TEACHERS' PERSPECTIVES ON THE ROLE OF SPEECH AND LANGUAGE THERAPIST IN THE MANAGEMENT OF CHILDREN WITH DYSLEXIA IN BANGLADESH

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[January, 2026]

APPROVAL

We the under signed certify that we have the carefully read and recommended to the Faculty of Medicine, University of Dhaka, for the acceptance of this dissertation entitled **" Teachers' Perspectives on The Role of Speech and Language Therapist in The Management of Children with Dyslexia in Bangladesh".**

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DECLARATION

I am **Naim Khan,** I want to assure that any single discussion of this research project will not be harmful to other. All sources had been cited correctly. All errors & inaccuracies are on me. I also declare that for any publication, presentation or dissemination of information of the study. I would be bound to take written consent from the department of Speech & Language Therapy of Bangladesh Health Professions Institute (BHPI).

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DEDICATION

Dedicated to …….

……My Beloved Parents, Supervisor

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List of Acronyms

Abbreviation	Elaboration
ADHD	Attention Deficit Hyperactive Disorder
ASHA	American Speech-Language-Hearing Association
APA	American Psychiatric Association
CRP	Centre for the Rehabilitation of the Paralysed
CPD	Continuing Professional Development
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IPE	Inter-Professional Education
RTI	Response to Intervention
SEN	Special Educational Needs
SLT	Speech and Language Therapy
SLD	Specific Learning Disability
WHO	World Health Organization

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ABSTRACT

Dyslexia is a common neurodevelopmental learning difficulty. It especially affects children's reading, writing, spelling, and academic performance. Teachers are main to the identification and support of students with dyslexia. But effective intervention must require to collaboration with Speech and Language Therapists (SLTs). This study aimed to explore teachers' knowledge of dyslexia, perceptions of the role of SLTs, collaboration practices, and the use of Individualized Education Plans (IEPs) for students in Bangladesh. A quantitative cross-sectional survey design was used for this study. Data were collected from 204 teachers by using a structured Likert-scale questionnaire. Descriptive statistics and chi-square tests were used for data analysis. The findings were published low levels of teacher knowledge about dyslexia (49.5%, n=101). Limited formal training on dyslexia, also there was no collaboration with SLTs, and low levels of practical engagement with IEPs (14.7%, n=30). 64.2% (n=131) Teachers showed to interest for training on dyslexia in this study. The study highlights the need for structured teacher training, strengthened school-based SLT services and interprofessional collaboration frameworks to improve dyslexia management in educational settings in Bangladesh.

Keywords: Dyslexia, Teachers' knowledge about dyslexia, Speech and Language Therapists (SLTs), Collaboration, Individualized Education Plans (IEP)

CHAPTER 1 INTRODUCTION

1.1 Introduction

Dyslexia is a form of learning disability primarily, which causes difficulties in reading and other language abilities, Children with dyslexia usually have generally good intellectual abilities but continue to have difficulties both with reading, spelling and word-decoding despite receiving any form of proper instruction and growing up in positive educational circumstances (Snowling et al., 2020).

Dyslexia is no short-term learning issue, it is a severe developmental impairment that may affect not only cognitive acquisition but also affect emotional and social state of a child (Muthee, 2018).

According to Lira et al. (2020), dyslexia may undermine the motivation to attend school, classroom activities, self-esteem, and learning, in general. Repeated failures in reading may cause aversion to reading related activities, evading work in classrooms, and disorders in the behavior of dyslexic children.

Children with dyslexia show an increased tendency to comorbid mental health issues like depression, anxiety and attention problems, which only increases the learning process and disturbs the academic interaction (Dalmas et al., 2023). It is estimated to impact millions of children across the world, and the number of students in the United States alone is 8.5 million (Blinkoff, 2016).

According to Badsha (2024), the phonological and morphological awareness intervention can be effective with dyslexic children, as the present evidence indicates that computer-based intervention may also be effective.

In Bangladesh parental consciousness is one of the major causes to deny the dyslexic children and the spread of the wrong information among teachers and caregivers, Such ignorance extends delay in service delivery and worsens shortage of professional resources, and it creates a significant obstacle to early detection and intervention (Zipoli, 2022).

SLTs prevent, screen, test and treat phonological awareness, decoding and reading fluency as well as other general language abilities on the offensive, they do not only handle clients, but also conduct consultation, collaboration, and capacity building in schools (Zipoli, 2022).

SLTs also work in close collaboration with teachers to plan and execute organized and evidence-based literacy interventions. One of them is the involvement in team-based frameworks, including Response to Intervention (RTI) in which SLTs help with the tiered delivery and prompt intervention in the case of at-risk students (Colenbrander and Kohnen, 2023).

International studies consistently focus on the importance of introducing SLTs into schools and highlight the role play by them in fulfilling the requirements of children with speech, language and communication needs, and helping teachers solve particular learning issues such as dyslexia (Gonzalez, 2025).

Knight (2018) concluded that the teachers who were insufficiently informed on dyslexia can consequently end up not identifying the signs of dyslexia, not implementing the right instructional models, or sending their students to diagnostic testing and interventions promptly.

The studies within different countries show that the shortage of knowledge among teachers about dyslexia appears as the obstacle to the organization of effective teaching as well as to working with different people (Putra et al., 2024).

Recognizing dyslexia at an early age has been recognized as one of the most effective ways of reducing the negative effect of the condition in the long-term (Faber, 2022). According to Ozernov-Palchik and Gaab (2016), the dyslexia inconsistency, according to which the most effective intervention is the one conducted at early age, but it is usually only diagnosed when a student suffers due to a long period of academic difficulties.

Phonological skills are essential in the development of reading, and their lack in skills is one of the first signs of dyslexia (Hulme and Snowling, 2016).

Since dyslexia involves linguistic factors, speech-language therapists (SLTs) are especially suited to take the lead in terms of early identification and intervention because of their knowledge of phonological mechanism, vocabulary formation, syntax, and understanding (Gillon and Macfarlane, 2017).

Research has shown that joint planning, shared responsibility and coordinated intervention can positively contribute to development of literacy levels as well as providing students with the continuous support in the classroom setting (Carson et al., 2013).

Another study show that the concept of the scientific nature of dyslexia commonly includes false beliefs by teachers in most countries, including Bangladesh (Seçkin Yilmaz, 2021).

Moreover, the quality and consistency of interprofessional collaboration are limited in most of the areas, as well as the shortage of SLTs (Rasha, 2025). These obstacles are even stronger in developing nations, as the identification and successful intervention becomes quite difficult due to poor services delivery systems, insufficient teacher training, and lack of resources (Brandel and Loeb, 2011).

There is a significant potential in enhancing the capacity toward integrating SLT into the school systems, together with the development of teacher awareness and boosting teacher training, that can lead to the transformation of dyslexia management (Boardman, 2019).

Intensifying collaboration between the professions can contribute to the improvement of early diagnosis, improve the process of instruction, and assure that dyslexic children will obtain -based and timely assistance Considering these gaps in knowledge, training, and service delivery, it is essential to explore teachers' attitudes toward dyslexia and the role of speech & language therapists.

1.2 Significance

In Bangladesh, education in general schools has not yet been provided in a systematic manner, despite the presence of dyslexia. The education sector in Bangladesh does not pay much attention to dyslexia, a worldwide neurodevelopmental disorder that affects reading, writing and spelling. Because of a lack of training, most classroom teachers cannot identify the early signs of dyslexia or implement the evidence-based interventions needed. As a result, people tend to see dyslexic students as distracted or unmotivated workers. As a result, it hampers their learning, socializing, confidence, etc.

Moreover, very few schools have specialists at hand like Speech and Language Therapists (SLTs), who are able to help children with their language and communication problems. Their service is excluded from educational support system in Bangladesh while their function is very important. When SLT get involved early, this can help children achieve better results and feel happier at school. SLTs have a positive impact on student literacy but are underused because they do not communicate with teachers.

This study addresses the need for collaborative interdisciplinary support prompted by teachers' views and experiences of working with SLTs. The objective of the research is to investigate the role of SLTs for the dyslexics' management in inclusive educational planning and early interventions that will further provide inputs for teacher training from their perspectives. The results would support a more comfortable, friendly, and collaborative way to manage dyslexia at schools in Bangladesh.

1.3 Research Question

What are the teachers' perspectives on the role of Speech and Language Therapists (SLTs) in the management of children with dyslexia in Bangladesh?

1.4 Objectives

1.4.1 General objective

To find out the teachers' views on the role of Speech and Language Therapists (SLTs) in the support of children with dyslexia in Bangladesh.

1.4.2 Specific objectives

- To identify the socio-demographic characteristics of teachers (e.g., age, gender, teaching experience, education level).
- To find out teachers' level of knowledge about dyslexia and the professional role of SLTs.
- To find out the collaboration between teacher`s and SLTs in managing students with dyslexia.
- To find out the teachers' IEP involvement and their perceptions of SLTs' role in IEPs.

1.5 Operational Definition

1.5.1 Teachers' Perspectives

Teachers' perspectives refer to the opinions, attitudes, knowledge, and beliefs held by teachers regarding in educational settings (Friend & Cook, 2016).

In this study, teachers' perspectives are measured through their responses to a structured questionnaire, which explores their awareness of SLTs' roles, their perceived importance of SLT involvement, and their willingness to collaborate with SLTs in supporting children with dyslexia.

1.5.2 Speech and Language Therapist (SLT)

Speech and Language Therapist (SLT) is the licensed professional, which examines, diagnoses, and treats speech, language and communication problems.

In the present study, SLTs identify and help with dyslexia problems that are linked to language. They manage teachers and develop individual support instructions on the school level.

1.5.3 Dyslexia

Dyslexia is a learning disorder, which mainly impairs language processing and reading. Dyslexics have problems reading aloud, recognizing words or spelling them out and at a fast rate (Lyon et al., 2003).

In this this study, dyslexia can be termed as those in which kids are facing problems in reading, written, and spelling in the normal teaching.

1.5.4 Management

Management refers to the process of planning, organizing, staffing, directing, and controlling to achieve common goals (Balathandayutham & Muralidharan, 2021).

In this study, management refers to the specific methods, activities, and collaborative strategies used to support children with dyslexia in the school environment.

CHAPTER 2 LITERATURE REVIEW

2.1 Literature Review

The ongoing sources affirm that dyslexia is a highly heterogeneous neurodevelopmental problem that is manifested by constant difficulties in reading, writing, and recognition of words that does not correlate with their chronological age, intellectual performance, sensory abilities, and over the level of education of a person (Dislexia: uma revisao sistemaatica, 2022). The phonological processing impairment has become the focal point of deficit behind dyslexia in a vast body of empirical evidence (Wu et al., 2022).

The current research indicates that phonological awareness, phonological memory, and rapid automatized naming deficiency disrupted effective mapping between spoken words and orthographic symbols, hindered the development of reading and spelling dissemination (Wu et al., 2022).

Dyslexia has been considered the number one particular learning disability in the world. Epidemiological studies have reported dyslexia to exist among 517.51 representations ranging approximately 5-17.5% of children of school-going age with differences in representation due to linguistic factors, orthographic factors, and diagnostic factors (Zavadenko,2021). These limitations can negatively affect the performance in various academic areas, such as mathematics, science, and social studies, which depend on reading comprehension greatly in a long-term perspective (Zavadenko, 2021).

The speech and language therapists (SLTs) are the degree holders who assess, diagnose, and treat speech and swallowing disorder up to the full age of infancy and they work in the fields of speech sound disorders, language disorders, fluency problems, voice problems and literacy problems, registered play therapists and supervisors (RPT/S) serve in an exceedingly varied quality of clinical and educational environments, in the early childhood services, school, hospital, and community-based services (Wright, 2022).

SLTs will work in multidisciplinary teams that assist people with various, complicated conditions. Their role in the organization of cleft lip and palate, where they overlap to mitigate speech and resonance problems (Nayak, 2013).

The treatment of people with gender dysphoria, which enables them to modify their voice and pronunciations, is mentioned in the literature (Antoni, 2017). SLTs also play a leading role in palliative care environments, where autonomy and improved life quality of patients are increased by communication support (Newman, 2009).

In the case of educational environments, SLTs have a very prominent role in education in early-years education, literacy acquisition, and inclusive schooling, it has been found that SLTs can help children who have a risk of reading failure particularly when addressing the underlying language skills that form the basis of literacy-vocabulary, grammar, narrative competence, narrative, and phonological awareness (Ebbels et al., 2019).

Although the need of the evidence-based SLT services is identified, the services are unavailable in numerous low-resource environments and service delivery is also limited due to the unavailability of trained professionals, inadequate funding, and institutional support to facilitate the services (Zahir et al., 2021).

The Individualized Education Plan (IEP) is a formalized process upon the focus of collaboration between educators and specialists, the IEPs are established using multiagency techniques between the teachers, parents or caregivers, experts including the SLTs and sometimes students too (Ranbir, 2024). It is vital to address these weaknesses to encourage positive academic/socio-emotional performance, particularly in dyslexic students (Marinho et al., 2024).

The communication, language, and literacy targets involve the important role of SLTs in the process, as well as assistance in making IEP goals linguistically relevant and evidence-based (Silva et al., 2025). The lack of security in teacher preparation, deeply rooted bureaucratic practices, and institutional failures in offering sufficient assistance are regularly identified as the main barriers to successful assimilation of the IEP practices (F, 2022). The information obtained in various learning settings shows that most teachers are mistaken in their beliefs about the occurrence and nature of dyslexia and that a significant percentage of teachers presuppose that reading disorders are caused by visual distortions and not phonological processing disabilities (Krimm et al., 2023).

Correspondingly, Al Dubai (2023), and Gedik and Akyol (2024) argue that despite the fact that some teachers have primitive understanding of dyslexia, majority are unaware of the etiological determinants, clinical presentation, and best interventions because it creates a professional risk on their part.

The gaps in knowledge are the most severe in the field of diagnosis, instructional techniques, and interprofessional collaboration, which are especially underrepresented by pre-service and in-service teachers (Echegaray-Bengoa and Soriano-Ferrer, 2016).

Although it is possible that short training activities create surface change, long-term, concentrated professional growth has been demonstrated to bring significant change in terms of teachers increase in knowledge and confidence (Raju et al., 2023).

The use of interdisciplinary, online models of professional development can also be useful in preparing teachers to recognize dyslexia and understand its educational impact and inclusive pedagogies, in particular situations in which specialist training in dyslexia is limited. Even with the signs of success, it is tough to maintain such a professional development. The ability of the teacher to implement the learned information may be limited by the set curriculum, insufficient teaching time, and cultural barriers (Indrarathne, 2019).

The practice of cooperation among speech and language therapists and teacher is considered one of the key elements of inclusive education. The basis of an ideal partnership is interdependence, the joint responsibility, mutual respect, and joint decision-making (Mathers et al., 2024).

As well, there is empirical evidence that team-based interventions, such as collaborative practice, correlate with better student outcomes, specifically in inclusive schools with ready dissimilar learning necessities (Gonzalez-Fernandez & Iturra Herrera, 2024). Some systemic factors, including high caseloads, heavy workloads, role demilitarization, lack of resources, and limited administrative support, are limiting the effectiveness of collaborative practice, however (Ufermann et al., 2024).

Smith and Ingersoll (2004) have found that collaboration requires structural requirements, such as time of devotion on planning, encouraging leadership and a sense of culture of responsibility. All these are the main features of successful teacher-SLT partnerships (Evans et al., 2025).

In Bangladeshi context, dyslexia and other learning services failure in delivery remain even with inclusive learning policies within the education system. Among the obstacles mentioned by teachers, there is the limited of professional development opportunities, the lack of specialist help, and the lack of resources (Rahman and Alam, 2025).

Also, auditory problems are prioritized over literacy-related concerns and therefore dyslexic students are not given adequate attention (Islam, n.d.). Despite the fact that the current state of affairs is still in its infancy, there is emerging evidence that the same technology-based, dyslexia-specific instructions could mitigate its symptoms Bangladesh (Badsha, 2024).

There is a lot of potential in such technologies in regards to intervention within the resource limited environment especially when coupled with training of the teachers and specialists. However, implementation is only successfully achieved in terms of increased awareness, positive attitudes, and combined participation between teachers and SLTs. With such considerations, the current paper will add to the little literature on dyslexia in Bangladesh by exploring the perceptions of the teachers on the role of the SLTs in dealing with dyslexia. The purpose of the study is to define impediments that hinder effective collaboration by exploring the knowledge, expectation, and experiences of teachers and thus through translation of the results into policy, practice as well as teacher-training intervention. These gaps have to be filled in a bid to strengthen inclusive systems of education and improve educational outcomes among children with dyslexia in Bangladesh.

CHAPTER 3 METHODOLOGY

3.1 Study design

In this study, the investigator conducted a quantitative cross-sectional survey design to explore teachers' perspectives on the role of Speech and Language Therapists (SLTs) in the management of children with dyslexia in Bangladesh. Quantitative research was used to collect numerical data that reflected participants' knowledge, Collaboration, and perceptions (Hicks, 2000). The primary purpose of the survey research was to obtain objective, structured information from a defined group of people, and it involved the investigator asking standardized questions related to the research topic (Frankel & Wallen, 2000). Cross-sectional surveys enabled the collection of data from a sample at a single point in time and provided generalizable insights about the broader population (Bailey, 1997).

3.2 Study site

The study was conducted in government and private primary schools located in Savar, Dhaka. Schools were selected based on criteria such as permission, accessibility, and the diversity of the teaching staff.

3.3 Study population and sample population

Primary school teachers were chosen as a sample population to carry out this study. Subjects, who was met the inclusion criteria and exclusion criteria were taken in this study.

3.4.1 Sampling procedure

A stratified purposive sampling technique was used to include both government and private school teachers in the study. The research was conducted in primary schools located in the Savar area of Dhaka.

3.4.2 Inclusion criteria

- Teachers currently teaching in classrooms.
- Primary level teachers only.
- Teachers who gave voluntary consent.

3.4.3 Exclusion criteria

- Staff who do not teach.
- Teachers from special education schools.
- Teachers from secondary or higher levels.

3.5 Sample size

Larger sample is the representative of the population in a survey study, but in many situations, it is not possible for the researcher both for practical and financial reasons (Hicks, 2000). So, the investigator used a sampling equation to determine the sample size. The equation was according to sample size

We know that,

Sample size:

$$n = \frac{z^2 pq}{d^2}$$

$$= 1.96^2 * 0.5 * \frac{(1 - 0.5)}{0.05^2}$$

$$= 384$$

So, the sample size is 384.

Where,

n= Required sample size,

Z= Confidence level at 95% (Standard value of 1.96),

P= Estimated prevalence rate (0.5),

d= Margin of error level 5% (Standard value of 0.05).

Though the sample size was 384 but the researcher collects the data from 204 sample due to time consuming.

3.6 Data collection

3.6.1 Data collection tools

A structured self-administered questionnaire was used for data collection in this study. The survey was solely closed-ended so that standardized results could be obtained for statistical analysis (Creswell, 2014). It contained four parts. Demographics including age, sex, education level, years of teaching experience and type of school (government or private) were collected in the first part. The second part examined teachers' knowledge of dyslexia, symptoms and educational ramifications of the disorder. The third part investigated collaborative practices in order to gauge the level and type of interdisciplinary working between teachers and SLTs. Section four IEP Development and Implementation. Most items were rated on a 5-point Likert scale from "Strongly Disagree" to "Strongly Agree." This level would be useful for detecting differences in knowledge, collaboration and perceptions in quantitative research (Frankel & Wallen, 2000).

3.6.2 Data collection procedure

A structured self-administered questionnaire was completed by the eligible participants face-to-face by the investigator. Study purpose and confidentiality was explained and informed consent was obtained through signature. First demographic information was collected and then the questionnaire regarding teachers' knowledge, perceptions and collaboration with SLTs into managing children with dyslexia. Average respond time for each questionnaire was 15–20 minutes. Data were collected via paper-based questionnaire.

3.6.3 Pilot study

Before conducting the study, the researcher had been a pilot study with 2 participants. According to (Bailey, 1997), the pilot study was a preliminary trial of the study in which most of the steps of final study included but on a smaller scale and it was a component of the study. The researcher modified the questionnaires was used to continue whole study. These participants were excluded from the final analysis. The internal consistency of the questionnaire was evaluated using **Cronbach's alpha**, which yielded a value of **$\alpha = 0.83$**, indicating good reliability. The results of the pilot study confirmed that the questionnaire was appropriate for use in the main study.

3.6.4 Data analysis

Data were analyzed to explore teachers' perspectives on the role of Speech and Language Therapists (SLTs) in contributing to the management of children with dyslexia using descriptive data presentation. As a large number of participants were involved in the survey, descriptive statistics were used to summarize the data (Hicks, 1999). SPSS software version 27 was used to analyze data to obtain frequency, percentage, mean, and standard deviation. For Likert-scale items, mean scores were interpreted as low (M=1.00–2.33), moderate (M=2.34– 3.66), and high (M=3.67–5.00). The data were categorical and did not meet normality assumptions. Statistical significance was set at $p < 0.05$. To support clear presentation, the findings were illustrated using tables, bar charts, and pie charts created with Microsoft Excel 2021, which helped readers easily understand the results (Bailey, 1997).

2.6.5 Ethical Considerations

The research proposal along with the methodology was submitted to the Institutional Review Board (IRB) of Bangladesh Health Professions Institute (BHPI). Then IRB approved the proposal. The investigator had planned for the personnel, who were interested, to participate on a voluntary basis. The investigator issued each individual a consent form to read. Members of the herd were mostly separated by sex, but sharing the writing permission the investigator to conduct the research from the participants. The investigator verbally described aims and objectives to the participants. Then, the subject confirmed that the study had not caused any negative impact on physical health or mental health because it was a survey study and involved no experiments. The information obtained from the sample was disclosed to only the supervisor for the study and ensured confidentiality by the investigator. They were also being told that they can withdraw or refuse to answer any question at any time.

3.6.6 Informed consent

Prior to initiating data collection, the investigator received written consent from the head teacher at each participating school. A written document of the aims and objectives of the study was given to the head teacher and assurance provided that there would be no physical or psychological harm caused to teachers. During the research, confidentiality was strictly observed, both from academic and regulatory points of view, without disclosing names and contact details; other means of identifying subjects were encrypted and/or anonymized.

CHAPTER 4 RESULT

In this study, 204 Teachers have been considered as a sample in the primary school of Savar area. inquire of the teacher concerning his/her knowledge and role of SLT with regard to dyslexia, teamwork with SLT and IEP involvement. An SPSS was then used to analyze the data numerically coded. Software program version 27.0 and the outcome stored in the Microsoft Excel. In this study the results that have been obtained have been presented in various bar diagrams, pie charts and in. tables.

1.1 Demographic Information of the Participants

4.1.1 Gender of the Participants

The graph indicates that there are in total 204 Teachers, out of which 164 or 80.4% are female and 40 or 19.6% are male.

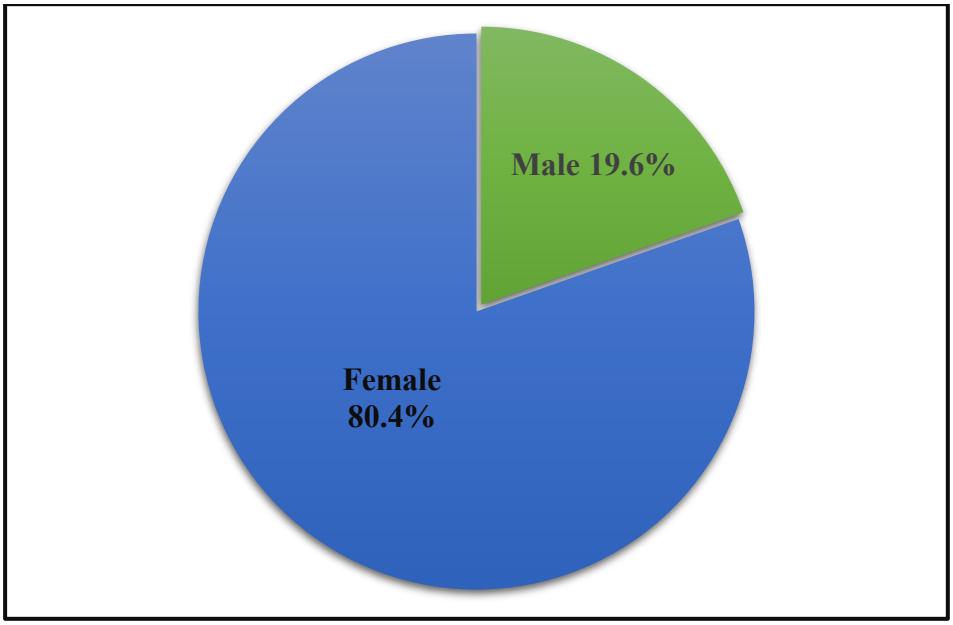


Figure 1 Gender of the Participants

4.1.2 Age of the Participants

The age distribution of the participants formed a gentle slope across mid-adulthood. The largest cluster appeared in the 41–45 years group, where 27.9 % (n = 57) of the respondents were situated. The 36–40 years group followed, representing 17.2% (n = 35). A considerable share also fell within 46–50 years, accounting for 12.7% (n = 26), while 11.8% (n = 24) belonged to the 51–55 years group. On the younger end, 13.7 % (n = 28) of the participants were aged 26–30 years, and 9.8 % (n = 20) were in the 31–35 years range. The smallest representation came from the 56–60 years group, contributing 6.9 % (n = 14) to the overall sample.

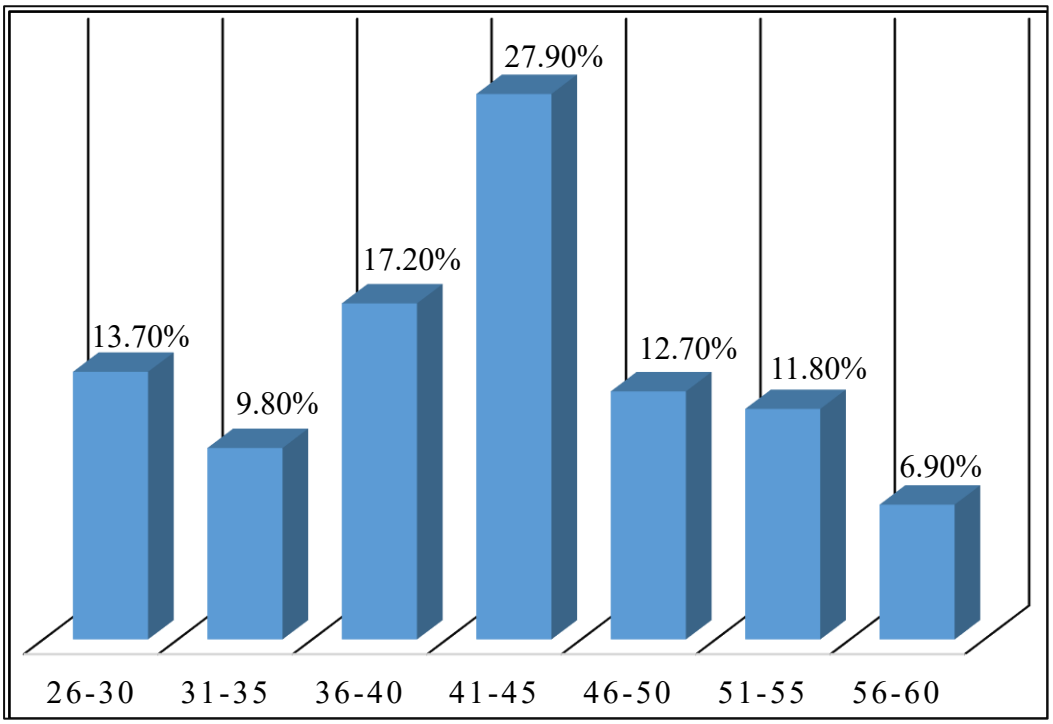


Figure 2 Age of the Participants

4.1.3 Living Area of the Participants

The most of the participants living in sub-urban areas, which was 54% (n = 110) of the total (N=204) sample. Residents from urban areas made up 22% (n = 45), while 21% (n = 43) of the respondents were from rural communities. A small portion of the participants, 3% (n = 6), reported living in district-town areas, representing the smallest group in the distribution.

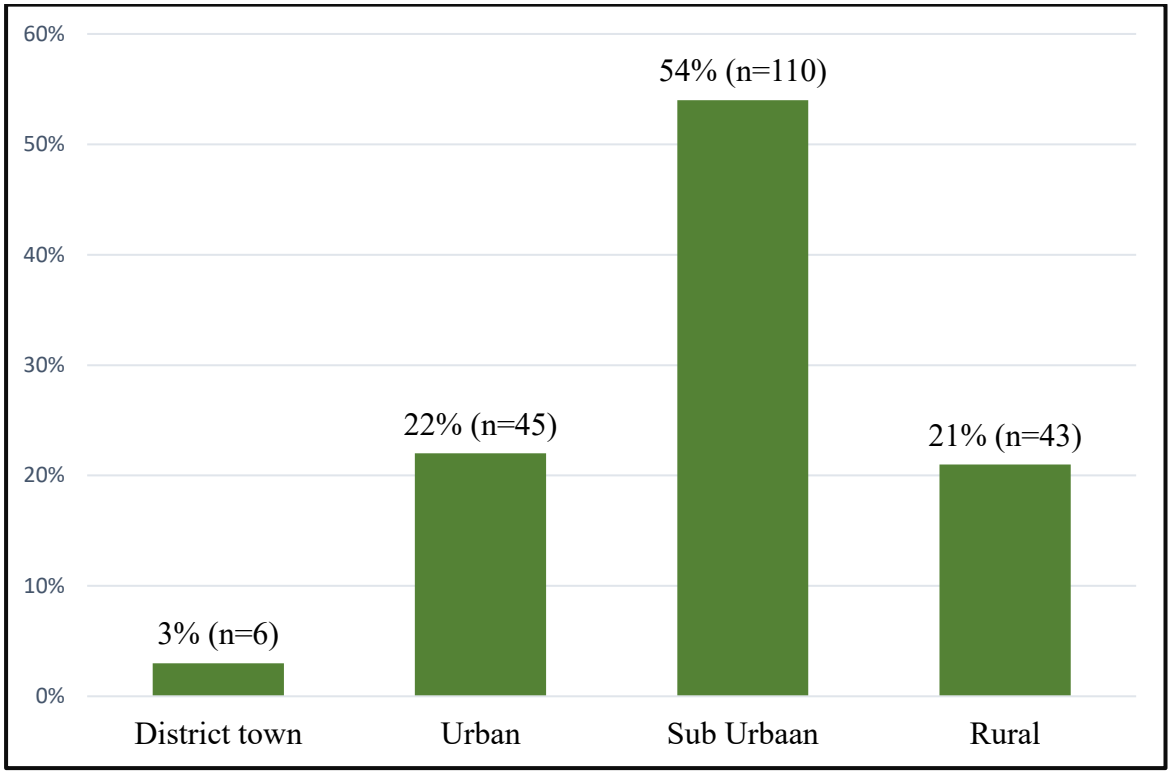


Figure 3 Living Area of the Participants

4.1.4 Teaching Experience of the Participants

Among 204 respondents, the highest proportion fell in the category of 11 years or more of teaching experience, representing 70.1% (n = 143) of the participants. The next largest group comprised those with 6-10 years of experience, accounting for 15.7% (n = 32). Respondents with 1-5 years of teaching experience made up 10.8% (n = 22) of the sample, while the smallest group consisted of participants with less than 1 year of experience, representing 3.4% (n = 7) of the total respondents.

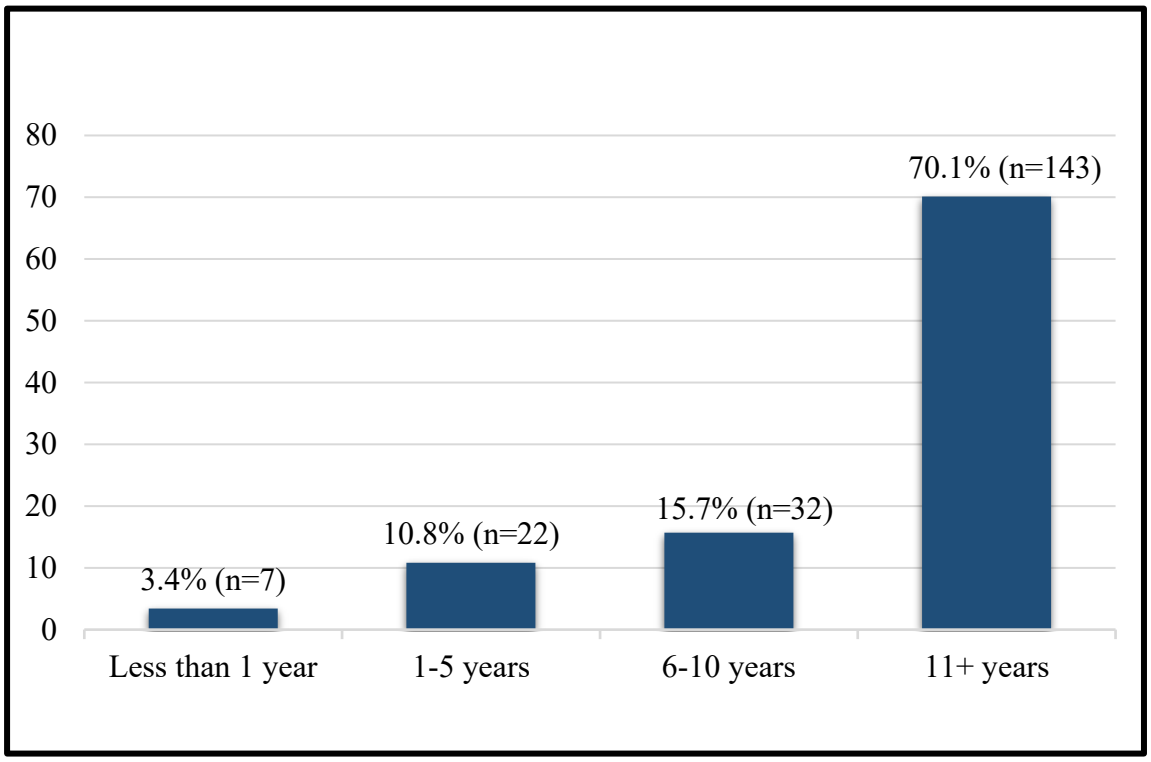


Figure 4 Teaching Experience of the Participants

4.1.5 Educational Qualification of the Participants

Out of 204 participants, most of them 48% (n=98) were Master's degree. Followed by bachelor's degree holders at 29% (n=59). After that, 15% (n=31) had HSC level educated. And rest of the participants 8% (n=16) had other educational levels.

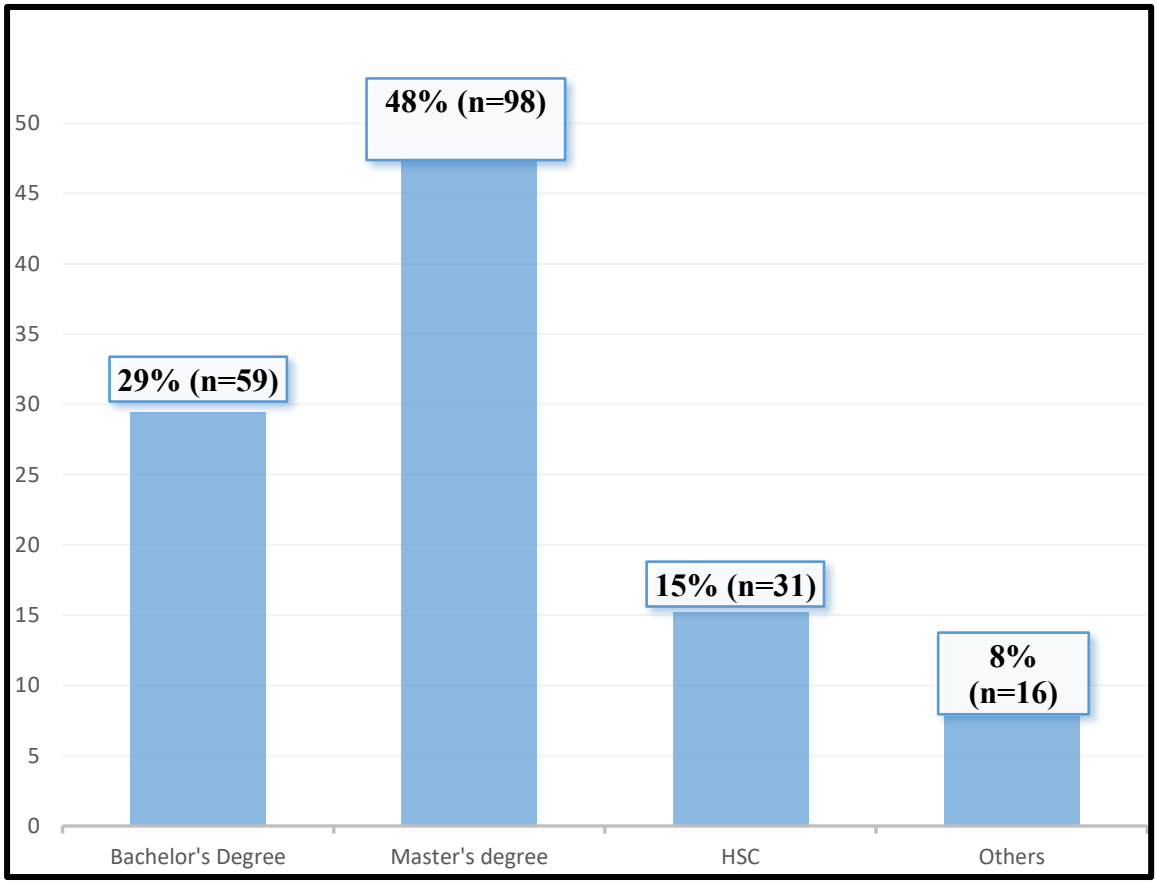


Figure 5 Educational Qualification of the Participants

Table 4.2.1 Frequency (%) distribution of Teachers' knowledge and awareness about dyslexia and SLTs

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Know signs & symptoms of dyslexia	23.5% (n=48)	22.1% (n=45)	11.8% (n=24)	32.4% (n=66)	10.3% (n=21)
Understand effects on reading & learning	15.2% (n=31)	21.6% (n=44)	14.7% (n=30)	41.2% (n=84)	7.4% (n=15)
Know how SLTs help	19.1% (n=39)	25% (n=51)	24.5% (n=50)	23.5% (n=48)	7.8% (n=16)
Received dyslexia training	32.8% (n=67)	31.4% (n=64)	25.5% (n=52)	7.4% (n=15)	2.9% (n=6)
Recognize students needing SLT support	18.6% (n=38)	18.6% (n=38)	17.6% (n=36)	35.3% (n=72)	9.8% (n=20)

Table 4.2.1 shows the frequency (%) distribution of Teachers' knowledge and awareness about dyslexia and SLTs. Most of the teachers disagreed that they don't understand the effects of dyslexia on reading and learning. They can't recognize students need SLT support. A large number of teachers disagreed that they had received formal training on dyslexia. Overall responses indicate neutral knowledge with limited professional training among teachers.

Table 4.2.2 Frequency (%) distribution of Teacher and SLTs Collaboration

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Previously collaborated with an SLT	41.7% (n=85)	27.5% (n=56)	14.2% (n=29)	10.3% (n=21)	6.4% (n=13)
Confident initiating collaboration with SLT	20.6% (n=42)	12.3% (n=25)	9.8% (n=20)	47.1% (n=96)	10.3% (n=21)
Teachers & SLTs should collaborate regularly	19.6% (n=40)	9.8% (n=20)	12.3% (n=25)	43.1% (n=88)	15.2% (n=31)
Familiar with procedures to contact SLT services Perception of SLT support & school practices	34.8% (n=71)	27.5% (n=56)	15.7% (n=32)	16.2% (n=33)	5.9% (n=12)
Collaboration with SLTs improves academic performance	19.6% (n=40)	13.2% (n=27)	15.7% (n=32)	40.7% (n=83)	10.8% (n=22)
Students with speech/language difficulties can be identified early	8.3% (n=17)	9.3% (n=19)	22.5% (n=46)	46.1% (n=94)	13.7% (n=28)
Teachers, school admin support SLT collaboration	5.9% (n=12)	7.4% (n=15)	22.5% (n=46)	48.0% (n=98)	16.2% (n=33)
Every school should arrange joint meetings with SLTs	4.4% (n=9)	7.4% (n=15)	24.5% (n=50)	48.0% (n=98)	15.7% (n=32)
Speech & language difficulties often overlooked without regular SLT support	3.4% (n=7)	9.8% (n=20)	26.0% (n=53)	49.0% (n=100)	11.8% (n=24)

The table shows that teachers strongly believe that collaboration with SLTs is important. It's helpful for students. Few teachers had little experience working with SLTs. Many teachers reported that limited knowledge about how to take SLT services. Suggesting that collaboration exists more in belief than in everyday practice.

Table 4.2.3 Frequency (%) distribution of IEP involvement and SLTs' role

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SLTs should help create IEPs for students with special needs	8.3% (n=17)	6.9% (n=14)	19.6% (n=40)	52.0% (n=106)	13.2% (n=27)
Understand what an Individualized Education Plan (IEP) is	35.3% (n=72)	27.7% (n=56)	12.3% (n=25)	19.6% (n=40)	5.4% (n=11)
Have helped use an IEP for a student with dyslexia	35.3% (n=72)	31.4% (n=64)	15.7% (n=32)	14.7% (n=30)	2.6% (n=6)
IEPs are useful for supporting students with dyslexia	18.6% (n=38)	17.2% (n=35)	16.7% (n=34)	39.2% (n=80)	8.3% (n=17)
SLTs should take an active role in making IEPs	17.2% (n=35)	18.1% (n=37)	13.7% (n=28)	38.7% (n=79)	12.3% (n=25)
My school helps create and use IEPs for students needing special support	20.1% (n=41)	19.6% (n=40)	18.6% (n=38)	31.9% (n=65)	9.8% (n=20)

The table indicates that teachers generally agree that SLTs should be involved in developing IEPs. IEP is useful for supporting students with dyslexia. Most of the teachers reported limited understanding of IEPs, little hands-on experience using them, suggesting a gap between positive attitudes and actual school practice.

Table 4.2.4 Teachers' knowledge and awareness about dyslexia and SLTs

Item	Mean	Std. Deviation	Level
Know signs & symptoms of dyslexia	2.84	1.371	Moderate
Understand effects on reading & learning	3.04	1.239	Moderate
Know how SLTs help	2.76	1.23	Moderate
Received dyslexia training	2.16	1.059	Low
Recognize students needing SLT support	2.99	1.298	Moderate

Overall moderate knowledge levels were indicated in the descriptive analysis of teacher's dyslexia-related knowledge and awareness and the role of SLTs. Response options pertaining to other survey items were between 1 (saw as low a degree) and 5 (saw as high a degree) regarding the signs/symptoms of dyslexia (M= 2.84, SD= 1.37), impact on reading/learning (M= 3.04, SD= 1.24), role of SLTs (M= 2.76, SD= 1.23), and recognition of students requiring SLT (M= 2.99, SD= 1.30). Conversely, the sample described formal training in dyslexia as especially low (M = 2.16, SD = 1.06), suggesting insufficient preparation amongst professionals. These findings highlight the importance of more targeted professional development for teachers to provide supports when teachers are more confident about identifying students and providing supports needed successfully with dyslexia.

Table 4.2.5 Teacher and SLTs Collaboration

Item	Mean	Std. Deviation	Level
Previously collaborated with an SLT	2.12	1.240	Low
Confident initiating collaboration with SLT	3.14	1.348	Moderate
Teachers & SLTs should collaborate regularly	3.25	1.368	Moderate
Familiar with procedures to contact SLT services Perception of SLT support & school practices	2.31	1.262	Low
Collaboration with SLTs improves academic performance	3.10	1.324	Moderate
Students with speech/language difficulties can be identified early	3.48	1.103	Moderate
Teachers, school admin support SLT collaboration	3.61	1.032	Moderate
Every school should arrange joint meetings with SLTs	3.63	.981	High
Speech & language difficulties often overlooked without regular SLT support	3.56	.942	Moderate

There was the 9-item scale of perception working with SLT Descriptive stats [Table 4.3] indicated participants desired moderate confidence to lead collaboration (M=3.14, SD=1.35), agreed collaboration should occur regularly between teachers and SLTs (M=3.25, SD=1.37) but low rates of collaboration prior (M=2.12, SD=1.24). For perceived academic performance Collaboration (M = 3.10, SD = 1.32) and procedure awareness (M= 2.31, SD = 1.26) were both moderate. Early detection and school advocacy, the collaborative treatment model, and addressing hidden problems were also given low ratings (M = 3.48-3.63, SD = 0.94-1.10). Though teachers view collaboration as important, it is typically infrequent, and not particularly structured.

Table 4.2.6 IEP involvement and SLTs' role

Item	Mean	Std. Deviation	Level
SLTs should help create IEPs for students with special needs	3.55	1.075	Moderate
Understand what an Individualized Education Plan (IEP) is	2.32	1.284	Low
Have helped use an IEP for a student with dyslexia	2.19	1.155	Low
IEPs are useful for supporting students with dyslexia	3.01	1.285	Moderate
SLTs should take an active role in making IEPs	3.11	1.320	Moderate
My school helps create and use IEPs for students needing special support	2.92	1.309	Moderate

Descriptive analysis of teacher's perceptions of Individualized Education Plans (IEPs) indicated low knowledge and involvement in 90% of cases, which were all tended to be in the lower range. Regarding agreed on understanding m) of what an IEP is, teachers were in general disagreement (M = 2.32, SD = 1.28), and on the use of IEPs for students with dyslexia (M = 2.19, SD = 1.16), and the role of SLTs on the creation of IEPs for students with special needs (M = 3.55, SD = 1.08). There was also moderate agreement on IEPs being useful for dyslexia students (M = 3.01, SD = 1.29), SLTs playing an active role to help make IEPs (M = 3.11, SD = 1.32), and the school supporting the making of IEPs and the implementation for students needing special support (M = 2.92, SD = 1.31). These findings suggest that although teachers acknowledge the potential benefits of IEPs, their knowledge of IEPs, actual practice and school-based support in implementing IEPs are still lacking.

CHAPTER 5 DISCUSSION

This study explored teachers' perspectives on dyslexia and the role of Speech and Language Therapists (SLTs) in managing children with dyslexia in Bangladesh. Total 204 participants completed this survey. Findings indicate moderate knowledge and awareness among teachers, limited formal training, low levels of structured collaboration with SLTs, and insufficient involvement in Individualized Education Plans (IEPs), generally positive attitudes toward SLTs' potential contributions. These results are discussed below in relation to the study objectives, the sample of 204 teachers (N = 204), and existing literature.

According to the findings of this study, most of them 164 (80.4%) were females and the rest were males 40 (19.6%). The gender balance reflects the world trend in primary and secondary education, which had been predominantly female. This is also supported in extant literature that the teaching profession especially at the school level is female dominated (Acheampong et al., 2019). Uysal and Güdük (2019) found such patterns among Turkish preschool teachers, the majority of whom were female.

In this study, most of the participants were mid-career teachers, with the largest age group of 41-45 years (27.9%) and fewer in younger (26-35 years) and older groups (56-60 years). The low proportion of young and old teachers suggests that the teaching workforce mirrors an aged wider population and indicates the need for programmed including structured professional development activities to suit different ages (Badsha, 2024).

The majority of participants held a Master degree (48%), while bachelor holders made up the second largest group (29%), with less than a quarter of participants with HSC level education (15%) and the remaining group (8%) holding either other academic or practical qualifications. Previous research shows that even the best teachers may not be capable of recognizing or accommodating children with dyslexia in the absence of explicit training and ongoing professional development (Acheampong et al., 2019). In this survey, the majority of participants (70.1%) had 11 years or more of teaching experience.

Although teachers have experience and are adept at teaching students with learning disabilities, research indicates that experience alone is not sufficient to equip teachers with the skills needed to identify or help students affected by dyslexia without training (Boardman, 2019). The proportions of less-experienced teachers (1-10) years were smaller, indicating a greater need for early-career professional development being organized so that teachers can pair their professional development to effective management of dyslexia (Campos & Faber, 2022).

The findings in Table 4.2.1 indicate that the level of consciousness of teachers to the problem of dyslexia has a mixed representation. With respect to the awareness of the signs and symptoms of dyslexia. 42.7% of teachers responded positively with similar statements stepping either on the agree or strongly agree side of the statement, with 45.6% responding on the disagree or strongly disagree side. 11.8% on the neutral side of the statement. On the same note, 48.6% of the respondents reported on the consequences of dyslexia on reading and learning with 36.8 and 14.7 percent respectively reporting otherwise and being neutral. In terms of being able to identify students who might need SLT services, 45.1% of teachers responded in the affirmative or strongly in agreement, (37.2) disagreed and 17.6% remained neutral. The results of this study show that, though one can notice a significant percentage of teachers that are conscious, a large percentage of student's express uncertainty as well as even demonstrate insufficient knowledge. As it was seen, training on dyslexia was especially limited with 10.3% of teachers responding either in agreement or strongly agreeing that they were provided with some formal training and 64.2% with expected disagreement or strongly disagree with a 25.5 responding neutrally. This deficiency in professional training can be the legality behind the difference in confidence of the teachers on detection of the dyslexia and knowledge of the presence of the SLTs. The results align with previous studies which hold that in most cases, teachers have general awareness, but misuse of such awareness by failure to undergo sufficient training on how to effectively identify and help learners with dyslexia (Knight, 2018). The awareness might not be translated to efficient classroom practices without intensive training.

Table 4.2.2.2 represents an obvious contrast between positive attitudes towards collaboration of teachers and their practical collaboration experience with SLTs. Although 58.3% of teachers responded that teachers and SLTs should have regular collaborations with each other as compared to 51.5% of the teachers indicating that collaborations would enhance the academic performance of students, only 16.7% indicated that they had previously collaborated with an SLT. Alternatively, only 69.2% said that experience working with others in the past before was not in agreement or strongly disagree. This shows that collaboration is an important value practiced in theory but is restricted in reality. Moreover, despite the fact that 57.4% of teachers were confident in the possibility to team up with SLTs, 22.4% mentioned that they were familiar with official protocols to receive SLT services, and 62.3 were in disagreement/strong disagreement. This void intends to show that there are no organized and systematic cooperation systems in schools. The findings are consistent with the existing literature that suggests that the problem of interprofessional collaboration is commonly impaired by role ambiguity, lack of institutional support, and inaccessibility of allied health practitioners in schools (Gonzalez-Fernandez and Iturra Herrera, 2025). All teachers as depicted in Table 4.2.3 portrayed a relatively positive perception towards SLT in the development of Individualized Education Plan (IEP). In particular, 65.2% of the respondents said that SLTs should help in IEP development of students with special needs or agreed to a significant degree. On the same note, 47.5% of them affirmed their agreement or strong agreement on IEPs to support students with dyslexia, and 51.0% affirmed the concept that SLTs ought to actively participate in the IEP process. Although this was a good attitude, the level of practical knowledge and experience on IEPs by the teachers did not seem much. Teachers only 25.0% confirmed that they knew what an IEP was, and 63.0% said no and strongly said no. Moreover, only 17.3% indicated that they assisted in the implementation of an IEP with a student with dyslexia opposed to 66.7% who did not. This difference identifies a gap between the good impressions and practical exercises. Past research also reveals that IEPs have been under up taken because of lack of teacher training, weak collaboration, and insufficient institutional support (Silva et al., 2025).

Overall, teachers had low level of knowledge of dyslexia, signs and symptoms of dyslexia, effects on learning and the role of SLTs. Significantly lower formal training in dyslexia indicates unwarranted preparation. As expected, previous studies that found teachers have only superficial knowledge and confidence to handle cases of dyslexia without structured training (Campos & Faber, 2022) corroborate these findings. Teachers were moderately confident in starting up collaboration with SLTs but agreed collaboration should take place regularly and reported having low past collaboration experience. Moderate awareness of perceived benefits for students' academic performance and knowledge of pathways for obtaining SLT services were also found. Teachers rated early detection, school advocacy and hidden difficulties relatively low, suggesting that a limited and unstructured collaboration in this respect is acknowledged by them (Table 2). Our findings are in line with previous research illustrating the importance of interprofessional collaboration (González-Fernández & Iturra Herrera, 2025). Teachers demonstrated limited knowledge and involvement with Individualized Education Plans (IEPs). Most were unsure about what an IEP is and had little experience using them for students with dyslexia. While modest to low college implementation and assist of IEPs had been diagnosed as practical. These results are consistent with research reporting that IEPs in practice continue to go unused (Silva et al., 2025). This study highlights the clear need for broader, system-level improvements in both teacher education and everyday school practice. Dyslexia and language-based learning difficulties should be more explicitly addressed within pre-service teacher training, so teachers enter classrooms with a stronger foundational understanding (Acheampong et al., 2019). Teachers working effectively with Speech and Language Therapists (SLTs) (Gillon & Macfarlane, 2017). Strengthening school-based collaboration models between teachers and SLTs. Could support earlier identification and more timely intervention for students with dyslexia (Wilson et al., 2015). Institutional guidance is also needed to improve awareness and practical use of Individualized Education Plans (IEPs) in schools (Silva et al., 2025). These efforts should prioritize early intervention. It delays in support are known to reduce the effectiveness of later remediation (Ozernov-Palchik & Gaab, 2016).

CHAPTER 6 LIMITATIONS & RECOMMENDATIONS

6.1 Limitations

This is the first study to explore teachers' perspectives on the role of speech and language therapist in the management of children with dyslexia in Bangladesh. So, there were some limitation and barriers while considering the results of the study in different aspects. Those where the main limitation of this study was the shortage of time, especially the data collection time was short. The study required large sample where the investigator collected 204 data successfully which is not enough to generalize the result. The data were self-reported. So, there is a possibility of social desirability bias. The lack of qualitative data, it was not possible to gain an in-depth understanding of the real experiences of teachers. Only teachers' opinions are included, the perspectives of other stakeholders are missing.

6.2 Recommendations

Prior to this no study has been done on exploring teachers' perspectives on SLTs and dyslexia management in Bangladesh. As recommendation: Future research could investigate collaboration models and IEP effectiveness in different school contexts. Next research also could include stakeholders such as, parents and school administrator for broader insights.

CHAPTER 7 CONCLUSION

This study to explore teachers' perspectives on dyslexia and the role of speech and language therapists (SLTs) in Bangladeshi schools. It has looked at the knowledge of the teachers, their collaboration, and their role in the Individualized Education Plans (IEPs). The results indicate that teachers have positive attitudes towards SLTs. But their knowledge and awareness of dyslexia is low. Formal training about dyslexia is limited, and collaboration with SLTs is infrequent and also unstructured. Teachers' involvement with individual education plans (IEPs) is low. Teachers affirmed that SLTs are beneficial in the classroom. But teachers do not know where to refer children to SLTs. It is due to the issue of system deficiencies in the form of the lack of sufficient SLTs. It is also the lack of the school systems that are arranged in a move that is unorganized. This demonstrates that there are no plans set out to each child in normal schools. As it is mentioned in the study, it is evident that we require improved collaboration among professionals, then training of special educators, increased SLT services in schools, and improved IEP work organization. With better ones, the intervention of dyslexia will get earlier and the help will be started earlier as well and the overall learning performance of the dyslexic children will improve in Bangladesh. We have to change policy, educate individuals and schools keep an eye on one another so that we provide rapid proven and impartial assistance.

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Annexure 1 (A)

Demographic Information

Date: _____ Name: _____ Mobile: _____

School Name: _____ Your Age: _____

1. Gender: ☐ Male ☐ Female

2. Years of Teaching Experience: ☐ Less than 1 year ☐ 1–5 years

☐ 6–10 years ☐11+years

3. Educational Qualification: ☐ Bachelor's Degree ☐ Master's Degree

☐ HSC ☐ Others

4. Type of School You Teach In: ☐ Govt. primary school ☐ Inclusive school

☐ Ebtedayee Madrasah ☐ Private school

5. Type of Area You Live In: ☐ Urban ☐ Suburban

☐ District town ☐ Rural

6. Teaching Subject: ☐ Bangla ☐ English ☐ Math ☐ Science ☐ Other

Questionnaires

NO	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
7	I know the common signs and symptoms of dyslexia.					
8	I understand how dyslexia makes reading and learning difficult for students.					
9	I know how Speech and Language Therapists (SLTs) can help children with dyslexia.					
10	I have learned or received training about learning disability like dyslexia.					
11	I can recognize students who may need help from an SLT.					
12	I have previously collaborated with a Speech and Language Therapist (SLT) to support students.					
13	I feel confident initiating collaboration with an SLT to assist a student in need.					
14	Teachers and SLTs should collaborate regularly to effectively support students' learning needs.					
15	I am familiar with the procedures to contact SLT services within my local area.					
16	Collaboration with SLTs positively impacts the academic performance of students with dyslexia.					

NO	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
17	Students with speech or language difficulties can succeed in mainstream classrooms when teachers and SLTs work collaboratively.					
18	Teacher training programs should include components on effective collaboration with SLTs.					
19	Every primary school should have access to SLTs for joint planning and problem-solving related to student support.					
20	Speech and language difficulties are often over looked when regular communication between teachers and SLTs is lacking.					
21	I think SLTs should help create learning plans for students with special needs.					
22	I understand what an Individualized Education Plan (IEP) is.					
23	I have helped use an IEP for a student with dyslexia.					
24	I think IEPs are useful for supporting students with dyslexia.					
25	I believe SLTs should take an active role in making IEPs.					
26	My school helps create and use IEPs for students who need special support.					

Annexure 1 (B)

ডেমোগ্রাফিক তথ্য

তারিখ: _____ নাম: _____ মোবাইল: _____
বিদ্যালয়ের নাম: _____ আপনার বয়স: _____

1. লিঙ্গ: □ পুরুষ □ নারী

2. শিক্ষাদানের অভিজ্ঞতার বছর
□ ১ বছরের কম □ ১–৫ বছর □ ৬–১০ বছর □ ১১ বছর বা তার বেশি

3. শিক্ষাগত যোগ্যতা
□ স্নাতক ডিগ্রি □ স্নাতকোত্তর ডিগ্রি □ HSC □ অন্যান্য

4. আপনি যে ধরনের স্কুলে পড়ান
□ প্রাথমিক বিদ্যালয় □ অন্তর্ভুক্তিমূলক বিদ্যালয় □ ইবতেদায়ী মাদ্রাসা □ বেসরকারি বিদ্যালয়

5. আপনি যে এলাকায় থাকেন তার ধরণ
□ শহর □ উপশহর □ জেলা শহর □ গ্রাম

6. শিক্ষাদানের বিষয়
□ বাংলা □ ইংরেজি □ গণিত □ বিজ্ঞান □ অন্যান্য

Questionnaires

NO	বিবৃতি	১ একেবারেই দ্বিমত	২ দ্বিমত	৩ নিরপেক্ষ	৪ সম্মত	৫ একেবারেই সম্মত
7	আমি ডিসলেক্সিয়ার সাধারণ লক্ষণ ও উপসর্গগুলি জানি।					
8	আমি বুঝি কিভাবে ডিসলেক্সিয়া শিক্ষার্থীদের পড়া ও শেখা কঠিন করে তোলে।					
9	আমি জানি কিভাবে স্পিচ ও ল্যাঙ্গুয়েজ থেরাপিস্ট (SLT)ডিসলেক্সিয়ায় আক্রান্ত শিশুদের সাহায্য করতে পারেন।					
10	আমি ডিসলেক্সিয়ার মতো শেখার অক্ষমতা সম্পর্কে প্রশিক্ষণ নিয়েছি বা জেনেছি।					
11	আমি এমন শিক্ষার্থীদের শনাক্ত করতে পারি যাদের SLT-এর সাহায্যের প্রয়োজন হতে পারে।					
12	আমি পূর্বে ছাত্রদের সহায়তার জন্য একজন স্পিচ অ্যান্ড ল্যাঙ্গুয়েজ থেরাপিস্ট (SLT) এর সাথে সহযোগিতা করেছি।					
13	একজন ছাত্রের জন্য সাহায্য নিতে আমি একজন SLT এর সাথে সহযোগিতা শুরু করতে আত্মবিশ্বাসী।					
14	শিক্ষার্থীদের শেখার চাহিদা পূরণে শিক্ষক এবং SLT গুলো নিয়মিতভাবে সহযোগিতা করা উচিত।					
15	আমি আমার এলাকায় SLT সেবাগুলোতে যোগাযোগ করার প্রক্রিয়া সম্পর্কে জানি।					
16	SLT এর সাথে সহযোগিতা ডাইসলেক্সিয়া আক্রান্ত শিক্ষার্থীদের একাডেমিক ফলাফল উন্নত করে।					

NO	বিবৃতি	১ একেবারেই দ্বিমত	২ দ্বিমত	৩ নিরপেক্ষ	৪ সম্মত	৫ একেবারেই সম্মত
17	বক্তৃতা বা ভাষাগত সমস্যাযুক্ত শিক্ষার্থীরা শিক্ষক ও SLT একসাথে কাজ করলে প্রধান ধারার শ্রেণিকক্ষে সফল হতে পারে।					
18	শিক্ষক প্রশিক্ষণ প্রোগ্রামে SLT এর সাথে কার্যকর সহযোগিতা অন্তর্ভুক্ত করা উচিত।					
19	প্রতিটি প্রাথমিক বিদ্যালয়ে শিক্ষার্থীদের সহায়তার জন্য SLT এর সাথে যৌথ পরিকল্পনা এবং সমস্যার সমাধানের সুযোগ থাকা উচিত।					
20	শিক্ষক এবং SLT এর মধ্যে নিয়মিত যোগাযোগ না থাকলে বক্তৃতা ও ভাষাগত সমস্যাগুলো প্রায়ই উপেক্ষিত থাকে।					
21	আমি মনে করি SLT-দের বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য শেখার পরিকল্পনা তৈরিতে সহায়তা করা উচিত।					
22	আমি জানি Individualized Education Plan (IEP) কী।					
23	আমি ডিসলেক্সিয়ায় আক্রান্ত একজন শিক্ষার্থীর জন্য IEP ব্যবহার করতে সাহায্য করেছি।					
24	আমি মনে করি ডিসলেক্সিয়ায় আক্রান্ত শিক্ষার্থীদের সহায়তার জন্য IEP খুবই কার্যকর।					
25	আমি বিশ্বাস করি IEP তৈরিতে SLT-দের সক্রিয় ভূমিকা রাখা উচিত।					
26	আমার বিদ্যালয় বিশেষ সহায়তা প্রয়োজন এমন শিক্ষার্থীদের জন্য IEP তৈরি ও ব্যবহার করতে সহায়তা করে।					

Annexure 2 (A)

CONSENT FORM

Dear Participant,

Assalamu Alaikum, my name is Naim Khan. I am a 4th year student of Speech and Language Therapy Department of Bangladesh Health Professions Institute (BHPI) the academic institute of Centre for the Rehabilitation of the Paralysed (CRP), Faculty of Medicine, University of Dhaka. As part of my degree requirements, I am conducting a research study titled "Teachers' Perspectives on the Role of Speech and Language Therapists (SLTs) in the Management of Children with Dyslexia in the Context of Bangladesh." The purpose of this research is to explore the perspectives of primary school teachers regarding the role of Speech and Language Therapists (SLTs) in the management of children with dyslexia. For this study, I would like to collect some information from you and kindly request your voluntary participation in this interview. Your honest responses will be very helpful for my research. I assure you that your identity and all the information you provide will be kept completely confidential and will be used only for research purposes. You are free to withdraw from this study at any time without any obligation. If you have any questions, you may ask me directly at any time.

Thank you very much for your kind participation.

Signature of the Participant	Date:
Signature of the Investigator	Date:
Signature of the Witness	Date:

Annexure 2 (B)

সম্মতি পত্র

অংশগ্রহণকারী,

আসসালামু আলাইকুম, আমি নাঈম খান, ঢাকা বিশ্ববিদ্যালয়, চিকিৎসা অনুষদের অধীন বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট-এর বি.এস.সি. ইন স্পিচ অ্যান্ড ল্যাংগুয়েজ থেরাপি বিভাগের একজন ছাত্র। আমার ডিগ্রির অংশ হিসেবে আমি একটি গবেষণা পরিচালনা করছি, যার শিরোনাম হলো "ডিসলেক্সিয়ায় আক্রান্ত শিশুদের ব্যবস্থাপনায় স্পিচ ও ল্যাংগুয়েজ থেরাপিস্ট (SLT)-এর ভূমিকা সম্পর্কেশিক্ষকদের দৃষ্টিভঙ্গি (বাংলাদেশ প্রেক্ষাপটে)"। এই গবেষণার উদ্দেশ্য হলো প্রাথমিক বিদ্যালয়ের শিক্ষকদের দৃষ্টিভঙ্গি জানা ডিসলেক্সিয়ায় আক্রান্ত শিশুদের ব্যবস্থাপনায় স্পিচ ও ল্যাংগুয়েজ থেরাপিস্ট (SLT)-এর ভূমিকা সম্পর্কে। এই গবেষণার জন্য আমি আপনার কাছ থেকে কিছু তথ্য সংগ্রহ করতে চাই এবং আশা করি আপনি স্বতঃস্ফূর্তভাবে এই সাক্ষাৎকারে অংশগ্রহণ করবেন। আপনার সঠিক উত্তর আমার গবেষণায় অনেক সাহায্য করবে। আমি নিশ্চয়তা দিচ্ছি যে, আপনার পরিচয় এবং প্রদত্ত সকল তথ্য সম্পূর্ণ গোপন রাখা হবে এবং শুধুমাত্র গবেষণার উদ্দেশ্যেই ব্যবহার করা হবে। আপনি ইচ্ছা করলে যেকোনো সময় এই গবেষণা থেকে নিজেকে সরিয়ে নিতে পারবেন। যদি আপনার কোনো প্রশ্ন থাকে, আপনি সরাসরি আমাকে জিজ্ঞাসা করতে পারেন।

আপনার অংশগ্রহণের জন্য আপনাকে আন্তরিক ধন্যবাদ।

অংশগ্রহণকারীর স্বাক্ষরঃ	তারিখঃ
গবেষণাকারীর স্বাক্ষরঃ	তারিখঃ
সাক্ষীর স্বাক্ষরঃ	তারিখঃ

Annexure 3 (A)

Permission Letter from IRB

বাংলাদেশ হেলথ্ প্রফেশন্স ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
(The Academic Institute of CRP)

Ref: CRP-BHPI/IRB/09/2025/1181

Date: 15.09.2025

To
Naim Khan
4th Year Student
B.Sc. in Speech & Language Therapy
Session:2020-21, DU Reg. No.: 14330, Student ID: 132000312
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

Subject: Approval of the thesis proposal "Teachers' Perspectives on The Role of Speech and Language Therapist in The Management of Children with Dyslexia in Bangladesh" by ethics committee.

Dear Naim Khan,
Congratulations.
The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above-mentioned dissertation, with yourself, as the principal investigator and Professor Md. Obaidul Haque, Vice Principal, BHPI. The Following documents have been reviewed and approved:

Sl. No.	Name of the Documents
1	Dissertation Proposal
2	Questionnaire (English and Bengali version)
3	Information sheet & consent form.

The purpose of the study is to explore and analyze teachers' perspectives on the role of speech and language therapist (SLTs) in the management of children with dyslexia in Bangladesh. The study involves a self-administered questionnaire that may take about 10–15 minutes to complete and there is no likelihood risk to any participants. The findings may improve teachers' knowledge of dyslexia, foster collaboration with Speech and Language Therapists (SLTs) and enhance support for children. The members of the Ethics committee have approved the study to be conducted in the presented form at the meeting held at 08:30 AM on May 21, 2025 (49th IRB meeting) at BHPI.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and teacher information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code1947, World Medical Association Declaration of Helsinki, 1964 - 2013and other applicable regulation.

Best regards,

Muhammad Millat Hossain
Associate Professor, Project and Course Coordinator, MRS
Member Secretary, Institutional Review Board (IRB)
BHPI, CRP, Savar, Dhaka-1343, Bangladesh

সিআরপি-চাপাইন, সাভার, ঢাকা-১৩৪৩, বাংলাদেশ। ফোন: +৮৮ ০২ ২২৪৪৪৫৪৬৪-৫, +৮৮ ০২ ২২৪৪৪১৪০৪, মোবাইল: +৮৮ ০১৭৩০ ০৫৯৬৪৭
CRP-Chapain, Savar, Dhaka-1343, Bangladesh. Tel: +88 02 224445464-5, +88 02 224441404, Mobile: +88 01730059647
E-mail : principal-bhpi@crp-bangladesh.org, Web: bhpi.edu.bd

Annexure 3 (B)

Permission letter for Data Collection

Date: 29.07.2025

To

The Head

Department of Speech & Language Therapy

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka-1343, Bangladesh

Subject: **Prayer for Seeking Permission to conduct the Data Collection.**

Sir,

With due respect, I state that I am a 4th year student of B.Sc. in Speech & Language Therapy Department, Session: 2020-21 at Bangladesh Health Professions Institute (BHPI), the academic institute of Centre for the Rehabilitation of the Paralysed (CRP). I am sincerely seeking your 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 research project is "**Teachers' Perspectives on The Role of Speech and Language Therapist in The Management of Children with Dyslexia in Bangladesh**". The purpose of the study is to evaluate teachers' knowledge and understanding of dyslexia and the professional role of speech and language therapist (SLTs) in supporting children with dyslexia.

Now I am seeking your kindness to approve me to conduct the data collection and I would like to ensure that anything of my research project will not be harmful to the participants.

So, I therefore pray and hope that you would be kind enough to grant me the permission to conduct the research project.

Your obediently

Naim

Naim Khan

4th year student of B.Sc. in Speech & Language Therapy Department

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka

Head of the Department	Comment
Md. Sazzad Hossain Assistant Professor & Head Department of Speech and Language Therapy Bangladesh Health Professions Institute (BHPI) CRP, Savar, Dhaka	Permission has been granted 29.7.25

Md. Sazzad Hossain
Asst. Professor & Head
Department of Speech and Language Therapy
Bangladesh Health Professions Institute (BHPI), CRP

Annexure 3 (C)

Permission letter for Research Project

Date:29.07.2025

To

The Head

Department of Speech & Language Therapy

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka-1343, Bangladesh

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 & Language Therapy Department, Session: 2020-21 at Bangladesh Health Professions Institute (BHPI), the academic institute of Centre for the Rehabilitation of the Paralysed (CRP). I am sincerely seeking your 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 research project is **"Teachers' Perspectives on The Role of Speech and Language Therapist in The Management of Children with Dyslexia in Bangladesh"**. The purpose of the study is to evaluate teachers' knowledge and understanding of dyslexia and the professional role of speech and language therapist (SLTs) in supporting children with dyslexia.

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

So, I therefore pray and hope that you would be kind enough to grant me the permission to conduct the research project.

Your obediently

Naim

Naim Khan

4th year student of B.Sc. in Speech & Language Therapy Department

Bangladesh Health Professions Institute (BHPI)

CRP, Savar, Dhaka

Head of the Department	Comment
Md. Sazzad Hossain Assistant Professor & Head Department of Speech and Language Therapy Bangladesh Health Professions Institute (BHPI) CRP, Savar, Dhaka	Permission has been granted 29.7.25

Md. Sazzad Hossain
Asst. Professor & Head
Department of Speech and Language Therapy
Bangladesh Health Professions Institute (BHPI), CRP

Annexure 3 (D)

Permission for Questionnaire

Request for questionnaire and permission

1 message

Dr Rasha Sami <drrashasami@gmail.com> Mon, Apr 28, 2025 at 11:24 PM
To: Naim Khan <naimkhan64311@gmail.com>

Good evening,
Thank you for your email, but unfortunately the questionnaire was not standardized so it can't be shared , but you can build up your questionnaire according to your research as according to your sample size.

If you need more information please let me kno.

Best regards,

Dr Rasha Sami
M.Sc.,M.D. of Phoniatrics
CEO of Espitalia for medical services
[Quoted text hidden]

Annexure 3 (E)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Rajashon Govt. Primary School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) Date: 27.10.25 CRP, SAVAR, DHAKA

Annexure 3 (F)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Radio Colony Govt. Primary School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 09.09.25

Annexure 3 (G)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Darus Sunnah Model Madrasha
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) Date 04.11.25 CRP, SAVAR, DHAKA

Annexure 3 (H)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Hanada Scholars School.
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 02.11.25

02/11/25
Harunur Rashid
Head Teacher
Hanada Scholars School
Savar, Dhaka.

Annexure 3 (I)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Lion Dr. Alamgir Moti High School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 29.10.25

29.10.25
ফারহানা নাজনীন (ডানি)
প্রধান শিক্ষক
লায়ন ডা. আলমগীর মটি উচ্চ বিদ্যালয়
চাপাইন, সাভার, ঢাকা।

Annexure 3 (J)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Dairy Farm Govt. Primary School

Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 16.09.25

১৬/০৯/২০২৫
আজিজুন নেছা
প্রধান শিক্ষক (ভারপ্রাপ্ত)
৫০নং ডেইরী ফার্ম সরকারি প্রা: বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (K)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Savar Public School & College
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

মো: আ: জলিল
প্রধান শিক্ষক
সাভার পাবলিক স্কুল এন্ড কলেজ

Annexure 3 (L)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

New S.R. High School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★
Date 04.11.25

04/11/25
Md. Ekramul Haque
Principal
New S.R High School

Annexure 3 (M)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Savar Model Govt. Primary School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★
Date: 24.09.25

24.09.25

Annexure 3 (N)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Badda Govt. Primary School

Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 24.08.25

নাজনীন আক্তার
সহঃ শিক্ষক
তারিখঃ ২৪/০৮/২৫

২৪/০৮/২৫
নাছিমা আজাদ
প্রধান শিক্ষক
বাড্ডা সরকারি প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (O)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Jamshing Hazi Abdul Gani Govt. primary school
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 23.09.25

২৩/০৯/২৫
মোহাম্মদ মমতাজ উদ্দিন
ভারপ্রাপ্ত প্রধান শিক্ষক
হাজী আঃ গনি সরকারি প্রাথমিক বিদ্যালয়
বিপিএটিসি, সাভার, ঢাকা

Annexure 3 (P)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Savar Manik chandra govt. primary school
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 08.10.25

বিদ্যুৎ কুমার ঘোষ
সহঃ শিক্ষক
তাঃ ০৮/১০/২০২৫

Annexure 3 (Q)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Rajabari Govt. Primary School
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 16.10.25

২৬/০৯/২০২৫
(শিপ্রা চৌধুরী)
প্রধান শিক্ষক
রাজাবাড়ী সঃ প্রাঃ বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (R)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Emandipur govt. primary school.
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

4th year students of BHPI Naim Khan would like to collect data in your organization from 25.08.2025 to 30.10.2025. His title: "Teachers' Perspectives on the role of Speech and Language Therapist in the management of children with Dyslexia in Bangladesh".

We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 12.10.25

শেফালী আক্তার
প্রধান শিক্ষক (ভারপ্রাপ্ত)
৬৩নং ইমামদিপুর সরঃ প্রাঃ বিঃ
সাভার, ঢাকা।

Annexure 3 (S)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To

Headmaster

Genda Govt. Primary School

Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 14.10.25

২৪/১০/২৫
নাকী আহমেদ
প্রধান শিক্ষক
গেন্ডা সরকারী প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (T)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Kolma govt. primary school.
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date 23.10.25

২৩/১০/২৫
ভারপ্রাপ্ত প্রধান শিক্ষক
কলমা সরকারি প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (U)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster

Dosaid Govt. Primary School.
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 23.10.25

২৩/১০/২৫
মীর মোঃ লুৎফর রহমান
প্রধান শিক্ষক (ভারপ্রাপ্ত)
দোসাইদ সরকারি প্রাথমিক বিদ্যালয়
আওলিয়া, সাভার, ঢাকা।

Annexure 3 (V)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To

Headmaster

Birulia Govt. Primary school

Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 21.10.25

আকলিমা আক্তার
২১/১০/২০২৫
আকলিমা আক্তার
দায়িত্বপ্রাপ্ত প্রধান শিক্ষক
বিরুলিয়া সরকারি প্রাথমিক বিদ্যালয়
সাভার, ঢাকা।

Annexure 3 (W)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)
BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)
(The Academic Institute of CRP)
CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To
Headmaster
Akran Govt. primary school
Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) ★ CRP, SAVAR, DHAKA ★ Date: 27.10.25

Annexure 3 (X)

বাংলাদেশ হেল্‌থ প্রফেশন্স ইনষ্টিটিউট (বিএইচপিআই)

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI)

(The Academic Institute of CRP)

CRP-Chapain, Savar, Dhaka, Tel: 02224445464 , 02224441404, Website: www.bhpi.edu.bd

Date: 24.08.2025

To

Headmaster

chapain New Model High school

Savar, Dhaka.

Subject: *Regarding Data collection for dissertation.*

Greetings from Bangladesh Health Professions Institute (BHPI). I would like to inform you that, BHPI, the Academic Institute of CRP is running B. Sc in Speech and Language Therapy Course, under Faculty of Medicine, University of Dhaka.

According to the content of 4th year of University course curriculum, the students have to do Research and Course work in different topics to develop their skills. Considering the situation, your institute will be the most appropriate place to collect data.

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We shall remain grateful to you if you could kindly allow him to collect data in your Organization.

With regards

Md. Sazzad Hossain
Asst. Prof. & Head
Dept. of Speech & Language Therapy
BHPI, CRP, Savar, Dhaka.

BANGLADESH HEALTH PROFESSIONS INSTITUTE (BHPI) * CRP, SAVAR, DHAKA * Date: 28.10.25

28/10/2025
মোঃ আব্দুর রহীম
এম.এ.এম.এড (১ম শ্রেনী)
প্রধান শিক্ষক/সদস্য সচিব
চাপাইন নিউ মডেল হাইস্কুল
সাভার, ঢাকা।