

**Research Title: Assessment of teacher readiness for the children
with disability in the context of mainstreaming primary schools**

**A Thesis presented to the Thesis Committee,
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Executive Summary

Bangladesh Government has legislated The Compulsory Primary Education Act, 1990 where primary education has been declared free and compulsory to every child. For addressing all children Bangladesh has incorporated inclusive education in Primary Education to include children with disabilities from mild to moderate degrees. Inclusive education means to provide a favorable environment for achieving equal education of all children. Some researches show that greatest problems faced by children with disabilities (CWD) are prejudice, social isolation and discrimination in school. . Teacher readiness found out as a key component for including the CWD in mainstream schools from the many other government and NGOs' reports. So, teacher readiness is a burning issue for mainstreaming the CWD and researcher did her study on "Assessment of teacher readiness for the children with disability in the context of mainstreaming primary schools" The aim of the study was to know about the readiness of teachers of mainstream primary schools for addressing the CWD in their mainstream classes. It was a non experimental quantitative research. Samples were collected from five respective 5 upazilas and thanas of Dhaka city named Savar, Mirpur, Nawabganj, Muhammadpur and Uttara. Sampling method was mixed method including random and purposive sampling and sample size was 50. Researcher selected those teachers who were experienced to handle CWD in mainstream classroom for more than three months and attended at least sub cluster training on inclusive education. For measuring the data researcher used three type of tools a. Likert type competency scale b) interview and c) observation. .The likert type scale consisted 14 statements based on teachers' knowledge about inclusive education, skills and attitude towards CWD and their parents. Validity was measured by experts' opinion and reliability was measured by test-retest method ($r=0.7$). Collecting more appropriate data researcher used a questionnaire for interview and checklist for observation. Validity was measured by expert and pilot tests conducted for theses two tools. Data was analyzed simple percentile measure and used SPSS 12 for windows version. 92% teacher agreed that they have idea about inclusive education but through the interview researcher found 60% teachers responded that they had no clear concept of disability. Through interview researcher found that a very few number of teacher d respond correctly about the type of disability. It seems that teachers are known about the inclusive education but it is not clear to them. In response of capability 30% teachers agreed and 8% were strongly agreed that they are capable to make changes in teaching method considering the presence of CWD but in practice only 2 % teachers made some

changes in their teaching method. So there is a gap between teachers' knowledge and practice on the other hand 98% teachers strongly required for more training on inclusive education and disability. Researcher found 60 % teachers thinks special education is better than the mainstream education for the SWD which is a warning sign .Addressing the parents' involvement with teachers 40 % teachers agreed and 56% strongly agreed that teacher parents' relationship is important but they informed to the researcher that they could not maintain it due to the lack of time and scope.. Some initiatives made them ready to address the CWD but not successfully. Researcher recommends more training on inclusive education, the disability topic should to more details to the teachers and attitude requires more changes. All facilities should be available to the teachers respecting the demands of CWD like availability of teachers, learning materials, support from Policy makers, educators. Government, NGOs and other concern organizations should to take necessary steps for successful implementation of inclusive education in Bangladesh.

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Glossary of Terms

ATEO:	Assistant Thana Education Officers
AUEO:	Assistant Upazial Education Officers
CWD:	Children with disability
MOPME:	Ministry of Primary and Mass Education
NGO:	Non Government Organization
SWD:	Students with disability
TEO	Thana Education Officer
UEO:	Upazila Education Officer

i. Introduction:

With the big push for universal primary education a large number of children enroll in school – more than ever before. Considering all –children with disability are mainstreaming. Being a signatory of all of these conventions, declarations Bangladesh Government has taken some steps. Among them Government has legislated The Compulsory Primary Education Act, 1990 where primary education has been declared free and compulsory to every child (Government of Bangladesh, 1990), Government is launching the Second Primary Education Development Program (PEDP-II) where one of the objectives is “to make primary education accessible for all children” (MOPME 2003, p. 26), Bangladesh Policy on Disability was framed by the Social Welfare Ministry(1995), Persons with Disability Welfare Act- 2001 are very much important where the right of education of a children with disability(CWD) in mainstreaming schools has clearly mentioned. Bangladesh has incorporated inclusive education in Primary Education to include children with disabilities from mild to moderate degrees (PEDP II, 2006).

. As a result 45000 Children with Disability admitted in Mainstream Primary Schools (Base line Survey,2006), 70000 Children with Disability admitted in Mainstream Primary Schools in2007 (AnnualReport,2008,MOPME). It seems that CWD are getting admission in the mainstreaming primary schools (MPS) and number of CWD is increasing in the MPS day by day. But many stay for only a short time and do not complete even a basic education. Teacher readiness is a very concern issue to the researcher. In that research researcher gave a look on teachers preparation for addressing the children with disability in a mainstream classroom.

ii. Background and Literature Review

The importance and rights of every child to inclusive education was based on the established Universal Declaration of Human Rights including the World Declaration on Education for All (Jomtien, Thailand, 1990), the convention on the Rights of the Child (1989), and Millennium Development Goals (2000). Without these, Convention on rights of the Person with disability(CRPD,2008), the Salamanca Declaration (1994) reaffirmed the commitment to Education for All by endorsing the Framework of Action on Special Needs Education recognizing the necessity and urgency of providing education for children with special education needs education within regular education system.. In a interview with the District Primary education officer, Gazipur said “ Most of the primary

school teachers have not clear idea about the special demands of the children with disability ,sometimes they misinterpreted them.(Moqseda Akhter, DPEO,21st October,2009) Though there is no research or evaluation on the effect of these steps in mainstreaming schools considering the CWD, some findings came out in many other reports.

The research of Phil Bayliss and Robert Burden ,1999 has suggested that the successful implementation of any inclusive policy is largely dependent on educators being positive about it.

The recognition for schooling for children with special need within regular education system or inclusive education means that teacher in regular schools need to be prepared for this challenge of handling children with special needs.(Munir,2000). In a research on "Training and Follow-up Activities in Inclusive Education in Bangladesh" researcher mentioned -Enrolment of too many children with special needs in the nursery class disturbed the teaching/learning environment again placing too much of burden on the teachers.(Munir,2000). In a research Heaht R.J noted the trends are such as increasing numbers of exceptional children in regular classrooms, and fewer children institutionalized or exempt from public educational programs. Listed are common complaints of educators regarding most IT programs such as those programs are uninteresting. A point made by Avramidis and Norwich in their study of teacher attitudes to inclusion between the years 1980 and 2000. The results of their research indicate that attitudes to inclusion tend to become more negative as students get older, possibly as a result of the need to focus attention upon subject teaching rather than concentrate upon the learning needs of the individual. In a report of UNICEF 2003 mentioned "The quality of the teaching-learning process, the school environment and children's .Learning achievements also remain as major challenges. For example, the traditional and dominant way of teaching tends to focus on memorizing facts. There is little emphasis on developing analytical, practical or vocational skills". . It is said a teacher's education and training must be completely update after every 10 years (Koontz, 1960). In a research found that 15 % teacher who have receive training on inclusive education have negative attitude towards the CWD .(Romela, Ferdousi and others, 2003).

In another research shown that " Training of teachers emerges as a critical factor in promoting inclusive practice and there is evidence of the support provided to a cohort of

teachers through trainings course having positively influenced attitudes and expectations”(Rose,Kikkonen and Koiv,2007)

Vague understanding of the purpose and the benefits of the inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995).

Nevertheless, some evidence suggests that parental attitudes towards inclusion can be positively enhanced if adequate information about the benefits of inclusion is given (Green and Shinn, 1995). So, teachers have a great role to inform parents about that otherwise parents will not support teacher to teach CWD in a mainstreaming classroom. Furthermore, Yesseldyke et al. (1994) found that parents of students with disabilities seek an educational system that meets their child's educational needs, where there is frequent communication with parents, where their child receives adequate attention, where their child can attend school with siblings and friends. Generally speaking families of children with and without disabilities enrolled in inclusion settings have positive attitudes toward inclusion (Guralink, 1994; Peck et al.,1992).This research says that parents attitude will depend on the capacity of teachers for handling the CWD. They often report as a benefit the increased social contact between children with and without disabilities (Peck et al., 1992) and children's increased sensitivity and acceptance of differences. When they express concerns, families focus more on teacher qualifications, adequacy of instruction and fears of social rejection for the children with disabilities (Bang and Lamb, 1996).

Another research shows that related to attitudes of parents towards inclusion reflect that the respondents showed a positive attitude towards the various aspects of inclusion (Heyam Lutfi ElZein ,2009). If we include students with disabilities in the regular classroom we must ensure that they will continue to achieve at a level at least equal to or higher than when they were in a special needs classroom. Additionally, all students, regardless of their ability, should benefit from changes made and alternate educational methods practiced in their classroom (Younghusband,1999). In the research “WHERE ARE WE GOING ON PATHWAYS? “researcher Lynda Younghusband recommended that the majority of teachers are new to Pathways (inclusion) and need as much support as, or more support than, individual students.

Nancy, (2001) researched on "Preparing Teachers for the Inclusive Classroom: A Preliminary Study of Attitudes and Knowledge of Assistive Technology" A pre-post-survey design was used. Data from the presurvey provided demographic information as well as documenting current attitudes and knowledge.. Results indicated a continued need to include assistive technology under the broader umbrella of technology in teacher preparation programs.

iii. Rational of the study

In a research greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in school. (Zaman, 2000). After assessing forms of newly admitted students in some nongovernmental inclusive schools it was found that some CWD are coming back to their previous special schools because the teachers of the mainstreaming primary schools could not teach them as per their demand. Some CWDs are looking other inclusive school because CWD felt difficulties to continue their study in the MPS (The Inclusive school of CRP, 2009).

According to JICA report (2002) the most frustrating aspect of the people with disabilities is education is that they cannot sustain in the MPS. The regular education system, in most cases, is not appropriate for them. Eventually, most of them are left behind from any kind of education at all. (jica,2002) So, researcher found out some problems from these documents. Problems are- Teacher are not fully aware about the demands of children with disability, sometimes they show negative attitude, some teachers have interest to teach the CWD but they could not manage them properly due to lack of training and positive supports from the parents and community. As a result less number of CWD are getting admission in the MPS though they have the right to get equal and quality education from those schools and students who got admission in the MPS some of them coming back to their previous schools or other due to insufficient support from the teachers of MPS.

In the context of Bangladesh research is not available on teacher readiness for the CWD .Some research partially attend the preparation of teachers for some specific types of disability like physical or intellectual but not fully addressed the all types of CWD where inclusive education addressed all types of children with disabilities. So, it is a demand of time to asses the teacher readiness for attending all types of disabled children in mainstreaming classes and here researcher did a research on teacher readiness considering the following questions-

1. Do they know enough about Inclusive education?
2. Are they skill enough to face challenges of inclusive education?
3. What is teacher's attitude towards the CWD?
4. How do they response toward the parents of disabled students?

iv. Operational Definitions

Inclusive education: The term "inclusion" has been variously defined by many different writers and commentators but for the purposes for this study inclusion might be seen as the drive towards maximal participation in and minimal exclusion from early years setting. Indeed given that in practice "Inclusion" can only have an operational rather than conceptual meaning Here inclusive education means "Inclusion provides a favorable environment for achieving equal education of all children (Lipsky & Gartner 1997). Inclusion is both a philosophy and a process. As a process, it is an on-going learning experience through which we all work together to prepare students with disability for life and work. Goal is to provide a classroom environment in which all children can learn together, be supportive of one another and yet remain aware of individual differences. (Lynda Younghusband,1999). In this study the participation of Children with disability has considered. Their participation and getting services from their teachers had considered. For inclusion teachers' concept about inclusive education and disability, management within the classroom, supporting properly, addressing the child individuality ,responding to parents had considered as a indicators of quality services.

Teacher Readiness: Kgan (1992) defined professional growth as "changes over time in the behaviors, knowledge, images, beliefs or perception of novice teacher"(Fishbaugh,1995) Raynolds (1992) competent beginning teaching in three areas: pre-active, interactive and post-active. " (Fishbaugh,1995) In this study teachers' knowledge, attitude towards Children with disability and their parents, skills for quality management of the children with disability in a mainstream classroom considered as part of readiness.

Children with disability:- The minority of students whose educational needs are very different from those of the majority of children due to his/her physical /intellectual condition and they requires more or some special supports for their successful completion

of study.. Children with physical disability, intellectual disability, hearing disability, visual disability, speech disability children with mild to moderate degrees were considered for inclusion.

Mainstreaming classrooms- The social, temporal, and academic integration of disabled children into the regular classroom when this proves to be the least restrictive alternative for the child.(Jean Crawford Marsh,1983) The Government Primary schools and Registered Primary schools had considered mainstream schools. Main streaming of the children with disability has focused in that study.

v. General Objective of the Research:

The general objective of this research is to determine the level of teacher readiness for teaching children with disability in the mainstreaming primary schools.

Specific Objectives of that research:

The specific objectives of this study are as follows:

- ☐ To Asses the teachers' preparation for teaching the children with disability in the main streaming primary schools.
- ☐ To determine the teachers' Knowledge level about the children with disability.
- ☐ To measure teachers' skill for handling the children with disability in their mainstream classroom.
- ☐ To know teachers' attitude towards the Children with disability in the mainstreaming schools.

vi. Methodology

It was a **-non experimental Quantitative** research. In the contrast of experimental research Non experimental research involves variables that are not manipulated by the researcher and instead are studied as they exist. (Belli,2008) . The variables of non-experimental research interest in social science can not be manipulated because they are attribute variables such as gender, personal characteristics, believes or traits. In that study researcher tried out to find out the readiness of primary school teachers for addressing the CWD in mainstream school. Respecting readiness researcher found teachers attitude, knowledge, skills, believes on inclusive education and that were social phenomena. Researcher had not intervention and did not manipulate the variables. It insisted researcher to select the non-experimental research approach. As researcher measured skills, attitude and knowledge, the researcher assign arbitrary numbers to the variables but the number have no interpretable numerical meaning. For interview researcher used yes/no options with more explanation, in observation yes and no option has considered.

Variables also measured across a 5 grade likert type competency scale. Their numeric values had meaning and they subjected to arithmetic operations. That's why researcher selected the no experimental quantities research method

Sample area: Whole Dhaka district was considered as sample area . Researcher selected that district due to her time and budget limitations. Population were all of the teachers of Government and Registered Primary schools. MOPME did not update its present number of teachers in government and registered school but approximately 10,000 teachers working in schools.

Sampling: Here researcher used a mixed sampling method . As The Dhaka district consists of 5 upazilas, 21 thanas researcher selected five of them in simple random sampling method. Simple random sampling method of sampling that involves drawing a sample from a population so that every possible sample has an equal probability of being selected. In that process , researcher firstly collected the name of all thanas/upazilas. Write on a paper , tear them into separate strips , put the scripts in a box ,mixed them and pulled out the first five. The upazillas were Savar, Mirpur, Nawabgang, Muhammadpur, and Uttara.. From each upazilla /thana researcher selected five schools in purposefully sampling method based on the presence of CWD . Here researcher selected those schools who had students with disability. Researcher did not get any list of schools who had CWD .In that case researcher

contact with the Upazilla Education Officers/Thana Education officers. According to the education officers information Government has not the update list of school who had CWD. They had little information about the grade five students but not of all. In that situation researcher contacted to the UEOS and TEOs personally and collected data from them. Researcher selected five schools from each upazila and or thanas who had at least two disabled students informed by the AUEO and ATEOs. The number of disabled students –two considered because one may be absent when researcher will visit the school and observe the classes. In that way, researcher selected total 25 schools from Dhaka District. Than researcher purposively selected two teachers from each school. Researcher selected those teachers who had at least sub-cluster training about Inclusive education, had experience to deal with CWD for at least ~~three~~ months. Researcher purposively selected fifty teachers who had experience to handle CWD in their class room at least for three months. In that way researcher collected total sample 50 (n=50).

Table:1

Distribution of the sample

Name of thana/upazila	No of Teacher		Total
	Female	Male	
Savar Upazila	8	2	10
Nawabganj Upazila	10	0	10
Mirpur Thana	7	3	10
Muhammadpur Thana	8	2	10
Uttara Thana	6	4	10
Total number of Sample	39	11	50

Table:2

Training on Inclusive education of the sample

Name of the thana/upazila	Training on Inclusive education(PTI and sub cluster training were excluded)			
	Yes		No	
	Female	Male	Female	Male
Savar Upazila	8	2	0	0
Nawabganj Upazila	3	0	7	0
Mirpur Thana	6	2	1	1
Muhammadpur Thana	2	1	6	1
Uttara Thana	2	1	4	3
Total	21	6	18	5

Here researcher considered the training on Inclusive Education which teacher received from outside . These training manly run by MOPME and NGOs .In sampling procedures researcher had follow a stratified method.

All 50 selected respondents were given two data collection tools i.e., one was Competency scale and the other was general Questionnaire.

For observation researcher Purposively selected 10 samples among the 50 as selected before. Samples were selected purposively based on availability of teachers, class time, presence of CWD and distance.

Table: 3
Distribution of the teacher for Observation

Name of Thana/ Upazila	No of school	Sex		Training from out side		No of CWD in class room
		Female	Male	Yes	No	
Savar Upazila	2	4	1	5	0	5
Nawabganj Upazila	-	-	-	-	-	-
Mirpur Thana	2	2	1	2	1	3
Muhammadpur Thana	1	2	0	1	1	3
Uttara Thana	-	-	-	-	-	-

Though data collection procedure hold on November- February teachers were busy with grade five completion examinations so, teachers were not available to the researcher and in early of the year regular class did not conduct and CWD were not regular in School.

Inclusion criteria of Sample:

- Only the teachers from Government and Registered primary schools were included
- Only Schools included that had children with disability as students.
- Teachers who was experienced to handle students with disability for three months (at least.)
- Teachers who attend the sub cluster training or other short training on inclusive education.

Measures:

Here researcher used three types of measurement tools.

- Teacher competency scale:** The researcher developed a 5-point liker type competency scale. In that scale researcher used total fourteen statements divided into three sub-

groups.(See Appendix-1) Sub groups are-a. Teacher's knowledge about inclusive education, b. Skills and c. Attitude towards CWD and their parents. Under each subgroup researcher used three to seven questions.

Table : 4
Statement according to subgroup

Sub group	Statement number
a.Knowledge	Statement 1: I have idea about Inclusive Education
	Statement 4: I have enough knowledge about the teaching learning process of Students with Disability(SWD)
	Statement:7 I am able to consider the limitations of SWD when preparing any teaching material for students.
	Statement:9 I can manage properly to the students with behavioral difficulties.
b. Attitude	Statement: 2 Most of the CWD are able to continue their study in mainstream schools.
	Statement: 3 I think mainstream schools are better than the special schools for the CWD.
	Statement: 10 Parents support is necessary for the successful completion of Inclusive education.
	Statement: 11 Teacher-parents relationship is very important for thr CWD enrollment.
	Statement: 12 As a teacher I can help more to the SWD
	Statement:13 Teacher can play the vital role to change the negative attitude of the non-disabled children towards their disabled
c. Skills	Statement :5 I do my seat plan according to the demands of SWD
	Statement :6 I can modify teaching –learning methods considering the demands of SWD
	Statement :8 I am able to make the evaluation process flexible by considering the demands of SWD
	Statement: 14 A good teacher can teach all students successfully in the same class.

The validity of the scale was determined through seeking expert opinion and this was done by giving the items to 7 experts who are working with disabled children within and outside country. In the team of experts there were educators, special educators, programmers of inclusive education were included. Researcher mainly got the following comments from the experts-

- Teacher readiness is a vast area so areas should be specific.
- Attitude of teachers should get more importance
- Teacher attitude towards the parents of CWD is important
- Key words of the statements were familiar
- Statements covers most of main areas of teacher readiness

According the recommendation researcher had changed and modified the language of statement. Researcher selected three main areas of readiness-Knowledge about inclusive education, Skills and attitude. Researcher included two statements on attitude towards disabled students' parents. Some word has modified In statement :1 instead of "clear concept "researcher wrote only "concept"., in Statement : 8, instead of "change the evaluation process" researcher used "flexible the evaluation process".

To generate a representative sample of items of teacher readiness a host of procedures was used: literature review, and interviews. At this stage the scale was developed with 19 items.

Researcher gave a copy of structured format with yes /no answer and explained the purpose and objectives of the study to them individually. The experts were then asked to rate each item based on relevance, clarity, simplicity and ambiguity ..

Table :5

Criteria for Measuring Content Validity

1.Relevance

1 = not relevant

2 = item need some revision

3 == relevant but need minor revision

4 = very relevant

2.Clarity

1 =not clear

2 = item need some revision

3 = clear but need minor revision

4 = very clear

3.Simplicity

1 = not simple

2 = item need some revision

3 =simple but need minor revision

4 = very simple

4.Ambiguity

1 = doubtful

2 = item need some revision

3 = no doubt but need minor revision

4 = meaning is clear

Results

The researcher analyzed the results of the content validity and items were modified based on the experts' opinions. By discarding those items of the scale that were not related to the domain of teacher readiness or not relate with research objectives, the number of items decreased from 19 to 14.

The reliability of the scale was tested by test-retest method. Firstly, researcher filled up the scale by 10 teachers of Savar Upazilla after two weeks researcher gave the scales to the same ten teachers. Correlation coefficient of the two test was found 0.7. This indicates that the scale was reliable to a greater extent. Significance level was 0.5

- b. **Interview:** Researcher also interviewed the all 50 samples as a second measurement tool. Sometimes a liker type scale dose not show the exact picture of someone's skills and attitude. Though in a scale the way of expressing opinion is limited, Interview makes that opportunity to the samples fully. It also helps the researcher to understand the real attitude and knowledge of the samples. Body language, facial expression, attitude to answer the questions helps the researcher more . Sample get a chance to be clear about the questions which is not easy in another tool. But in that process manage the samples' emotion, collect the specific answer and maintain the interview purposively is challenging. For reducing that challenges researcher used a mixed questionnaire consisted 12 questions. (See Apendix-2)11 questions out of 12 were close ended (yes/no) and each of that

question had a open ended part based on the close ended answers. This questionnaire mainly used for justification the opinion of the teachers what they response in liker type scale. Questions were selected according the statement of Likert scale. Validity was tested by experts opinion.. According to the experts opinion:

- Open ended question included with question no: 11
- Open ended part had deducted from the question no:9
- Some words changed and modified
- Question no:12 had included .

Here researcher piloting the questionnaire and 10 different teachers were selected for that purpose from Savar Upazila. Researcher firstly used a questionnaire consisting 12 questions. After the pilot test some modification and changed occurred.

Changes and modifications were:

- Instead of open ended the question no:6 made a close ended format.(Multiple choice). There were no similarities in the respondent and described in different ways.
- In question :8 :instead of "harmful" researcher used "hamper the quality of education"(question no :8) After that 12 questions finalized for that questionnaire.

c. **Observation:** Researcher used "Observation" as a third tool of that study. Sometimes people are uncomfortable or unwilling to answer questions about a particular subject. For instance, many people are uncomfortable when asked about prejudice. Self-reports of prejudice often bring biased answers. Instead, a researcher may choose to observe black and white students interactions. In this case, observations are more likely to bring about more accurate data. Thus, sensitive social issues are better suited for observation.(linke <http://www.socialresearchmethods.net/tutorial/Brown/lauratp.htm>). Researcher directly observed the skills and attitude based activities in classroom situation that were relevant with the study. Actually researcher followed that method for getting more appropriate data about their attitude and skills. Researcher developed a checklist with ten statements considering the main two subgroups – teachers' skills and attitude towards the CWD and their parents. Validity was tested by experts opinion. According to experts opinion 10 observable activities selected out of 17. 4 activities related with skills and 6 activities were mainly related attitude and skills. In that checklist researcher mainly used the "yes

“and “no” options. Researcher followed a try an error approach for measured the reliability. Researcher observed 5 classes of 5 different teachers. After that observation researcher included two more observation activities related with attitude toward parents of CWD and praise the CWD. So, researcher used a checklist for observation consisted of 10 activities.

Procedure:

Researcher applied two measurement tools likert type scale and interview on the same 50 samples'. First applied the likert scale. Before giving the likert scale researcher introduced herself to the respondents. Talked freely, explain her study title and begged permission for giving the likert scale. Researcher insured that confidentiality would be maintained. When answering the likert scale teacher was separated from others and researcher did not interfere but helped the teacher for understanding some terms.

After the likert type scale researcher requested the respondent for setting few minutes with her and begged permission again for asking some questions. Researcher tried to make free the respondent and friendly environment was created. Researcher asked the questions very casually and was careful about the respondents' gesture, posture and facial expression. Researcher coded all responses frequently and signed by the respondents. Some respondents wanted to fill up the likert scale for second time but researcher denied it very quietly.

After one-two weeks researcher observed some selected teachers class. Teachers were not aware about that before. Researcher went to the class after starting the class activities by teacher. That's why teacher did not get any preparation in advance considering the presence of researcher. Researcher begged permission to the teacher for entering the classroom and had seat behind the class. Researcher facial expression was easy and friendly though teacher did not feel uncomfortable and was aware about the curiosity of the students. Researcher filled up her checklist after observing the full time class activities. Researcher insured that it would be never harmful for their job and their own image.

Analysis

Data was analyzed by using simple percentile measures and used Microsoft SPSS 12 for windows version for analyzing data.

vii. Findings

By implementing the three types of measurement tools researcher found different types of findings. Here researcher described the findings according the subgroup of readiness. The measures from Likert type scale, interview and observation has presented combined.

Table :6

Responses of the statements based on knowledge

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Statement 1: I have idea about Inclusive Education	-	4%	0%	92%	4%
Statement 4: I have enough knowledge about the teaching learning method for an inclusive classroom.	4%	56%	0%	40%	0%
Statement: 7 I am able to consider the limitations of SWD when preparing any teaching material for my class.	8%	54%	6%	30%	8%
Statement:9 I can manage properly the student who has behavioral difficulties in my mainstream classroom.	14%	78%	0%	6%	2%

These show that 92% teachers agreed that they have idea about inclusive education and 4% strongly agreed where only 4% teachers disagreed that. It means that most of the teachers have idea about inclusive education. But in the response of enough knowledge about teaching methods for an inclusive classroom only 40% teachers agreed that where 56% disagreed and 4% strongly disagreed. 30% teachers agreed that they consider the demands of SWD when they prepare their learning materials but in practice very few number of teachers used teaching materials.

Considering the knowledge of managing behavioral disordered students 78% teachers disagreed and 14% strongly disagreed where only 6% agreed. It seems that most of the teachers are not ready to handle a behavioral disorder student in their classroom.

In the responses of the interviews researcher got some different findings which helped to get a clearer picture. In the response of knowledge based question following findings came out.

Table-7
Responses of knowledge based question in interview

Statement	yes	No
Ques: 1 Do you think you have clear concept about disability?	40%	60%
Ques: Did you get sufficient training for teaching the children with disability?	2%	98%

Those 40% teachers who answered positively about the clear concept of disability mainly mentioned about physical disability and mild intellectually disability. Very few respondents mentioned the name of Visual disability, hearing disability and others.

60% teachers responded negatively and they required more training about different types of disability and teaching methods. But in observation researcher found 10% teachers made some changes and modifications in their teaching method considering the demands of CWD. They applied pair teaching method.

Than in responses of the attitude based statements researcher found the following responses-

Table:8
Responses of the Statements based on Attitude

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Statement: 2 Most of the CWD are able to continue their study in mainstream schools.	0%	36%	2%	62%	0%
Statement: 3 I think mainstream schools are better than the special schools for the CWD.	6%	54%	0%	40%	0%
Statement: 10 Parents support is necessary for the successful completion of Inclusive education.	0%	2%	0%	42%	56%
Statement: 11 Teacher-parents relationship is important for the CWD enrollment.	0%	4%	2%	82%	12%
Statement: 12 As a teacher I can help more to the SWD.	0%	48%	0%	48%	4%
Statement:13 Teacher can play the vital role to change the negative attitude of the non-disabled children towards their disabled classmates.	2%	36%	4%	50%	8%

Findings show that 62% respondents were agreed that most of the CWD able to continue their study in the mainstream school where 36% disagreed that and 2% were neutral but in the response of which service is better for the CWD –only 40% agreed that mainstream schools are better for CWD where 54% respondents respond that special schools are better and 6% strongly told for special school.

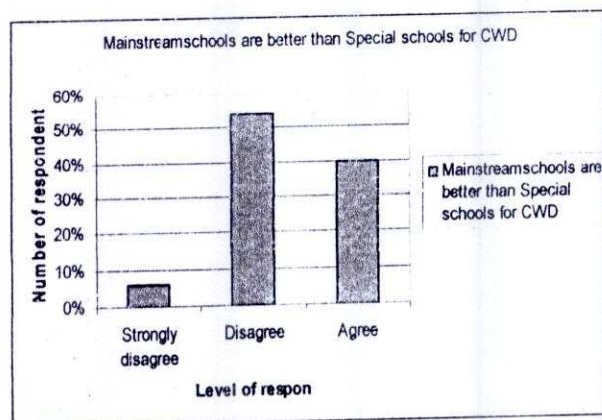


Figure: 1 Responses about the better service for CWD

In the response of what type of CWD can get admission in the mainstream schools most of the respondents told about only physically disabled and mild intellectually Disabled (ID) children. Very few respondents told about mild visually disabled and mild hearing disabled children. Other types of disabilities were not addressed.

Table: 9

Responses on attitude based question in interview

Question	Yes	No
Do you think teacher should provide extra support to the SWD?	98%	2%
Do you think it is good to able and disabled students should set together?	82%	18%
Do you think that setting together of able and disabled students will hamper the quality of education?	76%	24%
Does the shearing idea with parents of disabled students help you?	48%	52%

Those 98% teachers responded positively about the extra support but most of them could not provide supports due to their lack of time and lack of students' motivation. Very few teachers help the CWD for completing their class works during Tiffin period. They also reported to the researcher that most of the CWD did not prepare their homework. 52%

respondents responded that sharing ideas with parents did not help them because parents were not careful and also be not hopeful about the education of their CWD. In the response of setting together both of able and disabled students 82% thought they should set together but 76% respondents thought that it will hamper the quality of education. Those 18% respondents respond negatively for setting together of the disabled and non-disabled students. Mentioned causes were-disabled students hard the non-disabled students, they are untidy, parents of non-disabled students complain against that. In observation researcher found 20% teachers talked positively about the SWD in classroom situation.

In the response of statements based on teachers' skills research show the following findings.

Table-10

Responses of the statements based on skills

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Statement: 5 I arrange my seat plan according to the demands of SWD.	0%	10%	30%	58%	2%
Statement :6 I can modify teaching method considering the demands of SWD	20%	62%	0%	18%	0%
Statement :8 I am able to make the evaluation process flexible by considering the demands of SWD	32%	58%	0%	10%	0%
Statement: 14 A good teachers can teach all types of students successfully in the same class.	0%	26%	0%	74%	0%

Table-9 shows that 58% agreed and 2% strongly agreed about that they can arrange seat plan. Researcher observed 20% teachers rearrange their seat plan considering the presence

of CWD and rest of them did not. In response 18% agreed that they can modify their teaching method. 62% disagreed and 20% strongly disagreed with that.

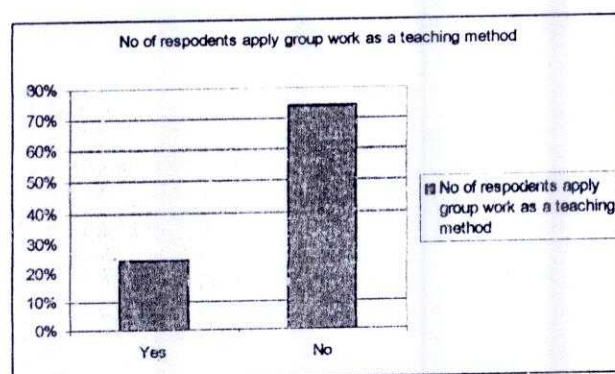


Figure: 2 Num: of respondents apply group work as teaching method

Researcher informed 24% teachers applied group work as a teaching method only for reading book not for other purpose.

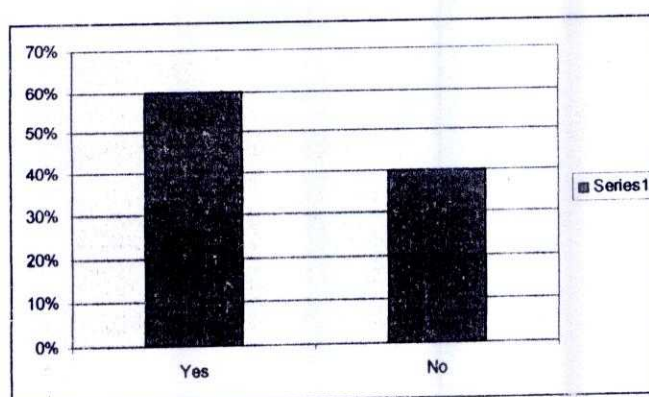


Figure: 3 Num: of respondents apply pair teaching as a teaching method

In observation researcher found 60% teachers involved pair for helping the CWD and 40% did not.

Across the scale 58% teachers disagreed with the statement of modifying evaluation process 32% strongly disagreed where only 10% agreed that they can modify their evaluation process.

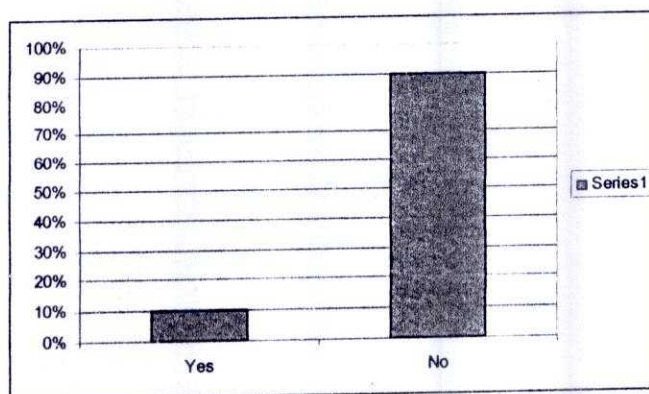


Figure : 4 responses about the flexibility in evaluation process

In interview only 10% respond positively about flexibility in evaluation and they were flexible in marking and class work .90% teachers respond negatively because they thought they had no authority to make any change in evaluation process with out the concerns of education officers. Across the scale 74% teachers mentioned a good teacher can teach all types of students successfully in the same class but 26% disagreed with that.

viii. Discussion:

Considering the study findings researcher thought most of the teachers were familiar with the Inclusive education terminology. They knew that CWD had the right to get admission in mainstream schools. But teachers did not feel confident to deal the CWD in the mainstream classroom. More teachers thought special education is better for the CWD. That meant teachers believed that they were not capable to provide sufficient supports to the CWD. Teachers had a wish to show a positive attitude towards the CWD and their parents but in practical field they could not manage it or they were not able to manage it. They have not clear idea about the types of disability. Teachers mentioned only 3-4 types of disability. Though teachers have not clear idea of different types of disability, their demands and services they could not provide services properly. Large number of teachers did not know how to prepare teaching materials addressing the demands of CWD. On the other hand teachers were not used to teaching materials. But a good number of teachers

engaged pair for helping the SWD. May be those teachers were used to the pair teaching. It was not a special arrangement for the CWD or they did it normally.

Considering the needs of flexible evaluation less number of teacher agreed that and they made little flexibility considering the limitations of the CWD. But that were not enough, more flexibility demanded. There was a lack of sharing ideas among the school teachers. If any teacher able to make flexibility in evaluation in that cases every teacher took that opportunity. Might be those teachers did not support the flexibility in mind or they failed to understood their education officers.

Most of the teachers felt the necessity of parents' involvement and sharing ideas with them for a successful inclusion of a CWD. But they did not practice it. Teachers had some limitations like lack of time and scope to talk to parents. Some teachers did not get their responses from the parents. May be parents were not aware enough about their CWD child or they way of sharing ideas were not friendly to the parents.

Findings show a gap between teachers' knowledge and practice. Sometimes teachers' did not have clear idea about the CWD. They tried to show positive attitude or verbally but they could not manage that.

A good teacher can teach all types of children in the same class a large number teachers did not support that may be the definition of good teacher was not clear to them or they meant about the unavailable support from school authority which limit the teachers capacity.

Recommendations:

According to the study findings researcher offered the followings recommendations: -

- Teachers are familiar with the term of Inclusive education but they need more training on that handling the student with disability
- Teachers have a fear about the behavior and their lack of capacity of the Children with disability .Government can arrange short training or more sub cluster trainings on different types of disability to eradicate the fear.
- The parents teacher Association (PTA) of the primary schools should to run actively.
- Government can involve School Managing Committee (SMC) for successfully including the students with disability.
- Orientation training could be arranged for the Education officers and policy makers. So that teachers will get a guideline from them..
- Enough teaching learning materials should be available for teachers so that they can use learning materials successfully in a inclusive classroom .
- Government circulars on inclusive education and disability should be more available to the teachers.
- The C-in –Ed curriculum should to review based on inclusive education.
- Further study required on teacher readiness of the mainstream schools.

Limitations of the study:

- The sample area was limited
- Time schedule did not match properly for collecting data from field. Teachers and students were not available on that period due to their examination and different types of vacations.
- Budget was not available

Conclusion:

The findings of the investigation suggest that a huge effort will have to be made by policy makers and provincial education departments to effect the paradigm shift towards inclusive education. The average teacher is apparently neither prepared nor ready to teach learners of inclusive classrooms effectively. However, it is commendable that the overwhelming majority of educators are open and willing to learn more about inclusive education.

Acknowledgements

First I would like to acknowledge to all of the research participants from different primary schools. Without their supports it would be never possible for the researcher to conduct that study. Here researcher also should to include all of the children with disability who were also a part of that study. Researcher is very grate full to her supervisor both of national and International. Their valuable suggestions made my study more effective and fruitful. They cooperated nicely. Researcher is really grateful to all of staff of BU-IED who followed up regularly for the successful completion of the study. Researcher would like to thank to BU-IED for running such a valuable education program.

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Annexure

Annexe:1

শিক্ষক প্রকৃতি পরিমাপক স্কেল

ক্রম নং						
১.	একীভূত শিক্ষা সম্পর্কে আমার ধারণা আছে	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
২.	বেশীর ভাগ প্রতিবন্ধী শিশুরা সাধারণ শ্রেণী কক্ষে পড়াশোনার উপযোগী	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৩.	প্রতিবন্ধী শিশুদের জন্য বিশেষ বিদ্যালয়ের থেকে সাধারণ বিদ্যালয় বৈশী উপযোগী বলে মনে করি	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৪.	প্রতিবন্ধী শিশুদের শিক্ষার ব্যাপারে পর্যাপ্ত ধারণা আছে	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৫.	প্রতিবন্ধী শিশুদের প্রয়োজনের কথা বিবেচনা করে শ্রেণীকক্ষে আসনব্যবস্থা করতে সক্ষম	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৬.	প্রতিবন্ধী শিশুদের সীমাবদ্ধতার কথা বিবেচনা করে শিখন-শিক্ষণ পদ্ধতিতে প্রয়োজনীয় পরিবর্তন আনতে সক্ষম	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৭.	শ্রেণীকক্ষে শিক্ষা উপকরণ ব্যবহারের সময় প্রতিবন্ধী শিশুদের সীমাবদ্ধতার বিষয়টি বিবেচনা করি	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৮.	প্রতিবন্ধী শিশুদের সীমাবদ্ধতার কথা বিবেচনা করে মূল্যায়ণ পদ্ধতিতে নমনীয়তা আনতে সক্ষম	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
৯.	শিশুর আচরণগত কোন সমস্যা থাকলে সঠিকভাবে ব্যবস্থাপনা দিতে পারি	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
১০.	একীভূত শিক্ষার সফল বাস্তবায়নের জন্য অভিভাবকদের সহযোগিতা একান্ত প্রয়োজন	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
১১.	প্রতিবন্ধী শিশুদের বিদ্যালয়ে অনার ক্ষেত্রে শিক্ষক-অভিভাবক সম্পর্ক গুরুত্বপূর্ণ ভূমিকা পালন করে	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
১২.	শিক্ষক হিসেবে প্রয়োজনে প্রতিবন্ধী শিশুদের বাড়তি সহযোগিতা প্রদান করতে পারি	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
১৩.	অপ্রতিবন্ধী শিশুরা যেন প্রতিবন্ধী শিশুদের অবহেলার চোখে না দেখে সে ব্যাপারে শিক্ষক মুখ্য ভূমিকা পালন করতে পারেন	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত
১৪.	একজন ভাল শিক্ষক সব ধরনের শিশুকেই শ্রেণীকক্ষে সঠিকভাবে শেখাতে পারেন	একেবারেই একমত নয়	একমত নয়	মোটামোটিভাবে একমত	একমত	সম্পূর্ণভাবে একমত

গবেষকের স্বাক্ষর:

তাং

উত্তর দাতার স্বাক্ষর :

তাং

Annexe:2

শিক্ষকদের সাক্ষাৎকারের জন্য প্রশ্নপত্র

নাম:		
বিদ্যালয়:		উপজেলা:
বিদ্যালয়ের চাকুরীতে যোগদানের তারিখ:		
পিটিআই প্রশিক্ষণ :	আছে	☐ নেই
প্রতিবন্ধীতা সম্পর্কে কোন প্রশিক্ষণ :	আছে	☐ নেই
থাবলে কোন প্রতিষ্ঠান থেকে		কত দিনের :

১. আপনি কি মনে করেন প্রতিবন্ধীতা সম্পর্কে আপনার স্পষ্ট ধারণা আছে :

☐ হ্যাঁ

☐ না

"না" হলে কোন বিষয়ে আরো প্রশিক্ষণ প্রয়োজন বলে মনে করেন-

২. আপনি কোন কোন ধরনের প্রতিবন্ধী শিশুদের শিক্ষা দানে স্বাচ্ছন্দ বোধ করেন :

ক.

খ.

গ.

ঘ.

ঙ.

চ.

৩. আপনি কি মনে করেন প্রতিবন্ধী শিশুদের বিদ্যালয়ে প্রশিক্ষণের জন্য আপনি পর্যাপ্ত প্রশিক্ষণ পেয়েছেন ?

☐

হ্যাঁ

☐

না

না হলে, কোন কোন ক্ষেত্রে আরো প্রশিক্ষণ প্রয়োজন বলে আপনি মনে করেন

৪. আপনি কি মনে করেন প্রতিবন্ধী শিশুদের শিক্ষা দেয়ার ক্ষেত্রে বাড়তি সহযোগিতা প্রদানের প্রয়োজন ?

☐

হ্যাঁ

☐

না

যদি "হ্যাঁ" হয় তাহলে কোন ক্ষেত্রে বাড়তি সহযোগিতা প্রদান করেন ?

৫. আপনি আপনার শ্রেণীকক্ষে কি দলীয় পদ্ধতিতে শিক্ষা দান করেন ?

☐

হ্যাঁ

☐

না

"হ্যাঁ" হলে যে কোনটি একটি বিষয় বস্তুর উদাহরণ দিন যেখানে আপনি দলীয় পদ্ধতিতে শিক্ষা দিয়েছেন

৬. একটি একীভূত শ্রেণীকক্ষে শিক্ষার্থীদেরকে গাছের বিভিন্ন অংশ শেখানোর ক্ষেত্রে আপনি নিম্নের কোন উপকরণটি ব্যবহার করবেন-

☐

গুঁড়ুমাত্র বই

☐

গাছের ছবি

☐

একটি গাছের মডেল (প্লাস্টিক, কাগজ ইত্যাদিতে তৈরী)

☐

সত্যিকারের গাছ

৭. প্রতিবন্ধী শিশুদের মূল্যায়নের ক্ষেত্রে আপনি কি কোন ক্ষেত্রে নমনীয়তা অবলম্বন করেন ?

☐

হ্যাঁ

☐

না

"হ্যাঁ" হলে কি ধরনের নমনীয়তা অবলম্বন করেন-

৮. শ্রেণীকক্ষে প্রতিবন্ধী শিশুদের পাশে অপ্রতিবন্ধী শিশুদের বসানো কি সমীচিন বলে আপনি মনে করেন-

☐

হ্যা

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না

না হলে কেন নয় ?

৯. প্রতিবন্ধী শিশুদের অভিভাবকের সাথে মতবিনিময় কি আপনার কাজে কোন সহায়তা করে?

☐

হ্যা

☐

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১০. অপ্রতিবন্ধী শিশুরা প্রতিবন্ধী শিশুটিকে যেন সহজভাবে গ্রহণ করতে পারে সেজন্য আপনি কি ধরনের পদক্ষেপ নেন-

ক. প্রতিবন্ধী শিশুটির সমস্যা সম্পর্কে সবাইকে আগেই জানিয়ে দেন

খ. প্রতিবন্ধী শিশুটি যে অনেক কিছু করতে পারে সে বিষয়টি তুলে ধরেন

গ. কেউ প্রতিবন্ধী শিশুটিকে কিছু বললে তাকে শাস্তি দেন

ঘ. কোন কিছু করেন না

১১. নির্দিষ্ট সময়ের বাইরে প্রতিবন্ধী শিক্ষার্থীকে কি বাড়তি সহযোগিতা করেন?

☐

হ্যা

☐

না

হ্যা হলে কি ধরনের সহযোগিতা প্রদান করেছেন একটি উদাহরণ দেন-

ক. -----

১২. আপনি কি মনে করেন একটি অপ্রতিবন্ধী শিশুর পাশে একটি প্রতিবন্ধী শিশুকে বসালে অপ্রতিবন্ধী শিশুটির শিক্ষার মান

কমে

☐

হ্যা

☐

না

"না" হলে কেন নয়-

প্রশ্নকারীর স্বাক্ষর:

তাং

উত্তর দাতার স্বাক্ষর :

তাং

Annexe:3

শ্রেণীকক্ষে শিক্ষক পর্যবেক্ষনের জন্য চেকলিস্ট

ক্রম নং	কাজ	হ্যা	না
১.	প্রয়োজন অনুযায়ী শিক্ষিকা আসন বিন্যাস করেছেন		
২.	শিক্ষিকা প্রতিবন্ধী শিক্ষার্থীকে প্রশ্ন জিজ্ঞেস করেছেন		
৩.	প্রতিবন্ধী শিক্ষার্থীর প্রশ্নের উত্তর দিয়েছেন		
৪.	শ্রেণী কক্ষে দলীয় পদ্ধতিতে শিক্ষা দিয়েছেন		
৫.	শিক্ষিকা প্রতিবন্ধী শিক্ষার্থীকে উৎসাহ মূলক বাক্য বলেছেন		
৬.	শিক্ষক প্রতিবন্ধী শিক্ষার্থীর নিকটে গেছেন		
৭.	কোন অপ্রতিবন্ধী শিক্ষার্থী কে প্রতিবন্ধী শিক্ষার্থীর সহায়তার জন্য নিয়োজিত করেছেন		
৮.	শ্রেণীকক্ষে বিষয়োপযুক্ত উপকরণ ব্যবহার করেছেন		
৯.	প্রতিবন্ধী শিক্ষার্থীর অভিভাবকের সাথে কথা বলেছেন		
১০.	প্রতিবন্ধীতা/প্রতিবন্ধী শিশুর সম্পর্কে ইতিবাচক কথা বলেছেন		