

Awareness Level among Pre-Primary School Teachers to Identify the Children with Multiple Disabilities

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Early childhood is considered as the foundation of child's future development. Proper identifications and interventions of the child plays important role in improving the child independent living. This study will help the pre - school teachers to identify the children with multiple disabilities at the younger age to facilitate the inclusive education for such children.

The researcher developed an awareness training material for the pre-school teacher and to verify the level of awareness on identification of children with multiple disabilities. The researcher developed a self-made questionnaire on the content available in the training material and conducted a pilot study with 10 teachers working in pre-school program. The mean difference and the chi square test were used for analysis. The result shows there is a lack of 60 % awareness on identification of children with multiple disabilities among the pre-school teachers. However, this study reports that there is no significant difference in identification of children with multiple disabilities among the pre-primary teachers with respect to their gender, age and qualifications. The training module on awareness to identify the children with multiple disabilities may undergo revision of 40 % of the contents which known to the teachers. This study will be continued after the careful considerations of revision of the training material on identification of children with multiple disabilities through Pre-test training and post-test.

References:

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