

Teacher's Perception about Speech & Language Therapy Services in Inclusive Schools.

Tusha Ahmed

4th Year, B. Sc. in Speech & Language Therapy

Session: 2010-2011, University of Dhaka.



BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

(The Academic Institute of CRP)

CRP, Chapain, Savar, Dhaka-1343, Bangladesh

June, 2015.

Teacher's Perception about Speech & Language Therapy Services in Inclusive Schools.

A research presented to the
Bangladesh Health professions Institute (The academic institute of CRP)
University of Dhaka

Tusha Ahmed

Tusha.slt7@gmail.com

Supervisor: Md. Sazzad Hossain

Lecturer

Department of Speech and Language Therapy

BHPI, CRP, Savar, Dhaka- 1343

In partial fulfillment of the requirements for the degree of

B.Sc. in Speech and Language Therapy

June, 2015.

Teacher's Perception about Speech & Language Therapy
Services in Inclusive Schools.

Approved by

Supervisor's signature:

.....

Md. Sazzad Hossain

Lecturer

Department of Speech and Language Therapy

BHPI, CRP, Savar, Dhaka – 1343

Course coordinator's signature:

.....

Md. Jahangir Alam

Assistant Professor & Head

Department of Speech and Language Therapy

BHPI, CRP, Savar, Dhaka- 1343

Principal's Signature:

.....

Professor Dr. M. A. Quader

Principal, BHPI

BHPI, CRP, Savar, Dhaka- 1343

Declaration:

I declare that the work presented here is my own. All sources used have been cited appropriately. Any mistakes or inaccuracies are my own. I also declare that any publication, presentation or dissemination of information of the study, I would be bound to take written consent of my supervisor.

Signature:

Date:

.....

Tusha Ahmed

4th Year, B. Sc. in Speech & Language Therapy

Session: 2010-2011, University of Dhaka.

Dedication:

This study is dedicated to my parents who have brought me in this earth & my sweet sister.

Contents

Topic	Page No.
Acknowledgements	vi
Executive Summary	vii-ix
Abbreviations	x
CHAPTER I: INTRODUCTION	1-11
1.1 Introduction	1-4
1.2 Background and Literature Review	4-9
1.3 Rationale of study	9
1.4 Operational Definition	10
1.5 Objectives of the Study	11
CHAPTER II: METHODOLOGY	12-16
2.1 Research Design	12
2.2 Study Population	13
2.3 Location of the Study	13
2.4 Sampling Procedure	13-14
2.5 Participants characteristics	14
2.7 Data Collection Procedure	15

2.8 Data Analysis	15-16
2.9 Ethical Issues	16
CHAPTER III: FINDING & DISCUSSION	17-30
3.1 Finding	17
3.2 Analysis, Interpretation and Discussion	17-23
CHAPTER IV: IMPLICATION	24
CHAPTER V: LIMITATIONS	25
CHAPTER VI: RECOMMENDATIONS	26
CHAPTER VII: CONCLUSION	27-28
REFERENCES	29-33
ANNEXURE	34-40

Acknowledgement

Acknowledgement

At first I would like express my very Special thanks to the Almighty 'ALLAH' to give me patience to complete the work. I would like to express my sincere gratitude to many people who contributed to the completion of my research project. This research project would not exist without the help of all of my teachers. I would also like to give thanks to my honorable teacher & supervisor **Md. Sazzad Hossain** for providing me good opportunity to complete the project study with excellent guidance. I want to give honor and special thanks to authority of CRP who helped me giving relevant information.

I wish to also thank the members of my dissertation committee for their guidance and input. I truly appreciate their time and expertise. My special thanks to the librarian of Bangladesh Health Professions Institute (BHPI) and their associate for their kind support to find out related book, journal and also access to internet especially HINARI.

A word of thanks also needs to go out to my parents, siblings, and friends. Despite all the years of studying, classes, and missed time together, they never gave up on me.

Finally, I must pay a great honor & many thanks to **Nargis Jahan Lia** to help in preparing & complete the whole project and lastly I would like to give thanks to all the participants of this study. Thank you

Executive Summary

Title: Teacher's Perception about Speech & Language Therapy Services in Inclusive Schools.

Aim: The aim of this study is to investigate the teacher's perception about the needs of speech and language therapy service in inclusive school.

Objectives:

- To investigate the needs of speech and language therapy service in inclusive school.
- To investigate whether teachers understand about speech and language therapy services.

Methodology:

Study Design: the study was conducted a Phenomenological qualitative research design.

Participants: teachers of Inclusive Schools.

Sampling: In this study, 20 samples were selected using a purposive sampling technique in accordance with the inclusion and exclusion criteria.

Data Collection: Face-to-face semi-structured interviews were conducted in this study. Questionnaire was open ended with transcripts and electronic voice recordings taken for further analysis.

Data Analysis: Content analysis specifically focused on keywords and themes was used to initially summaries the data for later analysis.

Result:

The results indicated that most of teachers were not able to well define about Speech & Language Therapy services in Inclusive school.

However some participant attempt to define SLT. They were able to express basic term about SLT services in this study. Most of Teachers felt that SLTs need to work with teachers collaboratively in order to child's SLC improvement. Most of teacher noted that SLTs worked with child for assessing, diagnosis, providing individual & group therapy in order to child's speech, language & communication development. some of teacher noted that SLTs provided teacher & parent training in order to child's speech, language & communication development. All teachers were able to explain that SLT service was helpful for child with SLC difficulties.

Conclusion

The positive perception of teacher presented in the study need to be strengthened and made more children with disability. Teacher's perception could facilitate to establish SLT as a powerful profession and evidence based practice (EBP) in inclusion school setting. SLTs & teacher work with collaborately. This research would be helpful in making Speech & Language Therapists (SLTs) aware of the importance of SLT service for children in inclusive school and would also encourage making the current SLT practice more evidence based, client centered and effective. This study will enhance the quality of services of practices of SLTs to inclusive school.

Key words

Perception, Inclusive school, Speech & Language Therapy

Glossary of terms

ASD=Autism Spectrum Disorder

ASHA=American Speech-Language Hearing Association

BHPI= Bangladesh Health Professions Institute

CRP= Centre for the Rehabilitation of the Paralyzed

ECCE =Early Childhood and Care Education

IEP=Individual Education Program

ICBS =Integrated Classroom-Based Services

IE= Inclusive Education

LD= Language Development

MOSW=The Ministry of Social Welfare

NGOs=Non-Government Organization

PLC = Professional Learning Communities

SLT= Speech and Language Therapy

SLTs= Speech & Language Therapist

SNS= Special Need School

SLCN= Speech Language Communication Needs

SE= Special Education

SLC =speech, language and communication

TP= Teacher Practice

1.1 Introduction

This study was undertaken to explore the teacher's perception about Speech & language Therapy (SLT) service in Inclusive Schools. Inclusive Education is an approach, which addresses the need of all learners in classroom situation including learner with special need, creates effective classroom environment where the educational needs of all children irrespective of ability, socio-economic or cultural consideration. Inclusive Education has been practiced widely in many countries, even in neighboring countries, which indicates as the most effective approach to bring all children in the same educational process. Inclusive Education means improving the learning environment so that all children can learn successfully (Janangir, H, 2008). The school and the teachers accept that educational environment is flexible and could find ways to meet the needs of all children. Teachers must have knowledge to help all children in the class when they face learning problem. There should be spontaneous acceptance of learner with disability so that they can learn with all other children in the class. Research finding obtained from other countries and also in Bangladesh context reports that inclusive education is a better source for reaching children with disabilities by quantity and quality measures with cost effectiveness. (M. Khan, M. Anisuzzaman, and Zerine, N. 2010).

In Bangladesh, there are three alternative education systems regarding the academic provision of children with disabilities named as: Special, Integrated and Inclusive education systems. Besides, these education programs, home-based education program and distance education program are also practiced here (Janangir, H, 2008). The Ministry of Social Welfare (MOSW) is playing a vital and important role along with the Ministry of Education for providing education to the children with disabilities in accordance with their special needs.

The Ministry of Social Welfare has designed and planned some of its educational institution with the need of disability concerned. The Ministry has arranged systematic teaching procedure, provided appropriate educational equipment, materials, accessible settings and other interventions for the student with different types of disabilities (Janangir, H, 2008). The aim of Inclusive education (IE) policy is to address and to respond equitably and appropriately to the diverse needs of all children irrespective of disability, gender, ethnicity or other disadvantages (Ainscow & Booth, 1998). It refers to a continuous process that is concerned with the identification and removal of barriers and supports. It also focuses on presence, participation and achievement of all students with a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement (UNESCO, 2005).

Bangladesh has made significant gain in terms of enrolment of children into schools over the last few years in-line with the MDG. Children with disabilities have just started coming to the schools. A vast majority of them are still out of mainstream schools. Due to an unequal educational system, a rigid & unfriendly education curriculum, the ignorance and a lack of awareness of parents, compounded with the inadequate knowledge of teachers and the unfriendly environment existing in most of the institutions, has done very little to promote education of children with disabilities in Bangladesh(M. Khan, M. Anisuzzaman, and Zerine, N. 2010). Ministry of Social Welfare is the lead ministry to coordinate interventions towards addressing the disability issues in Bangladesh. The government has undertaken long term and short term schemes to support intervention addressing disability. The Ministry of Primary and Mass Education has included Inclusive Education in Primary Education Plans. With regards to Inclusive education & special education, the Government is operating 13 primary schools for people with disabilities - seven schools for those with hearing impairment, five for visually impaired children, and one school for those with intellectual disabilities. Private voluntary organizations are also involved in institutional based educational rehabilitation through five schools for people with hearing impairment, one for those with visual impairment, and three schools for those with intellectual disabilities, along with their branches in different districts. At the high school level, the Government is running 64

integrated programs attached to regular schools, while private voluntary development organizations are operating a number of schools each for those with visual and hearing impairments. While the country has an estimated 1.6 million children with disabilities within the primary school-going age, the total number of children enrolled in special & integrated education programs is estimated to be far below 5,000. In terms of manpower in special education, 15 post-graduate teachers are trained each year through the Department of Special Education under Dhaka University (M. Khan, M. Anisuzzaman, and Zerine, N. 2010).

In recent times, the study *Educating Children in Difficult Circumstances* estimates that only eight per cent of children with disabilities in Bangladesh are currently enrolled in various educational institutions (Janangir, H, 2008). Of these, 48 per cent were seeking formal education, 23 per cent were in integrated schools, 15 per cent were in special education, and five per cent were in inclusive education. Among the enrolled children with mild and moderate disabilities, 79 percent were enrolled in formal educational settings. Of those with severe and profound disabilities, 83 percent were enrolled in special education. So the constitution of Bangladesh has clearly stated that 'No citizen shall, on the grounds of religion, race, caste, sex or place of birth, or disability, be restricted from access to any place of public entertainment or resort, or admission to any educational institution (Janangir, H, 2008).

Bangladesh person with Disability Welfare (BPDW) Act suggested that Speech and Language Therapy Services in Bangladesh receive 1500 new referrals per year, with approximately 3000 children known to the service at any given time. Speech and Language Therapy is integral to improving outcomes for children and young people who have speech, language and communication needs (SLCN). On school entry, In excess of 50% of children have some level of communication difficulty which, with the right support, can be successfully resolved, enabling them to catch up with their peers. According to an American Speech-Language-Hearing Association 2003, an estimated 10% of all children have a long-term and persistent speech, language and communication need. Speech and Language

Therapy is an integral part of speech, language and communication (SLC) development. SLTs give support to children and young people with SLCN in inclusive schools.

In inclusive school, the teacher is also a resource person. It confirms that as a resource person enlighten parents on ways of getting round their problems. The teacher explains to parents their rights, interprets certain documents in lay person's language. In the process of being a resource person, the teacher becomes a counselor. The teacher faces funding problems to purchase books, stationery and infrastructure for providing any education-related services for children with special needs. Lacks of equipment, teaching materials, are not available in there. Others become a problem to the specialist teacher. The situation whereby the specialist teacher has to move to places where there are not available materials in there(Ainscow & Booth, 1998).

They who provide support with assessment, therapy, caseload management, administration, program provision & training. They also run workshops, professional development & research, consultation & resources development etc. This represents an exciting opportunity for schools and other settings to access the excellent services which are provided in inclusive schools by SLTs. In the education field, SLT has stimulated the development of service delivery models that consider the unique needs of each child. The focus on management care has led to an awareness of outcomes, & the quality and efficacy of a SLT service in inclusive schools.

1.2 Background and Literature Review

Education is the fundamental and basic need for every human being. Without education it is almost impossible to develop the quality of human life. Education is the only way for survival, protection and development of human potentialities Bangladesh has two independent ministries catering to education – the Ministry of Education and the Ministry of Primary and Mass Education – which are striving to meet the goal of “Education for all by

2015. Yet the education of the children with disabilities is under the purview of the Ministry of Social Welfare, which plays no part to achieve the universal goal. Among the staggering 96% children who are still out of education, a major (70%) portion could have been enrolled in the regular national education program with very little effort. This could be brought under a planned Inclusive Education Program. The remaining 30% could be enrolled under Integrated and Special Education Programs. This has not happened as yet. The Government of Bangladesh along with the development partners including NGOs, Disable People's Organization (DPOs) and civil societies have been taking a wide range of initiatives in implementing disability activities in the country (M. Khan, M. Anisuzzaman, and Zerin, N. 2010). Access of children with disabilities to education is extremely limited. Along with the formal education program, Bangladesh has a very strong and vast non-formal education structure, mostly operated by the NGOs. The largest stakeholder in this area is a NGO popularly known as BRAC which operates 35,000 schools itself, and also supports an estimated 25,000 more operated by other different NGOs, following a curriculum developed by BRAC. A recent development in this area is a policy level decision adopted by BRAC to proactively include at least 3 disabled children in each of their own 35,000 schools. The number will gradually be increased. This one decision alone will ensure access of 105,000 disabled into education, and if all the other schools supported by BRAC also follow suit, another 75,000 children will gain access to education without much hindrance. This could then be followed up with other NGOs operating non-formal education programs across the country (M. Khan, M. Anisuzzaman, and Zerin, N. 2010).

Inclusive education (IE) is at an early stage of development in Bangladesh. IE is also still at early stage of development in another country. The international & national organization or NGO respond to its policies and declarations over the past two decades (UNESCO, 1990). IE reform in Bangladesh has enacted a number of national policies and developed several professional development initiatives (UNESCO, 1994). Inclusive education is still at a conceptual stage. Little intervention has been made for its promotion in Bangladesh. A few NGOs are working in this area. Most interventions are isolated, fragmented and not coordinated (UNESCO, 2000). Inclusion is a process of representation and collaboration which are essential for understanding and incorporating diverse perspectives and it is actively

involving teachers, parents, students and others in the inclusive school community where finding solutions to the unique challenges of their context (Loreman, Deppeler, & Harvey, 2010,). Representation and collaboration are practiced through professional learning communities (PLC) which shared responsibilities, understandings and decision making, and genuine collaboration focused on quality teaching and learning to achieve what cannot be accomplished alone (DuFour, & Eaker, 2009).

Individuals with Disabilities Education Improvement Act (IDEA) reported that a speech or language impairment was considered to be a communication disorder that adversely affected the children educational performance. The provision of speech language pathology services to students with communication impairments has had a long history in education. In 1900, American public school children received segregated services from teachers in an attempt to address speech and language impairments (Osgood. R. L, 2005). By 1948, one of the initial national attempts was made to include children with speech or language impairments in the regular education setting and also provide these children with partial day or pull-out speech language services (Osgood. R. L, 2005). Through the creation of The Education for All Handicapped Children Act of 1975, certified speech & language therapist (SLTs) were hired by school and educational service centers to work directly and indirectly (e.g., consultation, counseling, and guidance to teachers and parents) with children who had speech or language impairments (Ehren, B. 2000).

As educational teams, IEP (Individual Education Plan) team meetings, research and literature have pointed in the direction of integrated classroom-based speech language therapy services as an effective and legally defensible service delivery model for many children who required Services to address a speech or language impairment (ASHA, 2005). SLT Services were able to provide in the general education classroom through co-teaching or collaborative consultation with the teacher. This type of service delivery model allowed children to learn and make progress in the general education curriculum so that they met the SLTs. Every therapy needs was considered, the SLT teaches educationally relevant speech and language skills and strategies through some combination of the following: Pullout therapy into a

special therapy room, classroom based services in the regular education setting, and/or collaborative consultation. The student's speech or language impairment was targeted systematically and thoughtfully within the context of the general education curriculum through the use of research-based strategies, collaboration with the teaching staff, curricular modifications, and accommodations (Dodge,E.P. 2004). This combination of service delivery options allowed school to address the speech or language impairment anywhere along the alternative placements in the least restrictive environment, align with the Regular Education Initiative and philosophy of inclusion, and positively impact upon the children academic and functional performance across educational settings (ASHA, 2005). The child with communication impairment was addressed within the context of the general education setting (Ehren, B. 2000). Integrated classroom-based services (ICBS) utilized educationally relevant listening comprehension, oral expression, reading and writing activities that positively impacted the children communication skills (Elksnin,L. 1997). By design, this type of service delivery model was educationally relevant, impacted the general education curriculum, and promoted academic, social, emotional, and vocational growth (Ehren.B, 2000). One explanation for the incorporation of pullout only SLT services into a student's IEP was attributed to the building-level administrator. The perception of the principal is strongly influenced placement decisions of & children were included or placed in segregated settings for special education (Praisner.C, 2003).

Facilities for the Inclusion Education in Bangladesh are inadequate. This is because of having insufficient financial support and lack of skilled professionals working in this field. (Anam, 1996) Children with different level of SLC (mild, moderate, severe and profound) cannot understand & express themselves. As a result, they cannot communicate with others. Their ability of communication is highly depended on SLC level. Their hope for a better life rests in receiving an education, learning to speak, and being integrated into the public schools so they aren't hated. Despite great need, there are only a few facilities for educating and treating children. SLTs felt that principals failed to help with IEP decisions and appropriate children placements (Schetz.k & Billingsley.B, 1992). SLTs faced listed as many challenges

are working the school setting (ASHA, 2008b). SLTs have reported that they have been historically restricted in the selection of other more appropriate service delivery models due to this lack of administrative support, interest, and understanding of the role of a SLP (ASHA, 1993)

An article reports the findings of a study designed to explore the perceptions of teachers toward the inclusion of students with disabilities into general education classrooms in Victoria, Australia. Specifically, the study investigated the relationship between particular demographic factors and teachers' attitudes toward and concerns about inclusive education. The Attitudes Toward Inclusive Education Scale (ATIES) and the Concerns about Inclusive Education Scale (CIES) were utilized to determine participants' attitudes and their level of concern about the inclusion of students with disabilities into mainstream settings. Teachers who reported having undertaken training in special education were found to hold more positive attitudes and to experience lowered levels of concern, about implementing inclusive education. In addition, teachers with a family member with a disability, and those who possessed some knowledge of the Disability Discrimination Act (1992) exhibited more positive attitudes toward including students with disabilities, while teachers with a close friend with a disability and those who felt more confident about their roles as inclusive educators, experienced fewer concerns about implementing inclusive education.

With regard to variable, occupation, data have shown that teachers and principals possess statistically significant differences in their perceptions of the impact of inclusion on educational performance, organizational structure, and school culture (Meyers, C & 2007). When teachers and principals were asked to rate building-level administrative supports for inclusion, principals rated themselves (SLT) as more supportive than the regular education teachers did. Research revealed that special significantly more positive about the design of inclusion on a case-by-case basis than administrators were (Valeo, A 2008). Another variable shown that nationally, 77% of the SLTs were found to be employed by school on a fulltime basis, and the remaining SLPs were employed on a part time basis for an average of 21 hours

a week (ASHA, 2008a). When asked to identify the greatest challenges faced by school-based SLTs, (ASHA, 2008b) & SLTs found challenges from various locales and geographic regions. SLTs from different locales and geographic regions also were found to agree that a lack of time for planning, collaborating, and meeting with teachers were major challenges (ASHA, 2008b).

1.3 Rationale of study

Still there is no research explaining the teacher's perception about Speech & Language Therapy (SLT) services in Inclusive school in Bangladesh. Speech & Language Therapy (SLT) is a new profession in Bangladesh and recently SLTs are working in few inclusive school setting. Speech & language therapy practice in education is characterized by promoting inclusion of children, practicing collaboratively, working in partnership with others, understanding the educational context, enabling children's learning, enabling participation of children across the curriculum and in the decision making processes in schools and supporting children to exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas.

This research would be helpful to take decision on Speech & Language Therapists (SLTs). It could be raised awareness of the importance of SLT service among children in inclusive school and it would also encourage making the current SLT practice more evidence based, client centered and effective. Evidence based practice (EBP) considered to be a vital component of clinical effectiveness which involves identifying the most effective treatment for inclusive education based on study findings as well as clinical experience (Education Queensland, 2002). These are not sufficient qualified SLTs to facilitate these children in Bangladesh.

So, they are crying for other facilities for in our country specially speech and language therapy service. This research would contribute to enhance the quality of SLT service in Bangladesh.

1.4 Operational Definition

1.4.1 Perception

Perception is a process that we recognize and interpret the human behavior. It is equated with reality for most practical purposes and guides human behavior. It is because of the perceptual process that it becomes aware of the world around us. Perceiving is one of the brain's functions. The other is determining how I act in response to what you perceive. (Praisner, C., 2003).

1.4.2 Inclusive Education

Inclusive education means that all students are in a school. They become a part of the school community regardless of their strengths or weaknesses in any area. They are included in the feeling of belonging among other students, teachers, and support staff. It makes it clear that schools have a duty to educate children with disabilities in general education classrooms (Osgood, R. L., 2005).

1.4.3 Speech & Language Therapy

Speech & Language Therapy (SLT) is the study of disorders that affect a person's speech, language, cognition, voice, swallowing & behaviors. As a result they cannot communicate with other. SLTs address those people's speech production, vocal production, swallowing difficulties and language needs through speech therapy, in a variety of different contexts including schools, hospitals, and clinic etc. Communication includes speech (articulation, intonation, rate, intensity, voice, resonance, fluency), language (phonology, morphology, syntax, semantics, pragmatics), both receptive and expressive language (including reading and writing), and non-verbal communication such as facial expression and gesture etc (American Speech-Language-Hearing Association., 2005)

1.5 Objectives of the Study

1.6.1 General Objective:

The purpose of this study is to investigate the teacher's perception about the needs of speech and language therapy service in inclusive school.

1.6.2 Specific Objectives:

- To investigate the needs of speech and language therapy service in inclusive school.
- To investigate whether teachers understand about speech and language therapy services.

This section outlines the methodological process of the study designed by the investigator to meet the study aim and objectives. The aim was to investigate the teacher's perception about the needs of speech and language therapy service in inclusive school. This chapter discussed the methodology behind this study.

2.1 Research Design

The study was conducted a holistic view of a phenomenological qualitative research design. This study was conducted to assess teachers in Inclusive schools and what teacher's understood in regards understanding of SLT services & need of SLT services in Inclusive schools for children with disability. To do this, a qualitative design was selected, because it is exploratory by nature and allows the researcher the opportunity to gain insights into another person's views, opinions, feelings and beliefs on the topic at hand and Counting and measuring information and the connection among variables through statistical investigation of figures are focused in quantitative study design while illustrating the experience of individuals in selective setting to realize their views is the endeavour of qualitative study design. This study falls within the qualitative research design. (Mouton and Marais, 1990, Pp. 155-156). Phenomenological design was also selected as it is the best approach that explores people's experiences (Depoy & Gitlin, 1998). Qualitative research was utilized for this research as it allow for more naturalistic responses (Hicks, 1999). This design was used to find out in-depth information. Researcher decided that the use of phenomenological design to be most appropriate for this study to find out teacher's understanding about SLT services in inclusive schools. So this design is best suitable with the study.

Researcher used Pilot administration of interview and the assessment tools in this study. The aim of pilot study is to test the effectiveness of interviewing techniques and materials. According to Bond the pilot study's function is to ensure that the research instruments are workable and acceptable to the participants and manageable by the researcher. In order to accomplish these aims of pilot study a pilot administration of interview guideline and an assessment was done before the actual data. This pilot administration of data collection materials helped to redesign the data collection and analysis procedure and even to change the title of the study following the feedback of the participant and consultation with supervisor.

2.2 Study Population

Researcher selected suitable population who are teachers of inclusive school around Dhaka city. They worked directly to children with disabilities in education setting. They also provided teaching for their child. So, populations were taken from those Inclusive schools where they are providing education, screening and treatment around Dhaka city. These teachers who met all inclusion criteria were be sampled.

2.3 Location of the Study

First investigator decided the settings of the study around Dhaka city. There are some Inclusive schools in Dhaka city. Researcher selected some school of them. These are naming following William & Mary Taylor School, Kids care & other is Bangladesh Protibondhi Foundation (BPF)-Kollaynee. Sample was collected from those schools.

2.4 Sampling Procedure

According to Frankel & Wallen (2000) qualitative research most often uses purposive sampling because Qualitative samples tend to be purposive rather than random sampling strategies. Purposive sampling was used for this study because it is based on a pre-defined

criterion. Purposive sampling strategies are selected that enhance understanding of selected individuals or groups' experiences or for developing theories and concepts. So it facilitates to select actual participants represent the event according to study. A selecting the sample size is important for the research. (Hicks, C.M. 2000, p.26) Researcher selected 20 participants because small participant is best for qualitative research (Bailey, 1997, p.83) & Due to having time limitation. There is no best size of sample for any study as it is largely depends on the research design. Participants were teachers with inclusive school. Sample was chosen from Inclusive schools in Bangladesh.

2.5 Participants characteristics

Participants of the study would be-

- Teacher of the inclusive school

2.5.1 Inclusion Criteria

- ❖ Teacher who are working at Inclusive school.
- ❖ Teacher from all education and socio-economic background.
- ❖ Both male and female teachers would be selected.

2.5.2. Exclusion Criteria

- ❖ Teacher who are not working at Inclusive school.
- ❖ Those who are not interested.

2.6 Data Collection Tools

The researcher collected data by using open ended questions for the teachers including statement answering question, and tape recording. As most of the questions of the interview were open ended and the information's provider long and detailed information that were

difficult for researcher to write word to word accurately. Tape recorder was used during conducting face to face interviews. Pens and papers were used to write down participants' non verbal expressions as field notes etc.

2.7 Data Collection Procedure

A letter of approval was received from the SLT Department which granted permission for the research to be conducted in the schools used in the study. The principals of the various schools would also notify of the study. Each teacher would contact telephonically and the purposes and procedures of the study would explain in detail. After obtaining consent from each Teacher, a suitable time and place would agree upon for the questionnaire to be filled out and the interview to be conducted. Questionnaires will be open ended with semi-structured interview.

Prior to the commencement of the interviews, written consent would give by all the interviewees for participation in the interview as well as the tape recording of the sessions. Their anonymity and confidentiality would be also guaranteed.

It would ensure that the teachers fill in the questionnaires in a peaceful setting and would clarify questions. The interviews would tape record so that the researcher would be able to transcribe the data fully as well as being able to take note of non-verbal behavior.

2.8 Data Analysis

All participants name, age sex were coded to maintain confidentiality. The data were gathered through the questionnaire (field notes, transcript). Code was organizationally developed then codes were transformed into category labels or theme. Data were organized by these categories, identifying similar phrase, patterns, relationships, commonalities & disparities. It is examined to isolate meaningful patterns & process.

The identified patterns were considered in the light of the previous research & theories, and a small set of the organizations established. In this study, Data analysis was done with content

analysis. Content analysis is concerned with the organization and interpretation of data according to well defined, systematically.

Finally, under the every category there will in depth analysis of these themes where the participants' comments would read several times and in some case hear several times from the tape recording. Field notes, that is, the participants surrounding environment and also participant facial expression and nonverbal languages would consider. All of these make it clear that what the participants' exactly want to express.

2.9 Ethical Issues

First of all the researcher has taken permission from academic authorities and then permission from conducting supervisor to continue the study. After that, researcher took permission from the concern authority of the organization. It would be ensured by the researcher that it would maintain the ethical contemplation at all aspect of the study; because it is the critical part of the all form of research (Hicks, 1999, pp.29-53). Interviews with teacher would be conducted and recorded with informed consent. Transcripts of the interviews with participants would be done only by the researcher own self to maintain the confidentiality. Participant will be informed orally about the study topic, purpose and its rationale. They were assured that their information might be published but their name and address would not be used in any ways in the research Project. Before conducting research with the respondents, it is necessary to gain consent from subjects (Bailey, 1997, p.120) because they have rights to know their participatory effects (Hicks, 1999, p.27). The field notes, assessment and audio tapes will be unshared with others. It has informed that there willnot any direct benefits for the participants but teacher of the children and other professionals might be benefited in future. At the beginning of the interview the researcher has explained her role, aim and interest of the research. Participants also informed that they are free to reject answering any questions during interview and free to withdraw their consent and finish participating at any time without penalty.

3.1 Finding

This section is very important because here uncovered overall outline of this study. From this study researcher found that most of teachers were different categories such as senior & junior teacher, male & female teacher, less & more experienced teacher. Researcher also found that teachers understanding about SLT services are poor, some of the teachers are not able to define about SLT and some of the teachers are able to define about SLT. Most of the teacher said that SLT service was available in their school. They all were aware of how to refer a child to the SLT service in. some of teacher knew that how to SLT work & work with? The responded from teachers about the how to SLT work, here exposed teachers had not proper idea about the SLT service in Inclusive schools. Researcher also found that teacher's thinking about the needs of speech and language therapy services for their children with disability. They felt Speech & Language Therapist and teacher should have good communication. They discuss each other about child's problem & they work collaborately. Most of the teacher said that SLT services are very helpful for their children in developing different skilled like speech, language, communication & pragmatic skills. Some of teacher said that SLTs faced many problems to provide service due to lack of materials, instrument, and short time. Some teacher expected to SLTs that they will provide training, regular therapy. Here researcher found that most of the teachers knew very tiny information about the role of SLTs but few of them still confused about SLTs can play vital role in managing inclusion education.

3.2 Analysis, Interpretation and Discussion

This part explains and discusses the findings of the study. It will first try to understand the perspectives of the teachers and endeavour to reveal themes and issues through the use of

content that were most significant in the study. A total of 20 teachers took part in the study all of whom worked at a various Inclusive schools that primarily worked with disabled children. A total of 13 teachers & 7 assistant teachers worked at Inclusive schools. 18 teachers of them were female and 2 of them were male teacher. They had more experienced some of them 2 years experienced & some of them 16 years. Some of them started to work with disabled children. They were unable to successfully manage a child lack of the necessary skills and experiences. Most of teachers had worked with children for a period of 2 years to 8 years with some having worked for greater than 12 years.

This study was represented data and its result and discussion in the one by one section. At first Researcher were represent data then theme And then represented category. Finally researcher was represented result and discussion.

3.2.1 Theme 1: To find out how many teachers understood about SLT services in Inclusive Schools.

3.2.1.1 Code 1: defining Speech & Language Therapy.

3.2.1.2 Code 2: aware of how to refer a child to the SLT service in?

3.2.1.3 Code 3: role of SLT service in inclusive schools

3.2.2 Theme 2: To find out how many teachers understood that how to SLT work in Inclusive schools.

3.2.2.1 Code 1: To find out whether SLTs discussed with teachers how they were managing a child's speech, language & communication (SLC) difficulties.

3.2.2.2 Code 2: To find out what strategies SLTs follow to manage child's speech, language & communication (SLC) difficulties.

3.2.3 Theme 3: To find out teacher's thinking about the needs of speech and language therapy services for their children with disability.

3.2.3.1 Code 1: value of SLT services

3.2.3.2 Code 2: expectation from SLTs

3.2.1 Theme 1: To find out how many teachers understood about SLT services in Inclusive Schools.

3.2.1.1 Discussion of Code 1: defining Speech & Language Therapy.

From the results of the study it appears that the majority of the participants in the study were able to provide examples of Speech & Language Therapy but none were able to clearly state what is considered to be Speech & Language Therapy. 13 of the 20 participants noted that Speech & Language Therapist work with child, who cannot speak or communicate with others and also have speech delay. SLTs work with that child & they give advice to us how to work with child & we try to do the work properly. 7 of the 20 teachers noted that I understand a little bit about SLT. SLT is needed for them who can't speak and can't understand anything also drooling and pronunciation difficulties.

It is clear from the responses that the majority teachers are not able to well define Speech & Language Therapy and that between the participants there is a little general consensus of what is considered to be Speech & Language Therapy. However some participant attempt to define SLT. In fact that is considered to be "poor knowledge about SLT that threatens the quality of life and/or physical safety of an individual or others" (Manisah, Ramlee & Zalizan, 2006).

3.2.1.2 Discussion of Code 2: awareness of how to refer a child to the SLT service in?

From the results of the study it appears that the majority of the participants in the study were able to provide examples of aware of referral system. They would know when does a child refer to SLTs or SLT is needed for children who had speech & communication difficulties. 19 of 20 participants noted that they would know about it. Some of participants are not able to provide information about it. Only one participant would not know about it. A research suggested that In order for inclusive education to be successful, teachers need to be knowledgeable about it & skillful in implementing it. Teacher should know how to referring system (Manisah, Ramlee & Zalizan, 2006).

3.2.1.3 Discussion of Code 3: role of SLT service in inclusive schools

In this study, investigator found that majority participant were able to provide example about role of SLT but none were able to clearly state what is considered to be role of Speech & Language Therapy. 12 of the 20 participants noted that SLT worked with assessment, provide individual & group therapy, and provide training for teacher & parent. 5 of the 20 participants noted that I understand a little bit about role of SLT. 3 of 20 participant said that they had no idea about it. It is clear from the responses that the majority participants are able to define about role of Speech & Language therapy. It is positive respond that enhances & promote the quality of SLT service in Inclusive schools.

3.2.2 Theme 2: To find out how many teachers understood that how to SLT work in Inclusive schools.

3.2.2.1 Discussion of Code 1: To find out whether SLTs discussed with teachers how they were managing a child's speech, language & communication (SLC) difficulties.

This section is to establish whether or not SLTs and support staff discussed how they were managing a child's speech, language & communication (SLC) and then sharing this

information with the teachers. Teachers are very concerned about child's SLC difficulties. Teachers felt that SLTs need to work with teachers collaboratively in order to child's SLC improvement. The 'team' approach is the best for child's SLC development. This approach is regarded as the most effective because it means that any strategies that are being used in home, school or any other community settings can be standardised for the child across all environments thereby keeping the approach consistent and in the longer term more effective for the child. Investigator found that 13 of 20 the teachers felt that SLTs need to work with teachers collaboratively in order to child's SLC improvement. 5 of 20 the teachers felt that SLTs need to work with teachers collaboratively in order to child's SLC improvement. 3 of 20 the teachers noted that SLTs need to provide teacher training, workshop so that teacher were managing child's SLC difficulties.

A research suggested that In order for inclusive education to be successful, teachers need to be knowledgeable about it & skillful in implementing it. Another research reported that lack of communication and collaboration among inclusive teachers, special education teachers, & professional such as special educationalist, psychologist, school counselor, SLTs, occupational therapist have negative effect on child's emotion, social behavior & academic performance. These studies highlighted the issues that arise in the process of implementing inclusive education in schools. (Manisah, Ramlee & Zalizan, 2006).

3.2.2.2 Discussion of Code 2: To find out what strategies SLTs follow to manage child's speech, language & communication (SLC) difficulties.

In this section, investigator found that most of teacher noted that SLTs worked with child for assessing, diagnosis, providing individual & group therapy in order to child's speech, language & communication development. 5 of 20 teacher noted that SLTs provided teacher & parent training in order to child's speech, language & communication development. 2 of 20 teacher noted that SLTs provided teacher & parent training in order to child's speech, language & communication development.

It is clear that Teachers believe that Speech & Language Therapy services brought positive impacts on literacy, written language skills, socialization and following classroom routines. In fact, some researchers found that providing appropriate resources, support services and training is necessary in order to ensure the success of inclusive education in school. Cooperation and support were much needed especially among the administrators, therapist, teachers, parents and the community towards inclusive education in school. (De Boer, Pijl, & Minnaert, 2011).

3.2.3 Theme 3: To find out teacher's thinking about the needs of speech and language therapy services for their children with disability.

3.2.3.1 Discussion of Code 1: value of Speech & Language Therapy services

All teachers in this section were able to explain that SLT service is helpful for child with SLC difficulties. In fact, 13 teacher belief that SLT is very helpful for their child and their school, 5 teacher said that every child were benefited after getting SLT service and 2 teachers said that they have no idea about it. But all participants said that SLT is very valuable for their child's SLC skill development. About 8 teacher said that SLTs provide therapy properly and regularly, 5 teacher said that SLTs should give more time, develop and another 5 teacher said that SLTs should work collaborate with teacher, parents and another 2 teacher said that SLTs should use new strategies during the session. Both SLTs and teachers believe that it is important to work together regarding communication skills of children (Wright & Kersner 1999) and a large majority of both teachers and SLTs perceive that the collaborative process influences them. (Hartas 2004) This indicates that teachers understood that management strategies of SLT services were useful in developing different skilled like speech, language, communication & pragmatic skills. 2 of the 20 participants in the study did give example such as "when a child spoke wrong articulation sound then at first SLTs try to assess his/her difficulties. SLTs provided articulation therapy then child was improving his pronunciation gradually. it is clear that Teachers believe that students would benefit from Speech &

Language Therapy services including positive impacts on literacy, written language skills, socialization and following classroom routines.

3.2.3.2 Discussion of Code 2: Expectation from Speech & Language Therapists

Most of teachers in this section were able to explain that they believe that SLT service is helpful for child with SLC difficulties. Teachers were concerned about child improvement. Here, 13 teachers are concern about child's communication, speech language, 5 teachers are concern about child's education and future and 2 teachers said that they have no good idea about it. Most of teachers expected that SLTs work cooperatively with them. Many research discovered that most teachers either have a neutral or negative perception regarding the SLTs services & inclusive education in school (Law, Garrett & Nye 2003). These studies suggested that the negative attitudes were based on type of disabilities of the children, including those who were not doing well in terms of academic and behavior (De Boer, Pijl, & Minnaert, 2011). Lack of resources, support and training is also contributed to these negative attitudes. In fact, some researchers found that providing appropriate resources, support services and training is necessary in order to ensure the success of inclusive education in school. Cooperation and support were much needed especially among the administrators, therapist, teachers, parents and the community towards inclusive education in school. (De Boer, Pijl, & Minnaert, 2011).

4. Implication

- This research will make Therapy program as well as Speech and Language Therapy service more evidence based on children in inclusive school.
- School -based SLT services have been found to align with legal mandates and be effective and practical for children with communication impairments.
- This research can be implicated in the others inclusive school of Speech and Language Therapy Department.
- The school-based SLT may serve as a member of a variety of teams that make decisions regarding evaluation, eligibility, and services.
- Provide support in the general educational environment to lessen the handicap (the social consequence of the impairment or disability) by facilitating successful participation, socialization, and learning (ASHA, 1999).
- Principals have played a vital role with SLTs in supporting the implementation and sustainability of these services through their role as instructional leaders (Moore-Brown,1991)
- This research can be implicated in the classroom during teaching children about SLT program
- In future, for further research of school based SLT service this research will be a helpful guideline for that research.

5. Limitation

The researcher may face some limitations while conducting the research study. During this study the researcher will try to minimize these limitations with the help of supervisor's suggestion. The limitations are as follows –

- The study resources were limited with respect of the Bangladeshi perspectives, as very few related literature was found on this topic.
- Time was limited that has a great deal of impact on the study. Adequate resource and time could provide better knowledge and work.
- The sample size was very small because of time limitation.
- The interview schedule and interviewing skills were not enough to get in depth information from the participants, because it was the initial attempt for the researcher.
- In this study, the researcher was using several secondary sources (books, journals, and internet resources etc) due to limited access of primary sources.
- Another limitation was lack of available literature. There was no available research done in this area before in Bangladesh. So, as a result in the Bangladesh Health Professions Institute (BHPI) library, there were no relevant data found in this area. There were also lack of books, research article and physical journal article
- Due to lack of number of the participants the external validity of the study decreased and there might be lack of harmony about distributing of confounding variables e.g. socio-economic status, age, time of onset and severity of the condition. These unmeasured variable were not controlled in the analysis might affected the outcome.

6. Recommendation

Through conducting this study the investigator found the understanding of teacher's perception about Speech & Language Therapy (SLT) services in Inclusive school. But following things should be done in future:

- This study should be conducted with longer duration to know the understanding of teacher's perception about Speech & Language Therapy (SLT) services in Inclusive school.
- As the consequence of the study, another study should be done with large number of participants so that the result can be generalized for understanding of teacher's perception about Speech & Language Therapy (SLT) services in Inclusive school in Bangladesh.
- This study would be conducted to know the understanding of parent's perception about Speech & Language Therapy (SLT) services in Inclusive school.
- The further study might be an elementary school principals and SLTs perceptions of integrated classroom based SLT service
- This study has done William & Mary Taylor School in CRP, Kids care & Bangladesh Protibondhi Foundation (BPF) settings, so, it is recommended to do further study in different settings.

7. Conclusion

The views of the present participants may not be representative of all teachers' perception about SLT services in inclusive school. Through this study the most of teacher's perception about SLT services with inclusion education have come out from SLTs who work inclusive school. They used various techniques or activities for developing child's SLC. Maximum participants defined that they felt Speech & language therapy services are very necessary in inclusive school by promoting inclusion of children, practicing collaboratively, working in partnership with others, understanding the educational context, enabling children' learning, enabling participation of children across the curriculum and in the decision making processes in schools and supporting children to exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas. The classroom based SLT intervention program includes detection, early intervention, counseling, therapeutic intervention, referral services, making decision & IEP and inclusion in education. A SLT service has successfully motivated pupils and other pupils in inclusive schools to include children with disabilities after these children have completed basic education in one of their centre. Initiating change in favour of inclusive education should involve mobilizing opinion, and building consensus among the general public, policy-makers and the international community. Awareness programme on inclusive education should be organized through seminars, workshops and media projections. Currently, the Ministry of Social Affairs is concerned of education for children with disabilities. The Ministry of Education is also concerned of education for children with disabilities. Instead of separate education policies for children with disabilities and for non-disabled children, there should be one education policy for all children. Since education of children with disabilities requires comprehensive and strategic involvement and coordination among ministries, departments, NGOs and inter-agency coordination structure. Through the literature review and it has found that SLT services for SLC development would be very helpful and useful for children's SLC development. The data also highlight the need for increasing awareness and understanding

and exploring SLT services for SLC development of children. It will be supported for further doing research and improving SLT services for children SLC development.

Speech & Language Therapy (SLT) is a new profession in Bangladesh. To establish SLT as a powerful profession and evidence based practice (EBP) in this country it is necessary to provide and gain evidence before providing any treatment to the children. This research would be helpful in making Speech & Language Therapists (SLTs) aware of the importance of SLT service for children in inclusive school and would also encourage making the current SLT practice more evidence based, client centered and effective. This study will enhance the quality of services of practices of SLTs to inclusive school. It will alert SLTs if practices need to be modified the way of providing service, information, adequate activities, and styles of using practical activities. Investigator used a table for participant response

Ainscow, & Booth. (1998). *Improving schools: Developing Inclusion. Pollard*. New York: Routledge.

American Speech-Language-Hearing Association, (2003). *Knowledge and Skills needed by Speech-Language Pathologists and Audiologists to Provide Culturally and Linguistically Appropriate Services*. Washington DC: APA.

American Speech-Language-Hearing Association. (2008). *School surveys report: Caseload characteristics*. Rockville, MD: Author.

American Speech-Language-Hearing Association.(2008). *School surveys report: Workforce/work conditions*. Rockville, MD: Author.

American Speech-Language-Hearing Association. (2005). *Roles and responsibilities of a speech-language pathologists serving persons with mental retardation / developmental disabilities*. Rockville, MD: Author.

Baily,D.M. (1997). *Research for the Health Professional: A Practical Guide* (3rd ed). Philadelphia, F.A. Davis Company.

Braun, O. (2004). Speech-language pathologists and teachers' perceptions of classroom-based interventions. *Language, Speech and Hearing Services in Schools*, 28, 146-153.

- Duggan, K., (2012). *Evaluation of the Speech and Language Therapy Service In-School Provision in Limerick City Schools*. Health Service Executive, Ballycummin Ave. Raheen Business Park Limerick.
- DuFour, R., & Eaker, R. (2009). Revisiting professional learning communities at work: *New insights for improving schools*. Bloomington, Solution Tree.
- Dodge, E. P. (2004). Communication skills: The foundation for meaningful group intervention in a school-based program, *Topics in Language Disorders*, 24(2), 141-150.
- De Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular Primary School Teachers' Attitudes towards Inclusive Education: *A Review of the Literature*. *International Journal of Inclusive Education*, 15(3), 331-353.
- Education for All in Bangladesh, (2008). *Bangladesh Development Series*, World Bank.
- Ehren, B. (2000). Maintaining a therapeutic focus and sharing responsibility for student success: *Keys to in-classroom speech-language services*. *Language, Speech and Hearing Services in the Schools*, 31, 219-229.
- Education Queensland. (2002). *Priorities in Speech–Language Therapy Services in State Schools*: The State of Queensland.
- Elksnin, L. (1997). Collaborative speech and language services for students with language disabilities. *Journal of Learning Disabilities*, 30, 414-426.
- Hicks, M. C. (1999). *Research Methods for Clinical Therapists* (3rd Ed.). London: Churchill Livingstone.

Hartas, D. (2004). Teacher and speech-language therapist collaboration: being equal and achieving a common goal? *Child Language Teaching and Therapy*, 20(1), 33-54.

Janangir, H. (2008). Special Education in Bangladesh: *Present Trend and Future Needs*, paper presented at Asia Pacific Seminar On Education for Individuals with Disabilities, Yokohama, Japan.

Law, J., Garrett, Z. and Nye, C. (2004). Speech and Language Therapy Interventions for Children With Primary Speech and Language Delay or Disorder. Retrieved September 16, 2004 from: <http://gateway.ut.ovid.com/gw1/ovideb.cgi>.

Loreman, T., Deppeler, J., and Harvey, D. (2010). *Inclusive Education: Supporting Diversity in the Classroom*. New York: Routledge.

Ministry of Social Welfare in Bangladesh. (2013). *Mission Statement and Major Functions*. Retrieved December 9, 2014, from http://www.mof.gov.bd/en/budget/10_11/mtbf/en/MBF_29_Social%20Welfare-FY11_C.pdf?phpMyAdmin=GqNisTr562C5oxdV%2CEruqlWwoM5.

Myers, C. (2007). Please listen, it's my turn: Instructional approaches, curricula and contexts for supporting communication and increasing access to inclusion. *Journal of Intellectual & Developmental Disability*, 32(4), 263-278.

Mouton and Marais (1990). *Basic concept in the methodology of the social sciences*. Pretoria: HSRC Publishers.

M. Khan, M., Anisuzzaman, and Zerine.(2010) 'Review and Analysis of Education and Teachers' Training Curricula at Primary and Secondary Formal Education System

in Bangladesh: *Sightsavers Analysis and Research Annual 2010*.

Manisah, M. A., Ramlee, M., & Zalizan, M. J. (2006). An Empirical Study on Teacher's Perceptions towards Inclusive Education in Malaysia. *International Journal of Special Education*, 21(3), 36-44.

Mouton, J. & Muller, J. (1998). Tracking trends in theory and method: Past and future: *Theory and method in South African Human Sciences Research: Advances and Innovations*. Pretoria: HSRC Printers.

Miles, M.B. & Huberman, A.M. (1994). Qualitative data analysis: *An expanded sourcebook* (2nd ed.). California: Sage Publications.

Osgood, R. L., (2005). *The history of inclusion in the United States*. Washington, DC: Gallaudet University Press.

Praisner, C. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*. New York: Routledge.

Schetz, K., & Billingsley, B. (1992). Speech-language pathologists' perceptions of administrative support and nonsupport. *Language, Speech and Hearing Services in the Schools*. 23, 153-158.

UNESCO. (2005). *Guidelines for inclusion: ensuring access to education for all*. Paris:

UNESCO.

UNESCO. (2000). *The Dakar framework for action*. Paris: UNESCO.

- UNESCO (1990). *World declaration on education for all and framework for action to meet basic learning needs*. Paris: UNESCO.
- Valeo, A. (2008). Inclusive education support systems: Teacher and administrator views. *International Journal of Special Education*. 23(2), 8-16.
- Welling, A. (2006). Professionalism and institutionalization of education of speech and language impaired children in an inclusive system in Germany. *International journal of special education*. 26(2), 127-143.
- Wright, J.A. and Kersner, M. (1999). Teachers and speech and language therapist working with children with physical disabilities: implications for inclusive education. *British Journal of Special Education*, 26(4), 201-5.
- Yu, T. (2008). *The Transition from Specialized Preschool to Inclusive Elementary School for Children with Autistic Spectrum Disorders: Six Case Studies*. Doctoral Dissertation.

Annexure -1

Permission Letter

Date: 15.9.2014.

To

The Head (Acting)

Department of Speech & Language Therapy

Bangladesh Health Profession Institute (BHPI)

CRP, Savar, Dhaka.

Subject: Prayer for seeking permission to conduct the research project.

Sir,

With due respect I state that I am a 4th year student of B.Sc. in Speech and Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking permission to conduct my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research project "(Teacher's perception about Speech & Language Therapy services in Inclusive school)". The main objective of the study is to find out the teacher's perception about Speech & Language Therapy in Inclusive school.

Now I am seeking kindness to approve me to start the research project and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of the research project conduction and this approve will help me to conduct a successful study as a part of my course.

Your Obediently,

Tusha Ahmed

4th year B. Sc. in Speech and Language Therapy,

Bangladesh Health Profession Institute (BHPI),

CRP, Savar, Dhaka.

Course Coordinator	Comments and Signature
Md. Jahangir Alam Head(Acting) Department of Speech & Language Therapy BHPI, CRP, Chapain, Savar, Dhaka- 1343	Permitted to conduct the study. <i>Jahangir</i> 15/9/14

Annexure -2

Permission Letter

Date: 15.9.2014

To

The Head (Acting)

Department of Speech & Language Therapy

Bangladesh Health Profession Institute (BHPI)

CRP, Savar, Dhaka.

Subject: Prayer for seeking permission for data collection as part of research project conduction.

Sir,

With due respect I state that I am a 4th year student of B.Sc. in Speech and Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking permission to conduct my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research project "(Teacher's perception about Speech & Language Therapy services in Inclusive school)". The main objective of the study is to find out the teacher's perception about Speech & Language Therapy in Inclusive school.

Now I am seeking kindness to approve me to start data collection as part of the research project conduction and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of data collection and this permission will help me to conduct a successful study as a part of my course.

Your Obediently,

Tusha Ahmed

4th year B. Sc. in Speech and Language Therapy,

Bangladesh Health Profession Institute (BHPI),

CRP, Savar, Dhaka.

Course Coordinator	Comments and Signature
Md. Jahangir Alam Head (Acting) Department of Speech & Language Therapy BHPI, CRP, Chapain, Savar, Dhaka- 1343	you can proceed for data collection. Jahangir 15/9/14

Annexure -3

Permission Letter

Date: 20.9.14

To

The Principal

William & Marie Taylor School

CRP, Savar.

Subject: Prayer for seeking permission to collect information of "Teachers perception about speech & language therapy service in inclusive school."

Sir,

With due respect I state that I am a 4th year student of B.Sc. in Speech and Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking permission to conduct the data collection from William & Marie Taylor School for my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research is "(Teacher's perception about Speech & Language Therapy services in Inclusive school)". The main objective of the study is to find out the teacher's perception about Speech & Language Therapy in Inclusive school.

Now I am seeking kindness to approve me to data collection from William & Marie Taylor School for the study project and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of conduction the data collection from William & Marie Taylor School & will help me to conduct a successful study as a part of my course.

Your Sincerely,

Tusha Ahmed

4th year B. Sc. in Speech and Language Therapy,

Bangladesh Health Profession Institute (BHPI),

CRP, Savar, Dhaka.

Signature:

Permitted for data collection
in WMTS

Zoom
20-9-14
Md. Abdulhish Ali Zubayer
Principal (acting)
William & Marie Taylor School (CRP)
(The Inclusive School of CRP)
CRP Savar, Dhaka-1342

Annexure -4

Permission Letter

Date: 16.9.2014

To

The Principal

Bangladesh Protibondi Foundation

Mirpur 2, Dhaka.

Subject: Prayer for seeking permission to collect information of "Teachers perception about speech & language therapy service in inclusive school."

Sir,

With due respect I state that I am a 4th year student of B.Sc. in Speech and Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking permission to conduct the data collection from Bangladesh Protibondi Foundation for my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research is "(Teacher's perception about Speech & Language Therapy services in Inclusive school)". The main objective of the study is to find out the teacher's perception about Speech & Language Therapy in Inclusive school.

Now I am seeking kindness to approve me to data collection from Bangladesh Protibondi Foundation for the study project and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of conduction the data collection from Bangladesh Protibondi Foundation & will help me to conduct a successful study as a part of my course.

Your Sincerly,

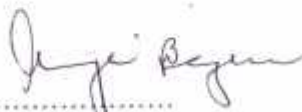
Tusha Ahmed

4th year B. Sc. in Speech and Language Therapy,

Bangladesh Health Profession Institute (BHPI),

CRP, Savar, Dhaka.

Signature:

Approved
Signature: 
16/09/2014

Annexure -5

Permission Letter

Date: 16.9.2014

To

The Principal
KIDZCARE
Kidszee school

Mirpur 11, Dhaka.

Subject: Prayer for seeking permission to collect information of "Teachers perception about speech & language therapy service in inclusive school."

Sir,

With due respect I state that I am a 4th year student of B.Sc. in Speech and Language Therapy Department of BHPI, the academic Institute of CRP. I am sincerely seeking permission to conduct the data collection from Kidszee school for my research project as the partial fulfillment of the requirement for the degree of B. Sc. in Speech and Language Therapy. The title of my research is "(Teacher's perception about Speech & Language Therapy services in Inclusive school)". The main objective of the study is to find out the teacher's perception about Speech & Language Therapy in Inclusive school.

Now I am seeking kindness to approve me to data collection from Kidszee school for the study project and I would like to assure that anything of my research project will not be harmful for the participants.

So, I therefore pray and hope that your honor would be kind enough to grant me the permission of conduction the data collection from Kidszee school & will help me to conduct a successful study as a part of my course.

Your Sincerely,

Tusha Ahmed *Tusha Ahmed.*
4th year B. Sc. in Speech and Language Therapy,
Bangladesh Health Profession Institute (BHPI),
CRP, Savar, Dhaka.

*Recommended to
complete her project
work in one week.*
Signature: *[Signature]*
16.09.14

*Recommended for
project work with
Kidzcare Teachers.*
[Signature]
16/09/2014
A.F.M. ZULFIQAR
DIRECTOR

Annexure -6

মৌখিক অনুমতি পত্র

আসসালামু আলাইকুমম/নমসকার, আমার নাম জুয়া আহমেদ। আমি এই গবেষণাটি বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বি এইস পি আই) এ করছি যা আমার বি এসসি ইন স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি কোর্সের অন্তর্ভুক্ত। যার শিরোনাম হল “ একীভূত স্কুলে স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি সম্পর্কে শিক্ষকদের অনুভূতি”। আমি এ ক্ষেত্রে কিছু ব্যক্তিগত এবং আনুষঙ্গিক প্রশ্ন জানতে চাচ্ছি। যা আনুমানিক ২৫-৩০ মিনিট সময় নিবে।

আমি আপনাকে অবগত করছি যে, এটা আমার অধ্যয়নের অংশ এবং অন্য কোন উদ্দেশ্যে এটা ব্যবহার হবে না। গবেষক সরাসরি এই অধ্যয়নের সাথে অন্তর্ভুক্ত নয়। তাই গবেষণায় অংশগ্রহণ আপনার বর্তমান ও ভবিষ্যৎ চাকরি জীবনে কোন প্রভাব ফেলবে না। আপনি যে সব তথ্য প্রদান করবেন তার গোপনীয়তা বজায় থাকবে এবং আপনার প্রতিবেদনের ঘটনা প্রবাহে এটা নিশ্চিত করা হবে যে, এই তথ্যের উৎস অপ্রকাশিত থাকবে। এই অধ্যয়নে আপনার অংশগ্রহণ স্বেচ্ছাপ্রনোদিত এবং আপনি যে কোন সময় এই অধ্যয়ন থেকে কোন নেতিবাচক ফলাফল ছাড়াই নিজেকে প্রত্যাহার করতে পারেন।

এছাড়া কোন নির্দিষ্ট প্রশ্ন অপছন্দ হলে উত্তর না দেওয়া এবং সাক্ষাৎকারের সময় কোন উত্তর না দিতে চাওয়ার অধিকার আপনার আছে।


এই অধ্যয়নে অংশগ্রহণকারী হিসেবে যদি আপনার কোন প্রশ্ন থাকে তাহলে আপনি আমাকে অথবা মোঃজাহাঙ্গীর আলম, কোস-কর্ডিনেটর, স্পীচ এন্ড ল্যাঙ্গুয়েজ থেরাপি বিভাগ, বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট, সাতার, ঢাকা-এ যোগাযোগ করতে পারেন।

এটা শুরু করার আগে আপনার কোন প্রশ্ন আছে ?

আমি আপনার অনুমতি নিয়ে এ সাক্ষাৎকার শুরু করতে যাচ্ছি

হ্যাঁ

না

স্বাক্ষর: 

অংশগ্রহণকারীর স্বাক্ষর:

গবেষকের স্বাক্ষর:

Annexure -7

প্রশ্ন—

কু ?

অ-
 > ।
 > ক ।

কু ?

ক সী উ ল্যাসুয়েজ (((() ()
) ?

সী উ স্ ((কু ?

সী উ স্ (স্প ? রু

।

ক , কু স সী উ স্
 (স্ট (প্র
 ?

কু সী উ স্ (স্ট ক র স্
)) রু ?

কু সী উ স্ (স্ট (প্র স্ (/
) স্ম ছ ? রু ।

ক , সী উ ল্যাসুয়েজ (স্ট (প্র
 কু প্র (স্প ?

স্ট (প্র (শু দ্বয়
 স্ ?

সী উ স্ (() ?

সী উ স্ (স্ট (প্র) ?