলে আপনি মনে করেন?

7. আপনি কি মনে করেন যে শ্রেণীকক্ষের পরিবেশ এবং উপকরণগুলি learning disabilities সহ শিক্ষার্থীদের মধ্যে শিক্ষা বৃদ্ধির জন্য গুরুত্বপূর্ণ? যদি হ্যাঁ, কিভাবে?

8. আপনার মতে, শিখন অক্ষমতা -এর জন্য উপকরণ এবং পাঠ পরিকল্পনা ডিজাইন করার সময় একজন শিক্ষকের জন্য মূল বিবেচ্য বিষয়গুলো কী কী?

9. আপনি কি এলডি সহ শিক্ষার্থীদের শেখার প্রক্রিয়ায় অভিভাবকদের জড়িত করেন? যদি হ্যাঁ, ব্যাখ্যা করুন কিভাবে?

বিভাগ: সি: শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য শ্রেণীকক্ষে স্বতন্ত্র শিক্ষাদানের অনুশীলন।

1. শিখন অক্ষমতা সহ শিক্ষার্থীদের পড়াতে গিয়ে আপনি কী কী বিষয় মাথায় রাখবেন?

2. শিক্ষার্থীদের শেখার বিষয়টি নিশ্চিত করতে আপনি শ্রেণীকক্ষে কোন ধরনের শিক্ষা ও খেলার উপকরণ ব্যবহার করেন?

3. আপনি কিভাবে ক্লাসের জন্য প্রস্তুতি নিবেন? উপকরণ ডিজাইন করার সময় আপনি কী বিবেচনা করেন এবং আপনার ছাত্রদের জন্য যাদের শিখন অক্ষমতা আছে তাদের জন্য পাঠ পরিকল্পনা? (আপনি কি শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য কোন বিশেষ ধরনের প্রস্তুতি নেন)?

4. সেগুলি শেখানোর জন্য আপনি কোন স্বতন্ত্র শিক্ষার কৌশলগুলি অনুসরণ করেন? দয়া করে উল্লেখ করুন।

5. শিখন অক্ষমতা সহ আপনার ছাত্রদের শ্রেণীকক্ষের কার্যক্রমে অংশ নিতে অনুপ্রাণিত করতে আপনি কী করবেন?

6. আপনি যখন দেখেন যে learning disabilitiesসহ ছাত্ররা একটি কাজ বা কার্যকলাপ সম্পন্ন করতে লড়াই করছে?

7. আপনার মতে, শিখন অক্ষমতা সহ ছাত্ররা শ্রেণীকক্ষে কোন কোন বাধার সম্মুখীন হয় যা তাদের শেখার ক্ষেত্রে বাধা সৃষ্টি করে?

৪. শ্রেণীকক্ষ পরিচালনার জন্য আপনার কি ধরনের সহায়তা প্রয়োজন? কার থেকে?

9. শিখন অক্ষমতা সহ শিক্ষার্থীদের শেখার প্রক্রিয়ায় আপনি কীভাবে অভিভাবকদের জড়িত করবেন?

বিভাগ D: শ্রেণীকক্ষে শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য স্বতন্ত্র শিক্ষাদান পদ্ধতি প্রয়োগ করার সময় শিক্ষকরা যে চ্যালেঞ্জগুলির মুখোমুখি হন।

1. শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য স্বতন্ত্র শিক্ষাদানের কৌশলগুলি বাস্তবায়ন করার সময় আপনি কোন চ্যালেঞ্জগুলির মুখোমুখি হন?

2. আপনি কি ধরনের সাহায্য বা সহায়তা বা প্রশিক্ষণের প্রয়োজন বলে মনে করেন একজন শিক্ষককে শিখন অক্ষমতা সহ শিক্ষার্থীদের শেখানোর জন্য সফল হতে হবে।

ফোকাস গ্রুপ আলোচনা নির্দেশিকা

1. আপনি কীভাবে স্বতন্ত্র শিক্ষাকে সংজ্ঞায়িত করবেন?

2. শিখন অক্ষমতা শব্দটি সম্পর্কে আপনার কী ধারণা?

3. আপনার মতে, এলডি সহ ছাত্রদের শেখানোর জন্য স্বতন্ত্র শিক্ষা কেন গুরুত্বপূর্ণ?

4. শিখন অক্ষমতা সহ ছাত্রদের শেখানোর জন্য ব্যবহার করা যেতে পারে এমন মূল স্বতন্ত্র শিক্ষার কৌশলগুলি কী কী?

5. একটি শ্রেণীকক্ষের পরিবেশ তৈরি করতে শিক্ষকের ভূমিকা কী হওয়া উচিত যা শিখন অক্ষমতা সহ শিক্ষার্থীদের মধ্যে শেখার নিশ্চিত করে?

6. আপনার মতে, একজন শিক্ষকের জন্য খেলা এবং শেখার উপকরণ তৈরি করতে এবং শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য পাঠ পরিকল্পনাগুলি কী কী বিবেচনা করা উচিত?

7. শিখন অক্ষমতা সহ শিক্ষার্থীদের জন্য স্বতন্ত্র শিক্ষাদানের কৌশল বাস্তবায়নের সময় আপনি যে চ্যালেঞ্জের মুখোমুখি হন এবং আপনি কীভাবে তা কাটিয়ে উঠবেন তা বর্ণনা করুন।

৪. শিখন অক্ষমতা সহ শিক্ষার্থীদের শেখানোর জন্য একজন শিক্ষকের সফল হওয়ার জন্য কী ধরনের সহায়তা বা প্রশিক্ষণ প্রয়োজন বলে আপনি মনে করেন?

পর্যবেক্ষণ চেকলিস্ট:

(পর্যবেক্ষণ দুটি অন্তর্ভুক্তিমূলক বিদ্যালয়ের 2টি শ্রেণীকক্ষে অনুষ্ঠিত হবে। পর্যবেক্ষণটি একটি পূর্ণ শ্রেণির সময়কালের জন্য হবে)।

ক্লাস:

পর্যবেক্ষণ শুরুর সময়: শেষ সময়:

ক্লাসে ছাত্র-শিক্ষক অনুপাত:

ছাত্রদের বয়স গ্রুপ:

ক্লাসের সময়কাল:

শেখানো পাঠ:

বিভাগ A: সাধারণ পর্যবেক্ষণ

শ্রেণীকক্ষের ভৌত পরিবেশ:

•বসার ব্যবস্থা:

• খেলার এলাকা এবং কোণগুলি:

• উপকরণ:

বিভাগ B: শিক্ষক

প্রবেশ, প্রস্থান, নির্দেশের সময় শিক্ষকদের সান্নিধ্য:

• ক্লাসের শুরুতে এবং শেষে বাচ্চাদের সম্বোধন করা:

• শ্রেণীকক্ষে উপলব্ধ সংস্থান পরিচালনা:

স্বতন্ত্র পার্থক্যের জন্য শিক্ষকের প্রতিক্রিয়া:

• বিভিন্ন বয়সের শিশুদের সাথে আচরণ করা:

• বিভিন্ন ব্যক্তিত্বের শিশুদের সাথে আচরণ:

• একাধিক বুদ্ধিমত্তা সম্পন্ন শিশুদের চাহিদা বিবেচনা করা:

• শেখার প্রতিবন্ধী শিশুদের সাথে আচরণ:

কার্যকলাপের মাধ্যমে শ্রেণীকক্ষে শিক্ষা প্রদানের জন্য স্বতন্ত্র শিক্ষণ কৌশলগুলির

ব্যবহার:

শিশুদের নির্দেশাবলী এবং কার্যকলাপ বুঝতে সাহায্য করার জন্য নির্দিষ্ট

কৌশল/ব্যক্তিগত শিক্ষা পদ্ধতির ব্যবহার:

• এলডি সহ শিক্ষার্থীদের শেখার বিষয়টি নিশ্চিত করার জন্য শিক্ষক দ্বারা পদক্ষেপ নেওয়া হয়েছিল:

• শিখন অক্ষমতা সহ শিক্ষার্থীদের কার্যকলাপে অংশগ্রহণের জন্য অনুপ্রাণিত করার উপায়:

বিভাগ সি: শিক্ষার্থীরা

• শিক্ষকদের নির্দেশাবলী এবং ব্যাখ্যার প্রতি ছাত্রদের প্রতিক্রিয়া:

• কার্যকলাপে ছাত্রদের অংশগ্রহণের স্তর:

• কার্যকলাপ চলাকালীন শিক্ষার্থীদের শারীরিক ভাষা:

• শিশুদের মধ্যে যোগাযোগ:

অন্যান্য:

• শ্রেণীকক্ষে পাঠদানের সময় শিক্ষকের শারীরিক ভাষা:

• শিক্ষকদের সহায়তার প্রাপ্যতা (সহকারী শিক্ষক, সহায়ক কর্মী):

Appendix B: Voluntary Consent Form

TITLE OF STUDY

Teachers' perception and Practices of Individualized Teaching for Students with Learning Disabilities (LDs).

PURPOSE OF STUDY

This study will be conducted as a part of my master's degree requirements from the Institute of Educational Development- BRAC University, the study aims to explore teachers' perceptions and practices on individualized teaching techniques for students with learning disabilities in early grades.

RISKS

No threat will be made to the participants for contributing in the study directly or indirectly. Teachers of children from 5-6 years will be contributing to the study results which will be primarily used as a degree requirement.

BENEFITS OF THE STUDY

There are no direct benefits for you in participating in this study. However, your participation will contribute to the understanding of Individualized teaching, among ECD educators, researchers, and other stakeholders.

CONFIDENTIALITY

All information gathered from the participants during the research will remain strictly confidential.

FURTHER USE OF INFORMATION

Some of the information collected from this study may be preserved for further experiments however in such cases, data and information shared with other researchers, will not conflict with the maintenance of confidentiality of information.

VOLUNTARY PARTICIPATION

The participation in this study is completely voluntary. It is up to the participant to decide whether or not to take part in the study. If the participant decides to be a part in this study, s/he will be required to sign a consent form. After signing the consent form, the participant is still free to withdraw at any point without giving a reason. Withdrawing from this study will not affect the relationship the participant has, if any, with the researcher. If the participant withdraws from the study before the data collection is completed, your data will be returned to you or destroyed.

Thank you very much for your cooperation.

CONSENT

I have read the aforementioned information and got the opportunity to ask questions. I understand that my participation is completely voluntary and that I am free to withdraw at any point in the research without giving a reason. I understand that I will receive a copy of the consent form.

Participant's Name & signature _____ Date _____

Researcher's signature _____ Date _____