

**ACCESSIBILITY ISSUES FOR INCLUSION OF
CHILDREN WITH CEREBRAL PALSY INTO
MAINSTREAM SCHOOLS: AN EXPLORATIVE
STUDY ON TEACHERS' PERSPECTIVE**

BY

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ABSTRACT

This exploratory study aimed to explore the accessibility issues influencing inclusion of children with cerebral palsy into mainstream schools. The objectives of this study were to find out barriers in accessibility for children with cerebral palsy, to understand the importance of accessibility issues for successful inclusion of children with cerebral palsy and to draw some possible recommendations. Six participants were chosen for the study using convenient sampling in near by Dhaka. Semi-structured, face-to-face interviews were conducted to obtain information from the participants. The findings indicate that in identified problems concerning accessibility issues during inclusion are problems in entrance, sitting arrangement, writing on blackboards, water and sanitation. Prioritised issues regarding inclusion are introduced accessible ramps, furniture, road, and accessible water & sanitation facilities and access through room. Accessibility issues for children with cerebral palsy in inclusion into mainstream schools should be prime importance. Teacher's role is essential for inclusion of children with cerebral palsy regarding accessibility issues. Teacher's special training on accessibility is very important. Barriers to make accessible school mainly financial, negative attitude of school's authorities, community peoples and lack of awareness. Accessibility can be improved for inclusion of children with cerebral palsy into mainstream schools by modification of physical environment and equipments, involvement of community members in inclusive education programme, raising awareness about these issues and also implementation of present Government acts and lobbying for further Government rules and regulations are necessary. A random sampling would be chosen in future for enabling the power of generalization by conducting quantitative survey.

Key- words: Accessibility, inclusion, children with cerebral palsy, mainstream school, perspective.