

**PERCEPTION OF PARENTS OF CHILDREN WITH DISABILITY
TOWARDS INCLUSIVE EDUCATION**



By

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Statement of Authorship

Except where reference is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis presented by me for any other degree or diploma or seminar.

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The ethical issue of the study has been strictly considered and protected. In case of dissemination of the findings of this project for future publication, research supervisor will highly concern and it will be duly acknowledged as undergraduate thesis.

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Abstract

Inclusion is not only physical relationship, it is also a kind of education, which includes educational support services for children with disability whenever they need, and it should started as early as possible. The factors that affect the success of inclusion that is listed such as peer support, perceptions of school staff and the parents of children with disable and normal developing children towards inclusion, their attitudes and support. Parent participation considered as a vital factor in the education of students with disabilities. The purpose of the study was to explore the perceptions of parents of children with disability towards inclusive education. The objectives are to find out parents understanding about inclusive education, to find the importance of inclusive education program for children with disability and to explore the parents' positive and negative experience to continue their children inclusive education. The study was conducted by using of Qualitative Content Analysis (QCA). Eight participants were selected and this qualitative study conducted in the William and Marie Taylor School in CRP, which is a non-government organization, located in Savar, and another school is Baptist Mission Integrated School in senpara, Parbata, Mirpur 10. All data collected through face-to face interview by using a semi-structured research question and given freedom to explain their feelings in their own words. They also received opportunity to talk and described their feelings and real facts or incidents. The entire interviews were recorded by the audio recorder and transcribed the interview in Bangla. Finally, Bangla data were translated into English and then the researcher coding, categories and themes were made from the participants answer. From the result of the study it is found that parents have understanding about inclusive education, they understood the importance of inclusive education for their children with disability and they have negative experiences as well as positive. Some of the parents have negative experience when their children are not well accepted by classmates.

Key words of this study: *Children with disability, Education for all, Inclusion, Inclusive education, parental perception,*

TABLE OF CONTENTS

Statement of Authorship III

Acknowledgement IV

Abstract V

Table of Contents VI

List of Tables VII

List of acronyms VII

CHAPTER 1: INTRODUCTION

1.1 Introduction	
1.2 Background	1-2
1.3 Significance	2-3
1.4 Aim of the study	3-4
1.5 Objectives of the study	4

CHAPTER 2: LITERATURE REVIEW

2.1 What is disability.	5
2.2 Types of disability	6-7
2.3 Why is disability a development issue?	7
2.4 Educational barriers for children with disability	7-8
2.5 Education for All	8-9
2.6 The Education for All Goals	9
2.7 EFA and children with disabilities	9
2.8 What is inclusion?	9-10
2.9 What is inclusive education?	10-11
2.10 Inclusive education in Bangladesh	11-12
2.11 Barriers to inclusion	12-13
2.12 Parents' views and perception about inclusive education	13-14
2.13 Occupational therapy and inclusive education	

CHAPTER 3: METHODOLOGY

3.1 Study design	14-15
3.3 Study setting	
3.4 Populations'	16
3.5 Participants	16
3.6 Participant selection	16
3.7 Inclusion criteria	16
3.8 Data collections Tools	17
3.9 Data collection procedure	17
3.10 Data analysis	17
3.11 Field test	17-18
3.12. Informed consent	18
3.13. Ethical considerations	18-19

CHAPTER 4: RESULTS AND DISCUSSION

CHAPTER 5: LIMITATION AND RECOMMENDATION

CHAPTER 6: CONCLUSION

Reference

Appendix

36
37
38-43
i - ix

List of Table

<i>S.N.</i>	<i>Table</i>	<i>Topic</i>	<i>Page No</i>
01	Table-1	understanding about Inclusive education	22
02	Table-2	Parents' idea about the importance of inclusive education	25
03	Table-3	Parents concept about the acceptance of their children by the teacher and classmates	28
04	Table-4	Parents' opinion about the changes of their children in behavior and personal life	30
05	Table-5	Parents' opinion about the changes in their own experience	33

List of Appendix

<i>S. N.</i>	<i>Appendix</i>	<i>Topics</i>	<i>Page No.</i>
01	Appendix-1	Permission letter for conducting study	i
02	Appendix-2	Permission letter for data collection	ii-iii
04	Appendix-3	Information sheet, consent form and questionnaires in Bangla	iv-vi
05	Appendix-4	Information sheet, consent form and questionnaires in English	vii-ix

List of Figure

<i>S.N</i>	<i>Figure</i>	<i>Topics</i>	<i>Page No</i>
01	Figure-1	Types of Persons with disabilities in Bangladesh in 1999	06
02	Figure-2	IE policy initiatives of Bangladesh	12

List of Acronyms

BHPI- Bangladesh Health Professions Institute

OT- Occupational Therapy

WHO- World Health Organization

CRP- Centre for the Rehabilitation of the Paralyzed

CWD- Children with Disability

EFA- Education for All

IE- Inclusive Education

NGO- Non-Government Organization

B. Sc- Bachelor of Science

CHAPTER 1 INTRODUCTION

1.1 Introduction

Education is an important human right and is seen as the key to having a better and more rewarding life survival, protection and development of human potentialities and education is gradually considered vital to the inclusive and constant development of a society (UNESCO, 2011). Access to quality education regardless of race, religion or other traits, therefore, is a basic right of every citizen.

Children with disabilities persist one of the main groups who are normally excluded from education. The majority of children with disabilities do not go to school and of the 72 million primary school aged children worldwide that were out of school, one third had disabilities (Mallick and Sheeshb, 2013). Mallick and Sheeshb (2013) mentioned that Bangladesh has some 150 million inhabitants, among them approximately 15 million people with disabilities. In Bangladesh the vast majority of children with disabilities have never attended schools and a large percentage of the ones who do attend mainstream schools soon drop out due to inaccessible school infrastructure, unfriendly school environment and non-inclusive teaching practices (Mallick and Sheeshb, 2013). There have been efforts internationally to include children with disabilities in the educational mainstream. Hyman (2014) suggested that inclusion can mean different things to different people, depending on the explanation and implementation within different contexts. It is said, “Inclusive education are the key policy objective for education of children and young people with disabilities” (Das, Kattumuri, N.D). Inclusive education entails “increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools” (Das, Kattumuri N.D). The Bangladesh Disability Welfare Act was passed in 2001 as a direct consequence of advocacy, campaigning, rallies and demonstrations by the disability movement. The act provides legislative support to ensure the education of children with disabilities. It has formed a committee for inclusive education under the Ministry of Education with representatives from the Ministry of Social Welfare and UNESCO to promote education for children with disabilities in regular schools. According to Mallick and Sheeshb (2013) inclusive education refers to the practice of including another group of students in regular classrooms: students with physical, developmental, or

social-emotional disabilities, and those with chronic health problems. Parents are accepted as the most powerful factor in inclusion (Ozyurek, 2012). There are quite a few studies on the attitudes and perceptions of parents towards inclusion (Ozyurek, 2012). It seems important to find out and understand the opinions of parents of disabled and normal developing children about inclusion in order to discuss the success of inclusion and to direct the support services related to it. Parental acceptance and rejection, physical and verbal behaviors used by the parents in expressing the love towards their children represent parental acceptance. On the other hand, disinterest and neglect of parents and their behaviors that cause physical or psychological pain represent parental rejection. Parents know the child best and they spend most of the time with them. Therefore, this study is to find out the perception of parents of children with disability towards inclusive education.

1.2 Background

The “Education for All” evaluation process has estimated that about 113 million children do not go to school and the problem is more severe in developing countries that are struggling with constant budgetary and other capacity limitations (Mwanza, 2010). Usually children with disabilities who suffer most of the limitations and their chances to get an education are weak in most developing countries. Education is very fundamental in realizing positive change in individuals. All children, with or without disability, have a right to education. Children with disability, no matter how serious their disability, have a right to an education that promotes their fullest potential and inclusion into society. The education of children with disabilities is much more vulnerable in comparison to the other learners of the same age groups. For this purpose, inclusive education is more useful to continue education of this CWD’s education. The term inclusion mainly known as full inclusion of students with various impairments, multiple disabilities and orthopedic impairments in regular classrooms with the extra support services available for the student (Mudekunya and Ndamba, 2011). According to Mudekunya and Ndamba (2011) “Inclusiveness is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, and reducing exclusion with and from education”. Inclusion is not only physical association. Common problems faced in inclusion are; not having an adequate number of support services

staff, not having an appropriate environments for inclusion at schools, teachers and administrators not having an adequate knowledge about the inclusion, negative teacher attitudes and not providing support services (Ozyurek, 2012). It is widely recognized that parental support and involvement is essential for the effective implementation of any educational improvement movement (Mudekunye andNdamba, 2011). Various studies show that there were different variables that affect parent's perception about inclusion. In addition, parent's educational levels influence their attitudes. Parents with college education believed more in the benefits of inclusion. However, there are some concerns among these parents. For example, some parents feel the self-esteem of their children is negatively affected. The parents recognize that inclusion will prepare their children's adjustment in the real world, giving them a chance to participate. Positive social outcomes also accepted for children without disabilities who are likely to learn and become more sensitive to peoples differences. Beside influencing to the disabled child's education, parents have responsibilities such as; taking care of the child, providing financial support, receiving support for his behavior and learning problems, having information about their education, receiving psychological support for the child and dealing with normally developing children. Parents are accepted as the most powerful factor in inclusion (Ozyurek, 2012).Therefore, it is important to find out this perception of parents and to explore the parents' experiences to continue their children inclusive education in inclusive schools;therefore, it is important to conduct the study.

1.3 Significance

Parents have a major role in the challenging and dynamic inclusion process that starts with the parent's decision to place their child in an inclusive setting. For a successful inclusion, the parents should be willing and have a positive attitude towards inclusion. This research would provide information on parents understanding about inclusive education and the importance of an inclusive education program for children with disability. The purpose of this study was to examine parent's perceptions toward the inclusive education of their children with disabilities. It is important to identify the perceptions of parents about inclusive education for their CWD, because if the researcher knows the parents perceptions then they will be able to provide a clear clarification easily according to their needs and expectation about what they want for their children. Sometimes parents of normal children may fear that a student with a

disability will take away from their child's education and fear that their child will acquire inappropriate social skills. In addition, parents of children with disabilities sometimes fear inclusion because they want to protect their child and keep the child with disabilities free from teasing and name-calling. Parents sometimes do not want to put too much pressure on their child with disabilities, and think that by keeping the child in a separated classroom with other students with disabilities the child will be doing exactly what they are supposed to be doing. After completing this study, it may help the therapists to know parents' perception about inclusive education. Based on this Occupational therapist can plan their intervention plan with children with disabilities, parents, teachers, classmates and other related people.

1.4 Aim:

The aim of this study is to explore the perception of parents with children with disability towards inclusive education.

1.5 Objective:

- To find out parents' understanding of inclusive education;
- To find the importance of an inclusive education program for children with disability;
- To explore parents experiences to continue their children's inclusive education;

CHAPTER 2 LITERATURE RIVEW

2.1 What is disability?

The medical model defines disability scientifically, as a physical, medically diagnosed deficit which handicaps. It is impairment-focused, isolating the experience of disability from external influences such as societal attitudes (Lindsay, 2007)

Combine of both the medical and social models in its definition of disability as “long term impairment leading to social and economic disadvantages, rejection of rights, and limited opportunities to play an equal part in the life of the community” (Lindsay, 2007). According to Khan, Anisuzzaman (2011)the definition of disability is “person who has long- term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.” That means incapacitation in which the affected person can hardly engage in gainful activity due to medical, mental or physical limitation.

Worldwide over a billion people are assessed to live with some form of disability. The Bangladeshi Parliament adopted its first comprehensive disability legislation, the Bangladesh Persons with Disability Welfare Act-2001, on April 2001. It includes the following definition and identification of persons with disability –

- a. Persons with disabilities are those who, have physical disabilities either congenitally, as a result of disease or accident, or have become physically incapacitated or mentally imbalanced due to maltreatment or any other reasons,
- b. Have become incapacitated or are unable to lead a normal life, partially or fully either because of such disabilities or because of mental impairment. (Disability World, 2002). Moreover, in Bangladesh there are almost approximately 160 million people. According to WHO/World bank, it is estimated that 15 to 17% of the population is living with some form of disability Furthermore; the rates of disability are increasing day by day due to increase in chronic health condition. (Das, Kattumuri,N.D)

2.2 Types of disability

According to Lindsay (2007), disability describe into five categories according to their nature.

1. Physical disability
2. Intellectual disability
3. Visual impairment
4. Hearing impairment and
5. Overlapping

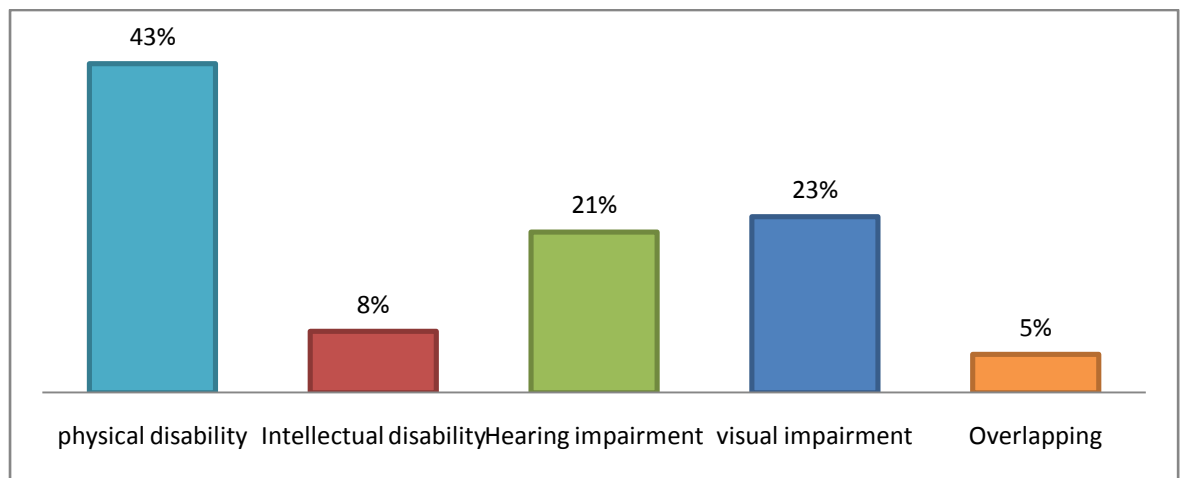


Figure 1: Types of Persons with disabilities in Bangladesh in 1999

(Source: Impact Foundation Bangladesh (IFB), Center for Services and Information on Disability (CSID), 1999)

According to the UN report disabled people in Bangladesh comprises of nearly 3% of the total population and according to the report, of the Bureau of Statistics in Bangladesh there are 0.44 mentally disabled persons among each 1000 persons (Nasreen and Tate,2007). The Bureau of Statistics in Bangladesh says that each population of 1000 persons contains 0.16 physically impaired persons 1.02 persons are lame and another 0.84 persons are disabled. In Bangladesh, a great number of disabled persons are children. Due to the majority, physically and visually disabled children numbers are many. So I would like to continue the study with these two groups of children with disability and their parents. Vision is fundamental to the learning process and children with visual impairments have the right to an appropriate education that is directed by educated specialists who work collaboratively with parents, the student and other education team members (Banu and Rushna, N.D). One

the other hand if we see about children with physical disability they are exists 43%, which is a major part. Therefore, children with disability also have the equal right to continue the education. Children with disabilities number is relatively higher in the rural areas where they are deprived of many health facilities that are available in the cities. According to the survey report commissioned by the Helen Keller International, each year 30,000 children lose their eyesight due to the lack of vitamin "A". Other reports say that each 1000 people contain 0.99 and 0.72 dumb and deaf persons respectively. (Nasreen, Tate,2007)

2.3 Why is disability a development issue?

The World Health Organization (WHO) estimates that 10% of any populations are disabled, adding this approximately 85% of the world's children with disabilities under 15 live in developing countries (Lindsay, 2007). It is believed that with disability, or impairment, being both a cause and consequence of poverty, the Millennium Development Goals cannot be achieved without a specific disability focus (Lindsay, 2007). People with disabilities have health, nutritional, educational and gender needs too, yet the goals related to these issues currently ignore the often-unique needs of people with disabilities within these goals. According to Walkar 50% of disabilities are preventable, with 70% of blindness and 50% of hearing impairment in children in developing countries being preventable or treatable (Lindsay, 2007).

Bangladesh is home to approximately 160 million people. It is evaluated that 15% to 17% of the population is living with some form of disability. There is no accurate data available on the numbers of disabled children out of school but, according to one 2005 estimate, there are 2.6 million children with disabilities in Bangladesh. A study in 2002 conducted by Department of Primary Education indicated that only 4% children with disabilities had some form of access to education. (Walkar, N.D)

2.4 Educational barriers for children with disability

Approximately 2.6 million children with disabilities in Bangladesh, fewer than 1500 have access to an education in special schools sponsored by the "Government of Bangladesh" and only those with selected disabilities (hearing, vision, and intellectual disabilities) are served (Walkar, N.D). There are some major barriers stands for CWD in the way of their education. They are-

- Environmental barriers
 - Intentional attitudinal barriers
 - Unintentional attitudinal barriers and
 - Limitations inherent to the physical disability
- **Environmental barriers:** Environmental barriers include the following categories: doors, passageways, elevators, washrooms, stairs and ramps, lockers, water fountains, and recreational areas. There are also too little space between desks within classrooms, narrow aisles within the library, and crowded hallways. Another environmental barrier included inaccessible washroom, water fountains that were too high for wheelchair access and inaccessible recreational facilities.
 - **Intentional attitudinal barriers:** It includes isolation, physical bullying, or emotional bullying. Isolation took the form of either ignored or having difficulty building friendships. Physical bullying usually relate to people pushing the student's wheelchair without permission, and in one instance, purposely knocked out of the wheelchair. The most normal attitudinal barrier is emotional bullying.
 - **Unintentional attitudinal barriers:** Unintentional attitudinal barriers relate to a lack of knowledge, education, understanding, or effort on the part of the educational system or staff.
 - **Physical barriers:** Many of the students require a personal assistant or teaching aide for such basic activities as getting dressed for recess, personal care, remedial education efforts, or maneuvering within the school. The other major barriers are the students were their need for extra time to get to class, eat lunch, or complete schoolwork. (Pivik, McComas and Laflamme, 2002)

2.5 Education for All

Education for All (EFA), which represents an international commitment to ensure that every child and adult receives basic education of good quality, which is based both on a human rights viewpoint, and on the generally held belief that education is vital to individual well-being and national development. However, EFA has given sufficient attention to some relegated groups of children, in particular those seen as having

special educational needs or disabilities (Hyman,2014). Children with disabilities have persisted invisible in the efforts to achieve universal access to primary education. It has become clear that, without targeted methods to help them overcome the barriers, the goals of EFA will not achieved for children with disabilities. (UNICEF, 2011)

2.6 The Education for All Goals

1. Ensure universal primary education for all children by 2015;
2. Eliminate gender differences in primary and secondary education by 2005;
3. Achieve gender equity in education by 2015;
4. Improve early childhood care and education;
5. Ensure equitable access to “life skills” programs;
6. Achieve a 50 percent increase in adult literacy by 2015, especially for women;
7. Improve all aspects of the quality of education; (EFA Plan of Action, January 2002)

2.7 EFA and children with disabilities

It is well known that children with disabilities in developing countries have negligible access to basic education. According to UNESCO, studies indicate that only one to two percent of children with disabilities in developing countries have access to basic education. Bangladesh is no exception. There are as many as 1 in 10 children with special needs in education in the world (Lindsay, 2007). Accessibility is also a big issue in rural or urban for children with disability. A report show that the 96 percent of children with disabilities, who exist in in the rural areas of Bangladesh, have very limited opportunity to attend school (Ahuja, Ibrahim,N.D). Not only is lack of access to schooling, a violation of an article UN Convention on the Rights of the Child, which states the right of all children to free primary education (Ahuja, Ibrahim,N.D)

2.8 What is inclusion?

Inclusion can be deliberated a policy of values and beliefs that view is all people as equal. Hyman (2014) stated that, inclusion is viewed as “*value-based and about community, rights and compassion, belonging and respect*”. Hyman (2014) further described inclusion as being a value put into action within the educational field. Inclusion includes a sense of belonging and acceptance(Ysselet *al.* 2007). According to Lindsay (2007) definition of inclusion is “Inclusiveness is seen as a process of addressing and responding to the diversity of needs of all learners through increasing

participation in learning, culture and communities, and reducing exclusion with and from education”. Inclusion is not only physical relationship. It is also a kind of education that includes educational support services for class teachers and disabled children whenever they need and it should started as early as possible. Common problems met in inclusion are; not having adequate number of support services staff, not having appropriate environments for inclusion at schools, teachers’ and administrators’ not having suitable knowledge about the inclusion, negative teacher attitudes and not providing support services (Ozyurek, 2012)

2.9 What is inclusive education?

Inclusive education as a process of speaking and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and an opinion that it is the responsibility of the state to educate all children” (Walkar, N.D). It “offers a way of dealing with the negative meanings of “normalization. That means Inclusive education is an approach to educating students with special educational needs, where students with special needs spend most or all of their time with non-disabled students. Hyman (2014) suggested that inclusive education is the process of ensuring that the school attempts to view all learners as unique individuals through the reassessment and reform of its organization. It also attempts to transfer resources and enhance the equality of opportunity. All children, with or without disability, have a right to education. Children with disability, no matter how serious their disability, have a right to education that promote their fullest potential and their inclusion into the society. The education of the children with disabilities is much more vulnerable in comparison to the other learners of the same age groups. A study on situation of street children with disabilities indicates that only 20% of street children with disabilities go for government primary schools, 57% attend non-formal primary education and again a large number (63%) do not get access to any kind of education (Nasreen, Tate, 2007) Education should see as a basic human right to receive by all, regardless of race, class, gender, creed or age (Siebalak, 2002). Hyman (2014) argued that inclusive education aims to create a mixed classroom that reflects the diversity of the population. Inclusive education needs to serve the community and be responsive to the needs of

all individual learners. Inclusive education is not a marginal issue, but is essential to the achievement of high-quality education for all learners and the development of more inclusive societies.

2.10 Inclusive education in Bangladesh

According to Nasreen, Tate (2007) inclusive education has been one of the most discussed educational programs worldwide during the last two decades. In the developing countries like Bangladesh, inclusive education has been recognized as a key strategy to achieve the goal of Education for All. As a fundamental right, every child must be given the opportunity to achieve and maintain an acceptable level of education through an inclusive way. The implement of inclusive education is up until now at an early stage in Bangladesh. However, it can be requested that Bangladesh has undertaken a good number of policy initiatives to provide equity and access of all children to education. Like many other countries around the world Bangladesh has agreed with the declaration of Education For All (EFA) (UNESCO, 1990), the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), the Dakar Framework for Action (UNESCO, 2000) and the UN Convention on the Rights of Persons with Disabilities- UNCRPD in which education is to be provided to all children with an inclusive approach. It is important to note that the tendency of passing IE policy and legislation in Bangladesh is mainly based upon the international agreements.

In Figure 2 Nasreen, Tate (2007) shows how Bangladesh government permitted IE related policy and legislation soon after signing an international agreement

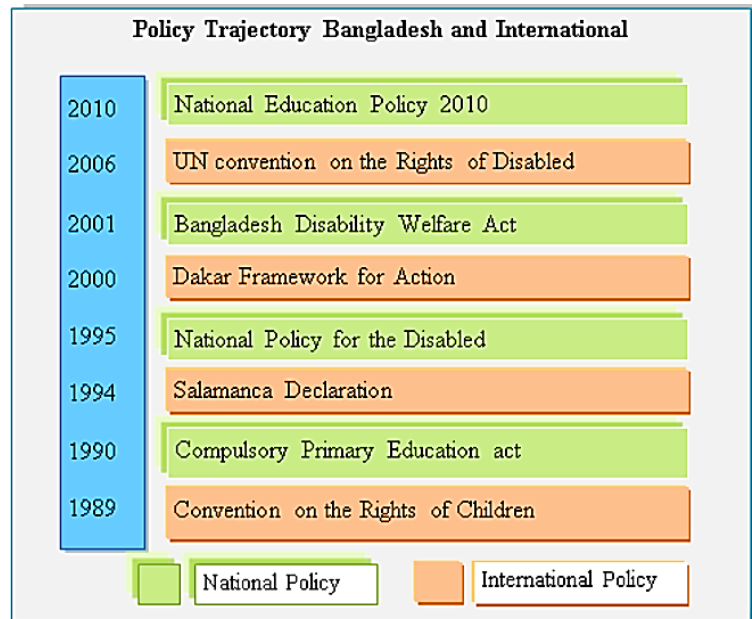


Figure 2: IE policy initiatives of Bangladesh

To practice IE in accordance with the policy initiatives, Bangladesh government has been running two influential programs named as Primary Education Development Programs (PEDPs) and Teaching Quality Improvement in Secondary Education Program (TQI-SEP). In the government document, PEDP and TQI-SEP have been recognized as the means through which inclusive education is to be experienced in classrooms. The first one has been running for more than a decade and second one for 8 years. (Malaket *al.* 2013)

2.10 Barriers to inclusion

The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) undertook a study in 2008 on the “Inclusive Secondary Education Environment for the Children with Special Needs.” More information about primary school students with special needs is needed about the broad range of challenges (not just physical) that they face, and information needs to be directly meet from students, parents and teachers. Barriers in example of inclusion of students with disabilities in typical education are often mentioned. Some of these are the inadequate training and attitudes of general education teachers, the huge class size and the lack of equipment and support personnel (Dimitrioset *al.*2008). The lack of specialized training and support for Childs care providers to provide inclusive Childs care as well as concerns about the attitudes of care providers and general education teachers regarding serving

children with special needs in their programs (Dimitrios *et al.* 2008). And while educating their children with disability parents face three basic types of barriers to involvement:

- Physical and practical
- Social
- Stigma (Pivik, McComas & Laflamme, 2002)

2.11 Parents' views and perception about inclusive education

It is widely recognized that parental support and involvement is essential for the effective implementation of any educational reform movement (Mudekunya and Ndamba, 2011). That means how positively or negatively parents will accept their child. Parents undoubtedly play a critical role in the lives of their children therefore examination of parents' views is an important aspect of the evaluation of the inclusion movement. Different studies show different results about parents' views towards inclusive education for their children with disability. Mwanza (2010) studied parents' attitudes towards inclusive education for disabled children. Proper inclusion programs that are applied by providing necessary conditions offer several advantages to disabled and normal developing children and to their parents. For a successful inclusion, the parents should be willing and have a positive attitude towards inclusion and disabled children besides having knowledge and skills about them. The parents of disabled and normal developing children should be prepared for the inclusion; necessary physical measures should be done and essential equipment should be supplied; and the school staff should be informed about the child (Ozyurek, 2012). His results showed that some of the respondents gave a negative answer about inclusion. Findings suggest that these parents are in favor of an inclusive class setting. Parents reported increases in self-esteem, social skills and academic achievement. Generally, parents of children with disabilities are in favor of inclusion.

Another study of Mwanza (2010) whose findings recorded that parents' firm action that inclusive education for their children was good. In his studies they show that males had more positive attitudes towards disabled persons than females. One study report that almost all agreed they were satisfied. Similarly, when both groups of parents were asked about the emotional development of their child, some agreed that

their child's emotional development has been nurtured. They also report parents' perception of their child's social needs, again all of the parents agreed that their child's social needs were best met in an inclusive classroom. Moreover, some of parents did not seem to consider that inclusion is likely to harm the emotional development of their children. Another study shows that parents are generally in favor of an inclusive education. In a study shows a report on Parents perceptions on children most of the parents thought it was all right to have these children learn together while some felt that it was not alright for the children with and without disabilities to learn side by side in the same classroom's with and without disabilities learning in the same classroom.

Inclusion is still at a stage of an early development in Bangladesh. Parents of children with disabilities are not yet certain about the positive or negative outcomes of inclusion practices, although benefits of inclusion for students according to parent's perceptions are positively linked to children's rights from a philosophical and legal position. Parents of children with mild disabilities, parents of children receiving special education services for only a few years, and parents of students who were not in an integrated setting expressed more supportive views regarding inclusion. In addition, parent's educational level influenced their attitudes. Parents with college education believed more on the benefits of inclusion. Parents have a major role in the challenging and dynamic inclusion process that starts with the parents, decision to place their child in an inclusion setting. Consequently, over the last two decades a number of studies examined parent views, perception and concerns about inclusion, leading to contradictory results.

2.12 Occupational therapy and inclusive education

Occupational therapy is a new concept in the field of rehabilitation in Bangladesh. It is a health care service that uses purposeful activities for regaining individual performance skills lost through injury or illness (Clinical Policy Bulletin: Occupational Therapy Services 2012). Occupational therapist worked with people who were unable to perform or participate in their day-to-day activities. The role of occupational therapists in school-based practice is affected by the growing trend towards inclusive education. Further acknowledge the increasing involvement of occupational therapists in offering services to facilitate a student-environment fit that enables full participation (academically and socially) of children with disabilities in

an inclusive school environment (Anderson *et al.* 2012). The purpose of occupational therapy is to enhance or support students' educational goals facilitating students' participation in the educational process. Occupational therapists provide education and training in how to adapt the classroom environment, how to modify teaching techniques and how to access assistive devices to adjust and meet environmental demands. Anderson *et al.* (2012) suggested that the use of equipment or special techniques could allow the teachers to experience and thus understand the disability of the child. Occupational therapy practitioners provide services by working together with other professionals to identify and meet needs of children experiencing delays or challenges in development. They also identify and modify or overcome barriers that interfere with control or inhibit a child's regular school performance. Their teaching and demonstrating skills and strategies to children and their families to extend therapeutic intervention, and adapt the activities, materials, and environmental conditions so children can participate in schools under different conditions and in various environments (AOTA,2008). In case of inclusive education, parents have various positive and negative attitude and perception about educating their children, so an occupational therapist can provide education based on their incorrect perception. The current and possible roles of the school-based occupational therapist in schools need to be clearly distinct. So that occupational therapy service in school will be easy to applied locally and countrywide to other schools in the developing inclusive education system.

CHAPTER 3

METHODOLOGY

3.1 Study Design

In this study, the researcher used qualitative research design to explore the perception of parents of children with disability towards inclusive education. Bailey (1997) stated, “Qualitative research tries to verify or generate descriptive theory that is grounded in the data gleaned from the investigation”. Here the researcher explored the study information by using the qualitative content analysis (QCA). Qualitative content analysis is one kind of systematic research method used in qualitative research. According to bowling (1997) “A researcher carried out a content analysis when he would like to present the qualitative data in a categorized manner.” Following this information, the researcher analyzed the data in a categorized manner. The process of content analysis is begins with data collection, then data organize into categories way and at last the categorize data represented by coding and thematic analysis (Bowling, 1997). For these reason the researcher thought that qualitative content analysis would be an appropriate study design for this study.

3.2 Study setting

This qualitative study conducted in the William and Marie Taylor School in CRP, which is a non-government organization, located in Savar, and another school is Baptist Mission Integrated School in senpara, Parbata, Mirpur 10. For data collection, the researcher used places that recommended by the participants and where the participants feels comfortable.

3.3 Study population

The populations of this study are the Parents of children with disabilities in inclusive schools.

3.5 Participant size

Eight (8) participants selected from these two schools for contribute this study. They selected according to the researcher purpose and their willingness and accessibility for interview.

3.6 Participant selection

The researcher used convenience sampling for this qualitative study. According to this sampling process, the researcher has the ability to select the sample towards the study purpose. The researcher selected those participants who meet to the inclusion criteria and who willingly wanted to participate in the study.

3.7 Inclusion criteria

- ✚ Parents of children with disability who are studying in inclusive schools
- ✚ Participants who were able to communicate and had no hearing problems, Clear communication will require for providing answer during the interview session.
- ✚ Parents who were continuing their children's study in those inclusive schools at least 10 months.

3.8 Data collections Tools

- ✚ Questionnaire
- ✚ Consent form
- ✚ Information sheet
- ✚ Tape recorder
- ✚ Paper
- ✚ Pen

3.9 Data collection procedure

All data collected through face-to face interview by using a semi-structured research question (Bangla) (appendix 4.3). In this study, the researcher explored the perception of parents and their understanding and importance about inclusive education, there positive & negative experiences about to continuing their children in inclusive education according to their views and feelings. Semi-structured face-to-face interview conducted in this study to collect data from the participants. With semi-structured question, participants were given freedom to explain their feelings in their own words. They also received opportunity to talk and described their feelings and real facts or incidents. This interview procedure provided the opportunities to observe the facial expression of participants and helps the researcher to determine their understanding of the questions. The researcher started from the initial stage of the data

collection procedure. At first the researcher verbally presented the details of the study, for example- aim, objectives and purpose of the study, then explained the rights, roles, benefits and importance of the written consent forms (appendix 4.1) in a descriptive way and arranged the interview in a suitable place. Before starting the interview, the researcher asked the participants about the place and time of interview. When the participant agreed with the researcher and they felt comfort with the place, then the researcher started to interview. During the interview, a recorder used to record the conversations and discussion of the participants and interviewer. Beside recorder, paper and pens also used by researcher during interview for writing the extra information from the participants.

3.10 Data analysis

The investigator used qualitative content analysis to analyze data. In the qualitative research, it is suggested to analyzing the collected data to organize the information according to different codes, categories and themes (Bowling, 1997). Data analysis allowed the researcher to establish the study aims according to collected information from participants. The appropriate analysis of data gave an accurate result for the study. The analysis of data began from transcribe of interviews. At first, the researchers organized the interviews and transcribed the entire interview in Bangla from the audio tape recorder. Then the transcriptions formulated and researchers transformed the data from Bangla to English. The researcher also read it several times to find out what the participants want to say. Following that, the researcher verified the data and find out the actual themes of the study. When the researcher noticed some similarities between the data, the researcher organized the data according to some major categories and under those categories, some codes established. The codes came out from the research question and each code separated from each other.

3.11 Field test

At the beginning of the data collection researcher arranged a field test. It conducted with one participant who is the parent of children with disability. During these interviews, the researcher informed her the aims and objectives of the study and uses a Bangla questionnaire (appendix 4.3) for interview. This test was performed to identify any difficulties that exist in the questions. By finding some difficulties, the investigator rearranged and modifying the questions to make it more understandable,

clear and enough for the participants and the study. Then the researcher conducted the field test again with a new participant. But Before taking the interview, the researcher takes a suitable place that used for the other participants of the study during data collection.

3.12. Informed consent:

Researcher takes concern of participants prior to collect interview who are interested to participate in the study. Before starting the interview, signatures obtained from each participant on a Bangla consent form (appendix 4.2). It is clearly explained to the participants that their information may be publishing, but their name and address not be connecting with the research study. The tapes not at harm or risk for them and it not being share with others. It informed that the participant has the right to withdraw the study any time if he/she would want. In that consent, form the researcher committed to the participant about confidentiality, participant's right and potential benefits of the study that is all inform to the participant during interview. All the participants give their consent to participate in the interview.

4.13. Ethical considerations:

- All the participants and authority was informed about the purpose, aims, objectives, process of the study and their written consent.
- All the interviews were taken in a confidential, comfortable and secure place for all participants.
- The researcher was received permission from OT Dept. BHPI and study settings (appendix 2).

CHAPTER-4

RESULT AND DISCUSSION

4.1 Result

Following this section, the researcher presents the study results and discusses them with supported literature. The study was conducted in a semi-structured interview focused on exploring the perception of parents of children with disabilities towards inclusive education.

The qualitative study results were analyzed by content analysis. By using this analysis process, the researcher organized collected data according to categories, coding and themes.

The researcher found the following categories and theme after the data analysis, this are-

Category: 1- Parents' understanding about inclusive education;

Category: 2- Parents' idea about the importance of inclusive education for their CWD;

Category: 3- Parents' concepts about the acceptance of their children by the teacher and other classmates;

Category: 4- Parents' opinions about the changes of their children in behavior and personal life;

Category: 5-Parents' opinion about the changes in their own experience;

After analysis of the coded interviews, these major themes emerged from the study:

Theme one: Parents' have good understanding about inclusive education;

Theme two: Parents' have clear idea about the importance of inclusive education for their CWD;

Theme three: Acceptance by the teachers and classmates are not always same;

Theme four:Parents' find many changes of their children in their behavior and personal life

Theme five:Parents' feel many changes of their own experience;

4.2. Table-3: Overview of the Data analysis and Result

Objective	Question no	Category	Theme
1. To find out parents' understanding about inclusive education	Question no A(1-3)	1. Parents' understanding about inclusive education	1. Parents have a good understanding about inclusive education
2. To find the importance of an inclusive education program for children with disabilities	Question No B (1-3)	1. Parents' ideas about the importance of inclusive education for their CWD 2. Parents' concepts about the acceptance of their children by the teacher and classmates	1. Parents have a clear idea about the importance of inclusive education for their CWD. 2. Acceptance by teachers and classmates are not always the same.
3. To explore the parents' positive and negative experiences to continue their children's inclusive education	Question No C {1(a, b)-2}	1. Parents' opinions about the changes of their children in their behavior and personal life 2. Parents' opinions about the changes in their own experience	1. Parents find many changes of their children in their behavior and personal life. 2. Parents feel many changes of their own experience.

4.2 Discussion

Each table describes the interview findings. The tick was given only for those columns where the parents have spoken about those issues. Here ‘P’ was used for participant.

Theme one: Parents have good understanding about inclusive education

(Emerged from category-1)

Category-1: Parents’ understanding about inclusive education

Code	P1	P2	P3	P4	P5	P6	P7	P8
The Chance of studying with the normal child of their children with disabilities in same classroom	✓	✓		✓				
Admit with the normal children and learning many thing by seeing them			✓				✓	
Don’t know					✓	✓		✓

(Table 1: Parents’ understanding about inclusive education)

Inclusive education can be a difficult concept to define due to a lack of understanding about what ‘inclusive education’ means, therefore it is a barrier to inclusion in and of itself. Most of the participants have a good knowledge and understanding about inclusive education. In the study, it was showed that most of the participant knew wellabout inclusive education. Five participants out of eight said that their ideas about what inclusive education meant to them. The parent of CWD has an idea about the inclusive education but they did not know that their idea was right due to their educational level, and the school authority did not make their idea clear. It is evident that knowledge and ideas of parents of children with disability about inclusive education need to considered, since that will decide the success of inclusion.

This category has shown that three of the eight participants did not know what inclusive education exactly means, but they are aware about what this education system has does for their children.

One percipient said-

“I don’t know what inclusive education is”

Another said-

“I don’t know anything about inclusive education”

In a literature, it is found that 47% of the women and 41% of the men did not know that a child with disabilities learning together with children without disabilities in the same classrooms is known as inclusive education. Mwanza(2010) mentioned in Zambia, it is found that most of the parents/guardians did not know about inclusive education and inclusion was a strange word to most of them. After that researcher explaining that the word “inclusive” meant the learning of both children with and without disabilities in the same classroom, then the respondents understood.

Narumanchi and Bhargava (2011) stated in India, inclusive education was a modification that was introduced with the understanding that learning difficulty is not necessarily due to a problem within the child but can also be due to the school system.

One participant said-

“Due to his physical disability he can’t do anything, but while studying with the normal children he improves”

Limited research has showed outcomes of inclusive education for physical development. However, research provides evidence to suggest that inclusive education contributes positively towards the physical development of children who experience disability. Children who experience disability who are included into inclusive educational settings show gains in motor development and have a higher degree of independence. It encourages participation and provides more opportunities to observe and learn through the ‘power of the peer’, and learn through trial-and-error and this may improve opportunities for physical development. Inclusive education provides access to a broader range of play and learning activities, which can encourage physical development and improve children’s experiences (Department of Education, 2013).

Inclusion offers many benefits, however it is impossible for inclusion to be successful if there is little or no support from the others education staff and the administrators.

One parent said-

“If they studied with normal children they can follow them, their talking style, their behavior, movements and they also learn this by following them”

According to Wright (1998) promoting inclusion will increase opportunities for all students to develop their relationships. Classmates will learn to respect diversity and to respect other individuals. Inclusive classrooms promote positive attitudes and social acceptance for all students involved. For the person with disability, the inclusive setting exposes them to and helps them learn appropriate social skills. Students with disabilities learn more academically when they are combined into the general classroom if the proper support is given.

One participant expressed that-

“Before I thought my child cannot do anything, but now my child can talk, can communicate and my child now can do study well and whatever I teach he learn”

Another parents said,

“They get mixed with themselves, other children, their interest increased on study, talking with others and all side”

Through this inclusive education, parents mentioned that their Childs’ academics could improve as well. Helpful learning groups increase the academic performance of children because children learn the material more carefully by teaching it to their peers. Students with disabilities who were in inclusive classrooms had higher gains academically and in functional skills than students in segregated classroom. For the children with disability, communication learned naturally in a natural setting (Wright, 1998). Wright (1998) reported that, academic gains as well as gains in self-esteem for students in an included classroom. According to Andrews (2007) it is estimated that children with disability have shown improvement in such areas such as- language and communication, social and play skills, as well as their independence and decision making skills.

This category result indicates that the majority of participants have knowledge and idea about inclusive education. Moreover, those who are not introduce with the word inclusive they had an idea about inclusive education but they did not know the actual

meaning of inclusive education due to the compulsory laws, policy and legislations within developing country to ensure inclusive education and other services for children with disabilities. However, the findings supported the importance of the parents' knowledge for the success of inclusion programs.

Theme two: Parents have clear idea about the importance of inclusive education for their CWD.

(Emerged from category-2)

Category: 2- Parents' idea about the importance of inclusive education

Code	P1	P2	P3	P4	P5	P6	P7	P8
Changes behavior, personality and other sides				✓				
Getting well day-by-day in all sides like-play, study, behavior			✓					✓
Learn how to go through normal life and environment and can follow the normal children	✓	✓						
Get all kinds of facilities and can adjust easily					✓			
Get well and can do something in future forhimself						✓		
Can get love, affection							✓	

(Table 2:Parents' idea about the importance of inclusive education)

For the child with disability, inclusion exposes them to and helps them learn appropriate social skills. The majority of parents show favorable outlooks towards inclusion in terms of promoting positive role models, friendships, facilitating achievement of pre-academic, social and language. (Narumanchi and Bhargava, 2011).An inclusive education program provide opportunity to the children with disability to learn from peers.

One participant said that-

“If we discriminate them they cannot learn anything. And when we include them with the normal children they get mixed with them, they can follow them”

Another participant also mentioned-

“Child is getting well day by day in all sides. Like-study, play in all sides”

According to Narumanchi and Bhargava (2011) parents of these children have revealed that their children's experiences were positive; they preferred having their children in classes with normal children and there was an increase in personal development and improved self-worth by helping others. Literature says that parents who favor inclusion believe that it increases their child's learning ability due to higher standards in a regular class, and would provide a stimulating environment for learning. (Narumanchi and Bhargava, 2011)

One participant stated that-

“In future he (child) can get well, can improve self-development, can take self-responsibilities and can do something in future for himself”

Inclusive education involves recognizing impairment as one of the many forms of human diversity, and welcomes and views diversity as a source rather than a problem. Inclusive education creates a situation where all children can be valued and can experience a sense of fitting in and where all children are stimulated to reach their full potential in all areas of development (Department of Education, 2013).

Parents of CWD said that due to this inclusive education their children improved in academics, because now they understood study, they put their emphasis on study.

One participant included that-

“After admitting my child in inclusive school with those normal children I see that my child is getting well day by day in all sides. Like-study, play in all areas”

By contrast, this research shows that children who experience disability who are included into inclusive educational settings show better academic and vocational outcomes when compared to children who are educated in segregated settings.

Children who experience disability who are involved into inclusive settings have found to score higher on achievement tests and perform closer to grade average than children who are in non-inclusive settings (Department of Education, 2013). According to the Department of Education, (2013), it has been found that children who do not experience disability have also been found to advantage academically from inclusive education with equal or better academic outcomes compared to children joining in non-inclusive settings.

This inclusive education is more helpful for CWD to improve their life like the normal children. They can follow the normal children's' behaviors and their life leading style which can help them to turned into the improvement and make them independent.

One participant said that-

“Because of this education system my child can learn something, can tell something, if he stayed in the home all day he cannot learn anything, but here he learn many things e.g. - study, behaviors’, it’s good for my child”

Findings indicate that children with disability who participate in an inclusive classroom have improved in a high degree of social behaviors’ than a normal classroom (Andrews, 2007). According to Andrews (2007) children without disabilities are willing to play with the child with disabilities and this helps them to improve their coping skills, improve peer relationship and improve play skills.

In this category researcher also found that parents thought inclusive education is important to them because its help their children to get special care, special facilities, and for love and affection. This is very important for children with disability.

Another participant said that-

“My child gets all kinds of facilities here with the normal children, but if I admit her in normal school it needs time to adjust with them”

Family with children with disability gets many facilities with this inclusive education because its helps them to introduce with the realities of the world and promote a great acceptance of their children with disability.

In general, respondents showed positive experiences towards the features of inclusion namely academic improvement, social adaptation, changes behavior, personality, getting love, affection and in normal life and environment. These answers show that parents see the many benefits that successful inclusion can bring. For them, inclusion is important not only for the experiences of their children while at school, but also for their children to go on to live a more independent live.

Theme three: Acceptance by the teachers and classmates are not always same.

(Emerged from category-3)

Category 3- Parents’ concepts about the acceptance of their children by the teacher and classmates

Code	P1	P2	P3	P4	P5	P6	P7	P8
Helpful	✓			✓	✓	✓	✓	
Behaves well		✓	✓			✓	✓	
give extra time, special system and facilities		✓	✓			✓		
Some students don’t want to sit with the disable student								✓

(Table 3: Parents’ concepts about the acceptance of their children by the teacher and classmates)

In this category, most of the parents mentioned that an inclusive classroom is very helpful for their disabled children. Generally, parents whose children have participated in integration programs have more positive views towards integration. Most of the parents said that in an inclusive classroom the students and the teachers help a lot.

One participant stated that-

“If they fall any trouble, I mean sometimes the books, pencil will fall down then they collect that and in every work they (normal children) helps”

Wright (1998) mentioned that to avoid any unnecessary injury to the child with disabilities, it would be beneficial for the students in the classroom. According to Wright (1998) it is found that the safety of the students cannot be compromised. If

needed, a normal student can help the disabled children. Learning specific techniques about transporting, and emergency techniques, such as first aid, can remove many of the safety issues. In the literature it is mentioned that the positive attitudes are with reference to understanding the children with disability, helping and adjusting with them, emotional support reflected by sympathy, pity, and providing them with equal rights (Narumanchi and Bhargava, 2011).

One participant said that-

“My child can get all facilities here, where normal and disabled children are together but in normal school he cannot adjust with the normal students”

Another participant also mentioned-

“They help a lot, if something falls down then they pick up that, or if he called someone then they come or even if he wants something then they give that to them”

One participant, parent of a visually impaired child estimates that-

“Teachers help a lot, they make special units for them and there also have special systems for them. Teachers give extra time to them”

Students with visual impairments have the right to an appropriate education system. Based on literature parents of visually impaired children believe that there is a change in the attitude of their children by getting education with normal children and it is positive. Most of the parents of visually impaired children agreed that the teacher of the institution is satisfied with their child. (Banu, and Rushna, N.D)

In the literature, parents see more advantages than disadvantages in an inclusive setting, which reinforces and explains the positive attitudes of parents for inclusion (Narumanchi and Bhargava, 2011). Wright (1998) said that the children with disabilities would automatically become friends with the students without disabilities. There have been few reports of negative outcomes in a well-supported inclusive setting. One participant said that-

“My child loves all the students, but some normal child does not want to sit with my child. Then my child did not want to sit alone and he feels sad”

According to Wright (1998) sometimes non-disabled children may fear that to sit with the disabled children. Parents of non-disabled children may also fear that their child will acquire inappropriate social skills if they are mixed with disabled children.

Inclusive education ensures the educational rights of all without discrimination and because of equal opportunity. This emphasizes the need for positive attitudes of teachers, other parents and peers, when aiming to provide regular education for children with disabilities. Most of the parents indicated that they were apprehensive about the inclusive setup only in terms of joint academics. Therefore, parents of children with disability reflected a clear idea about the importance towards inclusion. While experts also mentioned that education was one of the basic needs for the children with disabilities to become independent (Narumanchi and Bhargava, 2011).

Theme four: Parents find many changes of their children in behavior and personal life.

(Emerged from category-3)

Category: 4- Parents' opinion about the changes of their children in behavior and personal life.

Code	P1	P2	P3	P4	P5	P6	P7	P8
Follow the normal children behaviors, wants to play	✓	✓	✓	✓		✓		
Being social	✓	✓		✓		✓	✓	✓
Improves academically	✓	✓	✓	✓				
Not so changes occur					✓			
Understand entertainment					✓			
Improves language, communication						✓	✓	

(Table 4: Parents' opinion about the changes of their children in behavior and personal life)

An inclusive education program helps the children with disabilities to learn from peers. In the category 4 out of 8 participants' mentioned that their child has improved a lot in academically, 6 participants mentioned that they improved socially. In an

inclusive classroom, children with disabilities can follow the normal behaviors' of the normal children.

One participant said-

“By studying with the normal children if teacher if teacher teach any poem, then he (child) try to say this with them”

Another mentioned-

“Before this he did not understand how to get mixed with children, how to go with normal children. By this inclusive education now she can understand how to get mixed with normal children and learn their normal behaves, and also learn how to go through normal environment”

According to Ysselet *al.* (2007) parents generally support inclusion because it promotes acceptance, which is vital to their children's social and emotional development. They also include the effect of inclusion on their children's academic, social, and behavioral development. In another literature it is estimate that specific gains were achieve in terms of social cognition, like awareness of other children's needs, social and personal characteristics and greater acceptance (Narumanchi andBhargava, 2011).

Wright (1998) mentions that, 90.32% of the parents agreed that children with disabilities could benefit academically from inclusion. Many parents mention that their child did not like to study before, but when beingmixed with the normal children now they are doing well on their study more than previously and their interest level also increased in study.

One participant said that-

“He likes playing, studying and getting well day by day. He learns everything by seeing them and day to day knows and learns many information from them”

Another participant estimate that-

“Before child does not like to talk with people, love to stay alone and also stay behind from study. But now improved on study, likes competition, wants to become 1st, 2nd.”

Most of the parents of children with disabilities said that before their child did not like getting mixed with people. Now children without disabilities are becoming friends with children with disabilities and it could enhance the inclusion movement. According to Andrews (2007) children with disability who participate in inclusive classrooms have improved in social behavior more than the normal classroom. These children motivate through a higher frequency of peer engagement and peer influence in the inclusive classroom.

Another report shows that, 96.77% of parents stated that children with disability benefited socially by being in an included classroom. Moreover, include social cognition and respect for diversity is among some of the lifelong benefits from inclusion for the non-disabled children. For the children with disabilities, inclusion exposes them to and helps them learn appropriate social skills (Wright, 1998).

Inclusive education can improve children play skills, children communication, and language capacity. Parents who favor inclusion believe that it would increase their child's learning ability (Narumanchi and Bhargava, 2011).

A participant said that-

“Improves language and communication skills, talks like others”

Another said –

“Now my child loves to play with children, tell many thing by himself, learn to communicate, and learn how to go through normal life” “

Children with disabilities have showed improvements on areas like- language, communication, play, social skills, cognitive, motor ability and their independence and decision-making skills (Andrews, 2007). The views on the program components showed that majority of the parents (90%) specified that an inclusive setup was helpful for children with disabilities, as they learn from typical children and accepted by all.

It is found that inclusion is beneficial at all age levels. Children with disabilities engaged in inclusive school settings show a higher amount of collaborating play, higher language development and higher ratings of social competencies than their peers (Wright, 1998). However, some are disagree with this. Parents of children with

disabilities sometimes fear inclusion because they want to protect their child and keep the child with disabilities free from teasing and name-calling. One mother estimates that there no changes occurred in their children’s behavior and personal habits. She said-

“Not so changes occur, in case of study he cannot maintain his balance on his hands in case of those normal children”

Its depend on the parents’ knowledge of the education system and how it works. Another participant include that inclusive education helps children to understand entertainment. She stated-

“Before she did not understand the playing system, entertainments, education, study an all. She did not understand the various techniques of study, how to go through normal life. But now getting mixed with normal children they can now make that environment and understand all”

Expanding on this, parents recommendations that an inclusive setup would help only for activities like art, music, singing, and sports (Narumanchi and Bhargava, 2011)

Theme five: Parents feel many changes of their own experience.

(Emerged from category-5)

Category: 5- Parents’ opinion about the changes in their own experience.

Code	P1	P2	P3	P4	P5	P6	P7	P8
thoughtful about their children bad future	✓			✓	✓		✓	
Learns many thing like the normal children e.g. - study, mixed with people, getting well	✓	✓	✓					
Happy with child’s improvement						✓		
Childs learn talking, study								✓

(Table 5:Parents’ opinion about the changes in their own experience)

Inclusive education requires ongoing engagement, removing barriers to active involvement and participation in learning. Inclusion is the beliefs that active participation of every child as a full member of his or her family, community, and society (Department of Education, 2013). However, in this category researchers found that, 4 out of 8 participants had negative experiences, they were thoughtful about their children future.

One participant mentioned that-

“I thought that there is no need to educate my children, I think my child cannot do anything in future, and there is no hope for his future”

Parents of children with disabilities go through various emotional phases, like coping approaches. Parents go through sorrow, frustration, rejection and anger, for the child's conditions (Narumanchi and Bhargava, 2011). Parents are thoughtful about their children future because of rejection affects negatively on children who experience disability, their peers and the adults who engage with them, resulting in demotion, stigmatization and often bullying and abuse (Department of Education, 2013). However, this is truly incorrect.

Parents generally support inclusion because it promotes acceptance (Ysselet *al.* 2007). Research evidence suggests that honest inclusive education allows children to build and develop friendships that they might not have considered or met otherwise. Inclusive settings encourage higher levels of interaction rather than separated settings (Department of Education, 2013).

One participant stated that-

“Lots of changes came to my experiences, because I thought that what will I do with this child, I have to stay at home. Now because of this inclusive education it is a great opportunity to educate them. Now they are not stay at home, now they can do something, go to school, they can study.”

The literature, outcomes of inclusive education for social development and found that inclusion results a more positive sense of self and self-worth for children. Children who participate in inclusive education have found to be more independent (Department of Education, 2013).

Parents' of children with disabilities mentioned that while studying in the same classroom with the normal children, their children could follow the normal children; they learn many things by following the normal students. They also improved their academic side, their behavior, and learned socialism. Moreover, children who participate in inclusive education have found to develop qualities such as patience and trust, become more aware of and responsive to the needs of others than children in non-inclusive settings (Department of Education, 2013).

In literature, parental views towards inclusion needs have been both positive and negative. However, the present study exposes that there is both positive and negative experiences towards inclusive education (Narumanchi and Bhargava, 2011). In recent times, parents are more in favor to the inclusive education system. They think and it would provide a stimulating environment for learning.

One participant mentioned that she is happy due to her child's improvement. Because of inclusive education, her child can learn like a normal child. Now she understands the importance of this and she agrees with the changes of her experience. Now she thinks that this setting has converted to provide the best possible education for all of its children.

Another participant said –

“Before I don't know that, but after coming this school children learn many thing, learn to talk. I provide speech therapy for my child and now he can talk, and then learn study. After coming this school I learn many thing, if I don't come to this school I would never learn this things”

Children who are included have exposure to increase independent communication, learn of augmentative and alternative communication (AAC) strategies and increased speech and language development when providing appropriate care for inclusive education (Department of Education, 2013). This inclusive education improved communication and language that indications to greater independence and beginning of communications and increased active participation. Thus, it looks that inclusive education supports communication and language development, which in turn supports greater inclusion.

LIMITATION AND RECOMMODATION

5.1 Limitation

In this case, it is the first time for the researcher to conduct this study as a part of 4th year course curriculum in occupational therapy department. Therefore, researcher's skill to conduct interview may influence in-depth information. However, the researcher offered maximum effort to collect information and collect information from participants two times.

A limited study found in Bangladeshi context about inclusive education. However, researcher found several study on perception of parents of children with disability towards inclusive education on other countries of the world. So researcher uses their findings in this research. Due to there are lacks of inclusive schools are availability in Bangladesh the sample size was small. This is a main limitation for collecting data. Besides certain factors might have had an effect on parents' perception of inclusive education, including the nature of the child's disability as well as the fact that all learners were in different stages of inclusion, and parents' educational background.

5.2Recommendation

After completing the research, the researcher found some recommendation. In case of result discussion researcher found both positive and limited negative experiences of parents. Occupational therapists can apply the study results in their professional life; it will help them to provide positive motivation towards parents' negative experiences. Further research can be conducted with large number of participants of both parents with and without children with disability towards inclusive education in Bangladesh.

CHAPTER 6 CONCLUSION

6.1 Conclusion

The study has been conducted to find out the perception of parents of children with disabilities towards inclusive education. From the result of the study; it was found that most of the parents supported inclusive education rather than separate schooling. The result of the study implements that inclusive program shows positive as well as little negative responses from the parents. But there are some factors contributing to the lack of knowledge about what inclusive education is, due to lack of collaboration between professionals in the school system and the community prior to the innovation of the inclusive schooling program, parents education level. Studies show benefits for the children with disabilities being included with the children without disabilities in an inclusive classroom. If concerns are removed concerning isolating parents of non-disabled children, inclusive schools can more freely include children with disabilities.

To know the perception of parents of children with disabilities towards inclusive education is very important. Because children with disabilities have a right to education as the normal, they are also a major part of the society. If we exclude them from education, a huge part of the country will remain illiterate. Therefore, by identifying what the parents of children with disabilities perceive about their child's education with the normal children, professionals and service providers can find suitable ways to support the parents. Therefore, the findings of the study will help the occupational therapist to provide an effective intervention and education to the parents of children with disabilities.

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[bUpUbeWuInBDMf47BLw&sig2=7MMK7YUPIIGiQ6wZGaCcKA&bvm=bv.85970519,d.c2E](https://www.google.com.bd/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCAQFjAB&url=http%3A%2F%2Fwww.academicjournals.org%2Fjournal%2FJASD%2Farticle-full-text-pdf%2F4B98F9B9562&ei=IxvgVJ7NJNKXuATSv4LoAw&usg=AFQjCNEdP5I6a9zE5z6cb9D3b6yC0lsOTA&sig2=sOOSGZFu8jBRrdLa-3Ah2Q&bvm=bv.85970519,d.c2E) [Accessed 11 september, 2014]

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Appendix 1:

PERMISSION LETTER FOR CONDUCTING THIS STUDY

Date: 9-7-2014
The Head of the department
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralyzed (CRP)
Chapain, Savar, Dhaka -1343

Sub: Prayer for Seeking Permission to conduct the research project

Madam,

With due respect and humble submission I beg most respectfully to state that I am a student of B.Sc in Occupational Therapy in 4th year in Bangladesh Health Professions Institute the academic institute of CRP. As a part of my final study, I have to submit a research project. The title of my study is "Perception of parents of children with disability towards inclusive education". The aim of this study is to explore the parent's perception of their children with disability towards inclusive education.

May I therefore pray and hope that you would be kind enough to approve my research proposal and will help me to complete my study successfully.

Your most obedient student

Shamima. 9-7-14

Shamima Hoque

4th year, Roll- 12, Session- (2010-2011)
B.Sc in Occupational Therapy

Approved by	Comments & Signature
Head of the department Nazmun Nahar Assistant Professor and Head of the department Department of Occupational Therapy BHPI,CRP, Chapain, Savar, Dhaka-1343	As per supervisor's recommendation, it could be allowed her to conduct this study. Best of luck. <i>Nahar</i> 12-07-14
Research Supervisor Umme Aeyman Assistant Professor in Department of Occupational Therapy BHPI,CRP, Chapain, Savar, Dhaka-1343	She has got the potential to carryout the study. Suggested to conduct the study following the proposal & further supervision. <i>U. Aeyman</i> 12-07-2014

PERMISSION LETTER FOR DATA COLLECTION



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka, Tel: 7745464-5, 7741404, Fax: 7745069
BHPI-Mirpur Campus, Plot-A/5, Block-A, Section-14, Mirpur, Dhaka-1206. Tel: 8020178, 8053662-3, Fax: 8053661

তারিখ : ২৯.১১.২০১৪

প্রতি

অধ্যক্ষ

ব্যাপ্টিস্ট মিশন ইন্সটিটিউটেড স্কুল,

সেনপাড়া, মিরপুর-১০, ঢাকা।

বিষয় : রিসার্চ প্রজেক্ট (dissertation) এর জন্য আপনার প্রতিষ্ঠান সফর প্রসঙ্গে।

জনাব,

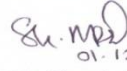
আপনার সদয় অবগতির জন্য জানাচ্ছি যে, পক্ষাঘাতগ্রস্তদের পুনর্বাসন কেন্দ্রে-সিআরপি'র শিক্ষা প্রতিষ্ঠান বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই) ঢাকা বিশ্ববিদ্যালয় অনুমোদিত বিএসসি ইন অকুপেশনাল থেরাপি কোর্স পরিচালনা করে আসছে।

উক্ত কোর্সের ছাত্রছাত্রীদের কোর্স কারিকুলামের অংশ হিসাবে বিভিন্ন বিষয়ের উপর রিসার্চ ও কোর্সওয়ার্ক করা বাধ্যতামূলক।

বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন অকুপেশনাল থেরাপি কোর্সের ছাত্রী শামীমা হক তার রিসার্চ সংক্রান্ত কাজের জন্য আগামী ১.১২.২০১৪ ইং তারিখ থেকে ৩০.১২.২০১৪ ইং তারিখ পর্যন্ত সময়ে আপনার প্রতিষ্ঠানে সফর করতে আহ্বান।

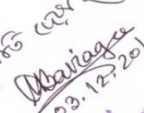
তাই তাকে আপনার প্রতিষ্ঠান সফরে সার্বিক সহযোগীতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে


০১.১২.২০১৪

শেখ মনিরুজ্জামান
সহকারী অধ্যাপক ও বিভাগীয় প্রধান (ভারপ্রাপ্ত)
অকুপেশনাল থেরাপি বিভাগ
বিএইচপিআই।



অনুমতি দেয়া হল।

০১.১২.২০১৪
অধ্যক্ষ
ব্যাপ্টিস্ট মিশন ইন্সটিটিউটেড স্কুল
সেনপাড়া, মিরপুর-১০
ঢাকা-১২০৬



বাংলাদেশ হেল্থ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka, Tel: 7745464-5, 7741404, Fax: 7745069
BHPI-Mirpur Campus, Plot-A/5, Block-A, Section-14, Mirpur, Dhaka-1206. Tel: 8020178,8053662-3, Fax: 8053661

তারিখ : ২৯.১১.২০১৪

প্রতি
অধ্যক্ষ
উইলিয়াম এন্ড মেরি টেইলর স্কুল
সিআরপি, সাভার, ঢাকা।

বিষয় : রিসার্চ প্রজেক্ট (dissertation) প্রসঙ্গে।

জনাব,
বিএইচপিআই'র ৪র্থ বর্ষ বিএসসি ইন অকুপেশনাল থেরাপি কোর্সের ছাত্রী শামীমা হককে তার রিসার্চ সংক্রান্ত কাজের জন্য আগামী ০১.১২.২০১৪ তারিখ থেকে ৩০.১২.২০১৪ তারিখ পর্যন্ত সময়ে আপনার নিকট প্রেরণ করা হলো।

তাই তাকে সার্বিক সহযোগীতা প্রদানের জন্য অনুরোধ করছি।

ধন্যবাদান্তে

Dr. M. M. H.
01.12.2014

শেখ মনিরুজ্জামান
সহকারী অধ্যাপক ও বিভাগীয় প্রধান (ভারপ্রাপ্ত)
অকুপেশনাল থেরাপি বিভাগ
বিএইচপিআই।



Permitted for
Data collection

Zamam
1-12-14
Md. Abdullah Al Zubayer
Principal (Acting)
William S. Inbue Taylor School (WITS)
CRP-Savar, Dhaka-1343

Appendix 3

**INFORMATION SHEET, CONSENT FROM, QUESTIONNERIES
IN BANGLA**

Appendix-3.1

তথ্য পত্র

আমি শামিমা হক, বাংলাদেশ হেল্ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই) এর ছাত্রী যা পক্ষাঘাতগ্রস্থদের পুনর্বাসন কেন্দ্র (সিআরপি) এর একটি শিক্ষা প্রতিষ্ঠান। আমি অকুপেশনাল থেরাপী বিভাগের বি.এস.সি. ইন অকুপেশনাল থেরাপীর ৪র্থ বর্ষে অধ্যয়নরত আছি। এই কোর্সের অংশ হিসাবে চূড়ান্ত বর্ষে আবশ্যিকভাবে একটি গবেষণা কর্ম সম্পন্ন করতে হয়। আমি আপনাকে এই গবেষণায় অংশগ্রহণ করার জন্য আমন্ত্রণ করছি। গবেষণার বিষয় হচ্ছে “ইনকুসিভ শিক্ষা সম্পর্কে প্রতিবন্ধী বাচ্চাদের পিতা এবং মাতার ধারণা কিরূপ হয় তা জানতে পারা এবং উদ্দেশ্য হল প্রতিবন্ধী বাচ্চাদের পিতা এবং মাতা ইনকুসিভ শিক্ষা তাদের বাচ্চাদের জন্য কতটুকু গুরুত্বপূর্ণ মনে করে তা বের করা।

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ আপনার ইচ্ছাকৃত। আপনি যে কোন সময় আপনার অংশগ্রহণ প্রত্যাহার করতে পারবেন। ইহা আপনার শিশুর চিকিৎসা সেবায় কোনরূপ ব্যাঘাত ঘটাবে না। গবেষণায় অংশগ্রহণের জন্য কোন উপহারের ব্যবস্থা নেই। আপনি এবং আপনার শিশু গবেষণা থেকে সরাসরি উপকৃত নাও হতে পারেন। তবে গবেষণা থেকে প্রাপ্ত ফলাফল কর্তৃপক্ষকে সম্পর্কে আপনার ধারণা জানতে সাহায্য করবে।

গবেষণার সাথে সম্পর্ক যুক্ত কিছু প্রশ্ন নিয়ে আপনার একটি সাক্ষাৎকার নেয়া হবে যা অডিও টেপ দ্বারা সংরক্ষণ করা হবে। আপনার কাছ থেকে প্রাপ্ত তথ্য গোপনীয়তার সাথে রাখা হবে, শুধু গবেষক এবং তার তত্ত্বাবধায়ক তথ্য গুলো ব্যবহার করতে পারবেন। আপনার এবং আপনার শিশুর পরিচয় গবেষণার কোথাও প্রকাশ করা হবে না। গবেষণা সংক্রান্ত আপনার যদি কোন রূপ প্রশ্নের থাকে তাহলে আমাকে দ্বিধাহীনভাবে জিজ্ঞাসা করতে পারেন। গবেষণা বিষয়ক সকল প্রশ্নের উত্তর দেবার জন্য আমি সচেষ্ট থাকব।

শামিমা হক

বি.এস.সি. ইন অকুপেশনাল থেরাপী

অকুপেশনাল থেরাপী বিভাগ

বাংলাদেশ হেল্ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)

সিআরপি-চাপাইন, সাভার, ঢাকা-১৩৪৩

Appendix-3.2

সম্মতিপত্র

অংশগ্রহণকারীরজন্য:

দয়া করে নিচের তথ্য গুলো পড়ে হ্যাঁ অথবা না তে টিক () দিন। নিম্নলিখিত তথ্য গুলো প্রকাশ করবে আপনি এই পত্রের তথ্যগুলো বুঝতে পেরেছেন এবং উপরের গবেষণায় আপনার অংশগ্রহণের মতামত।

১. আমি নিশ্চিত করছি যে আমি গবেষণার তথ্য পত্রটি পড়েছি এবং

বুঝতে পেরেছি অথবা তথ্য পত্রটি আমার কাছে ব্যাখ্যা করা হয়েছে
এবং আমার প্রশ্ন করার সুযোগ আছে।-----হ্যাঁ / না

২. আমি বুঝতে পেরেছি যে গবেষণায় অংশগ্রহণ সম্পূর্ণ ঐচ্ছিক এবং যে

কোন সময় অংশগ্রহণ প্রত্যাহার করতে পারব কারণ পরবর্তীতে তথ্যগুলো

ইষ্ট করে দেয়া হবে।-----হ্যাঁ / না

৩. প্রশমালা এবং সাক্ষাৎকার থেকে গবেষক কর্তৃক সংগৃহিত তথ্য তত্ত্বাবধায়ক

দ্বারা নিরীক্ষণ করা হবে। ব্যক্তিগত তথ্য অত্যধিক গোপনীয় থাকবে।

আমি গবেষক ও তত্ত্বাবধায়ককে আমার তথ্য জানার অনুমতি প্রদান করছি।-----হ্যাঁ / না

৪. অংশগ্রহণের ব্যাপাওে সিদ্ধান্ত নেয়ার জন্য আমি পর্যাপ্ত সময় পেয়েছি।-----হ্যাঁ / না

৫. আমার সাক্ষাৎকার থেকে প্রাপ্ত তথ্যাদি গবেষণায় ব্যবহারের ক্ষেত্রে আমি রাজি।-----হ্যাঁ / না

৬. আমি গবেষণায় অংশগ্রহণ করতে রাজি। -----হ্যাঁ / না

অংশগ্রহণকারীর স্বাক্ষর.....তারিখ.....

গবেষক: আমি উপরের অংশগ্রহণকারীকে গবেষণা সম্পর্কে প্রয়োজনীয় বিবরণ দিয়েছি এবং অংশগ্রহণকারী
স্বচ্ছায় গবেষণায় অংশগ্রহণের মত প্রকাশ করেছেন।

গবেষকের স্বাক্ষর.....তারিখ.....

Appendix-3.3

❖ সাধারণতথ্য:

- অংশগ্রহণকারির বয়স?
- আপনার সন্তানের প্রতিবন্ধিতার ধরণ কি ?
- আপনার সন্তান ছেলে না মেয়ে?

ক। পিতামাতার দৃষ্টিতে একিভূতকরন শিক্ষা:

১. আপনি একিভূতকরন শিক্ষা সম্পর্কে কি জানেন? যদি হ্যাঁ হয়, তাহলে বিস্তারিত বলুন।
২. আপনার সন্তান কি একিভূতকরন শিক্ষার মাধ্যমে উপকৃত হচ্ছে?
৩. আপনার সন্তান সুস্থ বাচ্চাদের সাথে একই শ্রেণীকক্ষে পড়াশুনা করছে, এটা কি আপনি ঠিক মনে করেন? দয়া করে বিস্তারিত বলুন।

খ। পিতামাতার দৃষ্টিতে একিভূতকরন শিক্ষার প্রয়োজনীয়তা:

১. আপনকি কি মনে করেন বাংলাদেশে একিভূতকরন শিক্ষা ব্যবস্থা ভাল?
২. আপনার সন্তানকে তার স্কুলের শিক্ষক ও সুস্থ সহপাঠীরা কিভাবে গ্রহন করে? দয়া করে বিস্তারিত বলুন।
৩. আপনার কাছে কি আপনার সন্তানের একিভূতকরন স্কুলে পড়াশুনা করাটা দরকারি মনে হয়? দয়া করে বিস্তারিত বলুন।

গ। একিভূতকরন শিক্ষা সম্পর্কে পিতামাতার ইতিবাচক ও নেতিবাচক অভিজ্ঞতা:

১. ক) একই শ্রেণীকক্ষে সুস্থ বাচ্চাদের সাথে পড়ামুনা করার ফলে আপনার সন্তানের ব্যক্তিগত জীবনে কি কোন পরিবর্তন এসেছে? যদি হ্যাঁ হয়, দয়া করে বিস্তারিত বলুন।
খ) একই শ্রেণীকক্ষে সুস্থ বাচ্চাদের সাথে পড়াশুনা করার ফলে আপনার সন্তানের আচার-আচরণে কি কোন পরিবর্তন এসেছে ? যদি হ্যাঁ হয়, দয়া করে বিস্তারিত বলুন।
২. আপনি কি মনে করেন একিভূতকরন শিক্ষার ফলে আপনার অভিজ্ঞতায় কোন পরিবর্তন এসেছে। দয়া করে বিস্তারিত বলুন।

Appendix 4

**ENGLISH TRANSLATED COPY OF INFORMATION SHEET,
CONSENT FROM AND QUESTIONS**

Appendix 4.1

Information Sheet

I am Shamima Hoque, student of the Bangladesh Health Professions Institute (BHPI), which is the academic institute of the Centre for the Rehabilitation of the Paralyzed (CRP), Savar, Dhaka. I am studying B.Sc. in Occupational Therapy, (4th year course) under the Occupational Therapy department of BHPI. In regards to the fulfillment of B.Sc. Degree, it is mandatory to conduct a research in final or 4th year of study. I would like to invite you to take part in my research study, and the title “Perception of parents of children with disability towards inclusive education.” The aim of the study is to explore the Perception of parents of children with disability towards inclusive education. And the objective is parents understanding and importance of inclusive education program for children with disability.

It is up to you whether you want to participate in this study. If you do not wish to take part then there is an opportunity to withdraw your participation at any time. This will not hamper access to services and will not affect the treatment of your child. There is no incentive for participation in the study. May be there is no direct benefit for you and your child at present. However, it is very important to know you are thinking, understanding and views about your child’s education in inclusive school.

An interview will be conducted with some questions regarding the study that will be recorded by tape recorder. Confidentiality of all records will be highly maintained and all details will be kept on a confidential database that is only accessible to me and my supervisor. The identity of you and your child will not be disclosed in any presentation or publication without your agreement. If you have any queries now regarding this study please feel free to ask. I am accountable to answer all questions regarding this study.

Shamima Hoque
B Sc. in Occupational Therapy
Department of Occupational Therapy
BHPI, CRP-Chapain, Savar, Dhaka-1343

Appendix 4.2
Consent From

For Parents who are taking part in interviews

Please read the following statements and put tik (√) on yes or no to say that you understand the content of the information sheet, your involvement, and that you agree to take part in the above named study.

1. I confirm that I have read and understood the information Sheet for the study or that it has been explained to me and I have had the opportunity to ask questions.-----Yes / No

2. I have satisfactory answers to my questions regarding with this study. -----Yes / No
No

3. I understand that participation in the study is voluntary and that I am free to end my involvement at any time, or request that the data collected in the study be destroyed without giving a reason.-----Yes / No

4. Information from interview and question, those will be collected by the investigator might be examined by research supervisor. However, all personal details will be treated as highly confidential. I have permitted the investigator and supervisor to access my recorded information.-----Yes / No

5. I have sufficient time to come to my decision about participation-----Yes / No

6. I agree for quotations from my interviews to be used in the above study----Yes / No

7. I agree to take part in the above study-----Yes / No

Participant's signature _____ Date _____

Witness signature ----- Date -----

Investigator

I have explained the study to the above participant precisely and he/she has indicated a willingness to take part.

Investigator's signature _____ Date _____

Appendix 4.3

Questionnaires

♣ **Personal Information:**

- Age of the participant?
- Types of disability of your children?
- Your children boy or girl?

A. Inclusive education on parents view:

1. Do you know about inclusive education? If yes, please describe.
2. Is your child is being helpful from inclusive education? Please describe.
3. Do you think that it is ok that your child is studying in the same classroom with normal children? Please describe.

B. The importance of inclusive education on parents view:

1. Do you think that inclusive education system is good in Bangladesh?
2. How the teachers and the normal students accept your children? Please describe.
3. Do you think, it is important that your children studying in inclusive education? Please describe.

C. Parents positive and negative experience about inclusive education:

1. (a) While studying with normal children in the same classroom is there, any changes occur with your child's personal life. If yes, please describe.

(b) While studying with normal children in the same classroom is there, any changes occur with your child's behavior. If yes, please describe.

2. Do you think that is there any changes occur in your experience due to this inclusive education? Please describe.