

Parental Perception of Play-based Learning for Children with Special Needs in Early Years

By

Fahmida Forhad Khan

ID-23155003

A thesis submitted to BRAC Institute of Educational Development, BRAC University in partial fulfillment of the requirements for the degree of Master of Science in Early Childhood Development

BRAC Institute of Educational Development

BRAC University

April, 2025

© 2025. Fahmida Forhad Khan

All rights reserved

Declaration

It is hereby declared that.

1. The thesis submitted is my original work while completing the 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 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:

Fahmida Forhad Khan

ID- 23155003

Approval

The thesis titled “Parental Perception of Play-based Learning for Children with Special Needs in Early Years,” submitted by Fahmida Forhad Khan ID—23155003 of the “**Spring 2023**” has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master's in Early Childhood Development on “**April 2025**”.

Examining Committee:

Supervisor: (Member)	Sakila Yesmin Senior Lecturer, ECD Academic Program, BRAC Institute of Educational Development, Brac University
Program Coordinator: (Member)	Ferdousi Khanom Senior Lecturer, ECD Academic Program BRAC Institute of Educational Development Brac University
External Expert Examiner: (Member)	Dr. Dilruba Sultana, Senior Lecturer, MED Department BRAC Institute of Educational Development
Departmental Head: (Chair)	Dr. Erum Mariam Executive Director BRAC Institute of Educational Development Brac University

Ethics Statement

Title of Thesis Topic: **“Parental Perception of Play-based Learning for Children with Special Needs in Early Years”**

Student name: Fahmida Forhad Khan

1. Source of population- Mothers who have children aged 3-5 years

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects (No)
- b) Social risk (No)
- c) Psychological risk to subjects (No)
- d) discomfort to subjects (No)
- e) Invasion of privacy (No)

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study (Yes)
- b) Procedures to be followed (Yes)
- c) Physical risk (Yes)
- d) Sensitive questions (Yes)
- e) Benefits to be derived (Yes)
- f) Right to refuse to participate or to withdraw from the study (Yes)
- g) Confidential handling of data (Yes)
- h) Compensation and/or treatment where there are risks or privacy is involved (Yes)

4. Will signed verbal consent for be required (yes or no)

- a) from study participants (Yes)
- b) from parents or guardian (Yes)
- c) Will precautions be taken to protect anonymity of subjects? (Yes)

5. Check documents being submitted herewith to Committee:

- a) Proposal (Yes)
- b) Consent Form (Yes)
- c) Questionnaire or interview schedule (Yes)

Ethical Review Committee:

Authorized by:
(chair/co-chair/other)

Dr. Erum Mariam
Executive Director
BRAC Institute of Educational Development
Brac University

Abstract

Play-based learning offers numerous advantages for children with special needs, as it promotes skill development, enhances social interaction, and fosters emotional well-being. A qualitative study was conducted to explore parents' perceptions of the benefits of play-based learning for these children. Data were collected from ten mothers through four in-depth interviews and one focus group discussion. The data were analyzed using thematic analysis techniques. The results revealed that participants clearly understood play-based learning, emphasizing its multiple benefits for children with special needs. The mothers noted that play fosters brain development, creativity, and social and emotional connections. Additionally, it provides opportunities for active engagement and early learning. Participants highlighted that play supports the development of cognitive abilities, including problem-solving and critical thinking skills. However, the study also identified several challenges, such as limited resources, cultural differences, language barriers, resistance from traditional educational systems, a lack of teacher preparedness, and the need for supportive classroom environments. Based on these findings, the study recommends that parents, educators, and other stakeholders collaborate to create a supportive play-based learning environment for children with special needs, enabling them to grow and develop to their full potential. According to the study, play-based learning for children with special needs identifies that children learn most efficiently through active involvement and exploration in a fun, meaningful context, rather than through rote memorization or direct instruction. Play-based learning is intensely linked to the cognitive development of special needs children as it provides a safe and engaging atmosphere where they can vigorously discover, experiment, and practice critical thinking skills.

Keywords: Mothers, Early childhood education; Play-based learning, Perception; Attitudes; Thematic analysis; Educational practice; Children with special needs

Acknowledgment

First and foremost, I am extremely thankful to Allah. He has given me the grace to persevere this far and receive his benefits. I also want to thank my supervisor, Sakila Yesmin, from the bottom of my heart. Throughout my journey, her advice and assistance were crucial. Her knowledge and support were invaluable in the development of my thesis.

I am also very grateful to the participants who took part in my data gathering are also greatly valued since they were crucial to my data collection efforts. Their willingness to share information was important to the achievement of this research. I would like to thank all the faculty members for their immense support throughout the whole ECD master's program.

Lastly, my cordial gratitude goes out to my family for their constant encouragement during my master's program. Their support and affection enabled me to overcome and achieve challenges.

Table of Contents

Declaration.....	2
Approval.....	3
Ethics Statement.....	4
Abstract.....	5
Acknowledgement.....	6
Table of Contents.....	7-8
List of Tables.....	8
List of Figures.....	8
1. Introduction.....	9-10
1. a. Operational Definition.....	10-11
1. b. Statement of the problem.....	12-13
1. c. Purpose of the Study.....	14
1. d. Research Question.....	14
1. e. Significance and justification of the study.....	14-16
2. Literature Review.....	16-21
3. Methodology.....	21-26
3. a. Study Design/ Research Approach.....	22
3. b. Research Site.....	22
3. c. Sampling/ Participants Selection Procedure.....	22
3. d. Data Collection Procedure.....	23-25
3.e. Data management and analysis	25-26
3. f. Validity & Reliability of the Research Tool.....	26
4. Ethics.....	27
5. Limitations of the Study.....	27-28
6. Findings.....	28-35
7. Discussion.....	36-39
8. Conclusion	40
9. Recommendations	41
10. References.....	42-44

11. Appendices.....	45-50
12. Consent form.....	50-51

List of Tables

Table 1: IDI Participants Information.....	25
Table 2: FGD Participant Information.....	26

List of Figures

Figure 1: Steps of Data Management and Analysis.....	27
--	----

1. Introduction

1. a. Background

Children with special needs can obtain diverse and new tactics while talking, distinguishing, and communicating (Berk, 1994). Solid construction achievement helps children to prompt, moderate their actions and activities, and be attentive and confident. The children can easily be friends in their surroundings (Das *et al*, 202). According to the Convention on the Rights of Persons with Disabilities (CRPD), children with special needs (CSNs) consist of individuals have longstanding bodily, intelligent, emotional, or corporeal weakening which in communication with numerous problems may hamper their complete involvement in surroundings or society on an equivalent substance (UNICEF, 2023). Children with special needs (CSNs) have different stages. This contains children who remained intuitive through a hereditary disorder which distresses their corporeal, cognitive, or societal progress; individuals who have speech delay, injuries, nutritious lacking or contamination which led to long-standing functional consequences, or those who faced environmental pollutants that caused developmental physical, speech problems, or knowledge incapacities. Children with special needs (CSNs) also have persons who have nervousness, unease, or unhappiness as a consequence of worrying about their responses. Approximately 240 million children in the world have different types of disabilities (WHO, 2021).

Sideways, since accommodating a child's needs helps them experience the benefits of play. Play-based learning can be mostly beneficial for children with special needs. A few benefits of dramatic play for children with special needs are considered. Play-based learning can also help a child understand how belonging movement, compare the distinctive of various resources, and learn to solve problems (UNICEF, 2021). It can support children explore how other children do their activities, prompt, or share thoughts, and know how to play with friends accommodating way. Play-based learning can help children obtain materials they don't like and what they like, expanding their knowledge of their identity. Play-based learning is a good activity with a special need to develop strength or emphasis and expressing positive consciousness. It provides the

possibility for children with special needs (CSNs) to express their activities through materials, such as seeing happiness at splashing water or wonder when doing new actions (WHO, 2021).

Play-based learning must be independently designated, objectively concerned with the envisioned. The situation all significant enough to change the activity for a child. Inexorably, it's equally vital not to be unable to put your hands on the play amount to the benefit of obtainable (WHO, 2021). The activities have numerous benefits for children with special needs. It benefits to get essential abilities, which include social, intellect, kind, intellectual, and corporeal capabilities or skills. In conclusion, the activities can be used to encourage the conditional misfortune that a child might have separately. Play-based learning, in particular, can be a significant way to raise responsiveness and enhance corporeal and intellectual development. It is improbably valuable for all children, but someone with special needs may face an obstruction that might make it challenging for them to fully use their intellectual development. Playing together, children can develop their social capabilities and skills. Sideways from involving and interacting with each other, children can develop their social skills and capabilities. It also assists in connecting them to an enhanced consideration of social concepts (UNICEF, 2021).

Operational Definition

Play-based learning: Play-based learning is the furthestmost significant way in which children get important knowledge and abilities. It is an important policy for knowledge and education in the early years. Play-based learning is the main focus for a child to acquire and progress abilities. It permits a child to discover, experiment, and be involved in actions that are entertaining and expressive to them, while also encouraging their intellectual, communal, and expressive progress.

Play-based learning can be a resource to improve children with special needs, especially those who have speech delays. Play-based learning benefits for a child with special needs (CSNs) to develop

abilities and reasoning, considering social, intellectual, communication, and physical activities (WHO, 2005). Playing with other children can be beneficial for a child who has disabilities. This can be important for their confidence or self-image.

Children might adapt to the lengthy phases of atypical development, especially for special needs children, because their deviations hinder the purpose of the same actions and the prospect of language progress for special needs children. Children who have an imperative and causative weakening might brainstorm physical challenges in actions with their peers and do further activities to join and play.

Children with special needs (CSNs): Children with special needs who require special teaching, particular healthcare, or other functional requirements or facilities. Such children may have developmental, knowledge, intellectual, physical, sensory, expressive, and/or interaction disabilities. They experience difficulties or disabilities that affect their ability to learn, socialize, or participate in daily activities compared to their peers. In this study, children with disability are considered as CSNs.

According to the American Psychological Association, children with special needs need distinct education, particular healthcare, or other functional needs or services. Children with special needs (CSNs), including Autism, Attention Deficit Hyperactivity Disorder (ADHD), Cerebral Palsy, Speech delays, and Learning Disabilities. Developmental Delays are the main problems nowadays. Children with special needs (CSNs) acquire various skills from play at numerous phases, ages, and periods, regarding creativity, adaptability, and problem-solving.

1. b. Statement of the problem

When a child with procurement challenges the exertion with linguistic or movement, with state constructed, with compensatory presence, and acts intensively on their schoolwork. But many children with attention and learning difficulties also have individual social and communication gaps. Children who have difficulty understanding societal content are considered individuals with non-speech-based intellectual disability. They are incapable of accepting it in a form that expresses to them what compassionate behavior is anticipated. In Bangladesh, children with special needs have been amongst the most pedagogically demoted children. The most important research stated that about 1.6 million children with special needs of preschool age and 4 percent had admission to schooling countrywide. It has been comprehended that in an underprivileged country like Bangladesh, the educational requirements of a huge number of children with special needs cannot be met by expensive special schools and centers, leading to an isolated life state. However, identifying the deficiencies of an isolated educational system, CRP started the structure of a wide-ranging school construction in 2003 with the name of “William and Marie Taylor School” (WMTS) and is situated within CRP-Savar. This new school association's CRP special needs students and students from CRP's ordinary school, which enables children of CRP staff members and local children.

Play-based learning can be challenging for children with special needs (CSNs) if the activities aren't modified to their needs, or if they don't have the facilities, spaces, and resources to play in their school. Play-based learning for special needs can be problematic because of a lack of opportunities, such as not enough outdoor spaces, not having appropriate toys, not having involvement with other friends, social isolation, and barriers to play. This can be the edge of their capability to react to a need for specific play resources and materials, respond to dislike of play activity, and attachment with the other children and adults. In this study, the researcher explores parents' observations of play-based early knowledge for special needs children (CSNs).

Play-based learning plays a significant role in holistic development and consists of intellectual, societal, emotional, and physical growth for those who have speech delay (WHO, 2021). Acknowledging parents' perceptions will help to see the sights of these viewpoints with their ethics in their special needs children's (CSNs) learning abilities and to know their stages of contribution in their children's knowledge, which can enlighten approaches to develop parental participation. In this research, the researcher emphasizes the challenges and organizers' persuading parents to acknowledge play-based knowledge for children with special needs (CSNs). This topic might increase the discussion about pioneering teaching tactics and find the foremost purpose essentials that influence parents' thoughts on play-based learning for children with special needs (CSNs). By studying these essentials, the researcher wants to become aware of the formation of the approaches that will inspire play-based learning and develop parental involvement. The researcher's main focus is on the challenges, barriers, and enablers that inspire the consumption of play-based learning for children with special needs (CSNs), along with the probable effects of this tactic on learning. This acquaintance can be used to progress advocacy policies for play-based knowledge for children the special needs (UNICEF, 2005).

In recent years, children with special needs have been growing around the world, including in Bangladesh. In schools, there is very little contribution to special needs. They take their school where the education and all the work are held, according to them. But they take the equivalent right to go to school anywhere they can be involved and capacity in progress, and it's significant, they can acquire through play-based actions (WHO, 2021). Insufficient children have basic motivation, and others have external purposes. It can be specific and supportive to perceive what incites a child with special needs. Internal encouragement is when the attainment of a goal is appropriate is acquire as it supports those with special needs. Playing for a long time or playing the activities day in and day out can get annoying, however, a few children might enjoy it every day. On the other hand, it benefits a child to grasp motivation by acquiescence with what they love and reduce or reject any activities they don't like.

1. c. Purpose of the Study

The purpose of the study is to explore the parents' perception of the benefit of play-based learning for children with special needs. Another purpose of the study is to identify the challenges and barriers in terms of play-based learning for children of CSNs in the context of Bangladesh.

1. d. Research Question

1. What are parents' understanding of play-based learning for children with special needs (CSNs)?
2. What specific benefits of play have parents perceived in the learning of children with special needs?
3. What barriers do parents have regarding play-based learning for children with special needs?

1. e. Significance and justification of the study

The perception of play-based learning can help address specific challenges a child may face. For instance, if a child has pictorial or earshot impairments, play can help shift their awareness to help them navigate and explore the world around them. A study indicates that children learn through play in early childhood surroundings, emphasizing the value of constructive play (Kessel, 2018). This study can benefit from making wide-ranging evidence of early childhood development that integrates social and academic features. Children with special needs get the aforementioned vital to another child to adequate example characteristic as well as the activities self-regulating, to build select, accept the existence, and punctually and give care. These

obstructions include the implementation of the activities resolved by grown-ups, inaccessible connection and condition, unconfirmed thought, and appropriate social reasonable disagreement, and activities that restrain the recording of special needs. IPA deliberates with parents, teachers as well and the management to accept the value of activities, an implementation that carries through ideal development. All children are not the same. To adjust children's involvement or make enjoyable activities, an advanced dimension is essential, and withdrawal impedes to improvement obtainability (WHO, 2015).

Children acquire through play, and individuals with special needs who are not miscellaneous. In perception of play-based attainment may benefit from the specific misfortune a child might have. If a child has a pictorial or auditory range distance weakening, play may support changing their different awareness to help them navigate and look at the world. If they have a superiority transformation, play may exert their functional body part and transform their ability. Pedagogues, teachers, and parents must learn play opportunities which improve social and resourceful play by giving resources or toys that contribute to their interests and requirements (UNICEF, 2014). Such as being oversensitive, initiating additional playthings carefully, and being cautious of toys which is unpleasant. A child has damage, and certain activities and toys, or resources are accessible to them. It's also important to confess or acknowledge that exclusive educational sets, which are superior, unrivaled, and children who face corporeal difficulties require 'frivolousness', 'playfulness', and 'activeness' with musical acts through rhymes, puzzle board with music (YSSE, 2014).

This study can provide new ideas and knowledge about the parental perception of play-based knowledge for special needs children. The objective of this research is to comprehend parents' roles, suggestions, responses, beliefs, and values regarding learning and play for special children who have speech delay. It can categorize parents' awareness or misapprehensions nearby play-based learning. It also allows the acceptance of play-based methods and modifying interaction approaches. The study discloses how these insights affect parental decision-making regarding early childhood development, activity selections, and aspects prompting parents' choices. The

results can enlighten the enhancement of academic strategies that align with community prospects and objectives for early learning children with special needs (CSNs). This study can benefit from making wide-ranging evidence of early childhood development that integrates both social and academic features. The results can motivate forthcoming studies and may contribute to continuing actions about effective early childhood development (ECD) practices.

2. Literature Review

Global Context

The play or activities are essential for the procurement and improvement of children who are special. Play-based learning benefits children who are special, develop abilities and reasoning, and reflect societal, intellectual, communication, and physical abilities. Playing with peers can benefit those with children who are special have the liveliness and knowledge of being surrounded, constructed on, and cared for by their peers. This can be significant for their self-assurance. Children with special needs (CSNs) probably use their ability to speak, communication, verbal communication, gesture, or notion. Children with special needs can obtain diverse and new structures of talking, identifying, and communicating. Solid connection attainment helps a child to prompt, modify their actions and activities, and be alert and confident.

Children who are impaired might progress through the lengthy stages that development unusually for special needs children because their deviations are delayed, affecting the motivation for the same activities, prospect of unusual development in special needs children. Play-based learning is very appreciated for special children, but somebody with special needs may extant a barrier, which might make it not easy for them to develop the reasoning satisfaction (UNICEF, 2013).

Play-based learning is the medium of a fragmented fit review for special needs children, and it has been accredited in numerous states or states and at different periods, to decline programs (e.g.,

social artificial intellect for children, improved resources or toys for children with societal and intellectual incapability, accessible community community park or play zone). Around any requirement, for transdisciplinary preparation amongst investigators and investigators in the zones of pedagogical methodical persuasion, social castigation, security and renewal, and human-centered discipline, accommodating to the practical and artificial intellect, together with the requisite determination to the children with special needs, the teachers, parents and support schools to learn creation to protect and sanction children's requirement and right to play. Therefore, various reactions or research, and reports may produce evidence for more than provision or encouragement and management with the structure as initiated by establishments. The main supportable of the Act, accordingly, is to prepare awareness of the worth of generous children who are special and the opportunities to activities in the schools, although safeguarding resources to their workout and their play with their human rights and by activities to a essential to the numerous information base research and commencement in thought to the vigorous and prosperity of children who are special (UNESCO, 2007).

Enlightening the wide-ranging structure evinces a movement from the awareness of the child with special needs (CSNs) as the problems to the visual discernment of the disciplines' structure as which certainly can be strengthened to improve provision with the special needs child. It desires influential importance from the local established order or management, administration departments, executives, parents, and teachers.

Play-based learning is a necessary element for a special child's development that influences societal and psychological success from early childhood to adulthood. It supports children to look into, do their work imaginatively, and resolve difficulties, which helps them develop their intellectual abilities and supports them to come through the academic way. In constituents, play-based learning can make one feel another, cooperation, communication, psychological powerlessness, and active. To encourage intellectual well-being by reducing anxiousness, psychological state, and strain, a progressive plan of action supports the improvement of fine and gross motor skills. Play-based learning also supports consciousness and adjustment in the

imagination, creativity, and lifelong knowledge (WHO, 2007). An environment or society that is more fit, strong, and capable can help grasp and acknowledge the ideas presented in play-based learning. Early childhood development (ECD) utilizes an assortment of play for the children about school readiness and the development of important knowledge that supports them in the conceptualization of more ambitious undertakings like interpretation. Play-based learning is a construct for children and can be an efficacious basic cognitive process if pedagogues or teachers acknowledge its possibilities (UNESCO, 2007). Therefore, in the state, to interpret parents' thoughts on the effects and benefits for their children's learning and improvement, it is indispensable to look into how parents comprehend this formulation in early childhood learning. How parents understand holding might support offering incisive content on the process and usage of play-based learning in the early years for special needs. (UNICEF, 2016).

Play-based learning is very significant for a child's development and expressive well-being (Whitebread, 2012). The written document explains five varieties of play, their surroundings, their societal components, and their outcome. It also proposes legal policies for approval to guarantee children's continuing development and improvement. The report proposes that everybody should utilize a plan of action to encourage children's play, as modern-day urbanized social abstraction extends play possibilities owed to situational stressors, a risk environment, and modification from creation. It emphasizes the worth of stability, time off, and play for children's improvement and inclination for the early childhood learning process to acknowledge the function of play in children's improvement (Whitebread et al., 2012). The broad quality of early teaching is critical for long-term, fruitful benefits and encourages acquisition, imagination, and creativity. Learning abilities of improvement, considering enforcement for the purpose, and self-regulation depend on children's playtime. Play-based learning can improve and can be a stronger path to high-level enforcement purposes and regularity than straightforward preparation. Play is important for children's improvement, encouraging emotional, social, and intellectual abilities and nurturing bonding (Yogman & Garner, 2018). Kessel's study looks into by what means children who are special (CSNs) acquire complete play in an early childhood setup, highlighting its abundance and the value of formative play. The Constructionist Theory, affected by Vygotsky's ZPD, emphasizes

children's basic cognitive process expressions and fundamental interaction with their surroundings. Integrated changeable play, sculptured play, and meaningfully designed play can act as interactive and effective acquisition surroundings for children (Kessel, 2018). Some other studies' researches were parental engagement, engrossment in its cognitive characteristics, speech delay, and social and logical sections.

Children usually act more indiscriminately and maturely while playing. The form of intellectual improvement is represented by Jean Piaget's concept of intellectual improvement, which highlights the condition of a play-based basic cognitive process in the early years of learning. The play-based basic cognitive process contributes to children's pedagogy and improvement, and can help children's development and adaptive active cognitive process surroundings by having a better perception of the different functions mature individuals can play in the accommodation of children's learning through play. The study recommends that preschools make available suitable play resources, comfortable surroundings, and playgrounds so that children who are special (CSNs) can play actively.

Bangladesh Context

There are 35% of children who are special in Bangladesh, and one in five households needs to be for a CSN. In Bangladesh, the proportion of children who are special was unclear and connected to a little-known country. In a rapid review of the BRAC Pedagogy Program and Support for Societal Change, it was stated that the total mainstream of children who are special have had low chances to participate probabilities to do actions associated with children who don't require support from parents. In other research by Gana Unnayan Kendra (2015), nearly all children who are special do not have access to, support, or practical support for distance learning or acknowledgment, and nearly all of the organizations that are on the occupation with children who are special are not able to handle teaching conditions. It may also affect their psychological and physical health (Alam, 2019). Bangladesh is, at this time, a developing country. The ECE has

substantial deficiencies in school setup and a knowledge atmosphere conducive to children's learning.

Bangladesh is presently a developing country. The enlightening structure has made enormous progress in comparison to earlier times. However, not every sector of education is established similarly. The ECE has considerable deficiencies in school organization and a responsive learning atmosphere for children to acquire or learn. Play-based learning is not extensively available in the Bangladeshi ECE system (Das et al., 2021). Preschools provide ECE conveniences, obligatory resources for children to sustain play-based learning. At the same time, capable and skilled educators for play-based learning, a vital element of this knowledge prospect, are inadequate. Sufficiently skilled educators are required to originate play-based learning in Bangladesh. However, one of the preschool motives for the harm of play-based learning in Bangladesh is the absence of well-trained teachers to give lessons to children with special needs (CSNs) through play-based learning (Harju-Luukkainen & Kangas, 2021).

Parents may face obstacles in children with special needs (CSNs) early development, as they are the primary family societal connection and first learning environment. Early parental involvement helps children with special needs (CSNs) adjust to their new atmosphere and additional education. Parents are expert grown-ups who support their children's learning daily (Hirsh-Pasek & Golinkoff, n.d). Another study we see in Bangladesh discloses that parents remark that play-based learning is not easy for children aged 3-5 years old and those who are special. Play-based learning supports children in solving difficulties, interacting, communicating, making friends, developing motor skills, and learning self-regulation (WHO, 2007). Parents choose play-based learning, including their child's joy, happiness, and entertainment.

Play-based learning is an influential way for special children's holistic progress and an easy way to learn. The Bangladesh Government has taken initiatives to work on play-based learning. According to our country's values and atmosphere, play-based learning is being considered for how it supports and is valuable for children with special needs (CSNs). There, a study looks into

how play is used in Bangladeshi preschools, with an emphasis on how it benefits children's learning and growth. Play-based learning teaches children to be involved in numerous activities, and it may help their intellectual development. However, space, funding, supporting staff, and insufficient training are among the challenges or difficulties that early learning consists of. We can see that Bangladesh nowadays also focuses on play-based learning.

The Bangladeshi government plans to expand preschools following the introduction of one-year to five-year-old children with special needs in 2014 (WHO, 2015). However, existing qualified development opportunities for teachers are limited and require extra training and knowledge about children with special needs (CSNs). There are 35% of children with special needs in Bangladesh, and one in five households needs to be cared for by CSNs (UNICEF, 2013). In Bangladesh, children with special needs are neglected by other countries (Alam, 2022). In a brief evaluation of the BRAC Pedagogy Program and Care for Societal Modification, it was noted that the vast majority of children with special needs have had the fewest opportunities to contribute to activities compared to children who do not require assistance from teachers or parents (Alam, 2022).

3. Methodology

Research methodology refers to the efficient procedure of gathering, authenticating, analyzing, and interpreting evidence to answer research questions. It is a vital characteristic of any study or research, provided that the procedure for how data was collected and used to conclude that explored parents' perceptions of play-based learning for children with special needs (CSNs) in early childhood development in this study.

3. a. Study Design/ Research Approach- A qualitative study was utilized to conduct the study in Dhaka City to understand parents' perspectives on play-based learning for children with special needs in their early years.

Qualitative research is descriptive and collects data in the form of words or pictures rather than numbers. It involves analyzing data closely in its original form, such as interview transcripts, field notes, validity, reliability, ethical issues, limitations, and other official records. Qualitative researchers approach the world in a nit-picking way, examining every detail to uncover a more comprehensive understanding of the subject matter (Bogdan & Biklen, 1998).

3. b. Research Site - The study was conducted in Dhaka City, focusing on parents of children with special needs who were enrolled in preschools. Participants were provided with a comfortable environment to facilitate open and free interview discussions.

3.c. Sampling/ Participants— 10 participants were selected purposively. Among them, four mothers of CSNs for IDI and six mothers for FGD were chosen to collect the data. The researcher chose mothers because they are attached to their children. The age range of the participants was 26 to 38. Most of them are postgraduates. Many of the participants are housewives; the rest are service holders. (See Table 1).

The participants were selected based on the following inclusion criteria-

1. Mothers of CSNs aged 3-5,
2. Mothers belonged to the middle-income group,
3. Educated mothers of CCSNs.

The fathers were not included in this study as they were not available at home during data collection, because of their professional obligations.

4. **3. d. Data Collection Procedure-** The qualitative study utilized in-depth interviews (IDI) and focus group discussion FGD for data collection. Before the data collection, the researcher developed IDI and FGD guidelines with open-ended questions, which were reviewed by the experts. These guidelines were aligned with the research objectives. Appointments for IDIs and FGDs were arranged with each participant at their convenience. Oral consent was obtained from the participants, and the objectives of the study were explained before data collection began. IDIs and FGDs were conducted at times and places that were convenient for the participants.

They were accustomed to their identity not being revealed. At the start of each session, greetings were exchanged, and some informal conversation was asked to make the participants comfortable. The data from IDIs and FGDs were recorded using an audio recorder with the participants' consent, and manual notes were also taken. The length of each interview was 30-60 minutes. After the data collection, the wrap-up involved thanking the participants for their time, cooperation, and friendly responses.

Participants' information is given below-

Table 1: IDI Participants' Information

Participants	Interview Date and Time	Age	Educational Status	Profession	Child's gender & age in years	IDI Site	Participants Home
1. Mother	27/11/2024	26	Honors'	Housewife	3 years	Home	Dhaka
	40 minutes				Girl		
2. Mother	27/11/2024	36	MED	Housewife	4 years	Kindergarten school	Dhaka
	35 minutes				Boy		
3. Mother	27/11/2024	32	MSc	Housewife	3 years	Kindergarten school	Dhaka
	46 minutes				Boy		
	35 minutes				Boy		
	38 minutes				Boy		
4. Mother	29/11/2024 49 minutes	38	MBA	Housewife	4 years Girl	Kindergarten school	Dhaka

Table 2: FGD Participants' Information

Date	27-11-24	Moderator	Fahmida Forhad Khan
Start Time	10:00 AM	End Time	11:00 PM
Number of participants	Age	Education	Profession
M1	27	BBA	Freelancer
M2	35	MBA	Housewife
M3	34	MED	Housewife
M4	39	MSC	Banker
M5	36	MBS	Service holder
M6	28	BA	Housewife

3. e. Data management and analysis- In the study, the content analysis technique was utilized to manage and analyze the data.

The steps of the content analysis techniques are:

Data organization and transcription: The recorded IDI and FGD were initially transcribed from the audio recorder. Then, it was cross-checked with the manually taken notes of the IDI and FGD to see if anything was missed. The IDIs and FGDs were completed using the process mentioned above. All the typed transcripts of the individual IDIs and FGDs were compiled in a single file.

Reviewing the Data: The compiled English transcript was read several times individually to ensure proper understanding and extract the actual insight from the IDI and FGD.

Themes and Issues: After reviewing the data and relating the research objectives, considerable themes and issues were identified.

Presentation of the Findings: The findings were shared under different themes and sub-themes, and direct quotes from IDIs and FGDs were incorporated.

The analysis plan was as follows-



Figure 1- Steps of Data management and analysis

3. f. Validity & Reliability of the Research Tool- The research measurement or tool for this study was IDI and FGD guidelines. These were integrated under consideration, knowing the perceptual experience about the outcome of conventional books on the changes to a child in their childhood with play-based learning. The introductory draft was joined with skilled prospects for their response and measurement. Pursuing integration of proficient percipient response, the modified and interchangeable interviews were used as the instrument or tool for the IDIs and FGDs.

4. Ethics

The proposals have been ethically approved by the BRAC Institute of Educational Development (IED), BRAC University, to permit. The researcher asked participants to participate in an In-Depth Interview (IDI) and a Focus Group Discussion (FGD). The oral consent forms were taken from the participants. The participants interested in participating in the research would enclose the study. The participant's uninterested concern was to confront and respond to one particular query to their desire is to be granted precedence to drop down. The participants were not harmed physically, socially, or legally. The participants got accurate information about the research procedure and its purposes. The participants' privacy was restricted by the researcher. Personal information was handled with pure privacy. The researcher selected mothers with special needs children (CSNs) and took consent forms from them. A pseudonym was used in the study. The participants were aware of the risks and benefits, and no physical harm was caused to the participants. The participants participated as volunteers. The participants were given the option to withdraw at any time from the study. Privacy and confidentiality were maintained. The information was used only for the research. Participants suggested that by providing chances to explore in different ways, teachers can help children recognize what they like and dislike.

5. Limitations of the Study

Fathers were not included because they were busy, and it was hard to get them during data collection in the daytime. That's why only mothers were included in the study. This report or study had various essential limitations-

- There were conditions in the data collection procedure.

- Parents with CSNs may hesitate to open up and share the information because of social stigma.
- The research included all types of children with special needs.
- It took some time to get the schedule of the participants, as not all of them were available at the same time.

6. **Findings**

A qualitative study was conducted to explore parental perceptions about the benefits and challenges of play-based learning for children with special needs (CSNs). Four in-depth interviews (IDIs) and one focus group discussion (FGD) with six mothers of CSNs were used to collect the data. The data were analyzed using content analysis, and the findings are presented in three themes below.

The data were analyzed using content analysis, and the findings are presented in three themes below.

1. Mothers' knowledge of play-based learning for children with special needs.
2. Mother's perceived benefit of play-based learning for CSNs.
3. The barriers or challenges for the CSNs of play-based learning.
4. Management strategies to mitigate the challenges.

The findings of the study are given below-

Theme 1- Mothers' knowledge of play-based learning for children with special needs -

From both IDI and FGD, it was found that most parents shared that the play-based learning approach introduced in the current era was more important for their children with special needs.

Also, both interviews indicated that all the participants felt that learning through play is more important for their children's learning and development.

Most parents shared that the play-based learning approach introduced in the current era was more important for their children with special needs. All the participants felt that learning through play is more important for their children's learning and development. One participant stated, *"I believe play-based learning helps children develop their brains, think creatively, and build reminiscence skills. For special needs children, it's more important that it builds on children's natural interests. Play also helps children to develop the strong emotional connection they need to feel safe and secure"* (IDI-1, February 5, 2025).

Most participants mentioned that play-based learning can help to inspire children and make them more creative. According to one participant, *"Play-based learning by creating a safe and inviting play area at home and learning center play-based learning by encouraging learning before formal education, parents can support play-based learning by selecting early education programs that support play, parents can support play-based learning by providing play materials that encourage creativity, parents can support play-based learning by providing opportunities for active play"* (IDI-4, February 6, 2025).

Another participant stated, *"Playful learning helps children develop social relationships and connectivity, which are important to a child's persistence in school, love of learning, and self-efficacy. Play is essential to learning for all kindergartners"* (IDI-4, February 6, 2025).

Participants mentioned that play-based learning helps in promoting social skills, creativity, and problem-solving abilities. Others are concerned about the program's apparent lack of academic quality and willingness for formal education. One participant noted that, *"In my opinion, keeping children active is of the greatest importance when it comes to inspiration. Children of all ages struggle with sitting still for too long, and this can often lead to a lack of awareness"* (FGD- February 4, 2025).

Another participant from FGD stated, *"In my opinion, keeping children active is very important when it comes to inspiration. Children of all ages struggle with sitting for too long, and this can often lead to a lack of awareness"* (FGD- February 4, 2025).

Most participants understand the need for play-based learning for special needs children. All participants are concerned about the play-based curriculum. They are aware of the learning process, activity time, and how it would be implemented for the children with special needs.

Theme 2- Mother's perceived benefit of play-based learning for CSNs -

Through play-based learning, the children learned to control emotion and behavior, learned socialization and social norms, shared play materials with others, learned different names such as animals, birds, colors, drawings, rhymes, and songs, and solved small problems, they can have a better understanding, inspired positively. One stated, *"Play-based learning is intensely linked to the cognitive development of special needs children as it provides a usual and involving atmosphere where they can vigorously discover, experiment, and practice critical thinking skills, nurturing significant cognitive abilities like problem-solving and logic."* (IDI-1, February 5, 2025).

Most participants mentioned that play-based learning and listening are more effective ways for children to learn than applying traditional methods of learning. One of the participants stated that, *"Play-based learning is intensely linked to the cognitive development of special needs children*

as it provides a usual and involving atmosphere where they can vigorously discover, experiment, and practice critical thinking skills, nurturing significant cognitive abilities like problem-solving and logic” (IDI-1, February 5, 2025).

One stated, “Children with strong social and emotional skills often grow up to become a positive influence on the people around them. Without social-emotional skills, children may find it hard to maintain positive relationships, control their emotions, or share their feelings. Children mirror what they see adults do. Hence, teachers and parents should project healthy ways to manage fear, anger, and stress” (FGD- February 6, 2025).

All the participants were found to be concerned about their children, who have speech delays too. They discussed that the teacher’s role is vital for a child to engage and involve the child while they enjoy the lesson or activities. It is found from both IDI and FGD that participants are aware of the benefits and the value of verbal and visual learning for their children's cognitive, physical, and emotional development. Most participants mentioned that play meant joy, happiness, building friendships, entertainment, and doing things for fun. They think that play and listening are more effective ways for children to learn than applying traditional methods of learning. It is found that many participants support play-based learning because it improves the development of intellectual skills in children with special needs. Many participants mentioned that children's intellectual development is also greatly influenced by their social interactions and the environment they live in. One participant emphasized how her child's painting helps him learn and shows how he understands his environment. In general, it is found that participants understand how important play is for fostering children's mental growth and understanding of their surroundings.

Most of the participants shared that their children benefited both physically and mentally from play-based learning. They mentioned that play-based learning helped in brain development, keeping the children healthy, language, and socio-emotional development. The participants can be firm that children with special needs' learning and development depend greatly on their playing and listening. Because play-based learning develops an understanding of the world in children, they prefer it. Few participants shared that the journey of each child's social and emotional

development unfolds uniquely within the nurturing embrace of the school environment. It is found from both FGD and IDI that play-based learning helps children understand the value of cooperation and communication, building a foundation for social skills that last a lifetime. According to the participants, to help CSNs develop understanding, flexibility, and self-awareness, teachers are essential in helping them understand the complexities of emotional intelligence. Participants also mentioned the significant influence the school's holistic approach has on their child's general well-being and expressed their gratitude. From both interviews, it was found that participants are very attentive to play-based learning with special children. They mentioned that children should be taught through play-based learning. There was a similarity between interviews, and the participants put a lot of emphasis on play-based learning, and they prefer learning through play for their children's development.

One noted, “Play-based learning is considered a valuable approach for supporting the social and emotional development of children with special needs, allowing them to learn and practice crucial life skills in a fun and engaging way. Children with special needs can use role play to better understand the world around them. They experiment with different characters, and through their interactions with other children, they expand their life experiences, practice social skills such as teamwork, sharing, and taking turns, and expand their way of thinking” (IDI-3- February 9, 2025).

Theme 3- The barriers and challenges for the CSNs of play-based learning -

From IDI and FGD, it is found that all the participants have gone through some challenges and faced barriers from society. According to the participants, special needs children face so many challenges, including developmental delays in play skills, difficulties with social interaction and communication, and potential sensory sensitivities or emotional or behavioral issues, requiring individualized support and adapted activities. In addition to that, participants shared other challenges, including limited resources, cultural differences, language barriers, and resistance from traditional educational systems. However, despite these challenges, the participants also reported numerous benefits associated with play-based learning. All participants stated that special

needs children in play-based learning face barriers, including physical accessibility issues, communication challenges, lack of appropriate support, and negative attitudes within the community. Most of the participants mentioned that limited access to outdoor areas can restrict opportunities for diverse play experiences. The participant thinks speech delay and hyperactivity hamper their classroom. Special needs children in play-based learning face so many challenges, including developmental delays in play skills, difficulties with social interaction and communication, and potential sensory sensitivities or emotional or behavioral issues, requiring individualized support and adapted activities.

According to the participants, these challenges include limited resources, cultural differences, language barriers, and resistance from traditional educational systems. One participant stated, *“Playgrounds, classrooms, and transportation may not be designed to accommodate the needs of children with physical disabilities, such as ramps, accessible pathways, or adapted equipment”* (IDI-2- February 4, 2025).

Most of the participants mentioned that limited access to outdoor areas can restrict opportunities for diverse play experiences. They also think that speech delay and hyperactivity hamper their classroom performance. One stated, *“Children with communication difficulties or those learning a new language may struggle to understand instructions or participate in group play, and Insufficient resources or lack of training in using assistive communication devices can hinder effective communication”* (IDI-3, February 8, 2025).

Theme 4- Management strategies to mitigate the challenges -

From both IDI and FGD, it is found that the participants suggested overcoming the challenges, and all the necessary steps can be taken. According to the participants, to overcome the barriers for CSNs, they need to adapt activities to individual needs, break down tasks, provide clear instructions, use multiple senses, and foster a supportive environment. They stated that if the

environment in the school is friendly, the children can easily express themselves, and for that, teachers can play an important role in the children with special needs.

From the interview, it is understood that all the participants give importance to their child's holistic development, and they are quite aware. They think play-based learning can be an important and easy learning method, and a play-based learning system is the easiest way for a child without the pressure of their child's studies, which makes their education easier by keeping them free from the pressure of studying together. According to the participants, to mitigate challenges in play-based learning for children with special needs, they are suggesting focusing on individualized adaptations, clear communication, and creating inclusive environments that cater to their specific needs and strengths. The participants also give opinions to provide positive feedback and encouragement to motivate participation, divide complex tasks into smaller, manageable steps, and give children choices whenever possible to increase their engagement and sense of control. Most of the participants ensure the environment is physically safe and emotionally supportive, and facilitate opportunities for interaction with peers and educators. Most participants mentioned that educational institutions should provide enough play materials and a secure play environment for children with special needs. Few participants noted that playing with friends is the best thing about childhood, and you can leverage its power to make learning fun. A few of the participants said an introduction to purposeful play group activities that stimulate creativity, and a few participants suggested that problem-solving and collaboration can be helpful in their learning process. They also mentioned that from tag to board games, sand play, water play, and dancing with music activities not only engage children but also lay the foundation for essential social skills. Some of the participants noted creating dedicated spaces for imaginative play, complete with costumes, props, and toys that are open to interpretation. They also mentioned that whether it's a make-believe kitchen or a spaceship, allowing children to immerse themselves in their imaginations is an incredible example of play-based learning. Most participants also mentioned that while a play-based learning strategy may be exciting, if it's happening in a dull environment, it dampens the mood. Participants mentioned inspiring curiosity and joy, designing classrooms with vibrant colors, interactive displays, and thematic areas that capture a child's imagination.

Participants mentioned inspiring curiosity and joy, designing classrooms with vibrant colors, interactive displays, and thematic areas that capture a child's imagination. One participant stated, *"In school, the environment should be friendly, children should feel safe, and one-to-one attention to the children who are special, well-maintained, and play-based activities that can be helpful in their physical and psychological development"* (IDI-1, February 5, 2025).

The participants also give opinions to provide positive feedback and encouragement to motivate participation, divide complex tasks into smaller, manageable steps, and give children choices whenever possible to increase their engagement and sense of control. Participants shared that teachers should be mindful of these environmental triggers and eliminate them whenever possible. Monitoring the progress of children with special needs is essential to ensure that the strategies and interactions in place are effective.

One participant said, *"My expectation from school is meaningful play, which enables children to attach an experience to something they already know, creating meaning for themselves that goes beyond repetitive learning. Drawing on their knowledge and actively connecting it to new or different experiences stimulates them to make connections and search for patterns and relationships. This can even be possible through the help of preschool themes"* (IDI-2, February 4, 2025).

One participant noted, *"Modified learning can give children the chance to shape self-advocacy skills. It encourages them to speak up about what interests them. It also allows them to be equal partners in their learning experience. Personalized learning has a lot of potential, but it also has some risks"* (FGD- February 9, 2025).

7. Discussion

This research explores parents' perceptions of play-based learning and their approach to early years for children with special needs. The play-based approach highlights the value of learning through enjoyable activities that help children with special needs develop their creativity, social skills, and cognitive abilities. Participants who have CSNs of preschool-aged children aged 3-5 were interviewed with four IDIs and one FGD to gather data, and thematic analysis was used to find recurrent themes. These interviews were conducted to determine how important parents consider play for their child's overall development and how they see it in their child's development.

After summarizing all the interviews, most participants understand the importance of play-based learning for children with special needs. All participants are concerned about the play-based curriculum for them. They are aware of the learning process, activity time, and how it would be implemented for the child with special needs. Participants discussed their childhood experiences, their perception regarding the activities and duration, class environment, speech delay, special attention, connection to intellectual, societal, and emotional development while learning, teaching techniques while learning, and what resources the children use while learning, which referred to their sufficient knowledge about play-based learning. Participants also discussed how their children cope with play-based learning while enjoying the school environment. All the participants were found to be concerned about their children who have speech delays, too. They discussed that the teacher's role is vital for a child to engage and involve the child while they also enjoy the lesson or activities. According to the research, most participants are interested in play-based learning and acknowledge its benefits in promoting social skills, creativity, and problem-solving abilities, others are concerned about the program's apparent lack of academic quality and willingness for formal education. This emphasizes how important it is for participants to be more conscious of and knowledgeable about the importance of play in the development of children with special needs. The purpose of this research is to explore parents' perceptions of play-based learning in early childhood education for children with special needs. It has helpful details on how parents influence children's educational experiences and their involvement. The results show a wide range of

expectations, concerns, and goals for play-based learning among parents, including their views and opinions about it. The limitations of the research indicate that the foundation established by this study might be expanded upon in further research.

From the interview, it is acknowledged that all participants place much importance on their child's holistic development, and they are well aware of this. They think play-based learning is important and can be an easy learning method. They think that the play-based learning system is the easiest way for a child without the pressure of their child's studies, which makes their education easier by keeping them free from the pressure of studying together. Children learn through play in their zone of proximal development. Throughout play, children tend to behave more spontaneously and maturely than throughout the day. Allowing children to engage in play promotes growth throughout all developmental domains (Berk, 1994). Play is essential for helping children of all ages learn and getting them ready for challenges in the future. In conclusion, knowing and addressing mothers' insights, more supportive and enriching early childhood education environments prioritize children's holistic development through play-based learning. Combined efforts among mothers, educators, policymakers, and researchers are essential in proceeding with this important agenda and ensuring the best outcomes for our children with special needs. From the interviews of IDI and FGD, it is acknowledged that all participants place much importance on their child's holistic development, and they are well aware of this. They think play-based learning is significant and can be an easy learning method. They think that the play-based learning system is the easiest way for a child without the pressure of their child's studies, which makes their education easier by keeping them free from the pressure of studying together. One big benefit of playing outdoors and on the playground is that there are plenty of play materials and an environment to investigate.

Another participant shared some challenges. The participant said that every game is sometimes old, and the child wants to play new ones every day, but the participant can't find new games. So, the participant feels bored and angry, mostly. It annoyed the participant, but at that time, the

participant couldn't do any work seriously. On the other hand, children become more focused on play, and even if teaching is started through playing as much as possible in the family, the same issue will continue institutionally, so this is challenging. Hence, it is important to engage parents to assist them in understanding the importance. There are also cultural differences and language barriers. Multiple barriers are faced by children with special needs to engage in a meaningful way in self-selected play and recreation in physical spaces of their choice. Children with special needs frequently rely on adults to orchestrate play for them; however, many play in settings or with people who might not be their preferred choice. Issues of social inclusion or exclusion, mixed ability, or similar ability play into consideration (Burke, 2012). Another important finding from the research is that getting it right in the design of play spaces to enable CSNs to play can be challenging. Where special accessible features are included in the design, playground amenity officers in the United Kingdom, for example, have reported that this can also lead to segregation (Dunn and Moore, 2005). Planning needs to be for inclusion for usable environments, not just physically accessible. Activity rather than appliance-oriented design creates a setting where all children may be included in the fun (Christensen, 2002).

Many participants suggest that a teacher's presence and support can positively impact the frequency with which inclusive interactions occur. Yet, this type of play is usually structured. How educators might facilitate inclusion in free play opportunities, if to be free, the play must be child-directed and determined, is less well understood. Identifying relevant strategies to support inclusive free play is a major challenge for practitioners. In addition, the current study revealed that most of the participants were of the view that play-based learning could be supported by encouraging children with special needs to play educational and learning games. It suggests that parents and teachers should be involved since they are essential to their developmental outcomes (Murtaza, 2011). One of the participants shared that her expectation from school is meaningful play, which enables children to attach an experience to something they already know, creating meaning for themselves that goes beyond repetitive learning. Drawing on children's knowledge and actively connecting it to new or different experiences stimulates them to make connections

and search for patterns and relationships. It is also found that teaching social skills, such as hand raising, taking turns, and sharing, is part of the learning curriculum.

All students benefited when reminders were given. Children with special needs often engage in self-stimulating behaviors such as hand flapping, rocking, or even slapping themselves in the face. Teachers can help the children in the class understand these behaviors. This can even be possible through the help of preschool themes based on this study. Loud noises, bright lights, and hot or cold temperatures can disrupt a child's thinking pattern and cause an unnecessary classroom outburst. Teachers should be mindful of these environmental triggers and eliminate them whenever possible.

Monitoring the progress of children with special needs is essential to ensure that the strategies and interventions in place are effective. Regular assessment and feedback allow educators to evaluate the success of their approaches and make necessary adjustments (Christensen, 2002). This ongoing process helps identify areas where students may need additional support and ensures that their educational needs are being met. Standardized tests, observations, and self-assessments can provide valuable insights into a student's academic, social, and emotional development. Adapting approaches based on progress monitoring is crucial for maintaining an inclusive learning environment. As children's needs evolve, educators must be flexible in their strategies and open to trying new methods (Burke, 2012). This adaptability ensures that all children continue to receive the support they need to succeed. By committing to continuous improvement, schools can create a dynamic and responsive educational setting that truly supports the integration of children with special needs. Similar findings were found in the study.

8. Conclusion

The study emphasizes that parents recognize the importance of play-based learning for children with special needs. However, it also reveals that parents face significant challenges regarding play-based learning for these children. There is an urgent need to enhance awareness among parents and teachers and to design and implement effective play-based learning strategies for children with special needs. Additionally, support for families is crucial.

Play-based learning for special needs is a very important issue these days. This study is accompanied by the findings of the perception of the effects of physical and mental activities on children in their early years on their development and well-being. Play-based education activities for children from the age of 3- 5 years in a group setting can be organized by preschool teachers. Parents, especially mothers, are debatably the most important people in the life of a child; it appears essential to develop the knowledge of parental perception about play to understand how best to support parents in their role while simultaneously advocating for and promoting the child's welfare. The study findings help an awareness program for parents to ensure children's development through play-based learning and suggest creating more play-based learning schools for children. It will help policymakers to develop partnerships with parents. There is, however, little guiding information about how to do this. It will help to grow more interest in studying for researchers.

In conclusion, by recognizing and addressing parental perceptions, we can create more supportive and enriching early childhood education environments that prioritize children's holistic development through play-based learning. Collaborative efforts among parents, educators, policymakers, and researchers are essential in advancing this important agenda and ensuring the best outcomes for our children.

9. Recommendations

In this study, a few recommendations are made on the consequences of the conclusions and revelations from the researcher's exploratory parents' thoughts on the play-based approach to early years for special children. These recommendations are to increase our knowledge of parents', especially mothers', defiance and beliefs about play-based learning and how it affects children's growth. Here are some recommendations:

- Further studies with a large sample size are needed.
- Parents can create a variety of creative play environments.
- Design the play spaces in the schools for children with special needs.
- Family should play with children from the beginning, give them time, and pay more attention.
- Involve the community, the government, parents, and teachers to implement the play-based program for children with special needs.
- Parent-teacher meetings can be held at school to talk about children's development.
- Children with special needs can play with normal children. It might be helpful for them.

We can improve our knowledge of how parents, especially mothers see the play-based tactic and help create hands-on approaches for encouraging play-based learning in early childhood learning environments by addressing these recommendations.

10. References

Akter, N. (2021a). *THE USE OF PLAY IN PRE-PRIMARY CLASSES IN BANGLADESH*.
www.ijariie.com

Akter, N. (2021b). *THE USE OF PLAY IN PRE-PRIMARY CLASSES IN BANGLADESH*.
www.ijariie.com

Alam, M. J. (2022). Influence of Play-based Learning in Early Childhood Education (ECE) in Bangladesh: Lessons from Japan. *Asia-Pacific Journal of Research in Early Childhood Education*.
<https://doi.org/10.17206/apjrece.2022.16.2.203>

Alharbi, M. O. (n.d.). Teachers and Children's Play: Exploring Practices Through an Analysis of Vygotsky and Piaget Theories. *The Educational Review, USA*, 2022(11), 668–674.
<https://doi.org/10.26855/er.2022.11.001>

Bruce, T. (2011). *Learning Through Play: For Babies, Toddlers and Young Children* (2nd ed).
London: Hodder Education.

Don't forget children with special needs. Why is their education being ignored? (December, 2020) *The Daily Star*.
<https://www.thedailystar.net/editorial/news/dontforget-children-special-needs-2005465>

Kessel, J. (2018a). Let Our Children Play: The Importance of Play in Early Childhood Education. *University of Montana Journal of Early Childhood Scholarship and Innovative Practice* (Vol. 2).

Kessel, J. (2018b). Let Our Children Play: The Importance of Play in Early Childhood Education. *University of Montana Journal of Early Childhood Scholarship and*

Innovative Practice (Vol. 2).

Moon-Seo, S. K., & Munsell, S. E. (2022). Play as a Medium for Children's Learning Parents' Perspectives. In *Theory and Practice* (Vol. 33, Issue 2).

Ntshangase, N. P., & Venketsamy, R. (2022). Practitioners' perceptions of play-based pedagogy On the holistic development of young children.

Qader Chowdhury, K., Chandra Acharja, D., & Mohammad Iqbal, H. (2021). *PLAYFUL LEARNING IN THE PRE-PRIMARY CLASSROOM IN BANGLADESH: TEACHERS*

Rogers, C. S., & Sawyers, J. K. (1988). Play in the lives of children. In *Play in the lives of Children. National Association for the Education of Young Children*.

Saminder Singh, G. K., & Ngadni, I. (2023a). *Exploring Preschool Parents' Understanding*

Saminder Singh, G. K., & Ngadni, I. (2023b). *Exploring Preschool Parents' Understanding*

Shakandar Ali, M., Chowdhury, K. Q., & Obaydullah, A. K. M. (n.d.). *PERCEPTIONS TOWARDS PLAY-BASED LEARNING OF 3-5 YEARS OLD CHILDREN*.

Stage, V. C., Wilkerson, K., Hegde, A., Lisson, S., Babatunde, O. T., & Goodell, L. S. (2018).

United Nations Convention on the Rights of the Child (UNCRC), 1989 2.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2007

Walther, L. (n.d.). *The Impact of Play-based Learning*.

https://nwcommons.nwciowa.edu/education_masters

Whitebread, D.; Coltman, P.; Jameson, H.; Lander, R. (2009). "Play, cognition, and self-regulation:

What exactly are children learning when they learn through play?". *Educational and Child Psychology*. **26** (2): 40–52. doi:[10.53841/bpsecp.2009.26.2.40](https://doi.org/10.53841/bpsecp.2009.26.2.40). S2CID [150255306](https://pubmed.ncbi.nlm.nih.gov/150255306/).

Wiltz & Fein, 2006, as cited in *Playing and Learning*, Beverlie Dietze,
Diane Kashin, 2011, page 3,
Pearson Prentice Hall, ISBN 978-0-13-512546-5

11. Appendices

IDI Guideline

Title: Parental Perception of Play-based Learning for Children with Special Needs in Early Years.

General Information

Date.....

Start Time.....

End Time.....

Mother's Name..... Age..... Education..... Profession.....

Fathers' Name..... Age..... Education..... Profession.....

Child's Name..... Age..... Gender.....

Guided Questions for IDI

1. What are the parents', especially mothers', perceptions about the play-based approach or learning for special needs in early childhood?
2. How do you visualize the school environment for your child?
3. Do you have any idea of play-based learning for CSNs? Please tell us about it.
4. What do you expect for your toddlers in academic or play-based learning, as they need special attention? Please explain in your own words.

5. How do you see the connection between play-based learning and the cognitive development of CSNs? Could you please explain?
6. How do you see the connection between play-based learning and the social and emotional development of CSNs? Could you please explain?
7. How do you think your child participates and enjoys play-based learning compared to other learning techniques?
8. Do you have any feedback for enhancing play-based learning in early childhood education for special children?
9. Are there special types of play activities you find more enjoyable or efficacious for your child? Can you elaborate?
10. What materials or resources are necessary to assist play-based learning at school? Can you please share your opinion?

Research Tools (Bangla)

IDI-

1. শৈশবকালে বিশেষ প্রয়োজনের জন্য খেলা-ভিত্তিক পদ্ধতি বা শেখার বিষয়ে পিতামাতার উপলব্ধি কী?
2. আপনি আপনার সন্তানের জন্য স্কুল পরিবেশ কিভাবে কল্পনা করবেন?
3. আপনার কি বিশেষ শিশুদের জন্য এর জন্য খেলা-ভিত্তিক শিক্ষার কোনো ধারণা আছে? এটা সম্পর্কে আমাদের বলুন।
4. আপনার বাচ্চাদের জন্য একাডেমিক বা খেলা-ভিত্তিক শিক্ষায় আপনি কী আশা করেন তাদের বিশেষ মনোযোগের প্রয়োজন? আপনার নিজের ভাষায় ব্যাখ্যা করুন।
5. খেলা-ভিত্তিক শিক্ষা এবং বিশেষ শিশুদের জন্য এর জ্ঞানীয় বিকাশের মধ্যে সংযোগকে আপনি কীভাবে দেখেন? আপনি ব্যাখ্যা করতে পারেন?
10. খেলা-ভিত্তিক শিক্ষা এবং বিশেষ শিশুদের জন্য এর সামাজিক ও মানসিক বিকাশের মধ্যে সংযোগকে আপনি কীভাবে দেখেন? আপনি ব্যাখ্যা করতে পারেন?
11. অন্যান্য শেখার কৌশলগুলির তুলনায় আপনার সন্তান কীভাবে অংশগ্রহণ করে এবং খেলা-ভিত্তিক শিক্ষা উপভোগ করে বলে আপনি মনে করেন?
12. বিশেষ শিশুদের জন্য প্রাথমিক শৈশব শিক্ষায় খেলা-ভিত্তিক শিক্ষা বাড়ানোর জন্য আপনার কি কোনো প্রতিক্রিয়া আছে?

13. কোন বিশেষ ধরনের খেলার ক্রিয়াকলাপ আছে যা আপনি আপনার সন্তানের জন্য আরও উপভোগ্য বা কার্যকর বলে মনে করেন? আপনি বিস্তারিত করতে পারেন?
14. স্কুলে খেলা-ভিত্তিক শিক্ষায় সহায়তা করার জন্য কোন উপকরণ বা সংস্থান প্রয়োজন? আপনি আপনার মতামত শেয়ার করতে পারেন।

Focus Group Discussion (FGD) Guideline

1. When parents acknowledge their child's attendance at school, how do you communicate the value or benefits of a play-based curriculum to the CSNs?
2. What is the current practice of your child's school?
3. Do you have any specific method or implementation to support parents' understanding of the benefit of a play-based curriculum for CSNs? For example, do you use any consequence-related parents to set the welfare of a play-based curriculum for children with special needs?
4. Have you been in any specific trouble while persuading parents of the benefits of a play-based curriculum with special children?
5. What types of questioning or acknowledgment do parents usually increase through the play-based curriculum, and how do you mention them?
6. Is there any particular characteristic of a play-based curriculum that parents explicitly specify as curiosity CSNs?
7. Can you share any successful incidents or affirmative experiences where parents grasped and actively substantiated play-based curriculum for CSNs?
8. In your opinion, how are parents involved in support of a play-based curriculum at home to give attention to their child?

Focus Group Discussion (FGD) Guideline (Bangla)

1. যখন বাবা-মায়েরা তাদের সন্তানের স্কুলে উপস্থিতির কথা স্বীকার করেন, তখন আপনি কীভাবে বিশেষ চাহিদাসম্পন্ন শিশুদের কাছে খেলা-ভিত্তিক পাঠ্যক্রমের মূল্য বা সুবিধার কথা জানান?
2. আপনার সন্তানের স্কুলের বর্তমান অনুশীলন কি?
3. বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য একটি খেলা-ভিত্তিক পাঠ্যক্রমের সুবিধা সম্বন্ধে অভিভাবকদের বোঝার জন্য আপনার কি কোনো নির্দিষ্ট পদ্ধতি বা বাস্তবায়ন আছে? উদাহরণস্বরূপ, বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য একটি খেলা-ভিত্তিক পাঠ্যক্রমের কল্যাণ সেট করতে আপনি কি ফলাফল-সম্পর্কিত পিতামাতাকে ব্যবহার করেন?
4. বিশেষ শিশুদের সাথে একটি খেলা-ভিত্তিক পাঠ্যক্রমের সুবিধার জন্য অভিভাবকদের বোঝানোর সময় আপনি কি কোনো নির্দিষ্ট সমস্যা পড়েছেন?
5. খেলা-ভিত্তিক পাঠ্যক্রমের মাধ্যমে অভিভাবকরা সাধারণত কোন ধরনের প্রশ্ন বা স্বীকৃতি বৃদ্ধি করেন এবং আপনি কীভাবে তাদের উল্লেখ করবেন?
6. একটি খেলা-ভিত্তিক পাঠ্যক্রমের কোন বিশেষ বৈশিষ্ট্য আছে যা পিতামাতারা বিশেষ চাহিদাযুক্ত শিশুদের জন্য কৌতূহলকে স্পষ্টভাবে নির্দিষ্ট করে?
7. আপনি কি এমন কোনো সফল ঘটনা বা ইতিবাচক অভিজ্ঞতা শেয়ার করতে পারেন যেখানে বাবা-মা বিশেষ চাহিদাসম্পন্ন শিশুদের জন্য খেলা-ভিত্তিক পাঠ্যক্রমকে আঁকড়ে ধরেছেন এবং নিষ্ক্রিয়ভাবে প্রমাণ করেছেন?

৪. আপনার মতে, কীভাবে বাবা-মা তাদের সন্তানের প্রতি মনোযোগ দেওয়ার জন্য বাড়িতে একটি খেলা-ভিত্তিক পাঠ্যক্রমের সমর্থনে জড়িত?

12. Consent Form

Consent Form for the Participants

I am Fahmida Forhad Khan MSc student of Early Childhood Development (ECD) in the Institute of Educational Development, BRAC University. As part of the course, I will conduct research on-

“Parental Perception of Play-based Learning for Children with Special Needs in Early Years.”

Childhood Education- This study researches parents’ perception of play and parents' awareness and also knowledge of play-based education or curriculum for early childhood development.

Risks and benefits of participating in research

There is no harm in spending your precious time with the researcher. The consequence acquired in this inquiry will aware new data about future day’s child development. Your involvement in this research is expected to play a particular part in the development of children in our country.

Compensation:

You will not be remunerated non-financial or otherwise for the time you consume involved in this report.

Confidentiality:

We will keep all the data private.

Future use of information:

Research data may be shared with other researchers, but anonymity must be well-kept. One of our supervisors may contact you in the future for any further examination of your child. Your involvement in this study is entirely by choice. You may select not to take part in the research without liberal any explanation or withdraw yourself at any time during the report or study. If you are concerned with this study or research, please sign in the designated area.

Signature of participant.....