

# **FINAL STUDY REPORT ON THE VALIDITY OF THE CHILD FUNCTIONING MODULE-TEACHER VERSION**

August 10, 2023

AID-OAA-A-13-00074

Prepared by School-to-School International (STS) for  
All Children Reading: A Grand Challenge for Development

# ACRONYMS

ACR GCD	All Children Reading: A Grand Challenge for Development
CFM	Child Functioning Module
CFM-TV	Child Functioning Module-Teacher Version
CI	Cognitive Interview
EMIS	Education Management Information System
ICF	International Classification of Functioning, Disability, and Health
IRR	Inter-Rater Reliability
KII	Key Informant Interview
PCG	Primary Caregivers
R1	Round 1
R2	Round 2
STS	School-to-School International
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WG	Washington Group on Disability Statistics
WG-SS	Washington Group Short Set on Functioning

# CONTENTS

Executive Summary .....	1
Study Background.....	1
Study Design and Methodology .....	2
Conclusion .....	4
Key Findings and Recommendations Related to Research Question 1 .....	5
Key Findings and Recommendations Related to Research Question 2 .....	6
Key Findings and Recommendations Related to Research Question 3 .....	8
Introduction.....	10
Background .....	10
Study Purpose .....	13
Literature Review .....	15
Washington Group Screening Tools .....	15
CFM-TV and Validation of Washington Group Tools.....	16
Research Questions .....	18
Methodology.....	19
Research Design .....	19
Tools.....	20
Piloting Process .....	23
Sample.....	24
Enumerator Training and Operational Data Collection .....	30
Data Cleaning and Analysis.....	31
Research Ethics and Safeguarding.....	32
Limitations.....	33
Findings .....	34
Research Question 1: What are teacher interpretations of the CFM-TV questions? .....	34
Research Question 2: To what extent are teacher ratings on the CFM-TV influenced by teacher- and school- characteristics? .....	38
Research Question 3: How consistent are learners’ functional difficulty classifications as identified by the CFM-TV and CFM? How consistent are learners’ functional difficulty or disability classifications as identified by the CFM-TV and medical screeners in vision, hearing, and mobility? .....	49
Conclusion .....	63
Research Question 1: What are teachers’ interpretations of the CFM-TV questions?.....	66
Research Question 2: To what extent are teacher ratings on the CFM-TV influenced by teacher- and school- characteristics? .....	69
Research Question 3: How consistent are learners’ functional difficulty classifications as identified by the CFM-TV and CFM? How consistent are learners’ functional difficulty or disability classifications as identified by the CFM-TV and medical screeners in vision, hearing, and mobility? .....	72
Annexes.....	75
Annex I: Works Cited.....	75

Annex II: Data Collection Tools.....	79
Annex III: Supplementary Tables .....	160
Annex IV: IRB Authorizations.....	363
Annex V: Pilot Results Memo.....	364
Annex VI: Tools and Data Collection .....	371
Annex VII: Research Question And Tool Mapping .....	373
Annex VIII: Analysis of Walking and Mobility domains .....	375

## LIST OF TABLES

Table 1. Data Collection by Tool, School Type, and Timepoint .....	3
Table 2. Intended Interpretations of CFM Domains .....	11
Table 3. Lessons Learned for the Validity Study Pilot.....	24
Table 4. Target and Action Sample by Province and School Type .....	26
Table 5. Sample Assignment by Group, Round 1.....	27
Table 6. Teacher Tools Sample Reached by Group and Type .....	27
Table 7. Primary Caregiver Tools Sample Reached by School Type and Round of Data Collection .....	28
Table 8. Medical Screening Sample by Domain .....	29
Table 9. Teacher Interpretations of Washington Group Domains .....	35
Table 10. Number of CFM-TV Records for Learners by Province and School Type .....	39
Table 11. Percentage of CFM-TV Functional Difficulty Ratings in Cognitive and Psycho-social Domains by School Type .....	46
Table 12. Agreement and Kappa Coefficient for CFM-TV and CFM Responses .....	51
Table 13. Factors Increasing or Decreasing Teacher and Primary Caregiver Agreement by Domains .....	54
Table 14. True and False Positive and Negative Rates of CFM-TV.....	57
Table 15. Agreement between CFM-TV and Medical Screenings, Vision.....	58
Table 16. CFM-TV and Medical Screenings Response Categories, Vision .....	59
Table 17. Agreement between CFM and Medical Screenings, Vision .....	60
Table 18. Agreement between CFM-TV and Medical Screenings, Hearing .....	61
Table 19. CFM-TV and Medical Screening Response Categories, Hearing .....	62
Table 20. Agreement between CFM and Medical Screenings, Hearing .....	63

## LIST OF FIGURES

Figure 1. CFM-TV Validity Study Research Questions.....	2
Figure 2. Matched Responses by Respondent.....	4
Figure 3. Data Collection Tools by Respondent .....	21
Figure 4. Percentage of CFM-TV Functional Difficulty Ratings by Domain.....	40
Figure 5. Percentage of CFM-TV Functional Difficulty Ratings by School Type .....	41

Figure 6. Percentage of CFM-TV Functional Difficulty Ratings by Class Size .....	43
Figure 7. Percentage of CFM-TV Functional Difficulty Ratings by Teacher Level of Comfort Teaching Learners with Disabilities .....	44
Figure 8. Percentage of CFM-TV Functional Difficulty Ratings by Language of Instruction .....	45
Figure 9. CFM-TV Percentage Rates Compared to CFM Percentage Rates, Overall and by Domain .....	50
Figure 10. CFM-TV and CFM Prevalence Ratings by Round.....	52
Figure 11. Percentage of CFM-TV and CFM Agreement by Teacher Familiarity .....	53
Figure 12. CFM-TV, CFM, and Medical Screening Results .....	56

# EXECUTIVE SUMMARY

All Children Reading: A Grand Challenge for Development (ACR GCD)—a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government—advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. Unfortunately, data on early grade learners with disabilities is not widely available, partly due to the lack of validated tools appropriate for school-based interventions. However, a new tool called the Child Functioning Module-Teacher Version (CFM-TV) may prove useful in obtaining such data.

## STUDY BACKGROUND

The CFM-TV Validity Study contributes to global evidence on the usefulness of the CFM-TV for providing data on learners with disabilities in school settings, primarily for the purpose of disaggregating reading outcomes and secondarily for the purpose of serving as a screening tool. “Validity” refers to the uses and interpretations of a tool, not the tool itself. As this is a validity study, the results are context specific to Nepal. Working with 58 primary schools across four provinces in Nepal where ACR GCD awardees implemented inclusive education programs, the CFM-TV Validity Study used a mixed-methods approach to explore how the CFM-TV performs when implemented by teachers in a school setting.

School-to-School International (STS)—ACR GCD’s monitoring, evaluation, research, and learning partner—implemented the CFM-TV Validity Study with assistance from Progress Inc., a Nepali data collection firm, as well as World Vision Nepal and Page One, a Nepali medical screening organization. The team used data collected through cognitive interviews (CIs), surveys, key informant interviews (KIIs), CFM-TVs, CFMs, and medical screenings for visual, hearing, and mobility disabilities to answer three research questions and consider the validity of the CFM-TV for the primary purpose

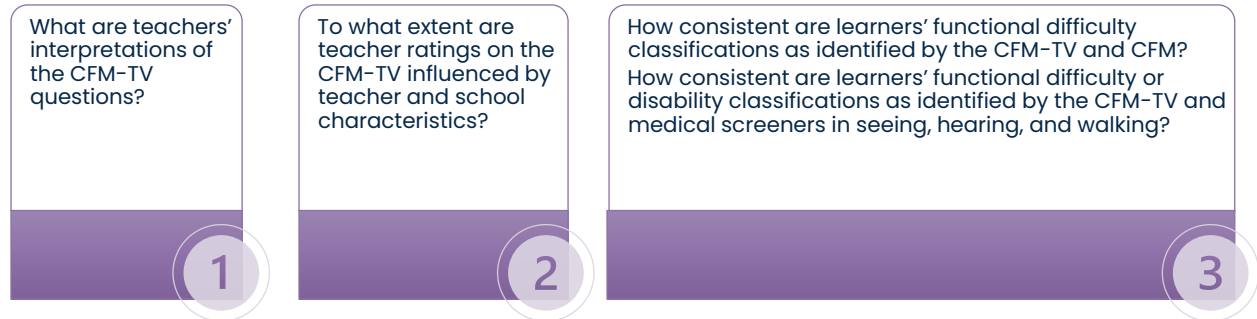
### What is the CFM-TV?

The Child Functioning Module-Teacher Version (CFM-TV) was developed by the Washington Group on Disability Statistics (WG) in partnership with UNICEF.

The CFM-TV adapts the WG/UNICEF’s popular household survey and census tool—the Child Functioning Module (CFM)—for use by teachers. Like the CFM, the CFM-TV poses a series of questions through which teachers “rate” learners along 12 domains of functional difficulty, according to a social model of disability instead of a medical model. These domains include vision, hearing, mobility, communicating, learning, remembering, concentrating, accepting change, controlling behavior, making friends, anxiety, and depression.

of disaggregating reading outcomes and the secondary purpose of screening learners (Figure 1).

**Figure 1. CFM-TV Validity Study Research Questions**



## **STUDY DESIGN AND METHODOLOGY**

The CFM-TV Validity Study seeks to understand whether the CFM-TV can provide data for disaggregating learning outcomes by disability status by examining factors that might influence teachers' assessment of learners' functional difficulties and analyzing the consistency of the CFM-TV with the CFM completed by primary caregivers (PCGs) and medical screenings completed by trained medical professionals. The design combined elements of descriptive research with elements of diagnostic accuracy studies to understand factors that might influence teachers' assessment of learners' functional difficulties and the consistency of the CFM-TV with the CFM and medical screenings. Data were collected at two timepoints—Round 1 occurred in December 2022 in 38 schools, while Round 2 occurred in May 2023 in 20 schools. Table 1 details the tools, school types, and respondents for each round of data collection.

**Table 1. Data Collection by Tool, School Type, and Timepoint**

		Round 1	Round 2
Teacher Tools	Background Material	18 schools	20 schools
	CFM-TV	1,804 responses	418 responses
	Survey	101 respondents	56 respondents
	Cognitive Interview	38 respondents	20 respondents
	Key Informant Interview	36 respondents	20 respondents
PCG Tools	CFM	226 responses	403 responses
	Survey	226 respondents	403 respondents
Medical Screener Tools	Vision Screening		404 responses
	Hearing Screening		387 responses
	Mobility Screening		393 responses
School Types	Mainstream School	12 schools	11 schools
	Mainstream with Resource Class	12 schools	7 schools
	Special School	9 schools	2 schools
	Madrasa <sup>1</sup>	5 schools	

Data analysis began with descriptive statistics of all teacher and PCG tools, including CFM-TV and CFM items. STS’s analysts calculated prevalence rates through chi-square tests and multi-level regression models to understand teacher factors influencing CFM-TV ratings and in what contexts the CFM-TV may be performing differently than expected. Analysts implemented a similar approach to understand factors influencing agreement between teachers’ and PCGs’ responses on a subset of cases with paired responses on the CFM-TV and CFM, respectively, to examine if CFM-TV results provided similar prevalence estimates used for disaggregation. Paired responses were collected for one learner from both teachers and/or PCGs and medical screeners. To understand consistency between the CFM-TV and medical screenings—considered a “gold standard” in identifying disabilities, though not without limitations—analysts compared results from the two tools for a sample of

---

<sup>1</sup> Madrasas are private religious schools in Nepal.



learners assessed separately by medical professionals and teachers. Figure 2 provides a map of paired responses.

**Figure 2. Matched Responses by Respondent**



Analysts reviewed qualitative data from teacher CIs and KIs using a thematic analysis approach.

## CONCLUSION

The CFM-TV seems to be an appropriate tool for national-level estimates for data on children with disabilities in Nepal overall, and is likely sufficient for national-level estimation in the domains of vision, hearing, and mobility<sup>2</sup>. Comparisons with CFM results show sufficient to moderate agreement and reliability for these prevalence estimates in these three domains, but not for cognitive or psycho-social domains. The CFM-TV may also provide valid data for reading outcome disaggregation in other contexts besides national-level estimates, though the timepoint of data collection, school type, and language might affect the validity of disability estimates provided by the CFM-TV in specific contexts. These factors may be mitigated by collecting data later in the school year, providing training on standardized reference points for teachers in special schools, providing local language training on functional difficulty domains, or adapting the CFM-TV tool into local languages.

Comparisons with medical screening data show that the CFM-TV is inappropriate for individual-level identification of learners' disability for pre-screening. Teachers under-reported functional difficulties compared to medical data in all domains, especially in hearing.

Key findings from each research question are discussed in more depth below, along with recommendations resulting from these findings.

---

<sup>2</sup> Note that this study does not take into consideration the validity of those reading outcomes, as this study did not examine how reading assessments might need to be modified to accommodate learners with disabilities.

## KEY FINDINGS AND RECOMMENDATIONS RELATED TO RESEARCH QUESTION 1

### What are teachers' interpretations of CFM-TV questions?

- **Results from the study indicate that, in Nepal, the CFM-TV may be a valid tool for providing national-level estimates of disability prevalence in some domains and could be used for disaggregating reading outcomes if used for similar estimating purposes.** Validity is promising if estimating prevalence only in the functional difficulty domains of vision, hearing, and mobility, as teachers' interpretations of questions were in the intended scope of WG/UNICEF domains, and PCGs' responses showed sufficient to moderate agreement and reliability for this prevalence estimate.
- **Teachers used learners' interaction at school and in the classroom to assess functional difficulties, which may provide a limited perspective of a child's full range of abilities.** Some teachers expressed this point of reference as a limitation, recognizing that their experience with a specific learner may not fully represent the learner's abilities or difficulties. Additionally, **teachers used their classroom as a point of reference and may have conflated learners' academic performance with a functional difficulty's presence (or non-presence) in ways that were not always immediately appropriate for the domain.** Specifically, some teachers linked the functional difficulty of seeing with a learner's ability to write, remembering with memorization, and concentrating with the ability to follow instructions.
- **Teachers predominantly used a normative assessment of their learners.** This is in line with the CFM-TV tool, which, on some items, specifically asks the respondent to assess learners compared with children of the same age. However, this is complicated in a classroom where teachers may not use a reference point equivalent to other teachers. When asked about their point of reference, teachers in mainstream schools or mainstream schools with resource classrooms used learners from these schools/classrooms only as their point of reference. Comparatively, teachers in special schools used learners from special schools only as their point of reference.
- **Providing background materials to teachers did not impact how they rated their learners.** Teachers who received background materials outlining the differences between functional difficulty and disability as defined in Nepal rated 22.5 percent of learners as having a functional difficulty, while teachers that did not receive background materials rated 21.4 percent of learners as having a functional difficulty. However, in KIs and CIs, many teachers

requested additional training on these concepts as well as teaching practices to support learners with disabilities, and 96.5 percent indicated training would be helpful on the teacher survey.

## RECOMMENDATIONS

**Train teachers in the WG/UNICEF domains.** Teachers would likely benefit from additional training on the 12 domains of functioning assessed in the CFM-TV, especially psycho-social domains that teachers indicated they had trouble interpreting.

**Develop classroom-specific examples of the CFM-TV domains.** Providing teachers with specific examples of, and training on, functional difficulties expressed in classroom activities may help contextualize the CFM-TV questions to a school setting.

**Clarify comparisons.** Teachers' use of a normative assessment to rate their learners complicates the validity of the CFM-TV tool for national-level disaggregation. More training for teachers on what is intended by "children of the same age" could mitigate this issue. As such, it is critical to consider school type when interpreting prevalence rates.

## KEY FINDINGS AND RECOMMENDATIONS RELATED TO RESEARCH QUESTION 2

### To what extent are teacher ratings on the CFM-TV influenced by teacher and school characteristics?

- **Language of instruction, school type, class size, and teachers' comfort teaching learners with disabilities all affected teachers' overall functional difficulty ratings for learners.**
- **Language of instruction:** A class's language of instruction significantly affected functional difficulty prevalence ratings by teachers, though this finding was dependent on which language. As would be expected, higher rates of functional difficulty were found in classes where Nepali Sign Language (NSL) was used compared to Nepali, where rates were 95.4 percent and 17.8 percent, respectively. However, significantly lower rates of functional difficulty were found in classes where languages other than Nepali and NSL were used—including Bajjika, Urdu, Maithili, and Newari. Only 9.7 percent of learners were rated as having a functional difficulty in these classes.
- **School type:** As expected, a higher prevalence of functional difficulty was found in special schools and resource classes, although teachers indicated that not all learners had functional difficulties. **This may indicate that teachers in special schools and resource classes are not interpreting functional difficulty consistently** in their ratings, which may affect the validity of the tool's results in these settings and **might have implications for use of**

**the CFM-TV in programs that especially target special schools or schools with resource classrooms. An exceptionally low proportion of learners in madrasas were rated by their teachers as having a functional difficulty** (1.2 percent). Madrasas may have lower **capacity** to support learners with disabilities and are also likely to be disproportionately affected by language since madrasas do not use Nepali as the language of instruction, the language in which the CFM-TV tool is currently available.

- **Class size:** The average class size within the study was 37 learners per class, and class size affected the prevalence of functional difficulty even when controlling for school type. Teachers with lower-than-average class sizes reported 30.7 percent of their learners as having a functional difficulty, while teachers with average-or-higher class sizes reported only 12.6 percent of their learners as having a functional difficulty. Teachers in larger classes may not be able to get to know learners very well, and as explained in interviews, **teachers had some hesitation about their ability to credibly complete the CFM-TV for learners whom they did not know.**
- **Comfort teaching learners with disabilities:** Teachers' self-reported comfort level teaching learners with disabilities was a statistically significant factor in their propensity to rate learners as having a functional difficulty. **Teachers with above-average comfort levels teaching learners with disabilities had statistically significantly lower odds of rating a learner as having functional difficulty.** Teachers with above-average comfort levels tended to be those at mainstream schools or those at mainstream schools with resource classes, and teachers with lower comfort levels tended to teach at special schools, though this factor was not significant while controlling for school type. Teachers with above-average rates of comfort teaching learners with disabilities rated 14.1 percent of learners as having functional difficulties, compared with a rate of 30.5 percent among teachers with below-average comfort.
- **Teachers specifically requested training on functional difficulty domains and support for learners with disabilities.** In interviews, many teachers stated that they did not feel equipped to support learners with disabilities,
- Teachers felt the **class/grade teacher should be responsible for collecting functional difficulty data** (rather than a subject teacher), as class/grade teachers are the most familiar with learners and are thus best positioned to provide reliable data about those individuals. Teachers were also statistically significantly less likely to rate a learner as having a functional difficulty in

seeing in R1 when teachers were more familiar with their learners, providing more evidence that teacher familiarity affects functional difficulty ratings.

## RECOMMENDATIONS

### **Provide teachers with training in supporting learners with disabilities.**

Given that teachers' comfort levels in teaching learners with disabilities affected their CFM-TV ratings, and because teachers specifically requested it, training in supporting learners with disabilities would be beneficial. Teacher training should include supporting learners with disabilities through inclusive pedagogy and provision of proper accommodations and modifications so that teachers are equipped to support learners appropriately after identification.

### **Collect data once teachers know their learners.**

Valid data for national-level disaggregation is more likely to be collected after the school year is underway and teachers have had some time to become acquainted with their learners. Although true of all classes, this is an essential consideration in schools with large class sizes.

### **Adapt the CFM-TV into local languages.**

Given that language of instruction affects teacher ratings, adaptations of the CFM-TV into local languages should be considered when using the tool for national-level disaggregates.

## KEY FINDINGS AND RECOMMENDATIONS RELATED TO RESEARCH QUESTION 3

### **How consistent are learners' functional difficulty/disability classifications as identified by the CFM-TV, CFM, and medical screeners?**

- **The agreement between teachers' CFM-TV and PCGs' CFM responses is sufficient for overall functional difficulty ratings.** Teachers and PCGs agreed in 84.9 percent of cases with a kappa score of 0.63, indicating "substantial agreement." As the CFM is a tested tool for collecting census-level statistics, these comparability findings indicate that the CFM-TV would be appropriate for similar use. The CFM-TV and CFM also showed similar performance in comparison to medical screenings in vision and hearing.
- **Comparisons between CFM-TV and CFM results in individual domains are nuanced.** There was sufficient agreement between teachers' and PCGs' responses in the hearing domain and moderate agreement in the vision domain. However, other domains had much lower rates of agreement and kappa scores. Given this, in conjunction with teachers' CIs, **there is substantial evidence that teachers' ratings in cognitive and psycho-social domains**

may not be consistent with PCG responses.

- **Teachers report statistically significantly lower prevalence of difficulties in vision, hearing, and mobility compared with medical screeners.** Teachers reported 12.9 percent of learners had a functional difficulty in seeing compared to 16.1 percent of medical screenings. Similarly, teachers reported 10.6 percent of learners had difficulty in hearing compared to 23.2 percent in medical screenings. Finally, teachers reported 2.8 percent of learners had difficulty in walking compared to 4.3 percent, according to medical screeners. Agreement rates according to domains varied, with agreement in vision at 93.2 percent with a kappa score of 0.73; in hearing at 86.1 percent and a kappa of 0.54; and in mobility at 95.5 percent with a kappa of 0.41.
- **Teachers have some degree of success in identifying learners with disabilities; however, they struggle to identify the degree of disability.** There are many instances where teachers rated learners to have a lower level of functional difficulty compared to what medical screeners found. This suggests that if teachers are asked to identify learners with disabilities for pre-screening, the CFM-TV using the standard cutoff of “a lot of difficulty” would not identify all the learners who might benefit from additional diagnostic screening and follow-up services.

## RECOMMENDATIONS

**Do not use the CFM-TV to identify individual learners with disabilities.** Teachers commonly rated learners to have a lower level of functional difficulty compared to medical screeners.

**Continue testing the CFM-TV.** Further exploration of the CFM-TV’s diagnostic accuracy is needed, especially regarding mobility. The sample size attained for this study did not provide sufficient power to provide conclusive evidence in this domain. Additional research into the teachers’ assessment of learners’ psycho-social domains would also shed light on the CFM-TV’s validity in these domains.

# INTRODUCTION

All Children Reading: A Grand Challenge for Development (ACR GCD)—a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government—advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts.

ACR GCD partners recognize the importance of disaggregating learner data—particularly reading outcomes—by disability status. Current validated tools for census-level estimates of functional difficulty in learners rely on primary caregiver (PCG) responses. This requires projects to have access to PCGs who can serve as respondents, which is often logistically challenging for school-based interventions. ACR GCD partners identified the need to collect data on learners' disability status using a classroom-based tool with the teacher as the respondent.

Unfortunately, no validated classroom-based tool exists. Consequently, ACR GCD identified the Child Functioning Module-Teacher Version (CFM-TV) as a potentially appropriate tool and conducted a validity study in Nepal to determine the instrument's appropriateness for disaggregation by disability status. This report summarizes that process and the study's results.

## Definitions in this Report

This report frequently uses the terms functional difficulty and disability. The Washington Group sets use the term functional difficulty in its question sets as a more neutral proxy for disability, as this term can vary quite a bit across cultures and individuals and might introduce bias into tools. In this report, references to functional difficulty refer specifically to data from Washington Group Tools, while disability refers to the broader concept that questions on functional difficulty measure.

## BACKGROUND

In 2001, the United Nations Statistical Division established the Washington Group on Disability Statistics (WG) to address the need to collect valid, reliable data on persons with disabilities in national surveys and censuses. The WG created a brief set of items so disability estimates could be compared across nations. The WG's items contrasted with medical evaluations, administered by trained specialists that usually identify individuals with disabilities who could qualify for or benefit from medical services. Such evaluations require time and expertise to properly administer. In contrast, the WG's tool of six questions—the Short Set on Functioning (WG-SS)—fits into the social model's conceptualization of disability. The WG-SS can be administered by a non-technical expert in a quick, and cost-efficient manner.

After completing the WG-SS, the WG has continued to develop and validate more tools: the 37-question Extended Set on Functioning; an enhanced, 14-question version of the WG-SS; and the Child Functioning Module (CFM). The WG developed the CFM in partnership with the United Nations Children’s Fund (UNICEF) for use in household surveys. In CFMs, PCGs answer 24 questions about their children and rate their levels of difficulty across 11 domains.<sup>3</sup> A short synopsis of each intended domain is presented in Table 2.

**Table 2. Intended Interpretations of CFM Domains**

Domain	Description
Vision	Problems seeing things in day or night, close up or far away, reduced ability to see out of one or both eyes and limited peripheral vision.
Hearing	Have hearing loss or auditory problems of any kind, including reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources.  Not intended to capture children who can hear sounds but either do not understand or choose to ignore what is being said to them.
Mobility	Varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance, and the ability to control body movements against gravity, and because it is the primary mode used to move around and cover distances without the use of assistive devices.
Communication	Difficulty exchanging information or ideas with others at home, school or in the community using spoken language. If there is no spoken language and no available accommodation, it will be very difficult for the child to communicate, particularly outside of the immediate family. The module measures understanding others (receptive communication) and being understood by others (expressive communication).
Learning	Cognitive difficulties that make it hard to learn. All aspects of learning are included. The information or skills learned could be used for school or for play or any other activity.
Remembering	Use of memory to recall incidents or events and identifies children with cognitive difficulties. Remembering should not be equated with memorizing.
Concentrating	Attention difficulties that limit a child’s ability to learn, interact with others and participate in their community. Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not listen and may be disorganized, forgetful, and easily distracted. This is often associated with attention deficit, hyperactivity or learning difficulties and is manifest in school as an inability to read, calculate or learn new things.

<sup>3</sup> Levels of difficulty are as follows: no difficulty, some difficulty, a lot of difficulty, cannot do at all.



Domain	Description
Accepting change	Cognitive or emotional difficulties that make children very resistant to change. Identifies those who have notable problems transitioning from one activity to another on a consistent basis, and with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum—a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who at times can be stubborn.
Controlling behavior	Behavioral difficulties that limit a child’s ability to interact with other people in an appropriate manner. May include kicking, biting, and hitting in younger children. May include telling lies, fighting, bullying, running away from home, or skipping school/playing truant for older children.
Making friends	Difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities. The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioral, communication or cognitive difficulties.
Anxiety and depression (Affect)	<p>Difficulties expressing and managing emotions. All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child’s schooling and social development.</p> <p>This question is not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness.</p> <p>Note that the WG/UNICEF defines Affect as a single domain, but anxiety and depression are treated as separate domains in this report as results for each question differ.</p>

Source: UNICEF *Module on Child Functioning: Manual for Interviewers* (2018), pp13-19

The WG and UNICEF developed the CFM-Teacher Version (CFM-TV) as a version of the CFM for teachers to identify children’s functional difficulties. The CFM-TV does not include the CFM questions on walking with the use of aids, self-care, and receptive communication. Wording changes were limited to using “student” in place of “child” to reflect that questions were being asked of teachers in a school setting. As of July 2023, the CFM-TV has yet to be validated. However, several evaluation studies are currently being carried out.

The WG and UNICEF are not alone in recognizing the need for a tool that allows teachers to identify learners with disabilities. Recent research from USAID’s Center for Education illustrated the importance of creating such a tool for teachers in the classroom. In 2019, through its Data and Evidence for Education Programming (DEEP)

activity, implemented by EnCompass LLC, the Center for Education investigated how USAID implementing partners identified children with functional difficulties or disabilities in school settings. Findings revealed that implementing partners lacked social model disability disaggregation tools appropriate for implementation in school settings. Instead, implementing partners often misapplied tools in contexts or with respondents for whom tools were not yet validated (EnCompass LLC, 2020). The study recommended that USAID “support research that will permit adaptation and validation of the WG-SS and the CFM for use with the respondents and interviewers who are more likely to be available for school-based applications” (EnCompass LLC, 2020, p. v).

Although USAID considered developing its own tool to collect data on learners with disabilities in school settings, it was aware of WG and UNICEF’s efforts to develop and test the CFM-TV. Efforts are underway by the WG, UNICEF, and other development partners—such as Save the Children and Sightsavers—to validate the CFM-TV in Kosovo, Malawi, Somalia, Sierra Leone, and other contexts. As of July 2023, results from these studies are not yet publicly available. This ACR GCD-funded Nepal validity study aims to complement the WG and UNICEF’s work by building a body of validity evidence around CFM-TV’s use in different contexts.

## STUDY PURPOSE

ACR GCD selected Nepal for the CFM-TV validity study based on three main criteria. The first was Nepal’s priority level for programming among USAID, DFAT, and World Vision – the ACR GCD partners. The next criteria was the maturity of the country’s medical screening tools and referral systems. Finally, Nepal was selected based on the ACR GCD UnrestrICTed project’s scope of beneficiaries and schools. The validity study was conducted in two programs led by grantees with links to ACR GCD: World Vision Nepal and World Education, Inc.<sup>4</sup>

### Report Purpose

This report explored the validity of the CFM-TV for a specific purpose: namely, its ability to report aggregated reading outcomes disaggregated by disability status. The report did not seek to explore how well data collected by the CFM-TV matched national prevalence rates. As such, rates reported within this report are not comparable to national estimates from other sources.

---

<sup>4</sup>World Vision Nepal implements the Strengthening Inclusive Education in Nepal (Sikai) project in consortium with Handicap International and World Education in 58 schools and 23 madrasas in four municipalities of the Sarlahi district (Province 2, Madhesh Province). World Education, Inc. implements the Leveraging Existing Accessibility

As ACR GCD's partner in monitoring, evaluation, research, and learning, School-to-School International (STS) implemented the study with assistance from Progress Inc, a Nepali data collection firm, as well as World Vision Nepal and Page One, a Nepali medical screening organization. STS and Progress Inc served as the validity study's "study team" while World Vision Nepal and Page One served as the "medical screening team."

The validity study evaluated the adequacy of CFM-TV results to report aggregated reading outcomes disaggregated by disability status. To use the CFM-TV for this primary purpose, it is important to understand how teachers' characteristics and attitudes might influence their classifications of learners. The study team collected validity evidence from both the CFM as completed by parents or caregivers and medical screenings conducted by medical professionals. Both the CFM and the medical screenings are well-documented and have been used in a variety of contexts. For example, the United Kingdom's Foreign, Commonwealth, and Development Office (FCDO) recommended data collection on disabilities through the WG question sets and CFM in its Disability Inclusion and Rights Strategy (FCDO, 2022). Given the evidence base supporting these tools, comparisons with the CFM-TV allow understanding of the CFM-TV's validity. The study also examined the relationship of teacher ratings to other school, teacher, and learner characteristics; explored teachers' response processes while conducting ratings; and examined the consequences of testing to understand the conditions under which a disaggregation based on CFM-TV results would be appropriate. It should be noted that this study does not consider how appropriate a given reading assessment might be for assessing reading outcomes of learners with disabilities, though reading outcome validity would be highly affected by any accommodations or adaptations to such assessments.

The CFM-TV validity study in Nepal contributes to the body of evidence around teachers' understandings of learners with disabilities in three ways:

- The study contributes to an understanding of whether, in which circumstances, with what types of teachers, and for which domains of functioning the CFM-TV can provide adequate information about a learner's functional difficulties in Nepal for disaggregation.
- The study advances the overall body of evidence related to identifying and

---

Resources in Nepal project in consortium with the National Federation of the Deaf Nepal, Action on Disability Rights and Development, Disable Empowerment Center, Independent Living Center, Nepal Disabled Women Association, Prerana, Inclusive Development Partners, and Autism Care Nepal Society.

disaggregating early -grade reading outcomes of children with disabilities in schools in Nepal.

- The study provides insights on how to properly conduct similar validation efforts in contexts that share similar goals.

During the study's implementation, the Government of Nepal expressed its interest in two additional areas: first, understanding if the CFM-TV might also be an appropriate pre-screening tool to identify learners who might need further medical follow-up, and second, to collect individual-level disability data to include in the government's education management information system (EMIS). While the study design did include comparisons with medical screenings to measure validity, it did not originally envision evaluating the CFM-TV as a pre-screening tool. However, this report includes some considerations for CFM-TV's validity for these uses as a secondary purpose as well.

## LITERATURE REVIEW

### WASHINGTON GROUP SCREENING TOOLS

Since its inception in 2001, the primary purpose of the WG has been the promotion and coordination of international cooperation in generating statistics on disability suitable for censuses and national surveys (Washington Group on Disability Statistics, 2021). In 2006, the WG developed a short set of six items (WG-SS) for use on national censuses and surveys. It used the conceptual framework of the World Health Organization's International Classification of Functioning, Disability, and Health (ICF), which presents a bio-psychosocial model of disability. This model views disability as an interaction "between a person's capabilities (limitation in functioning) and environmental barriers (physical, social, cultural or legislative) that may limit their participation in society" (Washington Group on Disability Statistics, 2021). Using the ICF model represented a shift from previous conceptualizations of disability using the medical model.

Since the development of the WG-SS, the WG has developed and validated several other question sets using the ICF framework (Washington Group on Disability Statistics, 2021):

- **WG-SS on Functioning-Enhanced:** Comprised of twelve questions in eight domains of functioning, the enhanced set is intended for use in population-based surveys that can accommodate a longer module.

- **WG Extended Set on Functioning:** Comprised of questions in ten domains on functioning with additional questions on the use of assistive devices for mobility, the extended set of questions is designed for use in surveys where more detailed information on functioning is needed, for example, in health surveys or surveys focused on disability.
- **WG/UNICEF Child Functioning Module:** Administered to PCGs, this module was developed for use in national household surveys for better identification of the subpopulation of children at greater risk than other children of the same age of experiencing limited participation in an unaccommodating environment. The module is comprised of questions in the domains of vision, hearing, mobility, self-care, communicating, learning, remembering, concentrating, accepting change, controlling behavior, making friends, anxiety, and depression. The tool has a version solely for children aged 2–4 and a version only for children aged 5–17. The CFM was extensively field tested in Cameroon, India, Serbia, Samoa, and Mexico before finalization (see Cappa, 2018; Massey, 2018; and Mactaggart, 2016) and has been adapted for Nepal by UNICEF (Central Bureau of Statistics, 2020).

Recognizing that, in many circumstances, education stakeholders cannot access the home environment to administer the CFM, the WG, and UNICEF created the CFM-TV to be administered to teachers. As previously noted, the CFM-TV does not include the CFM questions on walking with the use of aids, self-care, and receptive communication. Wording changes were limited to using “student” in place of “child” to reflect that questions were being asked of teachers in a school setting. This new questionnaire set may be particularly valuable for country-level EMIS. As of July 2023, the WG is currently working with UNICEF to pilot the CFM-TV and test its reliability in EMIS.

## **CFM-TV AND VALIDATION OF WASHINGTON GROUP TOOLS**

Several studies have assessed the reliability of teachers and other respondents administering the CFM or CFM-TV for various purposes, with mixed results. In Fiji, 472 children were sampled for a series of studies of the CFM’s diagnostic accuracy. The CFM responses of PCGs and teachers were compared with clinical assessments. Although initial research found that the CFM’s diagnostic accuracy appeared “acceptable” in the domains of vision, hearing, and mobility, subsequent research deemed it only as “fair” overall for an expanded set of functioning domains—vision, hearing, mobility, speaking, learning, remembering, and focusing attention (Sprunt et al., 2019). Researchers concluded that the CFM alone was unreliable to identify individual children with disabilities for service delivery or other benefits.

In 2019, Humanity & Inclusion, an implementing partner on USAID’s Reading for All (R4A) activity in Nepal, built on the Fiji research and conducted an internal technical verification of children screened by the CFM by comparing learners’ results on the CFM, as reported by teachers with support from PCGs, with technical experts’ medical assessments of children’s difficulties in the CFM domains. The USAID Multi-Country Study on Inclusive Education conducted in Nepal, Cambodia, and Malawi, assessed the methods used in Nepal for screening learners with disabilities as part of broader education interventions. This study found that data from the project’s technical verification of the screening correctly flagged only 27.1 percent of children who had functional limitations in the domains of vision, hearing, mobility, and communication and did not identify 72.9 percent of children who had functional limitations. However, secondary analysis of the report and corresponding data showed several analysis errors. Given several methodological concerns with this first process, R4A initiated another round of technical verification, which took place in May 2022. Technical verification of these screening results is still pending (Inclusive Development Partners, 2022).

Conversely, in a study of CFM responses of 181 Ugandan children aged 11–17 and their PCGs, children were assessed using both the WG short set and the CFM. The difference in responses between the two tools was not statistically significant, leading researchers to recommend the CFM as a possible option for PCGs to assess child functioning in communities (Zia et al., 2021). However, unlike the studies in Fiji and Nepal, this study did not compare CFM results to medical screenings. As a result, it is hard to verify the diagnostic accuracy of the CFM results, though this was not the intended purpose of the tool.

Additionally, several studies have assessed the accuracy of teachers completing the CFM-TV. In Senegal, 10 teachers at three schools completed the CFM-TV with 443 secondary school learners, including 245 learners assessed by two teachers. Teacher agreement was “far more likely” than disagreement (Brus, Deleu, and Loeb, “Testing a teacher version of the UNICEF/Washington Group Child Functioning Module (CFM-TV) in Senegal” 2019, p. 17). However, some teachers had more trouble administering the CFM-TV than others—primarily due to their relative unfamiliarity with learners—which resulted in the variance of disability prevalence by the teacher. The main takeaways from this study underscore the need for teachers to assess their learners’ ability to function in selected activities (rather than their disability status)—in fact, the study recommends omitting the word “disability” from the questionnaire and instructions, though this word is not included in the CFM-TV as drafted by the WG. Teachers must standardize reporting with the CFM or CFM-TV and capture degrees of functional difficulty rather than merely reporting the presence of a disability.

# RESEARCH QUESTIONS

The CFM-TV validity study in Nepal aimed to answer the following research questions and capture validity evidence based on responses:

1. What are teachers' interpretations of the CFM-TV questions?
  - a. To what extent are teachers' interpretations consistent with the intended interpretations underlying the CFM-TV?<sup>5</sup>
  - b. To what extent do teachers engage in a normative assessment of their learners, as opposed to a criterion-based assessment, on the CFM-TV?<sup>6</sup>
    - i. If a normative assessment, what is the norm that teachers use: school peers, age peers, or other norms?
    - ii. If a criterion-based assessment, what information do teachers use to provide their ratings for each of the CFM-TV questions?
  - c. Are teachers' interpretations (1a) or approaches (1b) significantly different with the provision of background material?<sup>7</sup>
  - d. Do any of these findings vary by functional domain?
2. To what extent are teacher ratings on the CFM-TV influenced by teacher- and school-characteristics?
  - a. To what extent are the scores moderated by the familiarity between the teacher and the learners, measured as the length of the relationship and class size?
  - b. To what extent are the scores moderated by teachers' knowledge of and attitudes about disability, including their knowledge of specialized

---

<sup>5</sup>For the purposes of this study, interpretation is defined as the way in which teachers understand a question. For example, when asked if a learner has difficulties walking—does the teacher evaluate the extent to which a learner can walk, the pace at which the learner walks, the extent to which a learner walks throughout the day, if the learner uses some kind of assistive device, or something else?

<sup>6</sup>Normative assessments provide scores in relation to a norm or a group of reference. Criterion-based assessments provide scores that are linked to categories of performance or specific standards or criteria, such as the presence of specific conditions or use of aids.

<sup>7</sup>ACR GCD provided a two-page handout with examples on how to interpret each question as background materials. These materials also defined the differences between disability and functional difficulty (see Page1, 2020 for more) and outlined the study's purpose.

- skills (e.g., braille)?
- c. To what extent are the scores moderated by teachers' beliefs with regards to:
    - i. Whether it is their responsibility to identify children's functional difficulty in their classroom?
    - ii. Whether they have the knowledge to identify children's functional difficulty?
    - iii. Whether learners with disabilities possess academic potential?
    - iv. Whether the questions included in the CFM-TV are appropriate to identify children's functional difficulty in school settings in Nepal?
3. How consistent are learners' functional difficulty classifications as identified by the CFM-TV and CFM? How consistent are learners' functional difficulty or disability classifications as identified by the CFM-TV and medical screeners in vision, hearing, and mobility?
- a. In comparison with CFM scores and medical screenings, how, if at all, does the CFM-TV differently identify learners' functional difficulty or disability classifications?
  - b. Does the consistency of classifications with the CFM and the medical screenings differ by type of functional difficulty or disability?
  - c. To what extent are these results moderated by other factors, such as learner-level factors, teacher-level factors, familiarity between the teacher and the learners (measured as the length of the relationship and class size), characteristics of the medical screenings, the way in which screenings or CFM tools are administered, or parental-level factors?

# METHODOLOGY

## RESEARCH DESIGN

The ACR GCD validity study used a non-experimental, cross-sectional, mixed-methods approach. The design combined elements of descriptive research with elements of diagnostic accuracy studies to understand factors that might influence teachers' assessment of learners' functional difficulties and the consistency of the CFM-TV tool with the CFM tool and medical screenings. The study collected data



from teachers, PCGs, and medical screenings using both quantitative and qualitative tools at two timepoints during the Nepali school years 2022–2023 and 2023–2024.<sup>8</sup> Because the study was not examining prevalence rates in Nepal but rather examining the validity of the CFM-TV for a specific purpose, the sample included four school types—mainstream, mainstream with resource classes, special schools, and madrasas—from four provinces in which ACR GCD projects and partner projects were operating.

The study team included members of STS and its Nepali partners Progress Inc, with the medical team supported by World Vision Nepal and Page One. STS provided technical leadership and oversight of all study components. Progress Inc managed all in-country logistics for enumerator training and data collection related to teachers and PCGs. World Vision and Page One managed in-country logistics for medical screenings.

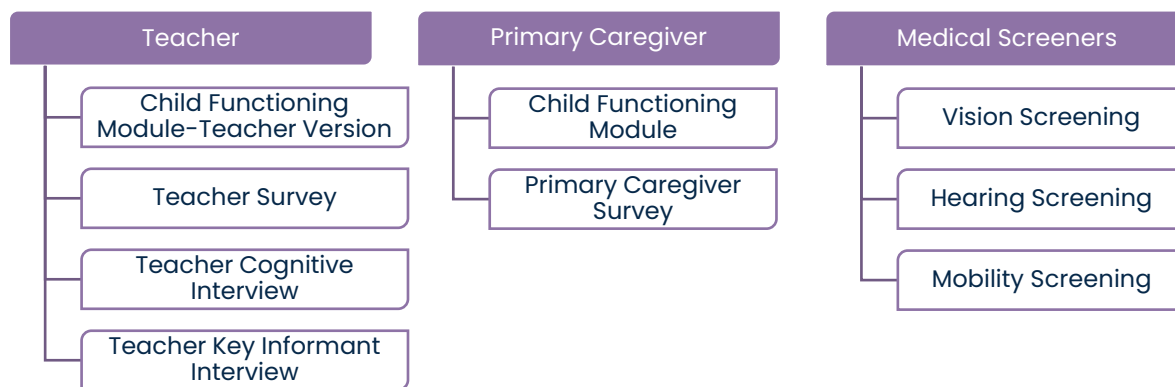
## **TOOLS**

The ACR GCD validity study used quantitative and qualitative tools completed by teachers, PCGs, and medical screeners (Figure 3). Quantitative tools included two tools completed by teachers (the CFM-TV and teacher survey), two tools completed by PCGs (the CFM and PCG survey), and medical screenings for vision, hearing, and mobility completed by medical professionals. Qualitative tools included a teacher cognitive interview (CI) and a teacher key informant interview (KII). In addition, STS developed background material about the CFM-TV to give to teachers. The handout summarized the differences between disability and functional difficulty, and those between social and medical models of disability; described the purpose of the CFM-TV study; and provided examples of how to answer questions in the CFM-TV. Medical screenings consisted of a vision test, a hearing test, and a mobility assessment. Copies of tools and background materials are in Annex II.

---

<sup>8</sup> Data collection occurred in two rounds due to delays in receiving ethical approval from the Nepal Health Research Council for medical screenings.

**Figure 3. Data Collection Tools by Respondent**



### **CHILD FUNCTIONING MODULE-TEACHER VERSION**

All teachers received instructions on how to complete the CFM-TV. During Round 1 (R1) of data collection in December 2022, teachers completed CFM-TVs for all learners in their classrooms on tablets, with limited assistance from enumerators. Most teachers received limited training on the CFM-TV to mimic the potential real-world application of this tool, consisting of a short overview of the tool and instructions on how to use the tablet. However, teachers in randomly sampled schools received background materials about the CFM-TV (see section Sample). The content in the background materials was relatively high-level, explaining the definitions of disability based on the social and medical models, the definition of a functional difficulty, and general guidance on how to answer the CFM-TV questions (see Annex II tools). During Round 2 (R2) of data collection, teachers completed CFM-TVs for learners with identified hearing, vision, or mobility disabilities and an equal number of learners not identified as having a functional difficulty or disability.

### **TEACHER SURVEY**

All teachers sampled in Rounds 1 and 2 completed a teacher survey, which helped to examine the relationship between other factors and the ratings they provided on the CFM-TV tool. The survey included items about teachers' background and training; their knowledge and experience with learners with disabilities; how familiar teachers are with their learners; and other factors.

### **TEACHER COGNITIVE INTERVIEW**

During both rounds of data collection, trained enumerators guided one teacher per school through the CI to share their thoughts while completing the CFM-TV. Through verbal probes, enumerators prompted teachers to share how they interpreted each domain, if they compared the learner to others while rating the learner's functional

difficulty, and if they considered other factors in rating the learner.

## **TEACHER KEY INFORMANT INTERVIEW**

During both rounds of data collection, one teacher per school participated in the KII. During the interview, enumerators focused on learning about teachers' beliefs on the utility of the CFM-TV and their role in responding to the CFM-TV. Questions included areas in which teachers might see the CFM-TV as unhelpful.

## **CHILD FUNCTIONING MODULE**

Guided by enumerators trained in the WG domains and administering the CFM, a sample of PCGs completed the CFM for their children during both rounds of data collection. Their responses were compared with CFM-TV and medical screening data to understand how their responses about children's functional difficulties compared with teachers' and medical screeners.

## **PRIMARY CAREGIVER SURVEY**

PCGs completed a survey during both rounds of data collection. The PCG survey helped to examine the relationship between CFM ratings and PCG characteristics. The survey included the WG-SS to assess if a PCG had a functional difficulty as well as items on PCGs' backgrounds, the learners' backgrounds, the learners' experiences, and other household-level factors that could explain CFM and CFM-TV variance.

## **MEDICAL SCREENINGS FOR VISION, HEARING, AND MOBILITY**

Medical screening data for vision, hearing, and mobility was collected in R2 (May 2023).<sup>9,10</sup>

In the vision screenings, medical professionals checked learners' refraction and established case classifications using a Snellen acuity test. Learners with specific levels of impairment—known as “cases”—were defined based on the acuity of the

---

<sup>9</sup> While WG questions refer only to seeing and walking, medical screening tested vision and mobility. Seeing refers to how well a person's eye might capture an image, while vision includes how the brain processes the image. Walking refers to the specific act of moving using one's feet to move at a specific pace, while mobility is more broadly related to the ability to move one's limbs. Thus, the medical screenings capture a broader set of functioning compared to the WG domains.

<sup>10</sup> Medical screenings for learners with cognitive or intellectual disabilities were not conducted, as the study could not find any medical partners with sufficient expertise in providing such screenings in the setting of a medical camp at schools.

better eye.<sup>11</sup> These definitions were established based on a review of similar studies and aligned with standard definitions in Nepal through consultations with Page One.

Medical professionals conducted otoscope examinations to assess ear health and established identified cases and hearing levels based on pure tone audiometry.<sup>12</sup> Like the vision screenings, categories for the hearing screening cases were established through a literature review of similar studies and consultations with Page One.<sup>13</sup>

To assess mobility, the study team utilized the Rapid Assessment of Mobility tool, which has been used in several other studies for assessing musculoskeletal assessment and mobility, including validity studies of the CFM (Atijosan, O. et al. 2007; Boggs, D et al. 2021; Ngoie, L. et al., 2021; International Centre for Evidence in Disability, 2014; Sprunt, 2019). The Rapid Assessment of Mobility tool defines cases and non-cases through five initial questions, such as, “Do you have any difficulty using your legs?” with related questions about duration. Learners who answered “yes” to at least one of five core questions or at least one of the related duration questions were considered “cases.” Medical professionals assessed these learners for further identification of mobility impairment following the tool as outlined in Annex II and referred them to specialized care as needed.

## **PILOTING PROCESS**

In August 2022, STS conducted a pilot to assess if the study’s tools captured the intended information about CFM-TV’s validity. The pilot also examined what changes were needed to the tools and background materials provided to teachers, the Nepali translations of the study’s materials and tools’ accuracy, the comprehensiveness of responses in the qualitative tools, and the quality of the enumerators’ notes. After a weeklong training conducted by two STS researchers, nine enumerators visited eight schools over the course of 10 days. Enumerators administered 369 CFM-TVs, 48 CFM, 48 PCG surveys, 16 teacher surveys, eight teacher KIIs, and eight teacher CIs.

---

<sup>11</sup> The Snellen test measures acuity by testing the smallest letters a person can read on a standardized chart (Snellen chart) or a card held 20 feet (6 meters) away. Vision case definitions were as follows: non-case: 6/6 to 6/12; non-case: mild vi ≤ 6/12 to 6/18; case: moderate vi ≤ 6/18 to 6/60; case: severe vi ≤ 6/60 to 3/60; case: blindness ≤ 6/60.

<sup>12</sup> Oscopes are tools which shine a bright beam of light into the ear to examine the ear canal, ear drum, and middle ear. Pure tone audiometry tests hearing sensitivity by playing a set of tones and finding the softest sound audible to an individual. When possible, impacted ear wax was removed on the spot before pure tone audiometry. In some cases, the medical team conducted additional hearing tests (Rinne and Weber) to evaluate the potential for different kinds of hearing loss.

<sup>13</sup> Using the average decibel (dB) level for the better ear, cases were classified as follows: Non-case (0–34 dB); 35–49 dB (moderate); 50–64 dB (moderately severe); 65–79 dB (severe); ≥80 dB (profound).

Lessons learned from the pilot are detailed in Table 3. More details are in Annex VI.

**Table 3. Lessons Learned for the Validity Study Pilot**

Tool	Challenge	Action taken
All	Enumerators noted how certain items confused respondents due to awkward translations from English to Nepali.	Prior to operational data collection, translations were revised. The CFM-TV and CFM tools used the approved GoN translation.  Other surveys and interviews were reviewed with a rigorous back-translation process.
Cognitive interviews	Teachers said they could not recall their responses to certain items for individual learners because the CI was conducted after teachers completed all their CFM-TVs.	To mitigate recall bias, the CI's timing was shifted to take place simultaneously with teachers' completion of the final CFM-TV learner questionnaires.
	Teachers' responses to the CI varied by domain, with those later in the protocol receiving shorter responses due to possible order effects and teacher fatigue.	The CI was streamlined to focus on teachers' understanding of what each domain means to them and what kind of comparisons they might make while judging a learner's difficulty level.
Background material	Not all enumerators introduced background material systematically, and teachers quickly reviewed the material while completing CFM-TVs.	A script was written for enumerators to introduce the background material, with teachers given at least 2 minutes to review it and an opportunity to ask questions.
	The background material introduced new concepts to teachers, notably the distinction between the social and medical models of collecting disability data.	Background material was updated to differentiate between disability and functional difficulty and make it clear that teachers were not expected to diagnose learners based on Nepal's official disability categories.
Teacher KII	Teachers generally provided the information expected, but certain responses could have been more detailed.	Probes were added where necessary to elicit more in-depth responses.

## SAMPLE

STS and Progress Inc selected 58 schools in four provinces of Nepal from a sampling

frame of 282 schools, including 201 schools participating in the Leveraging Existing Accessibility Resources in Nepal project implemented by World Education, Inc.<sup>14</sup> and 81 schools involved in World Vision Nepal SIKAI activities. In total, 2,222 learners were rated by only a CFM-TV; 629 were rated with a CFM-TV and CFM; 404 were rated with a CFM-TV, a CFM, and a vision screening; 387 were rated with a CFM-TV, a CFM, and a hearing screening; and 393 were rated with a CFM-TV, a CFM, and a mobility screening.

Given that variation in teachers' interpretations across school types were thought to be an important factor to consider in terms of the tool's validity, the sample was drawn to include a mix of school types from the four provinces in which both projects worked. Additionally, the sample aimed to include schools with high populations of learners with disabilities for medical screenings.

The study team led two rounds of data collection with slightly different objectives, as detailed in Table 4. R1 occurred in December 2022 and sampled 38 schools. Enumerators in R1 collected data specifically from teachers and PCGs, and the sample was stratified across Bagmati, Gandaki, Karnali, and Province 2 provinces and mainstream schools, mainstream schools with resource classes, special schools, and madrasas.<sup>15</sup> Initial sampling for R1 purposively balanced schools by type, rather than province, to ensure enough variation in CFM-TV records of learners with different types of functional difficulty. However, many schools were closed for exams during R1 data collection, so replacements were selected.

R2 occurred in May 2023 and added medical screenings. As such, sampling for R2 prioritized geographically accessible schools with high populations of learners, especially those suspected to have higher proportions of learners with disabilities, such as mainstream schools with resource classes and special schools. This was done to ensure enough medical cases were collected for robust analysis comparing CFM-TV responses with medical results. As a result, no madrasas—which usually have low enrollment figures—or schools in Karnali—which are small and difficult to access—were included in R2.

---

<sup>14</sup> Between sampling and the end of the study, the LEARN program dropped one school in Province 2 from its programming.

<sup>15</sup> Madrasas are non-governmental religious (Islamic) schools. In 2004, madrasas could gain status as government schools after adopting the Nepali curriculum.

**Table 4. Target and Action Sample by Province and School Type**

Province	Sample Frame	Actual sample				
		Mainstream	Mainstream-resource class <sup>16</sup>	Special school <sup>17</sup>	Madrassa	Total sample
<b>Round 1 Total</b>	<b>n/a</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>5</b>	<b>38</b>
Bagmati	50	2	3	7	0	<b>12</b>
Gandaki	51	3	3	2	0	<b>8</b>
Karnali	50	3	2	0	0	<b>5</b>
Province 2 (Madhesh Province)	131	4	4	0	5	<b>13</b>
<b>Round 2 Total</b>	<b>n/a</b>	<b>11</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>20</b>
Bagmati	50	0	3	2	0	<b>5</b>
Gandaki	51	3	4	0	0	<b>7</b>
Karnali	50	0	0	0	0	<b>0</b>
Province 2 (Madhesh Province)	131	8	0	0	0	<b>8</b>
<b>Overall Total</b>	<b>282</b>	<b>23</b>	<b>19</b>	<b>11</b>	<b>5</b>	<b>58</b>

## TEACHER TOOLS' SAMPLE

Initially, STS randomly assigned schools from R1 into two groups—Group A and Group B—for CFM-TV administration. Group A teachers received background materials about the CFM-TV, while those in Group B did not. All teachers within a sampled school were assigned to the same group to prevent spillover effects. Because several replacement schools were needed during R1, the final sample achieved for R1 was slightly imbalanced, as shown in Table 5. No differences were found in the rates of rating learners with functional difficulties by the provision of background materials in R1, so to facilitate enumerator training and data collection in R2, all teachers and all schools received background materials.

<sup>16</sup> The sample included nine schools with one or more resource classes for learners who are blind, six schools with one resource class for learners who are Deaf, three schools with one resource class for learners with intellectual disabilities, and one school with one resource class for learners with physical disabilities.

<sup>17</sup> The sample included four special schools for learners with intellectual disabilities, four sample schools for learners who are deaf, and three special schools for learners with physical disabilities or cerebral palsy.

**Table 5. Sample Assignment by Group, Round 1**

	Group A: Received background materials	Group B: Did not receive background materials
Teachers (number and percentage)	46 (45.5%)	55 (54.4%)
Schools (number)	18	20

In R1, three teachers per school were sampled from grades 2–4 and resource classrooms. All teachers completed the teacher survey and administered CFM-TVs to no more than 30 learners from their classrooms. In classes with more than 30 learners, learners were randomly selected from school attendance lists. In R2, teachers completed CFM-TVs for all learners identified as a medical case in screenings who were in grades 2–4 and resource classes, as well as an equal number of non-case learners. The total sample of 157 teachers and 2,222 learners is detailed in Table 6.<sup>18</sup> A subsample of teachers was selected for the qualitative tools. One teacher per school completed a KII.<sup>19</sup> Another teacher at each school participated in the CI concurrent with the final learner’s CFM-TV.

**Table 6. Teacher Tools Sample Reached by Group and Type**

School type	Round 1					Round 2					Totals				
	Schools	Teachers	CI	KII	CFM-TVs	Schools	Teachers	CI	KII	CFM-TVs	Schools	Teachers	CI	KII	CFM-TVs
Mainstream	12	34	12	12	592	11	28	11	11	153	<b>23</b>	<b>62</b>	<b>23</b>	<b>23</b>	<b>745</b>
Mainstream -resource class	12	35	12	12	729	7	23	7	7	241	<b>19</b>	<b>58</b>	<b>19</b>	<b>19</b>	<b>970</b>
Special school	9	25	9	9	316	2	5	2	2	24	<b>11</b>	<b>30</b>	<b>11</b>	<b>11</b>	<b>340</b>
Madrasa	5	7	5	3	167	0	0	0	0	0	<b>4</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>167</b>
<b>Total</b>	<b>38</b>	<b>101</b>	<b>38</b>	<b>36</b>	<b>1,804</b>	<b>20</b>	<b>56</b>	<b>20</b>	<b>20</b>	<b>418</b>	<b>58</b>	<b>157</b>	<b>58</b>	<b>56</b>	<b>2,222</b>

<sup>18</sup> Accounting for the estimated learner population size of 22,061 learners in these schools and an estimated ICC of 0.4 results in a design effect factor (DEFT) of 3.4 and a margin of error of 13.2.

<sup>19</sup> Three madrasas did not provide KIIs in R1 because there was only one teacher for the whole school.



## PRIMARY CAREGIVER TOOLS' SAMPLE

For the PCG survey and CFM, data on a subsample of 226 learners were collected in R1, as detailed in Table 7. The study team drew the subsample by randomly selecting 10 to 30 learners who showed difficulty across the CFM's 12 domains, as well as a group with no difficulty in any domain. This sub-sampling strategy ensured PCGs' responses could be matched with teachers' responses to the CFM-TV across as many domains as possible. Subsample learners were selected after all CFM-TVs were administered at a school. One week after completing an initial visit to each school to collect CFM-TV and qualitative data from teachers, enumerators returned to gather data from PCGs.<sup>20</sup>

In R2, PCGs usually accompanied learners to school for medical screenings and thus completed the CFM and PCG survey while their child was being screened. Enumerators completed surveys with as many PCGs of learners in grades 2–4 or resource classes as possible. The time limitations of R2 did not allow for enumerators to review CFM-TV results and subsequently draw a random subsample.

**Table 7. Primary Caregiver Tools Sample Reached by School Type and Round of Data Collection**

School type	Round 1		Round 2		Totals	
	Schools	PCGs	Schools	PCGs	Schools	PCGs
Mainstream	12	78	11	147	<b>23</b>	<b>225</b>
Mainstream-resource class	12	70	7	232	<b>19</b>	<b>302</b>
Special school	9	40	2	24	<b>11</b>	<b>64</b>
Madrassa	5	38	0	0	<b>4</b>	<b>38</b>
<b>Total</b>	<b>38</b>	<b>226</b>	<b>20</b>	<b>403</b>	<b>58</b>	<b>629</b>

## MEDICAL SCREENERS TOOLS' SAMPLE

Medical screenings sought a sample that would provide a sufficient number of learners with disabilities –known as “cases”–as well as without disabilities for comparison, equally distributed among the three WG domains targeted for medical screening in this study. The study team hoped this would include 98 learners classified as hearing cases, 98 learners classified as vision cases, and 98 learners classified as mobility cases. The study team also planned for an additional 294

---

<sup>20</sup> In R1, enumerators encountered difficulty getting sufficient response rates from PCGs, as many did not come to school after being invited for interviews. School and program staff indicated that many PCGs, especially those in Bagmati, were likely busy at work and could not take time off to participate. In other provinces, many learners lived in hostels and PCGs were too far away to come to school and participate.

learners, serving as controls without disability. As with the cases, the control group would be equally distributed among the three WG target domains.<sup>21</sup> No stratified sampling was used with this subsample.

Screening data were collected throughout a two-day medical screening fair at each of the 20 R2 schools. To adhere to “do no harm” principles of ethics and to ensure vital resources were available to everyone, all learners at schools and their PCGs were invited to participate in the screening fairs and received referrals for follow-up screening as appropriate. In total, 1,489 learners from these 20 schools received medical screenings. However, many of these learners were outside of groups of interest: grades 2–4 or resource classrooms. Data collected from learners not in target grades 2–4 or resource classrooms were thus excluded from the analysis by design. Medical data which did not have a matching CFM-TV record were also excluded from the analysis. Table 8 details the target and actual sample of medical screenings used in analysis.

**Table 8. Medical Screening Sample by Domain**

	Vision		Hearing		Mobility		Total	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Disability cases	98	65	98	87	98	17	<b>294</b>	<b>148</b>
Controls	98	339	98	300	98	376	<b>294</b>	<b>260</b>
<b>Total</b>	<b>196</b>	<b>404</b>	<b>196</b>	<b>387</b>	<b>196</b>	<b>393</b>	<b>588</b>	<b>408</b>

The study did not reach the target number of learners medically screened with disabilities (“cases”) with paired CFM-TV responses, as no previous data on learners’ disabilities were available for mainstream schools or non-resource classrooms. As mentioned previously, the study team chose to over-sample schools thought to have higher proportions of learners with disabilities, such as resource classrooms and special schools. The sample obtained is sufficient to identify consistency between CFM-TV ratings and medical screenings but does not allow for more nuanced diagnostic accuracy testing, such as analysis to set sensitivity and specificity cutoffs using the area under the curve analysis and likelihood ratios

---

<sup>21</sup> Sampling for medical screenings followed a strategy in a similar study in Fiji (Sprunt et al., 2019) and guidance outlined in Flahault, Cadilhac, & Thomas, 2005. While diagnostic accuracy was outside the primary scope of this study, sample size was estimated based on the minimum number to achieve a sensitivity of 0.8 (prevalence 0.13, alpha 5 percent, 1-beta 80 percent; CI 95 percent, lower confidence limit 0.65). This sensitivity and specificity rate is based on parent and teacher area under the curve (AUC) rates in Fiji for seeing and hearing, which were both over 0.8 (Sprunt et al., 2019).

(Flahault, 2005).

## **ENUMERATOR TRAINING AND OPERATIONAL DATA COLLECTION**

Operational data collection occurred in two rounds. R1 occurred in November and December 2022, during the 2022–2023 school year. Enumerators visited 38 schools and administered all tools except for medical screenings. R2 occurred in May 2023, just after the start of the 2023–2024 school year. Enumerators visited 20 schools and administered all tools, including medical screenings. In both rounds, enumerator training included sessions on disability classification in Nepal from the National Disabled Women Association to ensure clarity on the differences between the WG domains and the disability classification system of Nepal.

### **ROUND 1: ENUMERATOR TRAINING AND DATA COLLECTION**

Two STS researchers based in the United States traveled to Kathmandu, Nepal, to conduct the five-day training with 18 enumerators from November 28–December 2, 2022. STS trainers presented the material in English as all training participants had mastery of English.<sup>22</sup> Training covered all teacher and PCG tools, the study’s purpose, data collection procedures, research ethics, safeguarding of children with disabilities, and qualitative interviewing techniques. Enumerators practiced administering the tools during a school visit on the third day of training. The visit was followed by a debrief to address any confusion and identify areas of improvement.

Six teams of three enumerators conducted Round 1 of operational data collection from December 6–14, 2022. One of the three enumerators on each team also served as team supervisor. Each team visited approximately one school per day; 38 schools overall were visited. At each school, teams collected no more than 90 CFM-TV surveys, three teacher surveys, one teacher CI, one teacher KII, and no more than eight CFMs and PCG surveys.

Enumerators uploaded data daily from their tablets to a secure, password-protected database maintained by STS to ensure data security and integrity. STS staff reviewed data submissions daily to ensure quality and accuracy.

---

<sup>22</sup> When needed, World Vision Nepal and Progress Inc provided real time translation from English to Nepali.

## **ROUND 2: ENUMERATOR TRAINING AND DATA COLLECTION**

Enumerator training and data collection for R2 occurred in April and May 2023.<sup>23</sup> In April 2023, STS developed remote training materials for staff from Progress Inc, World Vision Nepal, and Page One. STS staff led a remote orientation for World Vision Nepal and Progress Inc on April 20, with several follow-up calls in the subsequent week to clarify details. A facilitator from World Vision Nepal then conducted one full-day orientation for Page One's team of 21 medical professionals and data managers on April 24, with half-day follow-ups for medical teams in vision, hearing, and mobility. Progress Inc led a refresher training for 12 enumerators who had participated in R1 on April 27.

Visiting one school every two days, three teams comprised of four enumerators from Progress Inc, three medical professionals from Page One, and four data managers from Page One held medical screening camps at 20 schools between May 3–23, 2023. At each school, teams collected medical data for all interested learners, up to 68 CFM-TV surveys, seven teacher surveys, one teacher CI, one teacher KII, and CFMs and PCG surveys with all PCGs who consented.

As in R1, enumerators uploaded data daily from their tablets to a secure, password-protected server maintained by STS to ensure data security and integrity. STS staff reviewed data submissions daily to ensure the quality and accuracy of the data.

## **DATA CLEANING AND ANALYSIS**

Analysis of quantitative data was performed using Stata version 16. STS staff cleaned the datasets using a standard protocol and quality control disposition codes. All CFM-TV, CFM, and WG-SS scores were calculated using standard WG guidance and cutoff levels.<sup>24</sup> STS also created composite scores for teacher and PCG data by combining different variables from datasets that contribute to similar constructs, such as support for inclusive education.

Data analysis began with descriptive statistics of all teachers, CFM, and CFM-TV items. To understand teacher factors influencing CFM-TV ratings, analysts calculated prevalence rates according to CFM-TV responses. Analysts further explored

---

<sup>23</sup> R2 occurred later than anticipated because of several factors, including challenges identifying appropriate medical screeners, delays in receiving IRB approval from the National Health Research Council of Nepal, and unanticipated changes in the school calendars in the regions of implementation.

<sup>24</sup> For seeing, hearing, walking, communication, learning, remembering, concentrating, accepting change, controlling behavior, and making friends, the cutoff for having a functional difficulty is a response of "a lot of difficulty" or "cannot do at all." For anxiety and depression, the cutoff is a response of "daily."

relationships with other variables, first through chi-square tests to look for general associations, then through multi-level logistic regression models with specific variables that showed statistically significant relationships with functional difficulty ratings in all domains.

A similar approach was implemented to understand factors influencing consistency between teachers' and PCGs' responses on a subset of cases with matched responses on the CFM-TV and CFM, respectively.

To understand consistency between the CFM-TV and medical screenings, analysts compared results from the CFM-TV and medical screenings for a sample of learners who were assessed separately by both medical professionals and teachers. This approach is consistent with similar studies that assessed the CFM (Sprunt, 2019). Finally, inter-rater reliability (IRR) of CFM-TV responses compared with PCG or medical results was explored using Cohen's kappa coefficient.

Analysis of qualitative data was performed using Dedoose software. Data was collected in Nepali, or in some cases of teacher interviews, in Urdu or Bajjika. Enumerators provided English language version summaries of all CIs and KIIs. Analysts then reviewed all interview summaries to familiarize themselves with the data, then coded data using thematic analysis approaches.

## **RESEARCH ETHICS AND SAFEGUARDING**

Throughout the validity study, all personnel ensured that children were safeguarded and research was conducted in line with research ethics and child protection practices. All enumerators received training on research ethics and safeguarding of children with disabilities. Further, all study team members who directly interacted with children were required to read and certify child protection protocols. All teachers, PCGs, and learners who participated in the research provided affirmative informed consent or assent. During medical screenings, PCGs were required to provide written consent affirming their participation and that of their child. To adhere to "do no harm" principles of ethics and to ensure vital resources were available to everyone, medical screening fairs were open to all learners at schools—beyond just learners in target grades—and their PCGs. The medical team ensured that learners and PCGs received prescriptions for medicines required or referrals for follow-up screening at specialized hospitals, to Organizations of Persons with Disabilities (OPDs) specializing in rehabilitation, or to specialized clinics as appropriate. The research committee of the School of Education at Kathmandu University approved tools and data collection strategies for R1, including the CFM-TV, teacher survey, CFM, PCG survey, and qualitative interviews. The Nepal Health Research Council's medical screening camps and tools provided additional ethical approval.

This study collects considerable amounts of sensitive, personal identifiable information, so measures were taken to protect data privacy. Datasets used unique identifiers to match responses from teachers, PCGs, and medical screeners. Names were stripped from all datasets after cleaning, and raw datasets were saved on secure servers. No medical data other than variables indicating medical conditions will be shared in public use files.

## LIMITATIONS

The following factors should be considered as limitations when reviewing the findings of this study.

- “Validity” refers to the uses and interpretations of a tool, not the tool itself. A tool may be valid for a given use and less valid for a different one, meaning that validation should focus on the uses and interpretations of test scores. As this is a validity study, the results are context specific to Nepal. Additional validation efforts would be needed to corroborate the equivalence of the results across settings and for different purposes.
- Results from the study cannot be generalized to the entire population of Nepal, as the sample was collected only in Bagmati, Gandaki, Karnali, and Province 2 (Madhesh Province), given the availability of schools participating in ACR GCD programming. In addition, at least one teacher in each of these schools had also received specific training in inclusive education because of participation in other ACR GCD programming. There may be some effects from these trainings in the data, as interviews indicate that several teachers participating in these trainings participated in this study as well. These teachers likely have different interpretations of disability and functional difficulty compared to other teachers in schools that did not participate in these programs.
- This study includes comparisons between the CFM-TV and medical screenings as measures of convergent validity, given the strong evidence base supporting the medical screening techniques used. This approach allows the study to provide information about how the CFM-TV performs in Nepal. The study authors recognize that medical screening diagnoses may differ from children’s functional difficulty or broader ability to function in society or a classroom (Sprunt, McPake, & Marella, 2019; Rutjes, Reitsma, Vandenbroucke, Glas, & Bossuyt, 2005). Additionally, medical assessments are not always fully accurate. For instance, pseudo-false positives in vision may occur when learners who need vision support are incorrectly identified as not

needing vision support (Arnold, 2004).

- Analysis of CFM-TV consistency with medical results is limited to rates of agreement between the identification of functional difficulty and medical cases, including IRR through kappa scores. While the study did conduct sensitivity and specificity analyses, there were not enough learners with disabilities as identified by the medical screenings to conduct full diagnostic accuracy analyses, as other studies have done.
- Despite iterations of piloting, data collected from CIs was subject to response fatigue. Enumerator feedback indicated that teachers frequently became tired or frustrated with the interview questions as the interview progressed, and as a result data collected around teacher understanding of cognitive and psycho-social domains was very high level. Many teachers simply re-phrased the prompt, or directly responded “I don’t know.”
- All tools administered to teachers and PCGs were translated into Nepali. Translators used terms approved by the government of Nepal in 2022 in its EMIS system, which was based on a three-year pilot of the CFM. Tools were only translated into Nepali as this is the official language of instruction and mimics the current practice of the Sikai project, which has trained teachers on the CFM. However, Nepal is a multilingual society. Feedback from enumerators indicated that some participants might have been better able to respond to tools presented in a local translation.

## FINDINGS

This section outlines findings in response to the study’s three research questions and provides a short summary of takeaways.

### **RESEARCH QUESTION 1: WHAT ARE TEACHER INTERPRETATIONS OF THE CFM-TV QUESTIONS?**

This study explored how teachers interpreted the questions for each domain through CIs and examined how well these aligned with the intended interpretations underlying the CFM-TV. **Results indicate that teacher interpretations aligned with the intended interpretations of each domain to varying degrees and relied heavily on the classroom environment to rate learners’ difficulty.** In general, teachers seemed to make normative assessments of their learners’ functional difficulty (as compared to criterion-based assessments). Teacher interpretations and ratings

were not influenced by the provision of background materials expanding on the intended definitions of each domain and functional difficulty.

Table 9 presents interpretations of each domain provided by teachers, categorized as either in scope or out of scope. In some cases, teachers were confused about the definition of the domains, indicated in the out-of-scope column.

**Table 9. Teacher Interpretations of Washington Group Domains**

Domain	In scope	Out of scope
Vision	<p>Learner is unable to read words on the board, identify objects far away, read books, see near or far.</p> <p>Learner wears glasses or contacts.</p> <p>Learner recognizes things at two meters distance.</p> <p>Learner recognizes things at five feet.</p> <p>Learner looks at people when they address them.</p>	<p>Learner can walk without support.</p> <p>Learner can copy from the board/write on the board.</p>
Hearing	<p>Learner does not respond when questions are asked or react to loud noises.</p> <p>Learner is unable to hear sounds, music, or people’s voices clearly, trouble hearing people’s voices.</p> <p>Learner is deaf or has ear impairments.</p> <p>Learner requires sign language or loud speaking.</p> <p>Learner performs well in chants or singing, does not use hearing aids (indicating no difficulty).</p>	<p>Learner does not listen when teacher speaks.</p> <p>Learner continues “mischievous behavior.”</p> <p>Learner with even slight hearing impairment is considered deaf.</p>
Mobility	<p>Learner requires support from others or assistive device while walking, including using a wheelchair.</p> <p>Learner exhibits noticeable differences (from other children) in walking or climbing stairs.</p> <p>Learner has a disease/disorder in bones.</p> <p>Learner has difficulty walking 10 kilometers.</p> <p>Learner movement of feet is very slow.</p>	<p>Learner unable to balance body while walking.</p> <p>Learner is a different height than others of the same age.</p>
Communication	<p>Learner does not speak clearly or in a clear tone.</p>	<p>Learner does not understand things that have been taught.</p>



Domain	In scope	Out of scope
	Learner's sign language is not clear. Learner has a speech impediment.	Learner speaks with the dialect of a different language. Learner does not speak the local language.
Learning	Learner can read and write (especially in comparison to other learners in class). Learner has difficulty grasping new concepts, cannot memorize things even after giving them attention, or takes longer to complete tasks than others in the class. Learner has an intellectual disability.	Learning was closely related to difficulty communicating. Learner has a language barrier. Learning could be inhibited by family situation. Learner is absent frequently. Learner has "lower level of talent."
Remembering	Learner has an inability to recall information from lessons. Learner has an intellectual disability. Learner needs instructions repeated. Learner does not remember to do homework.	Learner cannot memorize what was taught or answer teachers' questions. Related to the "thinking capacity" of the learner, "Deaf people have lower ability to remember compared to others."
Concentrating	Learner lacks interest in reading, games, dancing, or sports. Learner cannot focus on a problem.	Learner does everything the teacher says. Teachers confused in assessing this domain.
Accepting change	Learner is resistant to new situations. Learner is unable to adjust to new things or cannot accept changes in classroom activities or lesson/school timing.	Teachers confused in assessing this domain.
Controlling behavior	Learner becomes angry, has mood swings, and shows emotional (angry) reactions immediately. Learner fights often, does not obey the teacher, is naughty in class, or steals.	Learner indulges in gossip. Learner does not follow cultural norms for eating and drinking.
Making friends	Learner cannot establish friendships, does not respond to anything, avoids social interactions, or prefers to be alone. Learner fights.	Learner is too competitive, cannot find someone similar in nature to them. Learner has language barriers.
Anxiety and depression	Learner sits idle, does not express feelings, sits alone.	Learner is afraid of the teacher. Teachers confused in assessing these domains.

Domain	In scope	Out of scope
	Learner is tense, unhappy, fearful, cries, or shouts. Learner has experienced bad family environment or trauma. Learner has no friends. Learner lives in a hostel and misses family. Learner has lack of hope.	

Teacher definitions of each domain included interpretations that were both in and out of scope with the intended interpretations of the CFM (presented in Table 2). Interpretations were especially mixed for the domains of communicating, learning, remembering, concentrating, accepting change, and controlling behavior. Teachers also expressed confusion or had trouble articulating their interpretation around concentrating, accepting change, anxiety, and depression.

Teachers often referenced learner behavior in the classroom or responses to schoolwork in defining difficulty, especially in vision, learning, concentrating, remembering, and accepting change. While not unexpected, this indicates that teachers have a very specific perspective on learners' functioning and may not be able to assess learners' abilities beyond classroom activities. For example, with vision, teachers' interpretations specifically referenced a learner's ability to read or write, with many teachers stating that they knew learners had no difficulty seeing because they observed them writing down items from the blackboard. While being able to see the board is an in-scope response, copying from the board is a different skill. Without additional context, there is a risk that this interpretation could be conflation with literacy skills rather than functional difficulties. With remembering, the CFM's intent is to measure a learner's ability to recall incidents and stipulates that the domain should not be equated with memorizing. Many teachers used the ability to memorize as an indicator of difficulty in this domain. One important domain that is very relevant to the classroom is concentration. Some teachers expressed confusion around the definition of concentrating, and a few interpreted this as the ability to follow instructions from the teacher or do classwork. As one teacher shared, "This child has no difficulty because he does everything the teachers say." Another teacher indicated that difficulty concentrating might be a factor if the learner were "lazy."

Some teachers indicated that the use of any assistive device was an indication of a functional difficulty. While a potentially appropriate way to evaluate functioning, they did not clarify that learners might experience little to no difficulty with the assistance

of a device. As one teacher explained, “If the child has headache problem [or] wears glasses while reading, I consider that child has difficulty in seeing. This last child infrequently uses glasses while she is reading. I think she has difficulty in her eyes or in seeing.”

For almost every domain, teachers made normative assessments to define functional difficulty and provide their difficulty rating by comparing the learners they were rating to others. However, teachers from different school types used different groups of learners as the norm. In mainstream schools, most teachers used peers from the same age group or class as a reference. For a given learner, teachers in resource classrooms sometimes compared them to other learners with disabilities in their resource class and sometimes compared them to learners without disabilities in mainstream classes. This indicates that teachers were using different reference points for a given learner across domains. This usually occurred for learners with intellectual disabilities in resource classrooms. Interestingly, some teachers in special schools only compared learners with other peers in special schools to assess the difficulty rating. As one teacher in a special school for learners who are deaf explained regarding communication, “This learner has no difficulty in communicating because compared with other children [in school], he can easily communicate in Nepali Sign Language.”

A handful of teachers made criterion-based assessments on a few domains, predominately vision and mobility. Two teachers indicated specific distances from a classroom blackboard by which learners could see without difficulty, and one indicated that a learner should be able to walk 10 kilometers without difficulty.

Researchers also examined the degree to which teachers’ interpretations varied with the provision of background materials. There were no observable differences in the interpretation of domains given the provision of background materials. This is likely because concepts introduced in the background material were complex and relatively new, and teachers had little time to internalize this new content. Similarly, teachers who received background materials rated 22.5 percent of learners as having a functional difficulty, while teachers that did not receive background materials rated 21.4 percent of learners as having a functional difficulty. There was no statistically significant difference in the prevalence ratings of teachers who did and did not receive these background materials.

## **RESEARCH QUESTION 2: TO WHAT EXTENT ARE TEACHER RATINGS ON THE CFM-TV INFLUENCED BY TEACHER- AND SCHOOL-CHARACTERISTICS?**

This research question aims to understand what teacher- and school-level

characteristics are associated with differences in the way teachers rate their learners' functional difficulty levels, as understanding these factors sheds light on contexts in which the CFM-TV tool may not be valid. **Findings indicate that school type, class size, language of instruction, and teachers' self-reported level of comfort teaching learners with disabilities all play a role in influencing teacher ratings of overall functional difficulty.** Regarding their opinions about the CFM-TV tool itself, teachers felt the CFM-TV was an appropriate tool to collect data on learners' functional difficulty. However, teachers expressed concerns about their own ability to accurately complete the CFM-TV for learners they did not know well or observe outside of the classroom, and specifically had concerns in cognitive and psycho-social domains.

## PREVALENCE ACCORDING TO TEACHERS

Both rounds of data collection yielded a combined 2,222 CFM-TV records from 157 teachers (Table 10). Of these, 43.7 percent of CFM-TV records were from mainstream schools with resource classes, 33.5 percent were from mainstream schools, 15.3 percent were from special schools for learners with specific disabilities, and 7.5 percent were from madrasas. Geographically, 38.0 percent of CFM-TV records were from Province 2 (Madhesh Province), 33.3 percent were from Bagmati, 15.8 percent were from Gandaki, and 12.8 percent were from Karnali. Teachers provided ratings for 1,804 learners in R1 (December 2022—mid-school year) and 418 in R2 (May 2023—the first week of the new school year). It should be noted that the purpose of the study is not to assess national prevalence rates. As such, this study's sample is not nationally representative as it only included four provinces and multiple school types to understand how school-level factors might influence CFM-TV ratings.

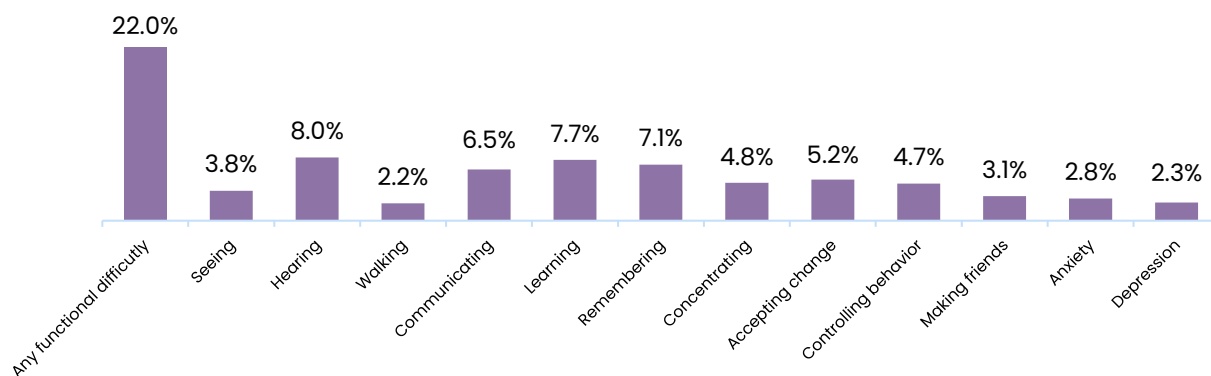
**Table 10. Number of CFM-TV Records for Learners by Province and School Type**

School type	Province				Total
	Bagmati	Gandaki	Karnali	Province 2	
Mainstream	95	99	131	420	<b>745</b>
Mainstream-resource class	356	203	154	257	<b>970</b>
Special school	290	50	0	0	<b>340</b>
Madrasa	0	0	0	167	<b>167</b>
<b>Total</b>	<b>741</b>	<b>352</b>	<b>285</b>	<b>844</b>	<b>2,222</b>

Of the 2,222 CFM-TV records, 22.0 percent of learners were identified with at least one

functional difficulty.<sup>25</sup> Figure 4 shows the proportion of learners rated by teachers as having functional difficulties in each domain. The domains with the highest prevalence were hearing (8.0 percent), learning (7.7 percent), and remembering (7.1 percent).<sup>26</sup> Of learners' CFM-TV records with at least one functional difficulty, 44.5 percent had one functional difficulty, 19.5 percent had two difficulties, 11.1 percent had three difficulties, and 25.0 percent had four or more difficulties.

**Figure 4. Percentage of CFM-TV Functional Difficulty Ratings by Domain**



## FACTORS ASSOCIATED WITH TEACHER RATINGS

To explore factors associated with teacher ratings of functional difficulty on the CFM-TV, analysts conducted chi-square tests with functional difficulty ratings in all domains and various variables from the teacher survey and school data.<sup>27</sup>

Researchers created multi-level logistic regression model at the teacher and school levels for each domain with variables found to have a statistically significant relationship to functional difficulty ratings in chi-square tests, results of which can be found in Annex III. The factors reported as statistically significant in the following sections are those that were found to statistically significantly increase or decrease the odds of a functional difficulty rating in the multi-level logistic regression model while controlling for variables identified as significant in individual chi-square tests.

<sup>25</sup> This rate is higher than the national estimate from the UNICEF's 2019 Multiple Indicator Cluster Survey, which estimates 13.2 percent of children aged 5–17 have some kind of functional difficulty. It should be noted that the sample was taken from schools in programs specifically targeting inclusive education.

<sup>26</sup> The high proportion of learners with difficulty in hearing may be a function of the sampling strategy to reach learners in special schools for learners who are Deaf to meet medical screening sampling targets.

<sup>27</sup> Variables included province, school type, timing of data collection (R1 or R2), teachers' gender, class size, teachers' years of experience, teachers' self-reported level of familiarity with the learner, if teachers had received training in CFM domains previously, language of instruction, teachers' self-reported level of comfort teaching learners with disabilities, if teachers had received training in inclusive education (self-reported), and if teachers had at least household member with a disability.

Analysts triangulated quantitative findings with teachers' responses to qualitative CIs and KIs.

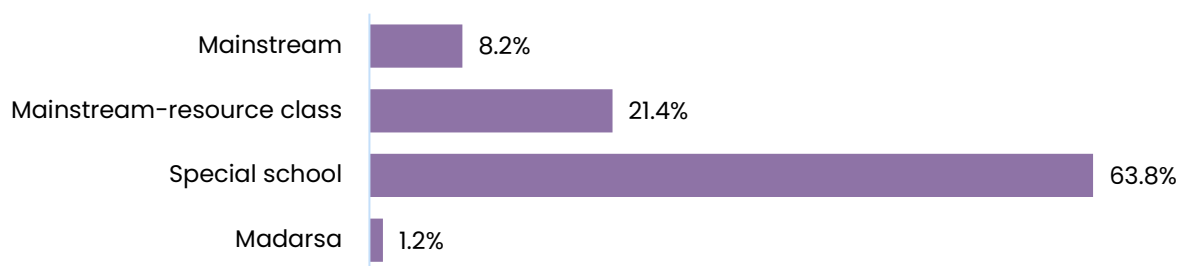
## OVERALL FUNCTIONAL DIFFICULTY

Factors found to affect teachers' overall functional difficulty rating included school type, class size, teachers' self-reported level of comfort teaching learners with disabilities, and language of instruction. Disaggregated rates of functional difficulty should not be compared against national estimates from other sources. This study's purpose was not to estimate national prevalence.

**School type:** School type increased or decreased the odds of receiving a functional difficulty rating, depending on the school type. Learners in special and mainstream-resource class schools were statistically significantly more likely to be rated by their teacher as having a functional difficulty, while learners in madrasas were statistically significantly less likely to have a functional difficulty, per their teachers.

As shown in Figure 5, teachers rated 63.8 percent of learners in special schools as having a functional difficulty. It is not surprising that this rate is higher than that at mainstream schools, given the nature of special schools. However, it is surprising that the proportion of learners in special schools rated by their teachers as having a functional difficulty is not closer to 100 percent. Even when examining the proportion of learners rated as having a functional difficulty in special schools using a cutoff of "some difficulty" or more, the proportion of learners in special schools with any kind of functional difficulty was 77.9 percent.

**Figure 5. Percentage of CFM-TV Functional Difficulty Ratings by School Type**



Data from qualitative interviews indicated that teachers in special schools frequently compared learners to their peers in special schools while conducting CFM-TV ratings rather than comparing them with learners without disabilities. Such comparisons may explain why teachers did not rate all learners in special schools as having a functional difficulty despite being in a school for children with disabilities. In addition, teachers in special schools also indicated that they felt their learners could function well if given the appropriate resources and support. This is an example of normative

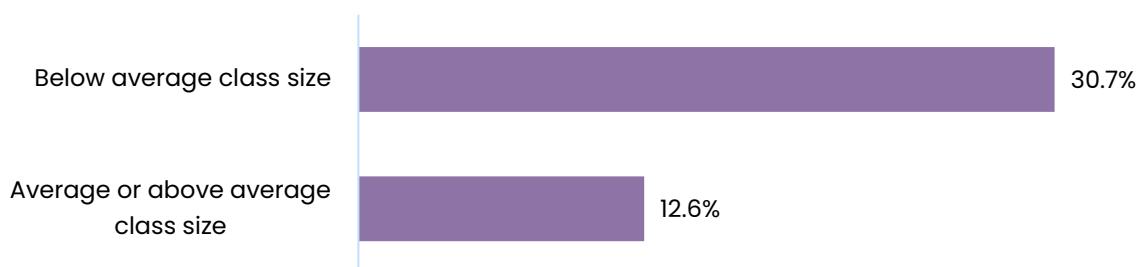
comparison. As such, teachers in special schools might not have viewed the learners' disability as a difficulty, and instead may have under-reported the proportion of learners with functional difficulties. Of the learners from special schools not rated by their teachers as having a functional difficulty, 71.2 percent came from a school classified as a special school for children with cerebral palsy (which also includes non-disabled learners); 11.0 percent came from a school for children with intellectual disabilities. In a KII, a teacher with cerebral palsy from the special school for children with cerebral palsy confirmed this, explaining,

“When we are around people like us then it is easy, as soon as we have to go outside, we feel that we are not able to do certain things. Sometimes, I feel humiliation. I was a student at this school as well. Now the school is mainstream because of the concept of inclusive education, earlier the school was only for students with disabilities. I used to think that all our different disabilities [were] normal. Only after I completed the (grade 10 national examination), I went outside and learnt that I was different because people used to stare.”

In contrast to special schools, learners in madrasas—all located in Province 2—were statistically significantly less likely to be rated by their teachers as having a functional difficulty. Only 1.2 percent of learners from madrasas were rated as having a functional difficulty. It is unclear why data show this trend. One possible hypothesis is that madrasas are less equipped to support learners with disabilities, and therefore children with disabilities may be kept out of madrasas at higher rates. According to the Sikai mid-term review brief, only 9.2 percent of madrasas and schools in the program met the minimum inclusive teaching and learning environment criteria, measured using the GoN's Prioritized Minimum Enabling Conditions (World Vision, 2022).

**Class size:** Larger class sizes statistically significantly decreased the odds of teachers rating learners with a functional difficulty. The average class size within the study was 37.4 learners per class. Teachers with lower-than-average class sizes reported 30.7 percent of learners as having a functional difficulty, while teachers with average or larger-than-average class sizes reported 12.6 percent of learners as having a functional difficulty (Figure 6). On average, special schools and madrasas had lower average class sizes (16.7 learners per class and 28.5 learners per class, respectively), while mainstream schools and mainstream schools with resource classes had higher average class sizes (48.7 learners per class and 37.5 learners per class, respectively).

**Figure 6. Percentage of CFM-TV Functional Difficulty Ratings by Class Size**



Smaller class size was also statistically significantly associated with teachers' self-reported familiarity with learners. Teachers with lower-than-average class sizes reported they knew 61.6 percent of their learners "very well" compared with 54.8 percent of teachers in average or larger-than-average class sizes. Thus, teachers with average or larger-than-average class sizes are less likely to know their learners well and less likely to rate them as having a functional difficulty.

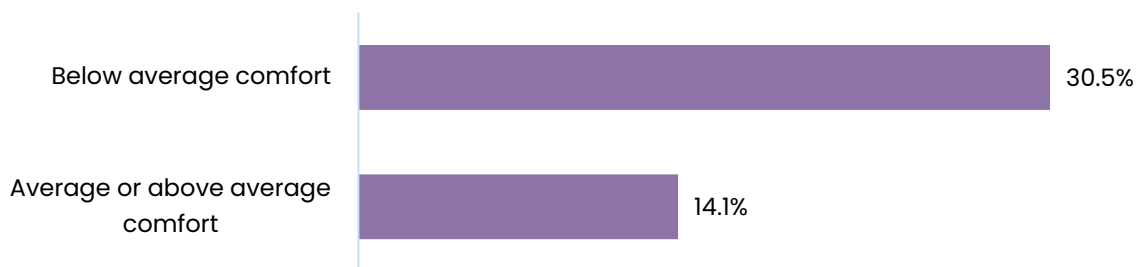
**Comfort teaching learners with disabilities:** Teachers with above-average comfort levels teaching learners with disabilities had statistically significantly lower odds of rating a learner as having a functional difficulty. On the teacher survey, teachers rated their comfort levels teaching learners with disabilities on a scale of "not at all comfortable" to "very comfortable."<sup>28</sup> These responses were combined into a scale to indicate the average comfort level for teaching learners with disabilities ranging from zero (lowest comfort level) to three (highest comfort level). Of all learners rated, 47.9 percent had teachers with below-average comfort teaching learners with disabilities. Teachers with below-average comfort teaching learners with disabilities rated 30.5 percent of learners as having functional difficulties, compared with 14.1 percent among teachers with average or above-average rates of comfort, as shown in Figure 7.

---

<sup>28</sup> Disabilities according to the official Government of Nepal categories include physical, vision, hearing, deaf-blind, voice, mental, intellectual, hemophilia, autism, and multiple disabilities. Teachers were asked about their level of comfort teaching learners with each type. Teachers reported the highest rates of comfort teaching learners with physical disabilities (65.6 percent were comfortable or very comfortable), voice disabilities (33.8 percent), or hearing disabilities (27.4 percent). Teachers had the lowest levels of comfort teaching learners who have multiple disabilities (10.8 percent) or who are deaf-blind (10.2 percent).



**Figure 7. Percentage of CFM-TV Functional Difficulty Ratings by Teacher Level of Comfort Teaching Learners with Disabilities**



While results presented here control for school type, teachers with above-average comfort levels tended to be mainstream school teachers or teachers at mainstream schools with resource classes.<sup>29</sup> This may indicate that teachers' comfort levels are impacted by the Dunning-Kruger effect<sup>30</sup>, in which teachers who actually work with learners with disabilities have a more realistic sense of what is entailed in making appropriate accommodations for them but report lower levels of comfort teacher learners with disabilities.

**Language of instruction:** Teachers who use Nepali Sign Language in the classroom had statistically significantly higher odds of rating learners as having a functional difficulty. Nepali was the reported language of instruction for 69.0 percent of all CFM-TV responses. Other languages used in the classroom included Nepali Sign Language (NSL, 7.9 percent), Bajjika (6.5 percent), Urdu (5.1 percent), Maithili (4.7 percent), and Newari (1.0 percent). As shown in Figure 8, teachers who used Nepali as the language of instruction rated 17.8 percent of learners as having a functional difficulty, compared with 95.4 percent by teachers who used NSL and only 9.7 percent of teachers who used another language. The proportion of learners rated as having a functional difficulty in classrooms using Nepali compared to classrooms using languages other than Nepali or NSL was statistically significant in a chi-square test. However, the odds of rating a learner as having a functional difficulty were not statistically significantly different in the multi-level multivariate regression between Nepali classrooms and non-Nepali or non-NSL classrooms when controlling for other

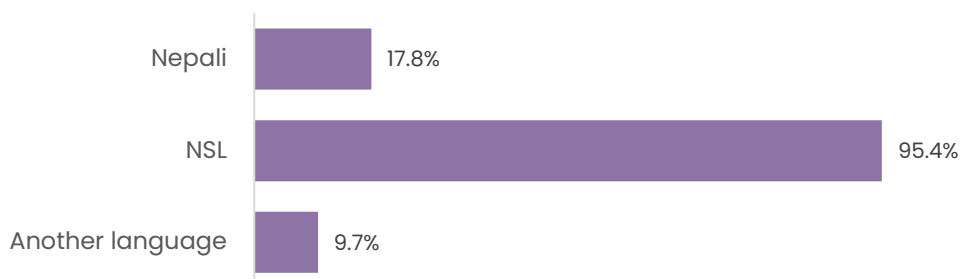
---

<sup>29</sup> Teachers in mainstream schools had an average score of 2.2 (of 3) on the comfort scale. In comparison, teachers in mainstream schools with resource classes had a statistically significantly lower score of 2.0, special school teachers had a statistically significantly lower score of 1.8, and teachers in madrasas had a lower score of 2.0. Madrasa teachers' scores were not statistically significantly lower, likely due to a smaller sample size (seven teachers).

<sup>30</sup> The Dunning-Kruger effect occurs when a person's lack of knowledge and skills in a certain area cause them to overestimate their own competence, or conversely those with higher levels of knowledge underestimate their own abilities. While there is no literature about this effect amongst teachers who teach learners with disabilities in Nepal, there is some evidence of this affecting educational interpreters in the United States (Fitzmaurice, 2020).

factors. This is likely due to small sample sizes in each category. This means that language of instruction—aside from NSL—affects functional difficulty ratings, even when controlling for other factors. Information from CIs and KIs in schools where the language of instruction was not Nepali or NSL indicates that teachers may have had a more difficult time understanding the Nepali-language tool, especially in the psycho-social domains.

**Figure 8. Percentage of CFM-TV Functional Difficulty Ratings by Language of Instruction**



## INDIVIDUAL DOMAINS

Fewer factors were found to affect the odds of teachers rating learners as having a functional difficulty in individual domains.

**For vision**, teachers were statistically significantly less likely to rate a learner as having a functional difficulty in R1, though this was likely a function of a change in sampling protocols, because R2 specifically sought to find learners with medical diagnoses in vision-related disabilities to enable comparisons between medical results and the CFM-TV.<sup>31</sup>

**For hearing**, larger class sizes statistically significantly decreased the odds of a functional difficulty rating. Among teachers with average or larger-than-average class sizes, 3.1 percent of learners were rated as having a functional difficulty related to hearing compared with 12.6 percent in below-average class sizes. Although analysis controls for school type, it should be noted that 81.8 percent of special schools had below-average class sizes, indicating that special schools for various types of disabilities might be driving this trend.

**For mobility**, learners in special schools had a statistically significantly higher

---

<sup>31</sup> In R1, 1.6 percent of learners were rated by their teachers as having a functional difficulty. Alternatively, in R2, 13.2 percent were rated by their teachers as having a functional difficulty. However, it is also notable that the proportion of teachers who responded, “I don’t know” about how to rate learners also was higher in R2—5.7 percent of learners were rated with “I don’t know” compared with 0.6 percent in R1.

likelihood of receiving a functional difficulty rating. In special schools, 7.9 percent of learners were rated as having a functional difficulty in walking compared with 0.7 percent in mainstream schools, 1.7 percent in mainstream schools with resource classrooms, and 0.0 percent in madrasas. The UNICEF Disability-Inclusive Education Practices in Nepal report (2021) indicates that most learners with disabilities in school in Nepal have physical disabilities (related to movement)—around 0.9 percent of all enrolled learners—and that these learners frequently drop out when moving from lower to upper basic. Thus, it makes sense that a higher concentration of learners with functional difficulty in mobility would be found in special schools (even those not specifically for learners with physical disabilities), as it is likely they would have dropped out of other school types.

**For communicating**, learners in special schools had a statistically significantly higher likelihood of receiving a functional difficulty rating from their teachers. Similar to rates reported for mobility, 17.9 percent of learners at special schools were rated by their teachers as having difficulty communicating, compared with 2.2 percent in mainstream schools, 6.9 percent in mainstream schools with resource classes, and 0.0 percent in madrasas.

**For the cognitive domains of learning, remembering, and concentrating and the psycho-social domains of accepting change, behavior, and making friends**, learners in special schools were again found to have a statistically significantly higher likelihood of being rated by their teachers as having a functional difficulty. Statistically significant higher likelihoods of functional difficulty ratings by teachers were also found for learners attending mainstream schools with resource centers on the concentrating domain. No other statistically significant trends were found. Proportions of learners with functional difficulties in each domain are reported by school type in Table 11. School type was not found to statistically significantly increase or decrease anxiety or depression ratings.

**Table 11. Percentage of CFM-TV Functional Difficulty Ratings in Cognitive and Psycho-social Domains by School Type**

Domain		Mainstream	Mainstream-resource class	Special school	Madrasa
Cognitive	Learning	4.2%	5.8%	23.8%**	0.6%
	Remembering	3.4%	5.8%	21.8%**	0.6%
	Concentrating	1.2%	3.6%*	17.9%**	0.0%
Psycho-social	Accepting change	2.6%	3.3%	17.7%**	0.0%

Domain	Mainstream	Mainstream-resource class	Special school	Madrasa
Controlling behavior	1.7%	2.5%	19.1%**	0.0%
Making friends	0.7%	2.0%	12.7%**	0.0%

Note: One asterisk (\*) indicate teachers were statistically significantly more likely to rate learners with a functional difficulty in this category at  $p < 0.05$ . Two asterisks (\*\*) indicate that teachers were statistically significantly more likely to rate learners with a functional difficulty in this category at  $p < 0.01$ .

One factor associated with the depression domain was teachers’ comfort level with learners with disabilities—teachers with below-average comfort levels were statistically significantly more likely to rate learners as having a functional difficulty in the domain of depression. Teachers with below-average comfort rated 3.6 percent of their learners as having difficulty with depression (and an additional 4.6 percent as “I don’t know”), while teachers with average or above-average comfort rated only 1.0 percent of learners as having difficulty in depression (and 2.9 percent as “I don’t know”).

No factors were statistically significantly associated with increasing or decreasing the likelihood of anxiety ratings. Overall, only 2.8 percent of learners were rated as having anxiety difficulty, while teachers responded “I don’t know” for 4.1 percent of their learners.

**TEACHERS’ ATTITUDES TOWARDS THE CFM-TV**

In CIs and KIIs, teachers were overwhelmingly positive about the CFM-TV as a tool to collect functional difficulty data about learners. Most respondents felt it should be the responsibility of the grade teacher to complete CFM-TVs, although many respondents also expressed that PCGs should be involved as “[teachers] can’t say how [learners] are at home.” Some respondents also felt that school principals or local governments should be responsible for data collection. One teacher indicated that persons with disabilities should be included in the process, as “they are the most responsible individuals in society who can improve the lives of people with disabilities. Involving people with disabilities themselves in data collection can help them feel motivated and confident to move forward.”

Many teachers indicated that completing the CFM-TV was easy and helped them reflect on individual learners in new ways, even changing their perceptions of learners. As one teacher explained, “The CFM-TV enabled [me] to understand many contexts on disability and difficulty. This was an opportunity to think about the students and their functioning and school environment.” While encouraging, this

conflicted with data collected during CIs where it was apparent that teachers had trouble responding to some domains. Most reported that the background materials and CFM-TV helped them understand disability differently or clarified the difference between disability and functional difficulty, but many requested additional training on these concepts as well as teaching practices to support learners with disabilities. One teacher commented during data collection, saying, “It’s all about administering the questionnaire. Don’t you have any training related [to supporting] people with disabilities?” Another teacher indicated that although he had no training on functional difficulties or teaching learners with disabilities, “training would enhance [my] ability to reach out to them.”

Teachers also appreciated the breadth of the domains. Many teachers indicated that they did not usually consider all the domains—especially psycho-social domains—when reflecting on if a child had a functional difficulty or disability. As one teacher explained, “The strength of the tool lies in its ability to focus on various aspects of learners’ function and help identify [the teachers’] responsibilities as well. In the past, [we] used to focus solely on learners’ academic performance, but now [our] perspective has changed.”

While teachers generally were positive about the CFM-TV, some expressed concerns about its administration. A few teachers felt the tool was time-consuming and challenging to complete for large classes.<sup>32</sup> Several teachers expressed confusion with many of the psycho-social domains. Many teachers with more experience with learners with disabilities, especially teachers at special schools, acknowledged that the tool is insufficient to identify learners correctly. One resource class teacher stated that the tool is inappropriate for identifying learners for a screening of functional difficulties or disabilities because “it is not that simple to detect such cases.” More experienced teachers expressed concern that new or visiting teachers would not be familiar enough with learners to assess them appropriately. As one teacher shared, “I knew [the difficulty rating] for some [learners] based on how much I know them, but I got worried about how to answer for those whom I don’t know very well.”

Teachers suggested that the background material explaining the difference between the medical and social models of disability was explicit and helpful in interpreting the CFM-TV tool. However, teachers also requested training on the CFM-TV tool and functional difficulty domains in CIs and KIs. Indeed, 96.2 percent of teachers reported that training on the CFM-TV questionnaire would be helpful; this included 25 of the 26

---

<sup>32</sup> During the pilot, enumerators tracked how long it took teachers to complete CFM-TVs. On average, it took teachers 75 minutes to complete 30 CFM-TVs.

teachers who reported already trained in the CFM domains. Teachers also proposed that the CFM-TV items could include examples to clarify domains.

### **RESEARCH QUESTION 3: HOW CONSISTENT ARE LEARNERS' FUNCTIONAL DIFFICULTY CLASSIFICATIONS AS IDENTIFIED BY THE CFM-TV AND CFM? HOW CONSISTENT ARE LEARNERS' FUNCTIONAL DIFFICULTY OR DISABILITY CLASSIFICATIONS AS IDENTIFIED BY THE CFM-TV AND MEDICAL SCREENERS IN VISION, HEARING, AND MOBILITY?**

This section presents findings that explore the CFM-TV's consistency with the CFM and medical screenings, two tools that have been tested to measure functioning for population prevalence measures and identifying disability, respectively. Results indicate that there is substantial agreement between the CFM-TV and CFM in identifying overall functional difficulty, but more nuances within individual domains. Teachers tended to report higher rates of difficulty in almost every domain compared to PCGs. CFM-TV and medical data suggest agreement between the tools is sufficient in the domain of vision but substantially lower for hearing and mobility.

#### **PREVALENCE ACCORDING TO TEACHERS AND PRIMARY CAREGIVERS**

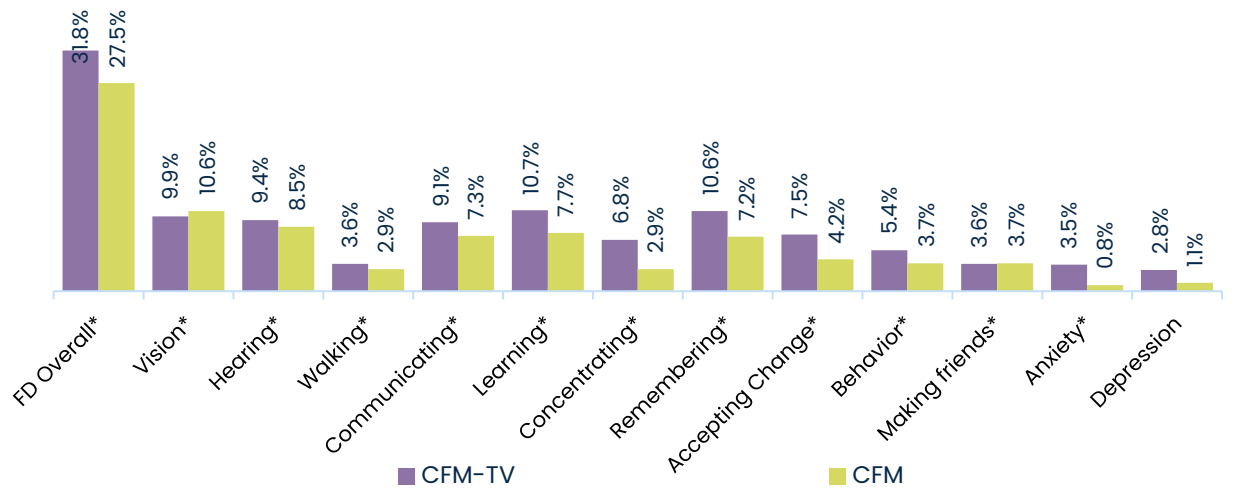
The study was able to pair CFM-TV and CFM responses for 629 learners. Of the 629 paired responses, 35.9 percent were collected in R1 and 64.1 percent in R2. Geographically, 44.5 percent were in Bagmati, 31.6 percent in Province 2 (Madhesh Province), 18.8 percent in Gandaki, and 5.1 percent in Karnali.<sup>33</sup> Nearly half (48.0 percent) were from mainstream schools with resource classes, 35.8 percent from mainstream schools, 10.2 percent from special schools, and 6.0 percent from madrasas.

Of the 629 paired CFM-TV and CFM responses, 31.8 percent of CFM-TVs were rated by teachers as having a functional difficulty, compared with 27.5 percent of CFMs rated by PCGs (Figure 9). There were statistically significant differences between the proportions of learners rated as having functional difficulties on the CFM-TV and CFM overall and in every domain, except for depression. In every domain, except vision and making friends, teachers rated more learners as having a functional difficulty than did PCGs. Differences were largest in concentrating, accepting change, learning, and remembering.

---

<sup>33</sup> The proportion of PCGs sampled from Karnali is much lower as Karnali was excluded from R2.

**Figure 9. CFM-TV Percentage Rates Compared to CFM Percentage Rates, Overall and by Domain**



Note: an asterisk (\*) indicates that differences between CFM-TV and CFM prevalence are statistically significant at  $p < 0.05$ .

## AGREEMENT BETWEEN TEACHER AND PRIMARY CAREGIVER RESPONSES

The validity study compared the rates of agreement between teachers' responses on the CFM-TV and PCGs' responses on the CFM. Because the WG has validated the CFM for prevalence in other contexts, comparing these responses provides insight into how teacher responses on the CFM-TV might compare with the CFM to estimate functional difficulty prevalence. Finally, these levels of agreement were also assessed using an IRR analysis, specifically Cohen's kappa test.<sup>34</sup> Kappa scores calculate the proportion of ratings in which raters (teachers and PCGs) agree, considering that raters may have agreed due to random chance. As shown in Table 12, agreement rates ranged between 84.9 percent (any functional difficulty) and 93.4 percent (mobility). According to the interpretation table, hearing presented the highest kappa score of 0.64, or moderate agreement. Other kappa scores ranged from 0.63 for any functional difficulty to -0.01 for depression—indicating no agreement. These findings are consistent with results from Fiji, where teachers reported higher proportions of functional difficulty in anxiety and depression and negligible correlations with PCGs (Sprunt, 2019, p. 10).

<sup>34</sup> Kappa scores less than zero are usually interpreted as no agreement; between 0.01–0.20 as slight agreement; between 0.21–0.40 as fair agreement; between 0.41–0.60 as moderate agreement; between 0.61–0.80 as substantial agreement; and between 0.81–1.0 as near perfect agreement (Cohen, 1960). Rates of agreement for teachers and PCGs were calculated using overall functional difficulty ratings for each domain using the standard cutoff, including "I don't know" responses, rather than the full set of difficulty responses.

**Table 12. Agreement and Kappa Coefficient for CFM-TV and CFM Responses**

Domain	Agreement	Expected agreement <sup>35</sup>	Kappa
Any functional difficulty	84.9%	55.2%	0.63***
Vision	90.6%	78.73%	0.56***
Hearing	93.0%	80.6%	0.64***
Mobility	93.4%	91.1%	0.26***
Communicating	89.2%	83.3%	0.35***
Learning	86.4%	80.3%	0.31***
Remembering	85.9%	79.8%	0.30***
Concentrating	88.3%	86.6%	0.14***
Accepting change	84.9%	82.4%	0.14***
Controlling behavior	88.5%	85.5%	0.21***
Making friends	92.8%	90.3%	0.27***
Anxiety	88.1%	87.5%	0.04***
Depression	88.5%	88.7%	-0.01

Note: Three asterisks (\*\*\*) indicate that the kappa coefficient is statistically significant at  $p < 0.001$ . No asterisks indicate that the coefficient is not statistically significant.

### Factors Associated with CFM-TV and CFM Agreement

To explore factors associated with CFM-TV and CFM agreement, analysts conducted chi-square tests between agreement in all functional difficulty domains and various variables from the teacher survey, PCG survey, and school data.<sup>36</sup> Variables with a statistically significant relationship to agreement between teacher and PCG responses in individual chi-square tests were then added as a logistic regression model for each domain. The factors reported as statistically significant in the following sections were found to statistically significantly increase or decrease the

<sup>35</sup> Expected agreement refers to the proportion of agreements that are expected to occur by chance as a result of raters scoring randomly.

<sup>36</sup> School data variables included province, school type, timing of data collection (R1 or R2), teacher gender, class size, teachers' years of experience, teacher's self-reported level of familiarity with the learner, if teachers had received training in CFM domains previously, language of instruction, teachers' self-reported level of comfort teaching learners with disabilities, if teachers had received training in inclusive education (self-reported), if teachers had at least household member with a disability, if the PCG had a functional difficulty, the PCG's relation to the learner, if the PCG had at least one household member with a disability, if the child lived at home or in a hostel, and if the learner had received a medical diagnosis previously, as reported by the PCG.



odds of agreement between CFM-TV and CFM responses while controlling for other variables in the logistic regression models.

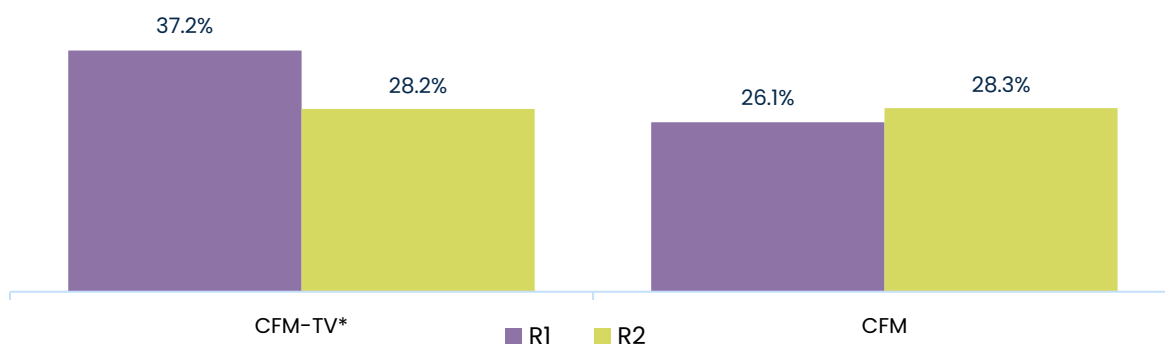
### Overall Agreement Between Teachers and Primary Caregivers

Factors statistically significantly affecting agreement between teacher and PCG ratings for overall functional difficulty included the timepoint of the data collection, teacher familiarity with learners, the learner having received a medical diagnosis previously, and language of instruction.

**Timepoint of data collection:** During R1, data was collected from a sample of teachers in the middle of the school year. In R2, data was collected from a different sample of teachers about different learners during the first two weeks of the school year. Records collected during R1 were statistically significantly less likely to have agreement between teacher and PCG responses. There was an agreement between CFM-TV and CFM responses for 79.2 percent of the records in R1, while in R2, there was an agreement for 88.1 percent of records.

PCGs' prevalence of functional difficulty did not change between timepoints, as shown in Figure 10, whereas teachers' prevalence was statistically significantly lower in R2 compared to R1.

**Figure 10. CFM-TV and CFM Prevalence Ratings by Round**



Note: One asterisk (\*) indicates differences between prevalence ratings in R1 and R2 are statistically significant at  $p < 0.05$

**Teacher's familiarity<sup>37</sup>:** Teachers who knew learners "not at all" were statistically significantly less likely to agree on a learner's functional difficulty with PCGs. Overall, 48.2 percent of teachers reported knowing learners "very well;" 32.8 percent reported knowing learners "somewhat well;" 14.9 percent reported knowing learners "not very well;" and 4.1 percent reported knowing learners "not at all." Of the teachers who

<sup>37</sup> Teachers were asked to rate their familiarity of the learner for whom they were completing a CFM-TV using the following levels: Not at all - I have not spoken to this student individually before; Not very well - I have spoken to this student individually a few times; Somewhat well - I have spoken to this student individually and know their personality; Very well - I speak with this student individually frequently, I know their personality and family.

indicated they did not know their learners at all, 92.3 percent were in R2. As shown in Figure 11, teachers who were not at all familiar with learners agreed with PCGs for only 65.4 percent of learners—substantially below the overall agreement rate of 84.9 percent—while teachers who knew learners very well agreed with PCGs for 84.2 percent of learners. Differences between rates of agreement among teachers who knew learners not very well, somewhat well, and very well were not statistically significant.

**Figure 11. Percentage of CFM-TV and CFM Agreement by Teacher Familiarity**



**Learner’s medical diagnosis:** If learners had previously been medically diagnosed as having a disability according to the Government of Nepal’s disability categories, teacher and PCG responses were statistically significantly less likely to agree.<sup>38</sup> More than one in five PCGs (21.0 percent) reported that their child had previously received a medical diagnosis in one of these categories. Of learners who had received a medical diagnosis, 78.8 percent of teacher and PCG responses agreed, compared with 86.5 percent of responses for learners who had not received a medical diagnosis. It is unclear why this may affect teacher and PCG agreement and requires further research.

**Language of instruction:** Having a language of instruction other than Nepali statistically significantly increased the likelihood that the teacher and PCG responses agreed. More than one-third of records (35.9 percent) collected from both teachers and PCGs were for learners in classrooms where Nepali was not the predominant language of instruction. Teachers’ and PCGs’ responses agreed for 91.4 percent of learners who were in classrooms where the language of instruction was not Nepali or NSL, compared with 81.4 percent of cases where Nepali was the predominant language of instruction. For learners in NSL classrooms, teacher and PCG responses agreed in 90.4 percent of cases, though this difference was not statistically

<sup>38</sup> These categories include physical disability, vision-related disability, hearing-related disability, deaf-blind, voice and speech-related disability, mental disability, intellectual disability, hemophilia, autism, and multiple disabilities.

significant when controlling for other factors, likely due to a smaller sample size.<sup>39</sup>

### Agreement in Specific Domains

Several factors were found to influence the likelihood of CFM-TV and CFM agreement in 11 of the 12 individual domains (Table 13). Factors in yellow indicate an increase in agreement associated with that factor, while factors in red indicate a decrease. Only in “making friends” were no factors found to increase or decrease agreement. Results are disaggregated by agreement between teachers and PCGs in Annex III.

**Table 13. Factors Increasing or Decreasing Teacher and Primary Caregiver Agreement by Domains**

	Vision	Hearing	Mobility	Communicating	Learning	Remembering	Concentrating	Accepting change	Controlling behavior	Making Friends	Anxiety	Depression
Teacher’s familiarity with learner	Increase *	Increase **	Increase **	Increase **	Increase **	Increase **	Increase *	Increase **	Increase **		Increase **	Increase **
Learner’s previous diagnosis				Decrease *	Increase **		Increase *	Decrease **	Decrease **		Increase **	
Teacher’s household includes a person with disability	Decrease **							Decrease **	Decrease **		Decrease **	Decrease **
Teacher trained in functional difficulty	Decrease **	Decrease **	Decrease **	Decrease **	Decrease **	Decrease **	Decrease **					
R1 or R2 data collection timepoint			Decrease <sup>1</sup> **									
School type				Decrease <sup>2</sup> **							Increase <sup>2</sup> *	
Teacher’s level of comfort with disability							Increase *	Increase *				
Learner’s residence								Increase <sup>3</sup> **				

*1: Decrease when data collection timepoint is “R1.” 2: Decrease when the school type is “special school.” 3: Increase when the residence is “hostel.” Note: Two asterisks (\*\*) indicate significance at  $p < 0.01$  and one asterisk (\*) indicates significance at  $p < 0.05$ .*

As with considering the presence of any functional difficulty, **teacher familiarity with the learner** was an important factor in increasing teacher and PCG agreement on

<sup>39</sup> Paired records from teachers and PCGs were collected for 52 learners in NSL classrooms.

specific domains. Teacher familiarity increased the likelihood of agreement between the CFM-TV and CFM results in all other domains except making friends. Similarly, **a learner's previous medical diagnosis in the disability categories of Nepal** was a common factor impacting agreement overall and at the domain level, impacting six of the 12 domains. However, it affected domains differently. The presence of a previous medical diagnosis increased the likelihood of teachers and PCGs agreeing on three domains: learning, concentrating, and anxiety. It had the opposite effect on communication, accepting change, and controlling behavior, where it was associated with decreasing teachers' and PCGs' agreement.

Two factors consistently decreased the likelihood of teacher and PCG agreement: if the teacher had a household member who was a person with a disability and teacher had previously received training on functional difficulty domains.<sup>40</sup> The **teacher's household including persons with disabilities** decreased the likelihood of agreement with PCGs in six domains: vision, hearing, accepting change, controlling behavior, anxiety, and depression. Nearly half of the teachers (45.2 percent) reported they had at least one person in their household with a disability. **Teachers' previous training in functional difficulty domains** reduced the odds of agreement between teachers and PCGs in six domains: vision, mobility, communicating, learning, remembering, and concentrating. Overall, 19.5 percent of learners with PCG ratings were also rated by teachers who reported having training in functional difficulties. One hypothesis explaining this is that because teachers had more familiarity with disability and the functional domains, they may have assessed difficulty differently compared to PCGs who presumably did not have this training.

Several other factors increased or decreased teacher and PCG agreement rates in one or two domains. These include the round of data collection, school type, teacher's level of comfort teaching learners with disabilities, the PCG's relation to the child, and the child's residence. However, none of these factors predicted teacher and PCG agreement across multiple domains as consistently as the previously mentioned factors.

## **PREVALENCE ACCORDING TO TEACHERS AND MEDICAL SCREENINGS**

The study paired CFM-TV and medical screening results in vision, hearing, and mobility for 408 learners from 20 schools in R2. More than one-half (54.7 percent) of learners were in Bagmati, 28.7 percent in Province 2 (Madhesh Province), and 16.7 percent in Gandaki. More than one-half (57.8 percent) of learners were from

---

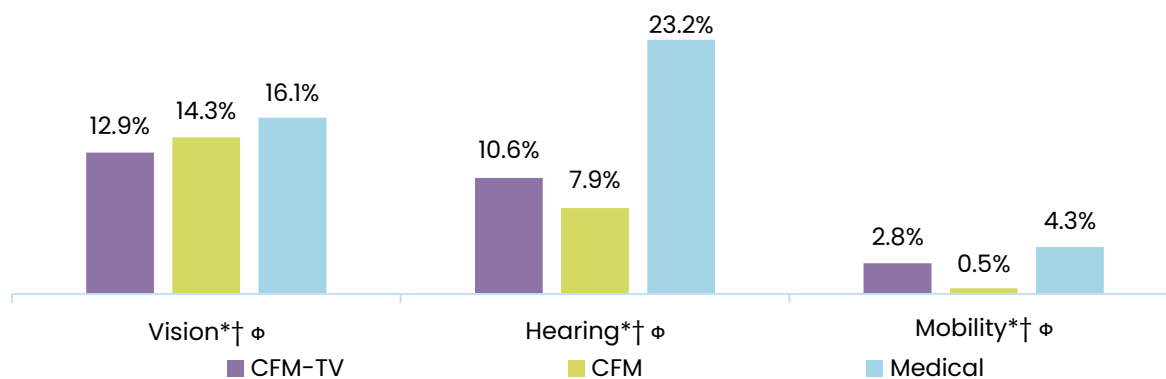
<sup>40</sup> Some teachers in the Sikai project received training on the CFM module before administering it as a pre-screening tool.

mainstream schools with resource classes, 36.2 percent from mainstream schools without resource classes, and 5.9 percent from special schools.

Figure 12 shows the proportion of learners who were rated by their teachers as having a functional difficulty on the CFM-TV compared with those who screened positive as having an impairment.<sup>41</sup> CFM-TV had the closest rating to medical screening results in mobility, while the greatest disparity was in hearing.

Comparisons of prevalence according to the CFM have been included for context, though the study does not aim to validate the CFM against medical screenings.<sup>42</sup> Results mirror those found in the previous section, with teachers reporting higher rates of functional difficulty than PCGs in each domain except vision. All differences between CFM-TV, CFM, and medical screening results are statistically significant, though results for mobility should be interpreted with caution given the small number of learners identified as having a functional difficulty on the CFM-TV (n=11), the CFM (n=2), and the medical screening (n=17).

**Figure 12. CFM-TV, CFM, and Medical Screening Results**



Note: An asterisk (\*) indicates that differences between CFM-TV and Medical prevalence are statistically significant at  $p < 0.05$ , an obelisk (†) indicates that differences between CFM-TV and CFM prevalence are statistically significant at  $p < 0.05$ , and section sign (§) indicates that differences between CFM and medical prevalence are statistically significant at  $p < 0.05$ .

## AGREEMENT BETWEEN TEACHER AND MEDICAL RESULTS

Learner medical screening findings were compared against the CFM-TV findings.

<sup>41</sup> For vision medical cutoffs were defined as follows using the better eye: non-case: 6/6 to 6/12; non-case: mild  $\leq$  6/12 to 6/18; case: moderate  $\leq$  6/18 to 6/60; case: severe  $\leq$  6/60 to 3/60; case: blindness  $\leq$  6/60. For hearing, medical cutoffs were defined using the average decibel (dB) level for the better ear as follows: non-case (0–34 dB, with mild impairment between 20–34dB); 35–49 dB (moderate); 50–64 dB (moderately severe); 65–79 dB (severe);  $\geq$ 80 dB (profound).

<sup>42</sup> PCG response rates varied from teacher response rates, so the number of paired records from PCGs and medical screenings differed from that of teachers and medical screenings. The study collected 395 paired CFM and medical records in vision, 382 paired CFM and medical records in hearing, and 377 in walking/mobility.

Researchers analyzed the rates of true positives, false positives, true negatives, and false negatives. The rates of medical and CFM-TV agreement were explored using the same IRR analysis outlined earlier in this report.

Table 14 compares CFM-TV ratings to medical screenings for vision, hearing, and mobility functionality difficulties or impairments. Results are categorized as true positives, true negatives, false positives, and false negatives. True positives are learners with impairment—as assessed with medical screenings and defined as cases as outlined in the Tools section—who were correctly identified on the CFM-TV as having difficulty in the corresponding domain. This also gives a picture of the sensitivity of the tool—the degree to which a test designates an individual with a condition as positive. True negatives are learners without impairments whom the CFM-TV also correctly identified as not having a functional difficulty. This also indicates specificity—the ability of a test to designate an individual who does not have a condition as negative. False positives are learners without impairments whom the CFM-TV identified as having a functional difficulty. False negatives are learners with impairments whom the CFM-TV identified as not having a functional difficulty. The proportion of learners for whom CFM-TV responses were accurate in comparison with medical screenings was 93.2 percent for vision, 86.8 percent for hearing, and 95.7 percent for mobility.

**Table 14. True and False Positive and Negative Rates of CFM-TV**

<b>CFM-TV accuracy</b>	<b>Vision (n=384)</b>	<b>Hearing (n=341)</b>	<b>Mobility (n=375)</b>
True positive: Impairment and CFM-TV functional difficulty (Sensitivity)	11.7%	10.3%	1.6%
True negative: No impairment and no CFM-TV functional difficulty (Specificity)	81.5%	76.5%	94.1%
<b>Percentage of accurate CFM-TV identification</b>	<b>93.2%</b>	<b>86.8%</b>	<b>95.7%</b>
False positive: No impairment but CFM-TV functional difficulty	1.8%	0.3%	1.3%
False negative: Impairment but no CFM-TV functional difficulty	5.0%	12.9%	2.9%
<b>Percentage of inaccurate CFM-TV identification</b>	<b>6.8%</b>	<b>13.2%</b>	<b>4.2%</b>

The following sections further explore the CFM-TV’s performance in comparison to medical screenings for vision and hearing. Because the number of learners with a functional difficulty or medical impairment in mobility was so low, results from further analysis are inconclusive. However, a discussion of these findings can be found in Annex VIII.

### Vision Agreement

The level of agreement between the medical assessment and teachers’ CFM-TV response for learners with vision impairments totals 93.2 percent, as shown in Table 15, excluding teacher responses of “I don’t know.” Cells that represent areas where the medical screenings and teacher ratings agree are highlighted in blue. For example, teachers and medical screeners agreed that 313 learners (93.2 percent) did not have a functional difficulty or vision impairment. The kappa score of 0.73 suggests a substantial agreement between teachers and medical screeners.

**Table 15. Agreement between CFM-TV and Medical Screenings, Vision**

Teacher CFM-TV response	Medical screening—vision		
	No impairment	Impairment (Case)	Total
<b>No functional difficulty</b>	81.5% (313)	4.9% (19)	86.5% (332)
<b>Functional difficulty</b>	1.8% (7)	11.7% (45)	13.5% (52)
<b>Total</b>	83.3% (320)	16.7% (64)	100.0% (384)

Agreement	Expected agreement	Kappa score
93.2%	74.3%	0.73***

(Agreements highlighted in blue)

\*\*\* p<0.001

Chi-square tests or Fisher’s exact tests uncovered several factors that influenced rates of agreement between CFM-TV and medical screening in vision. These included teacher familiarity with learners, if the teacher has at least one person with a disability in their household. Teacher familiarity with learners increased the likelihood of agreement between teachers and medical screeners, with only 54.2 percent of teachers who knew their learners “not at all” matching with medical screeners compared to 86.6 percent of teachers who knew learners “not very well,” 91.7 percent of teachers who knew learners “somewhat well,” and 92.3 percent of teachers who knew learners “very well.” Teachers with household members with disabilities were less likely to agree with screeners, with 77.1 percent of teachers with

household members with disabilities agreeing with screeners compared to 94.7 percent of teachers without anyone in the household with a disability.

The rate at which teachers failed to identify a learner with a functional difficulty when medical screenings identified an impairment—a false negative—gives a picture of learners whom teachers missed in their ratings. Of the 64 learners whose medical screening found a vision impairment, teachers missed 19 and categorized them as having no functional difficulty (29.7 percent of learners with vision impairments). Teachers rated 10 of the learners from mainstream schools with resource classes as having “some difficulty.” The other nine were rated as having “no difficulty.” This indicates that the lower cutoff of “some difficulty” might cast a wider net to ensure learners potentially needing medical services would be identified but would not sufficiently include all learners. Of these 19 learners, 11 came from a mainstream school with a resource class for learners who are blind; two came from a special school for learners with physical disabilities; and two came from mainstream schools. Teachers rated their familiarity with these learners as very familiar (42.1 percent), somewhat familiar (36.8 percent), and not very familiar (21.1 percent).

A detailed two-way table showing all the different response categories for the CFM-TV and medical screening in vision illustrates further exploration into the nuances of teacher ratings compared to screening results, as seen in Table 16. The table also shows the mean visual acuity of learners in each category, presented as a decimal.<sup>43</sup>

**Table 16. CFM-TV and Medical Screenings Response Categories, Vision**

Teacher CFM-TV responses	Visual Acuity			Medical screening-vision					Total
	Mean (decimal)	95% confidence interval	Non-cases		Cases				
			No impairment (6/6–6/12; 1.0–0.5)	Mild ( $\leq$ 6/12–6/18; 0.5–0.3)	Moderate ( $\leq$ 6/18–6/60; 0.3–0.1)	Severe ( $\leq$ 6/60–3/60; 0.1–0.05)	Blindness ( $\leq$ 6/60; $\leq$ 0.1)		
<b>No difficulty</b>	0.92	0.89	0.94	71.4% (274)	1.3% (5)	4.2% (16)	1.6% (6)	0.8% (3)	<b>79.2% (304)</b>
<b>Some difficulty</b>	0.47	0.31	0.62	3.1% (12)	0.3% (1)	1.3% (5)	0.5% (2)	2.1% (8)	<b>7.3% (28)</b>
<b>A lot of difficulty</b>	0.20	0.04	0.36	0.8% (3)	0.0% (0)	0.5% (2)	1.3% (5)	3.4% (13)	<b>6.0% (23)</b>
<b>Cannot do at all</b>	0.09	-0.03	0.21	0.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	7.0% (27)	<b>7.6% (29)</b>
<b>Total</b>	<b>0.80</b>	<b>0.76</b>	<b>0.84</b>	<b>75.8% (291)</b>	<b>1.6% (6)</b>	<b>6.0% (23)</b>	<b>3.4% (13)</b>	<b>13.3% (51)</b>	<b>100.0% (384)</b>

A review of the average visual acuity of learners in each CFM-TV category indicates

<sup>43</sup> Decimal notation is an indication of the visual acuity using the Snellen fraction in decimal form. For example, a Snellen fraction of 6/6 corresponds to decimal notation of 1. Decimal conversions for counting fingers, hand motions, light perception, and no light perception were conducted using values outlined in Moussa, 2020.



that on average, learners rated as having some difficulty had a visual acuity of 0.47 corresponding to mild visual impairment (not qualifying as a medical case). Learners rated as having a lot of difficulty had a mean visual acuity of 0.20, corresponding to moderate case severity.

Ideally, teacher categorizations of functional difficulty—top to bottom—should show a matching vision medical classification pattern—left to right. This pattern is present for the most part in Table 16. However, there are many instances where teachers rated learners at a very different level of functional difficulty than medical screeners identified impairment. For example, teachers rated 25 learners who did have at least moderate impairments with their vision according to the medical screening as having “no difficulty” seeing, indicating that teachers missed 28.7 percent of learners with at least a moderate vision impairment (25 of 87).

Researchers also reviewed the CFM’s performance in comparison with medical screening to better understand the CFM-TV tool’s performance in comparison (see Table 17). In vision, agreement between the CFM and medical screenings were slightly higher than the CFM-TV’s, with an agreement rate of 95.2 percent. Similarly, reliability as measured by kappa was higher (0.81), indicating near perfect agreement. PCGs also had a lower false positive rate in vision of 3.3 percent (compared to 5.0 percent for the CFM-TV). However, PCGs also missed 13 learners with vision impairments, indicating that the CFM also does not perfectly identify learners with the standard cutoff. Using the cutoff of “some difficulty,” this number dropped to eight learners who were misidentified.

**Table 17. Agreement between CFM and Medical Screenings, Vision**

PCG CFM response	Medical screening—vision		
	No impairment	Impairment (Case)	Total
No functional difficulty	82.5% (326)	3.3% (13)	85.8% (339)
Functional difficulty	1.5% (6)	12.7% (50)	14.2% (56)
Total	84.1% (332)	16.0% (63)	100.0% (395)

Agreement	Expected agreement	Kappa score
95.2%	74.7%	0.81***

(Agreements highlighted in blue)

\*\*\* p<0.001

### Hearing Agreement

Results of the hearing medical screening are shown in Table 18, excluding teacher responses of “I don’t know.” The hearing screening had the lowest level of agreement

(86.1 percent) of the three tools with the CFM-TV. A kappa score of 0.54 indicates only moderate agreement between the tools.

**Table 18. Agreement between CFM-TV and Medical Screenings, Hearing**

Teacher CFM-TV response	Medical screening—hearing		
	No impairment	Impairment (Case)	Total
No functional difficulty	75.3% (244)	13.6% (44)	88.9% (288)
Functional difficulty	0.3% (1)	10.8% (35)	11.1% (36)
Total	75.6% (245)	24.4% (79)	100.0% (324)

Agreement	Expected agreement	Kappa score
86.1%	69.9%	0.54***

(Agreements highlighted in blue)

\*\*\* p<0.001

The lower level of agreement for hearing is explained mainly by false negatives from teachers on the CFM-TV. In R2, 44 out of the 288 learners rated with no hearing functional difficulties on the CFM-TV (15.3 percent) were subsequently identified as having hearing impairments through the medical screening. This represents just over half of the learners who were identified with hearing impairments (44 of 79). In this case, teachers missed 55.7 percent of learners who may benefit from additional medical and other types of services in hearing. Of these 44 false negatives, 90.9 percent were rated as having no difficulty with a mean hearing threshold of 44.0 dB—corresponding to moderate hearing impairment. Additionally, 9.1 percent were rated as having some difficulty with a hearing threshold of 42.8 dB. In this case, using the lower cutoff of some difficulty would not have identified many of the learners possibly benefitting from additional medical and other types of services in hearing.

Chi-square or Fisher’s exact tests uncovered several factors that influenced rates of agreement between CFM-TV and medical screening in hearing. These included teacher familiarity with learners, if the teacher has at least one person with a disability in their household, and if the child lived at home or in a hostel. Teacher familiarity with learners increased the likelihood of agreement between teachers and medical screeners, with only 37.5 percent of teachers who knew their learners “not at all” matching with medical screeners compared to 56.6 percent of teachers who knew learners “not very well,” 68.7 percent of teachers who knew learners “somewhat well,” and 67.7 percent of teachers who knew learners “very well.” Teachers with household members with disabilities were less likely to agree with screeners, with

52.2 percent of teachers with household members with disabilities agreeing with screeners compared to 70.0 percent of teachers without anyone in the household with a disability. Teachers of learners who lived in a hostel were significantly less likely to agree with medical screeners, with 32.6 percent agreeing compared to 68.6 percent of teachers of learners who live at home.

Table 19 explores teacher and medical classifications in more detail and includes the mean hearing threshold for each difficulty category. For example, where teachers rated learners as having “no difficulty” with hearing, 40 learners were medically screened as having between “moderate” to “profound” hearing impairments. In addition, the average hearing threshold for learners with a lot of difficulty was 77.1 dB, while the lowest level for hearing impairment is 35 dB. As noted before, this indicates that teachers are missing a portion of learners who would benefit from medical screening and potentially medical and other types of hearing-related services.

**Table 19. CFM-TV and Medical Screening Response Categories, Hearing**

Teacher CFM-TV responses	Mean dB level	95% confidence interval		Medical screening-hearing					Total
				Non-case (including Mild, 20–34 dB)	Moderate (35–49 dB)	Moderately severe (50–64 dB)	Severe (65–79 dB)	Profound (>79 dB)	
<b>No difficulty</b>	23.6	22.4	24.7	72.2% (234)	9.0% (29)	2.5% (8)	0.0% (0)	0.9% (3)	<b>84.6% (274)</b>
<b>Some difficulty</b>	26.8	21.0	32.6	3.1% (10)	0.9% (3)	0.3% (1)	0.0% (0)	0.0% (0)	<b>4.3% (14)</b>
<b>A lot of difficulty</b>	77.1	57.8	96.5	0.3% (1)	0.6% (2)	0.3% (1)	0.0% (0)	2.5% (8)	<b>3.7% (12)</b>
<b>Cannot do at all</b>	87.7	78.3	97.1	0.0% (0)	0.3% (1)	1.2% (4)	0.3% (1)	5.6% (18)	<b>7.4% (24)</b>
<b>Total</b>	28.8	26.7	31.0	<b>75.6% (245)</b>	<b>10.8% (35)</b>	<b>4.3% (14)</b>	<b>0.3% (1)</b>	<b>9.0% (29)</b>	<b>100.0% (324)</b>

Comparisons between the CFM and medical screenings in hearing showed similar performance to that of the CFM-TV, as shown in Table 20. PCGs agreed with 85.6 percent of medical screenings, resulting in a kappa score of 0.46, indicating moderate agreement. PCGs had a slightly higher false negative rate than teachers—14.4 percent compared to 12.9 percent, respectively. As with the CFM-TV, using a lower cutoff of “some difficulty” only identified 19 of the 55 learners that PCGs

indicated did not have a functional difficulty but were found to have a hearing impairment.

**Table 20. Agreement between CFM and Medical Screenings, Hearing**

PCG CFM response	Medical screening—hearing		
	No impairment	Impairment (Case)	Total
No functional difficulty	77.5% (297)	14.4% (55)	92.2% (352)
Functional difficulty	0.0% (0)	7.9% (30)	7.9% (30)
Total	77.7% (297)	22.3% (85)	100.0% (382)

Agreement	Expected agreement	Kappa score
85.6%	73.4%	0.46***

(Agreements highlighted in blue)

\*\*\* p<0.001

## CONCLUSION

This validity study presents a picture of factors affecting the CFM-TV’s potential to provide data that would allow reading outcomes to be disaggregated by disability status and to serve as a pre-screening tool.

In regard to the study’s first purpose, **results indicate that, in Nepal, the CFM-TV may be a valid tool for providing estimates of overall disability prevalence and could be used for disaggregating reading outcomes from national assessment surveys for similar estimating purposes.** In overall functional difficulty, the CFM-TV showed substantial agreement with the CFM, which was designed for the purpose of providing national-level estimates of disability. Given this, the CFM-TV would provide similar prevalence estimates for reading outcome disaggregation. Validity is also promising if estimating prevalence in the functional difficulty domains of vision, hearing, and mobility, as teachers’ interpretations of questions were in scope with WG/UNICEF definitions. Teachers’ and PCGs’ responses showed substantial to moderate agreement and reliability for prevalence estimates in these domains and are in line with previous findings from similar studies. There was also substantial agreement and reliability in vision ratings from teachers with medical screeners, and moderate agreement and reliability between hearing ratings from teachers with medical screeners. In vision and hearing, the CFM-TV and CFM showed similar trends

in performance in comparison to medical screenings, further indicating that the CFM-TV functions in a similar manner to the CFM in these domains for the purpose of estimating disability prevalence.

**The CFM-TV may also provide valid data for reading outcome disaggregation in other contexts besides national-level estimates, though there are several factors to consider in using the tool for such purposes.** Timepoint of data collection, school type, and language were factors found to affect teachers' functional difficulty rates and might affect the validity of disability estimates provided by the CFM-TV. Data also indicated that estimates of functional difficulty in the psycho-social domains were less reliable compared to the CFM. These factors and their implications for disaggregating reading outcomes by disability status are discussed below.

- **Timepoint of data collection:** Valid data for disaggregation in any context is more likely to be collected from teachers who are familiar with their learners. Teacher familiarity with learners increases as the school year is underway and teachers have had some time to become acquainted with their learners. Although true of all classes, this is an essential consideration in schools with large class sizes where teachers may not get as much opportunity to observe all learners in the classroom. If using the CFM-TV for reading outcome disaggregation, collecting this data at the end of the school year would provide teachers with more time to become familiar with their learners' levels of difficulty.
- **School type:** Teachers in mainstream schools or mainstream schools with resource classrooms used learners without disabilities as their point of reference when making comparisons to assess a learner's level of difficulty. Comparatively, some teachers in special schools used learners in special schools as their point of reference, which resulted in lower-than-expected levels of functional difficulty prevalence in these schools. Although teachers in special schools knew learners had a disability, they also felt the environment of the special school did not pose any difficulty for the learner and thus did not rate some learners as having functional difficulties. If using the CFM-TV to collect estimates on disability status in programs that include special schools, efforts should be made to ensure teachers from all schools have standardized points of reference for assessing functional difficulty.
- **Language of the tool:** Data from CIs indicated that teachers in areas where Nepali was not the prevalent spoken language or language of instruction—predominantly Province 2 and, more specifically, madrasas—had more difficulty understanding the questions on the CFM-TV in relation to other

teachers from Nepali-speaking areas. Language of instruction was also found to be a significant factor differentiating rates of functional difficulty rating in teachers, indicating that language does affect likelihood of functional difficulty rating. The GoN has already put considerable effort into finessing Nepali-language versions of the WG domains and CFM questions, which were used on the CFM-TV as well. Programs working in areas where Nepali is not the prevalent language of instruction should carefully consider how they approach using the CFM-TV. This might include providing teachers with extra training on the tool's domains in the local language, or investing in adaptation workshops to ensure adequate translations of the tool are available.

- **Psycho-social domain estimates:** Several factors were found to affect validity of the teacher ratings in the psycho-social domains, including their self-reported confusion around some of the domain definitions, school type, and comfort teaching learners with disabilities, which specifically affected ratings in depression. Teacher responses were less consistent with PCGs in the cognitive and psycho-social domains, with kappa scores below 0.3—slight to fair agreement—for accepting change, controlling behavior, making friends, anxiety, and depression. In CIs, teachers also more frequently indicated that they were unsure of how to interpret the psycho-social domains. Given all these reasons, use of the CFM-TV data is not recommended for disability status disaggregation in the psycho-social domains.

During this study, interest surfaced in using the CFM-TV for another purpose that was not part of the original validity study design: to serve as a pre-screening tool to collect individual learner-level disability data that would feed into Nepal's national EMIS systems. **Findings from this study indicate that the CFM-TV is an inappropriate tool for individual medical pre-screening or for integration into the country's EMIS system.** Comparisons with medical screening results indicate that teachers under-reported learners' functional difficulty in vision, hearing, and mobility. Agreement and kappa scores between the CFM-TV and medical screening data indicated substantial agreement (93.2 percent agreement, 0.73 kappa), and examination of the CFM in comparison to medical screenings showed similar trends (agreement of 95.2 percent, kappa of 0.81). However, teachers failed to identify 29.7 percent of learners identified by medical screeners with vision impairments (n=19). The use of the "some difficulty" category as a cutoff identified about half of the remaining learners with vision impairments, indicating that the tool would not pre-screen all learners with vision impairment even if using a lower cutoff.

The consistency between teacher ratings of functional difficulty in hearing and medical screenings was not as strong as in vision, with an agreement rate of 86.1

percent and a kappa score of 0.54, indicating moderate agreement. The CFM again performed similarly, with an agreement rate of 85.6 percent and a kappa score of 0.46. Additionally, teachers misidentified 55.7 percent of learners who may have benefitted from additional medical or other types of services related to hearing. Using the lower cutoff of “some difficulty” would have only included 9.1 percent of the learners that teachers misidentified. Thus, this lower cutoff would not have identified many of the learners who may have benefitted from services in hearing. While overall agreement was strong between the CFM-TV and mobility screening (95.5 percent agreement), a lower kappa score of 0.41 suggests consistency was only moderate. The small sample size of learners with mobility impairments did not allow for more detailed conclusions about the CFM-TV’s performance in this domain.

The following sections, organized by research question, discuss findings related to these conclusions in greater detail. Findings are paired with recommendations for the next steps and further areas of exploration.

## **RESEARCH QUESTION 1: WHAT ARE TEACHERS’ INTERPRETATIONS OF THE CFM-TV QUESTIONS?**

Understanding teachers’ interpretations of the CFM-TV questions is critical to understanding the validity of the CFM-TV tool for the proposed purposes under this study. Teachers’ interpretations provide evidence related to response processes. Specifically, if teachers are asked to provide information on learners’ functional difficulties through the CFM-TV, it is vital to evaluate the cognitive processes underlying teachers’ rating of their learners—and what may influence these processes—to understand if the tool fits the purpose.

## **DISCUSSION**

**Teacher interpretations of the WG/UNICEF domains aligned with their intended interpretations to varying degrees across domains.** When comparing the intended interpretations of CFM and CFM-TV domains with descriptions of their interpretations provided by teachers, there were general similarities for most domains, indicating that for the purpose of disaggregating reading outcomes, the CFM-TV would provide reliable estimates of proportions of learners with disabilities as intended by the WG. However, there were some gaps in interpretation as well, which warrant further consideration. Many teachers expressed difficulty understanding the domains of concentrating, accepting change, and anxiety and depression. When assessing if a learner had a functional difficulty, teachers’ point of reference **was learners’ interaction at school and in the classroom, which may provide a limited perspective of a child’s full range of abilities.** While this was anticipated, teacher

interpretation gaps in certain classroom-specific domains, such as concentrating, warrant further consideration for the use of CFM-TV data in this domain. Additionally, some teachers expressed the classroom point of reference as a limitation, recognizing that their experience with a specific learner may not fully represent the learner's abilities or difficulties.

Based on the results of CIs, **teachers' ratings of learners, using the classroom as their point of reference, may conflate the presence (or non-presence) of a functional difficulty with a learner's academic performance.** Specifically, some teachers linked the functional difficulty of seeing with a learner's ability to write, remembering with memorization, and concentrating with the ability to follow instructions.

Additionally, **teachers may not have fully understood the definition of a functional difficulty.** The CFM and CFM-TV assess functional difficulties and are characterized by the notion that a learner may not face a functional difficulty if they are provided with accommodations that allow them to experience fewer societal barriers—and, in this context, school and classroom barriers—that they may face due to an impairment. Results from both interviews and prevalence ratings indicate that **providing background materials, which outlined the differences between functional difficulty and disability as defined by the GoN, did not impact how teachers rated their learners.** However, it is essential to recognize that the background materials provided in this study do not represent comprehensive training about functional difficulty.

CI evidence indicates that **teachers predominantly used a normative assessment of their learners instead of a criterion-based assessment.** This is in line with the CFM-TV tool, which, on some items, specifically asks the respondent to assess learners compared with children of the same age. However, this is complicated in a classroom setting, in which teachers may not use a reference point equivalent to other teachers. Teachers in mainstream schools or mainstream schools with resource classrooms used learners without disabilities as their point of reference. Comparatively, teachers in special schools used special school learners as their point of reference. Given that the CFM-TV is a tool based on a definition of functional abilities, it is not expected that prevalence rates in special schools would be 100 percent. However, if teachers in special schools used children inside and outside of their school as a reference point, it is possible that the prevalence rates of functional difficulties among learners in special schools would be different. **Recognizing that teachers use a normative assessment when rating their learners' functional difficulty, it is critical to consider school type when interpreting prevalence rates.** This has implications for using the CFM-TV for disaggregation purposes in programs



that focus on inclusive education programs and specifically include special schools for learners with disabilities or segregated classrooms.

## RECOMMENDATIONS

- **Provide teachers with training to clarify the concept of functional difficulty and the objective of the tool.** On the teacher survey, almost all teachers indicated that training in the various domains would be helpful. In Nepal, this training might outline the differences between functional difficulties and the GoN defined categories of disability, which include physical disability; disability related to vision; disability related to hearing; deaf-blindness; disability related to voice and speech; mental or psycho-social disability; intellectual disability; disability associated with hemophilia; disability associated with autism; and multiple disabilities. The amount of training and its specific content should be explored further. All training should be more comprehensive than the background materials provided by this study.
- **Develop school- and classroom-specific interpretations and examples of the CFM-TV domains.** Such interpretations and examples could be valuable to teachers, given that the current interpretations are based on the CFM and are related to behaviors generally observed by a PCG. Providing specific examples of, and trainings on, functional difficulties expressed in classroom settings and differentiating them from academic performance may help teachers contextualize the CFM-TV questions to their point of reference. Special training support should be provided to madrasas, which may be less equipped to provide inclusive education.
- **Train teachers, especially those in special schools and resource classes, on what is intended by “children of the same age” on the CFM-TV.** The validity of the CFM-TV tool for population-level disaggregation of functional difficulty prevalence may be complicated because teachers used a normative assessment to rate their learners using a reference point from within their school. The populations of learners in mainstream schools, mainstream schools with resource classrooms, special schools, and madrasas may not be comparable. Normative assessments made by teachers may be specific to their context. More training for teachers on what is intended by “children of the same age” could mitigate this issue, as well as specific criteria-based additions to certain domains, such as those included for mobility in the CFM. For example, the CFM includes sets of questions around a child’s ability to walk specific distances on level ground with/without their assistive devices, which were not included in the CFM-TV. Such examples would need to be carefully

explored and tested through future studies. Additionally, users of the CFM-TV tool and its data should be cognizant of the differences in prevalence rates that may result from the ratings based on school type.

## **RESEARCH QUESTION 2: TO WHAT EXTENT ARE TEACHER RATINGS ON THE CFM-TV INFLUENCED BY TEACHER- AND SCHOOL-CHARACTERISTICS?**

This study explored factors that might drive higher or lower rates of functional difficulty ratings. A deeper understanding of these factors generates insight into variation in CFM-TV data, which provides evidence for specific contexts in which the CFM-TV is valid for its intended purpose.

### **DISCUSSION**

Findings show that **language of instruction, school type, class size, and comfort teaching learners with disabilities all affected teachers' overall functional difficulty ratings for learners** and provide insight into contexts in which the CFM-TV likely would function better as a disaggregating tool for reading outcomes. School type and class size were the main drivers behind differences in functional difficulty prevalence rates for most domains.

First, a class's language of instruction statistically significantly affected functional difficulty prevalence ratings by teachers, specifically for classrooms using NSL. Higher rates of functional difficulty were found in classes where NSL was used, and lower rates were found in classrooms not using Nepali or NSL. This finding is not especially surprising given that it is heavily driven by learners in special schools and resource classrooms.

Second, as might be expected, **a higher prevalence of functional difficulty was found in special schools and resource classes**, although teachers indicated that not all learners had functional difficulties. **This may indicate that teachers in these schools were unevenly applying a definition of functioning in their ratings**, as indicated by the example of a school for learners with cerebral palsy where teachers did not feel that learners had difficulty in the school. This may affect the validity of the tool's results in these contexts, and additional consideration should be given to use of the CFM-TV as a disaggregation method for programs focusing on inclusive education.

While it is expected that more learners were rated as having a functional difficulty in mainstream schools with resource classrooms and special schools, **an exceptionally low proportion of learners in madrasas were rated by their teachers as having a functional difficulty (1.2 percent)**. Inclusive education may be

disproportionately under-resourced in these communities, pointing to the need for careful and thoughtful engagement and training of teachers in madrasas.

Third, class size also affected teachers' overall functional difficulty ratings. Teachers with lower-than-average class sizes reported 30.7 percent of their learners as having a functional difficulty, while teachers with average-or-higher class sizes reported only 12.6 percent of their learners as having a functional difficulty. Teachers in larger classes may not be able to get to know learners very well, and as explained in interviews, **teachers had some hesitance about their ability to credibly complete the CFM-TV for learners whom they did not know.** More experienced teachers indicated that teachers new to the school might have more difficulty completing the CFM-TV for learners, and interview comments from R2 confirmed that teachers at the beginning of the school year were not yet very familiar with their learners. Teacher comments further indicated they assumed no functional difficulties if they had not seen them otherwise in learners. Given this, collecting prevalence data at the end of the school year would likely provide a better estimate of learners' disability status for disaggregation.

Finally, teachers' self-reported comfort level teaching learners with disabilities was a statistically significant factor in their propensity to rate learners as having a functional difficulty. **Teachers with above-average comfort levels teaching learners with disabilities had statistically significantly lower odds of rating a learner as having functional difficulty.** Teachers with average-or-higher rates of comfort teaching learners with disabilities—more likely to be mainstream teachers—rated 14.1 percent of learners as having functional difficulties, compared with a rate of 30.5 percent among teachers with below-average comfort—more likely to be special school teachers. One hypothesis explaining this is that teacher comfort levels may be impacted by the Dunning-Kruger effect, where mainstream teachers report higher levels of comfort because they are less exposed to teaching learners with disabilities, and teachers in special schools report lower levels of comfort because they are more familiar with the competencies needed. This may indicate that as teachers expand their skills in providing inclusive instruction, accommodating learners with disabilities, and as their comfort in working with learners grows, teachers' perception of difficulty may change. While this is seemingly a positive potential outcome, there are also risks. Of all teachers who completed the CFM-TV, 36.3 percent reported never receiving any training on inclusive education or supporting learners with disabilities. **If teachers are not given proper training in inclusive education practices, teachers may not be able to sufficiently accommodate and respond to the needs of learners identified by the CFM-TV as having a functional difficulty, leading to learners' isolation and stigmatization in**

**the classroom.** While studying teacher practices for learners with disabilities in the classroom was outside of the scope of this study, this is an important consideration to keep in mind for use of the CFM-TV tool and warrants further exploration.

Evidence from interviews indicates that **teachers felt the CFM-TV was an appropriate tool to collect data on learners' functional difficulty, but some teachers had concerns about their own ability to accurately complete the CFM-TV** as they did not have a full picture of learner behavior. Teachers reported that the CFM-TV was comprehensive, but comments indicate that, currently, teachers were not well versed in assessing psycho-social areas. This indicates that for the purpose of disaggregating reading outcomes, the CFM-TV likely would be a sufficient tool for estimating prevalence, but caution should be exercised in interpreting ratings in psycho-social domains. In interviews, teachers predominantly agreed that **learners with functional difficulties have academic potential, with the caveat that they must be given proper support and resources.** This perception did not influence the way teachers rated learners' functional difficulty, indicating that reporting is independent of teachers' attitudes. Many teachers stated in interviews that they did not feel equipped to support learners, although 63.7 percent of teachers reported receiving at least one training in inclusive education. These attitudes did seem to influence teachers' functional difficulty ratings.

Nearly all teachers felt the class/grade teacher should be responsible for collecting functional difficulty data (rather than a subject teacher who only spends one hour a day with a class teaching a specific topic). Class/grade teachers are the most familiar with learners and are thus best positioned to provide reliable data about those individuals. The opinion that class/grade teachers should collect this data did not moderate teachers' ratings, but as previously mentioned, teacher class size, a proxy for their familiarity with learners, was a significant factor in predicting functional difficulty ratings. Similarly, teachers were statistically significantly less likely to rate a learner as having a functional difficulty in seeing in RI when teachers were more familiar with their learners. This further indicates that teacher familiarity with learners moderates ratings.

## **RECOMMENDATIONS**

- **Provide examples of functional difficulties in a classroom setting,** as mentioned in Research Question 1. This would help teachers managing large classrooms to familiarize themselves with specific patterns and behaviors. While likely helpful, this would require extensive testing to ensure that examples did not bias teachers' perceptions.
- **Provide training on the WG/UNICEF domains as well as supporting learners**

**with disabilities before administering the CFM-TV**, as suggested in recommendations about Research Question 1. In addition to introducing the CFM domains and clarifying the difference between functional difficulty and disability, training should include supporting learners with disabilities through inclusive instruction, proper accommodations, and modifications. Teachers expressed an appetite for stronger skills in this area. It would benefit teachers to support learners who they identify as having a functional difficulty after completing the CFM-TV. In addition, CFM-TV training should consider how to develop and design content in schools that currently are not set up for inclusive education, such as in madrasas.

- **Adapt the CFM-TV into local languages when using the tool for national-level disaggregates.** Many teachers in Province 2 (Madhesh Province) used a non-Nepali language of instruction. Feedback on CIs and KIIs indicates that teachers did not understand the Nepali-language background materials. Translating the CFM-TV and supporting documents would require careful identification of experts in disability and functioning difficulties with fluency in proposed languages. A strong translation may require several iterations of piloting.

### **RESEARCH QUESTION 3: HOW CONSISTENT ARE LEARNERS' FUNCTIONAL DIFFICULTY CLASSIFICATIONS AS IDENTIFIED BY THE CFM-TV AND CFM? HOW CONSISTENT ARE LEARNERS' FUNCTIONAL DIFFICULTY OR DISABILITY CLASSIFICATIONS AS IDENTIFIED BY THE CFM-TV AND MEDICAL SCREENERS IN VISION, HEARING, AND MOBILITY?**

To better understand the validity of the CFM-TV, results were compared against validated reference tools: the CFM and, in certain domains, medical screenings. Comparisons were made with responses to the CFM, as this is a field-tested tool measuring functioning for a similar purpose to that outlined in this study—national-level statistics. Medical screenings were also used as a comparison, as they are often considered the “gold standard” for disability, although this anchors the comparison to disability rather than functional difficulty. Comparisons with both tools provided evidence about the validity of CFM-TV for the two purposes that this study examines.

## **DISCUSSION**

This study shows that **the agreement between teachers' CFM-TV responses and PCGs' CFM responses is sufficient for overall functional difficulty ratings.** Teachers and PCGs agreed in 84.9 percent of cases with a kappa score of 0.63, indicating

“substantial agreement.” The CFM-TV and CFM showed similar performance when each compared with medical screenings in vision and hearing, with substantial or moderate agreement in kappa scores in each domain. As the CFM is a validated tool for collecting census-level prevalence statistics by UNICEF, these comparable findings indicate that the CFM-TV would be appropriate for similar use.

However, comparisons between CFM-TV and CFM results in individual domains are more nuanced. There was sufficient agreement between teachers’ and PCGs’ responses in the hearing domain and moderate agreement in the vision domain. However, other domains had much lower rates of agreement and kappa scores. Given this, in conjunction with teachers’ CIs, **there is substantial evidence that teachers’ ratings in cognitive and psycho-social domains may not be reliable**, given some teachers’ interpretations around concentrating and remembering, as well as their confusion around anxiety and depression. Further research should explore the provision of specific criteria or references in these domains to help teachers better interpret and contextualize CFM-TV’s intent in these questions.

As was found when comparing the CFM-TV and CFM, **CFM-TV and medical data suggest agreement between the tools is sufficient in the domain of vision**, where 93.2 percent of cases showed agreement between the CFM-TV and medical screenings, with a kappa of 0.76. However, agreement for hearing and mobility was only 69.6 percent and 83.1 percent, respectively—substantially lower than vision. They also had respective kappa scores of 0.54 and 0.44. Beyond this, results were inconclusive about mobility.

Beyond rates of agreement, **teachers reported functional difficulty at statistically significantly higher rates than PCGs in every domain except vision and depression**. Teachers rated 31.8 percent of learners as having functional difficulty, compared with 27.5 percent of PCGs. Regarding depression, there was no statistically significant difference between teachers’ and PCGs’ responses. With their primary reference point as the classroom, teachers may potentially overestimate the prevalence of functional difficulties because they conflate them with extraneous behaviors, especially those concerning difficulty conforming to classroom expectations such as defining concentrating as following teacher instructions. Between the CFM-TV and CFM, agreement is affected by of timepoint of data collection, teacher familiarity with learners, learners having received a medical diagnosis previously, and language of instruction. These factors also affected agreement in all domains. Some additional factors affecting agreement in specific domains include if the teacher had a household member who was a person with a disability; if the teacher had previously received training on functional difficulty domains; the teacher’s level of comfort teaching learners with disabilities; the PCG’s relation to the child; and the

learner's residence.

In contrast to reporting higher rates than PCGs, **teachers seem to underreport difficulty in vision, hearing, and mobility compared with medical screeners.** As discussed in Research Question 2, this finding may have been influenced by the timepoint at which data were collected—the start of the school year. Overall, it was found that teachers' relative unfamiliarity with learners at the beginning of the school year resulted in less reliable assessments of functional difficulty. An additional factor is teachers' class size, with larger classes resulting in fewer chances for teachers to observe learners closely and accurately assess their difficulty.

In addition, two-way tables show that while **teachers have some degree of success in identifying learners with disabilities, they struggle to identify the degree of disability.** Additionally, the degree of individual learner misclassification is a concern. **If the CFM-TV is used to pre-screen learners for potential medical disability, many children will be incorrectly classified or inaccurately supported, putting their education at risk.** Using the cutoff of "some difficulty" likely would capture most learners who require or may benefit from additional medical services in vision and mobility, but not in hearing.

## RECOMMENDATIONS

- **Do not use the CFM-TV to collect individual-level disability data.** Comparisons with medical screening data show that the CFM-TV is an inappropriate tool for individual-level identification of learners' disability for pre-screening. Teachers underreport vision, hearing, and mobility functional difficulties, likely because they cannot dependably identify difficulties for learners in larger classrooms. This is especially true when teachers are less familiar with new learners in their classes at the beginning of the school year.
- **Continue testing the CFM-TV.** Limited information was gathered about the CFM-TV's performance in psycho-social domains in this study, and additional research might shed light on these areas. Further exploration of the CFM-TV's diagnostic accuracy is needed, especially regarding mobility. The sample size attained for this study did not provide sufficient power to provide conclusive evidence in this domain, and the cutoffs balancing sensitivity (true positives) and specificity (true negatives) of the tool should be examined with the purpose of the tool and context in mind.

# ANNEXES

## ANNEX I: WORKS CITED

- Arnold, Robert W. "Pseudo-false positive eye/vision photoscreening due to accommodative insufficiency. A serendipitous benefit for poor readers?" *Binocular vision & strabismus quarterly*. 19(2) 75-80. (2004)  
<https://pubmed.ncbi.nlm.nih.gov/15180592/>
- Atijosan, O., Kuper, H., Rischewski, D. et al. "Musculoskeletal impairment survey in Rwanda: Design of survey tool, survey methodology, and results of the pilot study (a cross sectional survey)." *BMC Musculoskelet Disord* 8, 30 (2007).  
<https://doi.org/10.1186/1471-2474-8-30>
- Boggs, D., Atijosan-Ayodele, O., Yonso, H. et al. "Musculoskeletal impairment among Syrian refugees living in Sultanbeyli, Turkey: prevalence, cause, diagnosis, and need for related services and assistive products." *Confl Health* 15, 29 (2021).  
<https://doi.org/10.1186/s13031-021-00362-9>
- Brus, Aude, M. Deleu, M. Loeb. "Testing a teacher version of the UNICEF/Washington Group Child Functioning Module (CFM-TV) in Senegal." *West Africa Program. A Humanity & Inclusion publication*. (2009)
- Cappa, Claudia, Daniel Mont, Mitchell Loeb, Christina Misunas, Jennifer Madans, Tijana Comic, and Filipa de Castro. 2018. "The Development and Testing of a Module on Child Functioning for Identifying Children with Disabilities on Surveys. III: Field Testing." *Disability and Health Journal* 11 (4): 510-18.  
<https://doi.org/10.1016/j.dhjo.2018.06.004>.
- Cappa, Claudia, F. de Castro. Strengthening the availability of child disability data in school context: Concept note and study protocol. Accessed June 24, 2023:  
<https://www.unicef.org/kosovoprogramme/media/3026/file/EMIS%20Study%20Protocol.pdf>
- Central Bureau of Statistics (CBS), 2020. Nepal Multiple Indicator Cluster Survey 2019, Survey Findings Report. Kathmandu, Nepal: Central Bureau of Statistics and UNICEF Nepal.
- Cohen, Jacob. "A coefficient of agreement for nominal scales." *Educational and Psychological Measurement*. 20 (1): 37-46. (1960).  
<https://doi.org/10.1177/001316446002000104>
- Cook, C., Cleland, J., & Huijbregts, P. "Creation and Critique of Studies of Diagnostic



Accuracy: Use of the STARD and QUADAS Methodological Quality Assessment Tools." *The Journal of manual & manipulative therapy*, 15(2), 93–102. (2007). <https://doi.org/10.1179/106698107790819945>

EnCompass LLC. *Mapping of Tools for Disaggregation by Disability Status: Report*. Washington, DC: USAID, 2020. <https://www.edu-links.org/resources/mapping-tools-disaggregation-disability-status>

FCDO Disability Inclusion and Rights Strategy 2022–2030 § (2022). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1074127/Disability-Inclusion-and-Rights-Strategy-2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1074127/Disability-Inclusion-and-Rights-Strategy-2022.pdf)[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1074127/Disability-Inclusion-and-Rights-Strategy-2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1074127/Disability-Inclusion-and-Rights-Strategy-2022.pdf)

Fitzmaurice, Stephen (2020) "Educational Interpreters and the Dunning-Kruger Effect," *Journal of Interpretation*: Vol. 28: Iss. 2, Article 1.

Flahault, A., Cadilhac, M., & Thomas, G. (2005). Sample size calculation should be performed for design accuracy in diagnostic test studies. *Journal of Clinical Epidemiology*, 58(8), 859–862. <https://doi.org/10.1016/J.JCLINEPI.2004.12.009>

Grimes, P., et al., *Disability-Inclusive Education Practices in Nepal*, United Nations Children's Fund Regional Office for South Asia, Kathmandu, 2021. Accessed June 25, 2023: <https://www.unicef.org/rosa/media/17006/file/Country%20Profile%20-%20Nepal.pdf>

Habibzadeh, F., Habibzadeh, P., & Yadollahie, M. (2016). On determining the most appropriate test cut-off value: the case of tests with continuous results. *Biochemia medica*, 26(3), 297–307. <https://doi.org/10.11613/BM.2016.034>

Inclusive Development Partners. *Multi-Country Study on Inclusive Education: Nepal Literature Review*. Washington, DC: USAID, 2020. <https://www.edu-links.org/resources/learning-multi-country-study-inclusive-education>

International Centre for Evidence in Disability. *The Telengana Disability Study, India Country Report; London School of Hygiene and Tropical Medicine (LSHTM)*. London, UK, 2014. <https://www.lshtm.ac.uk/sites/default/files/2019-06/India-Country-Report.pdf>

Lee, Jihyun. *Conducting cognitive interviews in cross-national settings*. *Assessment*, 21(2), 227–240. (2014). <https://doi.org/10.1177/1073191112436671>

Massey, Meredith. "The development and testing of a module on child functioning for identifying children with disabilities on surveys. II: Question development and

- pretesting." *Disability and Health Journal* 11, 502–509. (2018).  
<https://doi.org/10.1016/j.dhjo.2018.06.006>
- Mactaggart, Islay, Claudia Cappa, Hannah Kuper, Mitchell Loeb, and Sarah Polack. "Field Testing a Draft Version of the UNICEF/Washington Group Module on Child Functioning and Disability. Background, Methodology and Preliminary Findings from Cameroon and India." *Alter* 10, no. 4 (2016): 345–60.  
<https://doi.org/10.1016/j.alter.2016.09.003>.
- Moussa, George, Kerolos Bassilious, and Namita Mathews. "A Novel Excel Sheet Conversion Tool from Snellen Fraction to Logmar Including 'Counting Fingers', 'Hand Movement', 'Light Perception' and 'No Light Perception' and Focused Review of Literature of Low Visual Acuity Reference Values." *Acta Ophthalmologica* 99, no. 6 (2020). <https://doi.org/10.1111/aos.14659>.
- Ngoie, Leonard Banza, et al. "Prevalence, causes and impact of musculoskeletal impairment in Malawi: A national cluster randomized survey." *PLoS One* 16 (1) (2021). <https://doi.org/10.1371/journal.pone.0243536>
- Pagel, Rebecca and Leah Maxson. *Collecting Data on Disability Prevalence in Education Programs: USAID Education How-to Note*. Washington, DC: USAID, 2020. <https://www.edu-links.org/resources/how-note-collecting-data-disability-education>
- Rutjes, A. W., Reitsma, J. B., Vandenbroucke, J. P., Glas, A. S., & Bossuyt, P. M. "Case-control and two-gate designs in diagnostic accuracy studies." *Clinical chemistry*, 51(8), 1335–1341. (2005). <https://doi.org/10.1373/clinchem.2005.048595>
- Sprunt, B., Hoq, M., Sharma, U., & Marella, M. "Validating the UNICEF/Washington Group Child Functioning Module for Fijian schools to identify seeing, hearing, and walking difficulties." *Disability and rehabilitation*, 41(2), 201–211. (2019).  
<https://doi.org/10.1080/09638288.2017.1378929>
- UNICEF. *Module on Child Functioning: Manual for Interviewers*. New York, NY: UNICEF, 2018. <https://data.unicef.org/resources/module-on-child-functioning-manual-for-interviewers/>
- "About the WG." Washington Group on Disability Statistics. 2021.  
<https://www.washingtongroup-disability.com/about/about-the-wg/>
- "WG Short Set on Functioning (WG-SS)" Washington Group on Disability Statistics. 2021. <https://www.washingtongroup-disability.com/question-sets/wg-short-set-on-functioning-wg-ss/>
- "WG/UNICEF Child Functioning Module (CFM)." Washington Group on Disability

Statistics. 2021. <https://www.washingtongroup-disability.com/question-sets/wgunicef-child-functioning-module-cfm/>

World Health Organization. *World Report on Disability*. Geneva: World Health Organization, 2011. <https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>

World Vision Nepal. *Strengthening Inclusive Education Project in Nepal: Mid-term review brief*. Kathmandu: Nepal, 2022. <https://www.wvi.org/publications/report/nepal/strengthening-inclusive-education-nepal-sikai-project-mid-term-review>

Zia, N., Bachani, A. M., Kajungu, D., Galiwango, E., Loeb, M., Diener-West, M., Wegener, S., Pariyo, G., & Hyder, A. A. "Measuring child functioning: Assessing correlation and agreement between caregiver and child responses at the Iganga-Mayuge health and demographic surveillance site in Uganda." *Disability and health journal*, 14(2) (2021). <https://doi.org/10.1016/j.dhjo.2020.101022>

## ANNEX II: DATA COLLECTION TOOLS

### TEACHER AND PRIMARY CAREGIVER TOOLS

#### *Teacher Survey*

नमस्कार, मेरो नाम [फेसिलिटेटरको नाम] हो र उ [नोटकर्ताको नाम] हो। हामी अन्तर्राष्ट्रिय विकासका लागि USAID, World Vision र Australian Government को साझेदारीमा र World Education Nepal, World Vision Nepal र Progress Inc. Nepal सँग मिलेर काम गरिरहेका छौं। विद्यालय र शिक्षकहरूले अपाङ्गता भएका बालबालिकाहरूलाई पहिचान र सहयोग गर्न कसरी मद्दत गर्न सक्छन् भनेर हामीले अनुसन्धान गरिरहेका छौं। हामी आशा गर्दछौं कि तपाईंले यस अनुसन्धानको लागि यस सर्वेक्षणमा भाग लिन सहमत हुनुहुनेछ, जुन लगभग 45 मिनेटको हुनुपर्छ। तपाईंले आफ्नो सहभागिताबाट कुनै प्रत्यक्ष लाभ नदेख्न सक्नुहुने छ, यद्यपि, हामी आशा गर्छौं कि हाम्रो अनुसन्धानमा भाग लिएर, हामीले नेपालमा अपाङ्गता भएका बालबालिकालाई कसरी राम्रोसँग पहिचान गर्ने भनेर सिक्न सक्छौं। यस अनुसन्धानका तीन भागहरू छन्। पहिलो एउटा सर्वेक्षण हो जहाँ हामी तपाईंलाई आफ्नो र तपाईंको पृष्ठभूमि बारे प्रश्नहरू सोध्नेछौं। दोस्रो प्रश्नहरूको सेट हो जुन तपाईंले आफ्नो प्रत्येक विद्यार्थीको लागि ड्याब्लेटमा भर्नुहुनेछ। तेस्रो खुला-समाप्त प्रश्नहरूको साथ अन्तर्वार्ता हो जुन हामी तपाईंलाई सोध्नेछौं। तपाईंको कक्षाकोठामा कति विद्यार्थी छन् भन्ने आधारमा यो अनुसन्धानले धेरै घण्टा लाग्ने अनुमान गर्छ, र हामी तपाईंलाई अन्तर्वार्ता पूरा गर्न भोली फर्किन भन्न सक्छौं। यस अनुसन्धानमा तपाईंको सहभागिता पूर्णतया स्वैच्छिक हो। यदि तपाईं सहभागी नहुने छनौट गर्नुहुन्छ भने त्यहाँ कुनै नकारात्मक परिणामहरू हुनेछैनन्। यदि तपाईं भाग लिन छनौट गर्नुहुन्छ भने, तपाईं केहि प्रश्नहरूको जवाफ नदिने वा कुनै पनि समयमा सर्वेक्षण रोक्न छनौट गर्न सक्नुहुन्छ। हामी तपाईंसँग सही राय लिन त्यहाँ कुनै सही वा गलत जवाफहरू छैनन्। यो सर्वेक्षणको क्रममा तपाईंले कुनै जोखिम, तनाव, वा असुविधा अनुभव गर्नुहुनेछ भन्ने हामीलाई लाग्दैन। हाम्रो टोलीले सर्वेक्षणको क्रममा मास्किङ र सामाजिक दूरी जस्ता COVID-19 प्रोटोकलहरू अवलोकन गर्नेछ। तपाईंका प्रतिक्रियाहरू गोप्य हुनेछन्, र हामी तपाईंको प्रतिक्रियाहरू कसैसँग बाँड्ने छैनौं। यस अनुसन्धानबाट प्राप्त डाटा अनुसन्धान टोलीलाई उपलब्ध हुनेछ। यस अनुसन्धानका निष्कर्षहरू केवल तपाईं वा अन्य सहभागीहरूलाई पहिचान नगर्ने तरिकाहरूमा प्रयोग गरिनेछ। यदि तपाईंसँग यस अनुसन्धानको बारेमा कुनै प्रश्नहरू छन् भने, तपाईंले +977 1 4422623 वा [contact@progressinccompany.com](mailto:contact@progressinccompany.com) मा Progress Inc. लाई सम्पर्क गर्न सक्नुहुन्छ।

Hello, my name is [NAME OF FACILITATOR] and this is [NAME OF NOTETAKER]. We are working with All Children Reading, a partnership between the United States Agency for International Development, World Vision, and the Australian

Government, and with World Education Nepal, World Vision Nepal, and Progress Inc. Nepal. We are conducting research on how schools and teachers can help identify and support children with disabilities. We hope you will agree to take part in this research. Although you may not see any direct benefits from your participation, we hope that, by participating in our research, we can learn how to better identify children with disabilities in Nepal.

There are three parts to this research. The first is a survey where we will ask you questions about yourself and your background. The second is a set of questions you will fill out on a tablet for each of your students. The third is an interview with open-ended questions that we will ask you. We estimate that this research will take several hours, depending on how many students you have in your classroom, and we may ask you to return tomorrow to complete the interview.

Your participation in this research is completely voluntary. There will be no negative consequences if you choose not to participate. If you choose to participate, you can choose not to answer certain questions or stop the research at any time. We ask you to share your honest opinions during each part of the research: there are no right or wrong answers. We do not think you will experience any risks, stress, or discomfort because of this research. Our team will observe COVID-19 protocols, such as masking and social distancing, during the research.

Your responses will be confidential, and we will not share your responses with anyone. The data from this research will be available to the research team. The findings of this research will only be used in ways that do not identify you or other participants.

If you have any questions about this research, you may contact Progress Inc. at +977 1 4422623 or [contact@progressinccompany.com](mailto:contact@progressinccompany.com).

Nepali Question	English Question	Nepali Response	English Response
1. मैले भर्खरै पढेको कुरामा तपाईंको कुनै प्रश्न छन् ?	1. Do you have any questions about what I've just read?	हो	Yes
		हैन	No
2. के तपाईं स्वेच्छाले यस अनुसन्धानमा भाग लिन चाहानुहुन्छ ?	2. Do you voluntarily agree to participate in this research?	हो	Yes
		हैन	No
जनसांख्यिकी	Demographic		
सर्वप्रथम म तपाईंलाई तपाईंको बारेमा सोध्नेछु । यदि तपाईंले कुनै प्रश्नको उत्तर दिन चाहानुहुन्छ भने सोको जवाफ दिनुपर्ने छैन ।	I'll start by asking you some questions about yourself. Remember that you do not need to answer a question if you don't want to.		
8 तपाईं कति वर्षको हुनुभयो ?	8. How old are you now?		
9. तपाईंले कति सम्म पढ्नुभएको छ?	9. What is the highest level of school you have completed?	केही प्राथमिक	Some primary
		प्राथमिक सकिएका	Primary completed
		केही निम्न माध्यमिक	Some lower secondary
		निम्न माध्यमिक सकिएका	Lower secondary completed
		एस.एल.सी. वा प्राविधिक एस.एल.सी.	School Leaving Certificate (SLC) or Technical School Leaving Certificate (TSLC)
		12 कक्षा उत्तिर्ण	Higher secondary completed
		स्नातक सकिएका	Bachelor's degree completed
		स्नातकोत्तर सकिएका	Master's degree completed
		पिएचडी सकिएका	PhD completed
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response		
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		

Nepali Question	English Question	Nepali Response	English Response
10. तपाईंको वैवाहिक स्थिति के छ ?	10. What is your current marital status?	कहिल्यै विवाह नगरेको	Never married
		विवाहित	Currently married
		छुट्टिएको	Separated
		सम्बन्ध विच्छेद भएको	Divorced
		विधवा	Widowed
		सँगै बस्ने	Cohabiting
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
11. तपाईंले आफ्ना विद्यार्थीहरूसँग कक्षाकोठामा सबैभन्दा बढी कुन भाषा प्रयोग गर्नुहुन्छ ?	11. What language do you use most often in the classroom with your students?	बज्जिका	Bajjika
		भोजपुरी	Bhojpuri
		मगर	Magar
		मैथली	Maithali
		नेपाली	Nepali
		नेवारी	Newari
		तामाङ	Tamang
		नेपाली सांकेतिक भाषा	Nepali Sign Language
अन्य (उल्लेख गर्नुहोस्)	Other (specify)		
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
12. तपाईं र तपाईंको परिवारका सदस्यले प्रायजसो कुन भाषा बढी प्रयोग गर्नुहुन्छ ?	12. What language do you and members of your household use most often?	बज्जिका	Bajjika
		भोजपुरी	Bhojpuri
		मगर	Magar
		मैथली	Maithali
		नेपाली	Nepali
		नेवारी	Newari
		तामाङ	Tamang
		नेपाली सांकेतिक भाषा	Nepali Sign Language
अन्य (उल्लेख गर्नुहोस्)	Other (specify)		
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
13. तपाईं र तपाईंको परिवारका सदस्यले अन्य कुन भाषा प्रयोग गर्नुहुन्छ ? (दोहोरो छान्ने)	13. What other languages do you and members of your household use? (select multiple)	बज्जिका	Bajjika
		भोजपुरी	Bhojpuri
		मगर	Magar
		मैथली	Maithali
		नेपाली	Nepali
		नेवारी	Newari
		तामाङ	Tamang
		नेपाली सांकेतिक भाषा	Nepali Sign Language
अरु कुनै भाषा बोल्दैन	No other language		

Nepali Question	English Question	Nepali Response	English Response
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
घरको विशेषता	Household Characteristics		
तपाईंको परिवार वा नातेदार कसैमा तलका मध्ये कुनै अपांगता छ:	Does anyone in your household or any relatives have any of the following disabilities:		
14. शारीरिक अपांगता	14. Physical disability	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
15. दृष्टि सम्बन्धी अपांगता	15. Vision-related disability (blind or low vision)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
16. सुनाइसम्बन्धी अपाङ्गता	16. Hearing-related disability (deaf or hard of hearing)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
17. श्रवण दृष्टिविहीन अपाङ्गता	17. Deaf-Blind	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
18. स्वर र बोलाइ सम्बन्धी अपाङ्गता	18. Voice and speech-related disability	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
19. मनोसामाजिक अपांगता	19. Mental or psychosocial disability (learning disabilities)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
20. बौद्धिक अपांगता (जस्तै: डाउन्स सिन्ड्रोम)	20. Intellectual disability (e.g., Downs Syndrome)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
21. अनुवंशीय रक्तश्राव (हेमोफिलिया) सम्बन्धी अपाङ्गता	21. Hemophilia (clotting of blood)	हो	Yes
		हैन	No



Nepali Question	English Question	Nepali Response	English Response
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
22. अटिज्म	22. Autism	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
23. बहु अपांगता	23. Multiple disabilities	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
शिक्षकको पृष्ठभूमि	Teacher Background		
24. तपाईंले शिक्षकको रूपमा कति वर्षदेखि काम गर्दै आउनुभएको छ ?	24. For how many years have you been a teacher, in total?		
25. तपाईंले यस विद्यालयमा कति वर्षदेखि पढाउँदै आउनुभएको छ ?	25. For how many years have you been a teacher in this school?		
26. तपाईंले हाल कुन-कुन तहमा पढाउनुहुन्छ ? (बहु उतर)	26. What grades do you currently teach? (select multiple)	किन्डरगार्टन	Kindergarten
		तह 1	G1
		तह 2	G2
		तह 3	G3
		तह 4	G4
		तह 5	G5
		तह 6	G6
		तह विहीन	Non-graded
27. तपाईंले कुन-कुन विषय पढाउनुहुन्छ ? (बहु उतर)	27. What subjects do you teach? (select multiple)	थाहा छैन / प्रतिक्रिया विहीन	Don't know / No Response
		भाषा	Language
		गणित	Mathematics
		विज्ञान	Sciences
		सामाजिक अध्ययन	Social Studies
		सिर्जनात्मक कला	Creative arts
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
28. तपाईंले अपांगता भएका विद्यार्थीलाई पढाउनुहुन्छ ?	28. Do you teach students with disabilities?	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response

Nepali Question	English Question	Nepali Response	English Response
29. अपांगता भएका विद्यार्थीलाई कस्तो प्रकारको कक्षामा पढाउनुहुन्छ ?	29. In what type of classroom do you teach students with disabilities?	स्रोत कक्षाकोठ	Resource Classroom
		मूलधारको कक्षाकोठ	Mainstream Classroom
		विशेष विद्यालय	Special School
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
30. के तपाईं सँग शिक्षक सेवा आयोगको शिक्षण प्रमाणपत्र छ ?	30. Do you have a Teacher Service Commission (Shikshak Sewa Aayog) teaching license?	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
विद्यार्थीका विशेषता	Student Characteristics		
तपाईंको कतिजना तहविहीन विद्यार्थीहरू तलका अपांगताका लागि उपचाररत छन्:	How many of your non-graded students have a medical or clinical diagnosis of the following disabilities:		
31. शारीरिक अपाङ्गता	31. Physical disability		
32. दृष्टि सम्बन्धी	32. Vision-related disability (blind or low vision)		
33. सुनाइसम्बन्धी अपाङ्गता	33. Hearing-related disability (deaf or hard of hearing)		
34. श्रवण दृष्टिविहीनसम्बन्धी अपाङ्गता	34. Deaf-Blind		
35. स्वर र बोलाइसम्बन्धी अपाङ्गता	35. Voice and speech-related disability		
36. मनोसामाजिक अपाङ्गता	36. Mental or psychosocial disability (learning disabilities)		
37. बौद्धिक अपांगता (जस्तै: डाउन्स सिन्ड्रोम)	37. Intellectual disability (e.g., Downs Syndrome)		
38. हेमोफिलिया	38. Hemophilia (clotting of blood)		
39. अटिज्म	39. Autism		
40. बहु अपाङ्गता	40. Multiple disabilities		
विद्यार्थीका विशेषता	Student Characteristics		
तपाईंको कतिजना तह 1 का विद्यार्थीहरू तलका अपांगताका लागि उपचाररत छन्:	How many of your G1 students have a medical or clinical		

Nepali Question	English Question	Nepali Response	English Response
	diagnosis of the following disabilities:		
31. शारीरिक अपाङ्गता	31. Physical disability		
32. दृष्टि सम्बन्धी	32. Vision-related disability (blind or low vision)		
33. सुनाइसम्बन्धी अपाङ्गता	33. Hearing-related disability (deaf or hard of hearing)		
34. श्रवण दृष्टिविहीनसम्बन्धी अपाङ्गता	34. Deaf-Blind		
35. स्वर र बोलाइसम्बन्धी अपाङ्गता	35. Voice and speech-related disability		
36. मनोसामाजिक अपाङ्गता	36. Mental or psychosocial disability (learning disabilities)		
37. बौद्धिक अपाङ्गता (जस्तै: डाउन्स सिन्ड्रोम)	37. Intellectual disability (e.g. Down Syndrome)		
38. हेमोफिलिया	38. Haemophilia (clotting of blood)		
39. अटिज्म	39. Autism		
40. बहु अपाङ्गता	40. Multiple disabilities		
विद्यार्थीका विशेषता	Student Characteristics		
तपाईंको कतिजना तह 2 का विद्यार्थीहरू तलका अपाङ्गताका लागि उपचाररत छन्:	How many of your G2 students have a medical or clinical diagnosis of the following disabilities:		
31. शारीरिक अपाङ्गता	31. Physical disability		
32. दृष्टि सम्बन्धी	32. Vision-related disability (blind or low vision)		
33. सुनाइसम्बन्धी अपाङ्गता	33. Hearing-related disability (deaf or hard of hearing)		
34. श्रवण दृष्टिविहीनसम्बन्धी अपाङ्गता	34. Deaf-Blind		
35. स्वर र बोलाइसम्बन्धी अपाङ्गता	35. Voice and speech-related disability		
36. मनोसामाजिक अपाङ्गता	36. Mental or psychosocial disability (learning disabilities)		
37. बौद्धिक अपाङ्गता (जस्तै: डाउन्स सिन्ड्रोम)	37. Intellectual disability (e.g., Down Syndrome)		

Nepali Question	English Question	Nepali Response	English Response
38. हेमोफिलिया	38. Hemophilia (clotting of blood)		
39. अटिज्म	39. Autism		
40. बहु अपाङ्गता	40. Multiple disabilities		
शिक्षकको पृष्ठभूमि	Teacher Background		
तपाईं तलका अपाङ्गता भएका विद्यार्थीहरूलाई पढाउन कतिको सहज महसुस गर्नुहुन्छ:	How comfortable are you teaching students with the following disabilities:		
41. शारीरिक अपाङ्गता	41. Physical disability	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
42. दृष्टि सम्बन्धी	42. Vision-related disability (blind or low vision)	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
43. सुनाइसम्बन्धी अपाङ्गता	43. Hearing-related disability (deaf or hard of hearing)	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
44. श्रवण दृष्टिविहीनसम्बन्धी अपाङ्गता	44. Deaf-Blind	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable

Nepali Question	English Question	Nepali Response	English Response
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
<b>45. स्वर र बोलाइसम्बन्धी अपाङ्गता</b>	45. Voice and speech-related disability	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
<b>46. मनोसामाजिक अपाङ्गता</b>	46. Mental or psychosocial disability (learning disabilities)	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
<b>47. बौद्धिक अपाङ्गता (जस्तै: डाउन्स सिन्ड्रोम)</b>	47. Intellectual disability (e.g., Downs Syndrome)	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
<b>48. हेमोफिलिया</b>	48. Hemophilia (clotting of blood)	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
<b>49. अटिज्म</b>	49. Autism	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable

Nepali Question	English Question	Nepali Response	English Response
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
50. बहु अपाङ्गता	50. Multiple disabilities	एकदम सहज नभएको	Not at all Comfortable
		सहज नभएको	Not Comfortable
		सहज	Comfortable
		धेरै सहज	Very comfortable
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
51. तपाईंको कुनै विद्यार्थीसँग विशेष शिक्षा योजना अथवा व्यक्तिगत शिक्षा कार्यक्रम छ ?	51. Do any of your students have a specialized education plan, or an individual education program?	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
तपाईंको कुनै विद्यार्थीले विद्यालयमा तलका सहयोगी उपकरणहरू मध्ये कुनै प्रयोग गर्छन् ? (सहयोगी उपकरणहरूको चित्र सन्दर्भ दिने)	Do any of your students use any of the following types of assistive devices in school: (refer to pictures of assistive devices)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
52. व्हीलचेयर	52. Wheelchair	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
53. वेसाखी	53. Crutches	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
54. टेक्ने लौरो वा फ्रेम	54. Walking stick or walking frame	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
55. स्क्रिन पढ्ने सफ्टवेयर	55. Screen reading software	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
56. ब्रेल मेसिन	56. Braille machine	हो	Yes
		हैन	No

Nepali Question	English Question	Nepali Response	English Response
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
57. दृष्टि विहिनले टेक्ले लौरो (वाईट केन)	57. White cane	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
58. चस्मा	58. Glasses	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
59. सुन्न सहयोग गर्ने यन्त्र (हेयरिङ एड)	59. Hearing aid	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
60. म्याग्निफायर	60. Magnifier	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
61. अर्थोडिक उपकरण	61. Orthotic devices	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
62. नक्कली हातखुट्टा	62. Artificial limbs	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
63. विशेष प्रकारका फर्निचर	63. Modified furniture	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
64. सञ्चार पाटी	64. Communicatio n boards	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
65. विशेषगरी कार्यात्मक सीमितता/अशक्तता हटाउन प्रयोग गरिने कम्प्युटर	65. Computer used specifically to overcome functional limitation/disability	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
शिक्षक तालिम	Teacher Training		
		हो	Yes

Nepali Question	English Question	Nepali Response	English Response
66. सेवा-पूर्व तालिममा तपाइँले अपांगता भएका बालबालिकालाई पढाउने वा विशेष शिक्षा सम्बन्धी कुनै क्लास लिनुभएको छ ?	66. During your pre-service training, did you take any classes on teaching children with disabilities or special education?	हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
67. सेवा-पूर्वको तालिममा तपाइँले समावेशी शिक्षा सम्बन्धी कुनै क्लास लिनुभएको छ ?	67. During your pre-service training, did you take any classes on inclusive education?	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
68. तपाइँले सेवामा रहँदा अपांगता भएका बालबालिका पढाउने अथवा विशेष शिक्षा सम्बन्धी कुनै तालिम प्राप्त गर्नुभएको छ ?	68. Have you received any in-service training on teaching children with disabilities or special education?	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
69. तपाइँले सेवामा रहँदा समावेशी शिक्षा सम्बन्धी कुनै कक्षा लिनुभएको छ ?	69. Have you received any in-service training on inclusive education?	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
70. अपांगता भएका विद्यार्थी पहिचान गर्न तपाइँले सेवा-पूर्व वा सेवामा रहँदा कुनै तालिम प्राप्त गर्नुभएको छ ?	70. Have you received any pre-service or in-service training on screening or identifying children with disabilities or functional difficulties?	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
शिक्षक सहायता	Teacher Support		
अपांगता भएका वा कार्यत्मक कठिनाइ भएका बालबालिकालाई पढाउन तलका मध्ये कुनै स्रोतबाट सहायता पाउनुहुन्छ ?	Do you receive support from any of the following sources on teaching children with disabilities or functional difficulties:		
71. सहकर्मी शिक्षकहरूको सहायता	71. Peer support from other teachers	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
72. प्रधानाध्यपकको सहायता	72. Support from head teacher	हो	Yes
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response



Nepali Question	English Question	Nepali Response	English Response
73. जिल्ला तथा सरकारी प्रशिक्षकबाट सहायता	73. Support from district or government (coaches)	हो	Yes
		हैन	No
		थाहा छैन / प्रतिक्रिया विहीन	Don't know / No response
74. (सहयोग छ भने) कस्तो खालको सहायता पाउनुहुन्छ ?	74. (If yes) What type of support do you receive?	सिकाई सामग्री	Teaching and learning materials
		पाठ्यक्रम वा विधिगत मार्गदर्शन	Curriculum or methodological guidance
		कक्षाकोठामा प्रत्यक्ष सहायता	Direct support in the classroom
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
75. अतिरिक्त सहायता आवश्यक पर्ने विद्यार्थी (अपांगता भएको वा नभएको) को सिकाई र मुल्यांकन को कक्षाकोठामा लागि कस्ता सहयोग गरिन्छ?	75. What adaptations to learning or assessment do you currently make in the classroom for any of your students that need extra support (those with or without disabilities)?	बालबालिका बोर्ड वा शिक्षक नजिकै बस्छन्	a. Child sits close to the board or teacher
		छापिएका सामग्रीहरू विस्तार गरिन्छ	b. Printed materials are enlarged
		छापिएका सामग्रीहरू ब्रेलमा हुन्छ/ गरिन्छ	c. Printed materials are provided in Braille
		शारीरिक शिक्षा (खेलकूद) जन्य गतिविधिहरू संशोधन गरिन्छ ।	d. Physical education (sport) activities and games are modified
		बालबालिका का लागि पाठ संशोधन वा पाठको जटिलतालाई कम गर्ने	e. Modifying the lesson or reducing the complexity of the lesson for the child
		सिकाई र विद्यालयको अन्य कृयाकलापका लागि लागि नेपाली सांकेतिक भाषा प्रदान गर्ने	f. Providing Nepali Sign Language for learning and other school activities (either by the teacher directly or

Nepali Question	English Question	Nepali Response	English Response
		(प्रत्यक्ष रूपमा शिक्षकद्वारा वा दोभासे मार्फत)	through an interpreter)
		मूल्याङ्कनका लागि प्रदान गरिने थप समय	g. Additional time provided for assessments
		मूल्याङ्कनको क्रममा प्रदान गरिने व्यक्तिगत सहायता (जस्तै: नोट लिने/लेख्ने, सांकेतिक भाषाको दोभासे, इत्यादि)	h. Personal assistance provided during assessments (e.g., note taker/writer, sign language interpreter, etc.)
		कुनैपनि किसिमको अनुकूलनहरू प्रयोग गरेको छैन	i. None
		अन्य (उल्लेख गर्नुहोस्)	j. Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
तलका भनाइहरूसँग कतिको सहमत हुनुहुन्छ:	How much do you agree with the following statements:		
76. विविध प्रकारका विद्यार्थीहरूलाई सामेल गराउन कसरी फरक-फरक किसिमका सिकाईका कृयाकलापहरू प्रयोग गर्ने भन्ने कुरा मलाई थाहा छ ।	76. I know how to use varied or differentiated learning activities to engage a diverse range of learners.	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		थेटै सहमत	Strongly Agree
		थाहा छैन	Don't Know
77. म विद्यार्थीहरूलाई आफुले जानेको कुरा ब्यक्त गर्न विभिन्न प्रकारका अवसरहरू दिने गर्छु ।	77. I give my students different types of opportunities to express what they know.	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		थेटै सहमत	Strongly Agree
		थाहा छैन	Don't Know
78. मलाई लाग्छ विद्यार्थीहरूलाई विभिन्न तरिकाले सूचना दिनु महत्वपूर्ण छ ।	78. I believe that it is important to present information to learners in a variety of ways	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		थेटै सहमत	Strongly Agree
		थाहा छैन	Don't Know

Nepali Question	English Question	Nepali Response	English Response
79. मलाई लाग्छ विद्यार्थीहरूलाई विभिन्न तरिकाले उत्प्रेरित र सामेलगराउनु महत्त्वपूर्ण छ ।	79. I believe that it is important to motivate and engage learners in a variety of ways	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		धेरै सहमत	Strongly Agree
		थाहा छैन	Don't Know
80. म मेरा विद्यार्थीका लागि विविध मूल्याङ्कन तरिकाहरू प्रयोग गर्न सक्छु ।	80. I can use a variety of assessment strategies for my learners	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		धेरै सहमत	Strongly Agree
		थाहा छैन	Don't Know
81. विद्यार्थीहरू दोधारमा पर्दा म कुनै वैकल्पिक व्याख्या वा उदाहरण दिन सक्छु ।	81. I can provide an alternative explanation for example when learners are confused	पुर्ण असहमत	Strongly Disagree
		असहमत	Disagree
		सहमत	Agree
		धेरै सहमत	Strongly Agree
		थाहा छैन	Don't Know
82. सर्वेक्षणको भाषा छान्ने	82. Select the language of enumeration	बज्जिका	Bajjika
		भोजपुरी	Bhojpuri
		मगर	Magar
		मैथली	Maithali
		नेपाली	Nepali
		नेवारी	Newari
		तामाङ	Tamang
		नेपाली सांकेतिक भाषा	Nepali Sign Language
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		

**बालबालिका कार्य मोड्युल – शिक्षक संस्करण बैधानिक अध्ययन**

**पृष्ठभूमि सामाग्रीहरू**

**1. अपाङ्गता भनेको के हो ?**

अपाङ्गता भएका व्यक्तिहरूको अधिकार सम्बन्धी संयुक्त राष्ट्र संघको महासन्धि )सिआरपिडि( ले अपाङ्गताको सामाजिक उदाहरण प्रयोग गरी अपाङ्गतालाई वर्णन गर्दछ । यो उदाहरण ले अपाङ्गता व्यक्तिको कमजोरीको नतिजा होइन, बरु व्यक्तिको कमजोरी र सामाजिक वातावरण दुवैको परिणाम हो भनी बताउँछ । यसमा समाजको धारणा, पूर्वाधार, चिकित्सा प्रणाली, आर्थिक प्रणाली र राजनीतिक प्रणालीहरू समावेश छन् ।<sup>1</sup> सामाजिक उदाहरणले व्यक्तिको क्षमता र समाजमा समावेशीकरणमा केन्द्रित हुन्छ ।

विगतमा, अपाङ्गतालाई केवल चिकित्सा दृष्टिकोणबाट परिभाषित गरिएको थियो ।चिकित्सा प्रणालिले अपाङ्गतालाई व्यक्तिको कमजोरीको प्रत्यक्ष परिणामको रूपमा हेर्छ । यसले अपाङ्गतामा सामाजिक वातावरणको भूमिकालाई विचार गर्दैन र यसको सट्टा अपाङ्गता भनेको व्यक्तिको लागि असाधारण समस्याको रूपमा हेर्छ । सो व्यक्तिले निको हुन चाहें या नचाहें पनि चिकित्सा प्रणालिले अपाङ्गता भनेको निश्चित वा निको हुनुपर्छ भन्ने सुझाव दिन्छ। चिकित्सा उदाहरणले एक व्यक्तिको कमजोरीहरू निको पार्नमा ध्यान केन्द्रित गर्ने हुनाले, व्यक्तिलाई समाजमा पूर्ण र प्रभावकारी रूपमा सहभागी हुन सहयोग हुने चिकित्सा हस्तक्षेपहरूमा ध्यान केन्द्रित गर्दछ ।<sup>2</sup>

सामाजिक उदाहरण	चिकित्सा उदाहरण
<ul style="list-style-type: none"> <li>• अपाङ्गता भनेको व्यक्तिको कमजोरी र सामाजिक वातावरणको परिणाम हो ।</li> <li>• समाजले नै व्यक्तिलाई समावेश गर्ने तरिकाहरू खोज्नु पर्छ ताकि उनीहरू समाजमा सहभागी हुन सकुन् ।</li> </ul>	<ul style="list-style-type: none"> <li>• अपाङ्गता व्यक्तिको कमजोरीको परिणाम हो ।</li> <li>• समाजमा समावेश हुनका लागि व्यक्तिले आफ्नो असहजताको समाधान / उपचार गर्ने पर्छ ।</li> </ul>

**सामाजिक र मेडिकल परिभाषाको निम्न उदाहरणहरू तर्फ ध्यान दिनुहोस् :**

उदाहरण नं. 1 : : हिलचेयरमा बसेका व्यक्तिलाई रोजगारी पाउन कठिनाइ हुन्छ किनभने...

- सामाजिक उदाहरण : जुन भवनमा उनले काम गर्छिन् त्यसमा यम्पिस् वा लिफ्ट छैन ,त्यसैले उनलाई अफिस पुग्न गाह्रो हुन्छ ।
- मेडिकल उदाहरण : उनी अफिस जान सक्दिनन् किनभने उनको खुट्टामा सीमित गतिशीलता छ ।

उदाहरण नं. 2 : बौद्धिक अपाङ्गता भएको बालबालिकालाई सामान्य कक्षाकोठामा बस्न कठिनाई हुन्छ किनभने  
.....

- सामाजिक उदाहरण : शिक्षकलाई उपलब्ध गराइएका पाठ्यक्रम र शिक्षण रणनीतिहरूले भिन्न क्षमता भएका विद्यार्थीहरूलाई अनुकूलन गर्न अनुमति दिँदैन ।
- चिकित्सा उदाहरण : अन्य विद्यार्थीहरूको सिकाईको तुलानामा उसको अपाङ्गताले उसलाई सिक्नमा असम्भव बनाई दिन्छ ।

## 2. कार्यात्मक कठिनाई भनेको के हो ?

कार्यगत कठिनाई कुनै चिकित्सा निदान होइन -बरु यो त्यस्तो चीज हो जब एक व्यक्तिलाई ब्याकबोर्ड हेर्ने वा स्कूलको वरिपरि हिंड्ने जस्ता आधारभूत कार्यात्मक गतिविधि गर्दा विशेष चुनौती हुन सक्छन् । कार्यात्मक कठिनाइ भनेको सामाजिक उदाहरण को दृष्टिकोणबाट अपाङ्गताको बारे सोच्ने तरिका हो । कार्यात्मक कठिनाई भनेको सामाजिक वातावरणसंग व्यक्तिको अन्तरक्रियाको परिणाम हो ।

हामी एक व्यक्तिले सामाजिक परिवेशमा सामना गर्न सक्ने कार्यगत कठिनाईहरूलाई बाह्यता वर्गहरूमा विचार गर्छौं । यी बर्गहरू :दृष्टि, श्रवण, गतिशीलता, संचार, व्यवहार, सिकाइ, स्व-हेरचाह, स्मरण, ध्यान केन्द्रित गर्ने, परिवर्तनको सामना गर्ने, सम्बन्धहरू, र भावनाहरू हुन्।

## 3. म किन आफ्ना विद्यार्थीहरूको बारेमा यी प्रश्नहरू सोध्छु?

तपाईंले जवाफ दिनुहुने प्रश्नहरूले विद्यालयमा विद्यार्थीहरूको कार्यात्मक कठिनाइहरूको व्यापकता बुझ्न मद्दत गर्दछ - यो भनेको, विद्यालयको सामाजिक वातावरणसँगको कमजोरीको प्रतिच्छेदन हो। हामी जान्न चाहन्छौं कि समग्रमा कति विद्यार्थीहरूले विद्यालयको वातावरणमा कठिनाइहरूको सामना गरिरहेका छन्; यी प्रश्नहरू चिकित्सा निदानका लागि होइनन् । तालिम प्राप्त स्वास्थ्य कर्मिले मात्र बालबालिकामा भएको अपाङ्गता वा असहजताको स्तर बारे निदान गर्न सक्छन। हामी व्यक्तिगत स्तरमा विद्यार्थीहरूको कमजोरी पहिचान गर्न खोजिरहेका छैनौं । हामी शिक्षार्थीहरूलाई हुन सक्ने कठिनाइहरूको उपस्थिति र सीमा बुझ्न चाहन्छौं, कठिनाइहरूको कारणहरू होइन (अशक्तता तथ्याङ्कमा वाशिंगटन समूह, 2020)।

महत्वपूर्ण कुरा, यी प्रश्नहरू सरकारी अनुदान, सहयोगी विधि अथवा निश्चित सेवा जस्ता कार्यक्रममा विद्यार्थीको योग्यता निर्धारण गर्नका लागि होईन।

## 4. मैले यी प्रश्नहरूको उत्तर कसरि दिने?

यस बालबालिका कार्य मोड्युल- शिक्षक संस्करण (CFM-TV) (उपकरण) भित्र - तपाईंले तपाईंको कक्षाकोठामा भएका प्रत्येक विद्यार्थीको बारेमा 15 वटा प्रश्नहरूको जवाफ दिनुहुनेछ । 15 वटा प्रश्नहरूमध्ये 3 वटा प्रश्नहरूको जवाफ हो वा होइनमा जवाफ दिनुपर्नेछ र यो बिद्यार्थीहरूको सहयोगी सामग्रीसँग सम्बन्धित छ । 15 वटा प्रश्नहरूमध्ये 10 वटा प्रश्नहरूको जवाफ समस्या छैन/थोरै समस्या छ/ धेरै समस्या छ/बिल्कुलै गर्न सकिँदैन भनेर जवाफ दिनुपर्नेछ । 15 वटा प्रश्नहरूमध्ये 2 वटा प्रश्नहरूको बिरलै/मासिक/साप्ताहिक/दैनिक मा जवाफ दिनुपर्नेछ ।

प्रत्येक प्रश्नमा तपाईंको प्रतिक्रियालाई विचार गर्दा, एक विशेष विद्यार्थी र समयसँगै उनको बारे तपाईंको ज्ञान बारे विचार गर्नुहोस् । केही अवस्थामा, प्रश्नले तपाईंलाई समान उमेरका बालबालिकाहरूसँग तुलना गर्ने बारे सोध्नेछ । यी अवस्थाहरूमा, तपाईंले साथीहरूको सबैभन्दा उपयुक्त सन्दर्भ समूहको बारेमा सोच्नुपर्छ ।

प्रत्येक प्रश्नको प्रतिक्रियालाई ध्यानमा राख्दै, अपाङ्गताको चिकित्सा उदाहरण मात्र नभई सामाजिक उदाहरणको बारेमा पनि सोच्ने प्रयास गर्नुहोस् ।

तपाईंलाई कस्तो प्रतिक्रिया दिने भन्ने बारे अलिकति अनिश्चित भए पनि तपाईंले आफ्ना विद्यार्थीहरूको बारेमा सकेसम्म धेरै प्रश्नहरूको जवाफ दिने प्रयास गर्नुपर्नेछ । यदि तपाईं प्रश्नको जवाफ दिन सक्नुहुन्न भने, तपाईंले "थाहा छैन" भन्ने जवाफ दिन सक्नुहुनेछ।

### सामान्य निर्देशन

यस भित्र – बाल कार्य मोड्युल - शिक्षक संस्करण (CFM-TV) -तपाईंले तपाईंको कक्षाकोठामा भएका प्रत्येक विद्यार्थीको बारेमा 15 वटा प्रश्नहरूको जवाफ दिनुहुनेछ । 15 वटा प्रश्नहरूमध्ये 3 वटा प्रश्नहरूको जवाफ हो वा होइनमा जवाफ दिनुपर्नेछ र यो बिद्यार्थीहरूको सहयोगी सामग्रीसँग सम्बन्धित छ । 15 वटा प्रश्नहरूमध्ये 10 वटा प्रश्नहरूको जवाफ समस्या छैन/थोरै समस्या छ/ धेरै समस्या छ/बिल्कुलै गर्न सकिँदैन भनेर जवाफ दिनुपर्नेछ । 15 वटा प्रश्नहरूमध्ये 2 वटा प्रश्नहरूको बिरलै/मासिक/साप्ताहिक/दैनिक मा जवाफ दिनुपर्नेछ । प्रत्येक प्रश्नमा तपाईंको प्रतिक्रियालाई विचार गर्दा, एक विशेष विद्यार्थी र समयसँगै तपाईंको ज्ञान बारे विचार गर्नुहोस् । केही अवस्थामा, प्रश्नले तपाईंलाई समान उमेरका बच्चाहरूसँग तुलना गर्ने बारे सोध्नेछ । यी अवस्थाहरूमा, तपाईंले साथीहरूको सबैभन्दा उपयुक्त सन्दर्भ समूहको बारेमा सोच्नुपर्छ । तपाईंलाई कस्तो प्रतिक्रिया दिने भन्ने बारे अलिकति अनिश्चित भए पनि तपाईंले आफ्ना विद्यार्थीहरूको बारेमा सकेसम्म धेरै प्रश्नहरूको जवाफ दिने प्रयास गर्नुपर्नेछ, । यदि तपाईं प्रश्नको जवाफ दिन सक्नुहुन्न भने, तपाईं "थाहा छैन" भन्ने जवाफ दिन सक्नुहुन्छ ।

पृष्ठभूमि सामाग्री प्रयोगको लागि निर्देशिका (सान्दर्भिक भए)

तपाईंलाई CFM-TV भर्ना सहयोग गर्न हामिले तपाईंलाई पृष्ठभूमि सामाग्री दिएका छौ जसमा हामिले तपाईंलाई यस प्रश्नावलि र यसको उद्देश्य बारे उल्लेख गरेको छौ। कृपया केही समय दिएर यस सामाग्रीलाई पढीदिनु होला। [गणनाकतलि पृष्ठभूमि सामाग्री हस्तान्तरण गर्ने र कम्तिमा 2 मिनेट पढ्ने शिक्षकले पृष्ठभूमि सामाग्री पढीन्जेल]

के तपाईंलाई यस सामाग्री बारे केही प्रश्नहरू छन मलाई सोध्नुपर्ने?

[छ भने, प्रश्नहरूको उत्तर दिने, छैन भने, अघि बढ्ने।]

तपाईंले यस प्रश्नावलि भने क्रममा कुनै पनि समय पृष्ठभूमि सामाग्रीलाई हेर्न सक्नु हुन्छ। तपाईंलाई पश्नविलि भर्दा विद्यार्थीको कुनैपनि किसिमको क्रियात्मक समस्याको सामाजिक प्राणालि बमोजिमको अनुवाद बारे कुराहरू सम्झन कठिनाई भए यस सामाग्रीलाई हेर्न सक्नुहुनेछ। [शिक्षकलाई सामाग्रीमा उदाहरणहरू कता हेर्न सकिन्छ देखाईदिने।]

विशेष निर्देशन :

- तपाईंले आफ्ना प्रतिक्रियाहरू भर्नाका लागि विद्यार्थीहरूलाई कुनै पनि कार्य गर्न नभन्नुहोस् वा अवलोकन गर्नका लागि न भन्नुहोस् । तपाईंका विद्यार्थीहरूसँग भएको ज्ञानको आधारमा नै तपाईंले आफ्नो प्रश्नको उत्तर भर्नु पर्नेछ ।
- कृपया प्रश्नहरू नछुटाउनु होला । तपाईंले आफ्नो अनुमान प्रयोग गरेर आफ्ना प्रश्नहरूको जवाफ दिनुपर्छ । यदि तपाईंलाई तपाईंको प्रश्नको जवाफ दिन सकिँदैन जस्तो लाग्छ भने, तपाईंले "थाहा छैन" भन्ने जवाफ दिन सक्नुहुन्छ ।
- तपाईंले प्रश्नको जवाफ चयन छनौट गरेपछि वा टाइप गरेपछि, अर्को प्रश्नमा जान ट्याब्लेट स्क्रिन स्वाइप गर्नुहोस् । जब तपाईंले विद्यार्थीका लागि सबै प्रश्नहरूको जवाफ दिनुभयो, ट्याब्लेटको स्क्रिनलाई सबमिशनमा स्वाइप गर्नुहोस् र त्यसपछि अर्को विद्यार्थीको लागि नयाँ प्रश्नावली सुरु गर्नुहोस् ।
- यदि तपाईंसँग कुनै प्रश्नहरू छन भने, तपाईंले मलाई सोध्न सक्नुहुन्छ।

### General instructions:

On this tool – the Child Functioning Module – Teacher Version (CFM-TV) – you will respond to 15 questions about students in your classroom. Three of the 15 questions are responded to with “Yes/No” and are related to a student’s use of assistive devices. Ten of the 15 questions are responded to with “No difficulty/A little difficulty/A lot of difficulty/Cannot do at all.” Two of the 15 questions are responded to with “Rarely/Monthly/Weekly/Daily.”

When considering your response to each question, think about the student and your knowledge of them over time. In some cases, the question will ask you to make a comparison to children of the same age. In these cases, you should think of the most appropriate group of your students’ peers.

You should try to answer as many questions as you can about your students, even if you are a bit unsure of what response to put. If you cannot answer a question, you may respond “Do not know.”

### Instructions for use of background materials (if applicable):

To assist you in filling out the CFM-TV, we have some background materials about the questionnaire and its purpose. Please take a few moments to read over these materials now. [Enumerator hands the materials to the teacher and wait at least two minutes while the teacher reads through the materials.]

Do you have any questions for me about the materials and what they mean?

[If yes, answer questions. If no, continue.]

You may refer back to the materials at any time while you are completing the questionnaire. For example, if you need help remembering how to interpret questions about students’ difficulty with different tasks from the social model, you can check the examples in the materials to get a better understanding.

[Show where in the materials the teacher can find the examples].

### Specific instructions

- Please do not ask students to do activities or make observations to fill in your responses. You should respond to the questions based on your existing knowledge of your students.
- Please do not skip questions. You should respond to your questions using your best guess. If you feel you cannot answer a question, you may respond, “Do not know.”
- Once you’ve selected or typed an answer to a question, swipe the tablet screen to move to the next question. When you’ve answered all the questions for a student, swipe the tablet screen to the submission and then start a new questionnaire for the next student.
- If you have any questions, you may ask me.

Nepali Question	English Question	Nepali Response	English Response
1. मैले भर्खरै पढेको कुरामा तपाईंको कुनै प्रश्न छन् ?	1. Do you have any questions about what I've just read?	हो	Yes
तपाईंको कक्षमा कति जना विद्यार्थी हुनुहुन्छ?	How many total students are in your class?		
आज तपाइले कति जना विद्यार्थी संग बाल कार्य मोड्युल - शिक्षक संस्करण (CFM-TV) सर्वेक्षण सिध्याउनुहुन्छ?	For how many students will you complete CFM-TV's today?		
Student Information	Student Information		
कुन कक्षा	Class / Grade	किन्डरगार्टन	Kindergarten
		तह 1	G1
		तह 2	G2
		तह 3	G3
		तह 4	G4
		तह 5	G5
		तह 6	G6
		तह विहीन	Non-graded
		अन्य (उल्लेख गर्नुहोस्)	Other (specify)
थाहा छैन / जवाफ विहीन	Don't know / No Response		
अन्य भए उल्लेख गर्नुहोस्	If other, please specify		
विद्यार्थीको नाम	Student's Name		
ID	Student ID		
तपाईं यो विद्यार्थीलाई कतिको राम्ररी चिन्नुहुन्छ?	How well do you know this student?	पटकै छैन - मैले यस विद्यार्थीसँग पहिले व्यक्तिगत रूपमा कुरा गरेको छैन	Not at all - I have not spoke to this student individually before
		धेरै राम्रो सँग छैन - मैले यस विद्यार्थीसँग व्यक्तिगत रूपमा केही पटक कुरा गरेको छु	Not very well - I have spoken to this student individually a few times
		केही हदसम्म - मैले यस विद्यार्थीसँग व्यक्तिगत रूपमा कुरा गरेको छु र उनीको व्यक्तित्व थाहा छ	Somewhat well - I have spoken to this student individually and know their personality
		धेरै राम्रो - म यस विद्यार्थीसँग व्यक्तिगत रूपमा बारम्बार कुरा गर्छु, मलाई उनीको व्यक्तित्व राम्ररी थाहा छ, र म उनीको परिवारलाई चिन्छु	Very well - I speak with this student individually frequently, I know their personality well, and I know their family



Nepali Question	English Question	Nepali Response	English Response
के यो विद्यार्थीले चश्मा वा कन्ट्याक्ट लेन्स लगाउँछ?	Does this student wear glasses or contact lenses?	हो	Yes
		होइन	No
यदि लगाउछ भने, उसको/उनको चश्मा/लेन्स लगाउँदा, के यो विद्यार्थीलाई हेर्न कठिनाई छ?	If yes, When wearing his/her glasses/lenses, does this student have difficulty seeing?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
यदि लगाउदैन भने, के यो विद्यार्थीलाई हेर्न कठिनाई छ?	If no, does this student have difficulty seeing?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
के यो विद्यार्थीले सुन्न सहयोग गर्ने यन्त्र (हेयरिङ्ग एड) प्रयोग गर्छ?	Does this student use a hearing aid?	हो	Yes
		होइन	No
यदि लगाउछ भने, उसको / उनको श्रवण सुन्न सहयोग गर्ने यन्त्र (हेयरिङ्ग एड), के यो विद्यार्थीलाई मानिसहरूको आवाज वा संगीत जस्ता आवाज सुन्न कठिनाई हुन्छ?	If yes, when using his /her hearing aid, does this student have difficulty hearing sounds like people's voices or music?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
यदि लगाउदैन भने, के यो विद्यार्थीलाई मानिसहरूको आवाज वा संगीत जस्ता आवाज सुन्न कठिनाई छ?	If no, does this student have difficulty hearing sounds like people's voices or music?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
के यो विद्यार्थीले हिंड्नका लागि कुनै सहायक सामाग्री वा कसैको सहयोग लिन्छन?	Does this student use any equipment or receive assistance for walking?	हो	Yes
		होइन	No
यदि लिन्छन भने, उसलाई सहायक सामाग्री तथा कसैको सहयोग बिना हिंड्न कठिनाई हुन्छ?	If yes, without the use of his/her equipment or assistance, does this student have difficulty walking?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
यदि लिदैन भने, के यो विद्यार्थीलाई हिंड्न कठिनाई हुन्छ?	If no, does this student have difficulty walking?	पटकै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know

Nepali Question	English Question	Nepali Response	English Response
जब यो विद्यार्थी बोल्दछ, उसले बोलेको कुरा तपाईंले अथवा कक्षामा अरुलाई बुझ्न कठिनाई छ ?	When this student speaks, does he/she have difficulty being understood by you, or others in this classroom?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
उही उमेरसमुहका बालबालिकाको तुलनामा, के यो विद्यार्थीलाई विभिन्न कुरा सिक्न कठिनाई छ?	Compared with children of the same age, does this student have difficulty learning things?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
उही उमेरसमुहका बालबालिकाको तुलनामा, के यो विद्यार्थीलाई कुराहरू सम्झन कठिनाई हुन्छ?	Compared with children of the same age, does this student have difficulty remembering things?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
के यो विद्यार्थीलाई आफूले गर्न मन लागेको (रुचाएको) काममा ध्यान केन्द्रित गर्न कठिनाई छ?	Does this student have difficulty concentrating on an activity that he/she enjoys doing?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
के यो विद्यार्थीलाई आफ्नो दैनिक कार्यातालिकामा हुने परिवर्तनहरू स्वीकार गर्नमा केही कठिनाई हुन्छ?	Does this student have difficulty accepting changes in his/her routine?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
उही उमेरसमुहका बालबालिकासँग तुलनामा, के यो विद्यार्थीलाई आफ्नो व्यवहार नियन्त्रण गर्नमा कठिनाई हुन्छ?	Compared with children of the same age, does this student have difficulty controlling his/her behaviour?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know
के यो विद्यार्थीलाई साथीहरू बनाउन कठिनाई हुन्छ?	Does this student have difficulty making friends?	पटककै गर्न सक्दैन	Cannot do at all
		धेरै कठिनाई छ	A lot of difficulty
		केही कठिनाई छ	Some difficulty
		कठिनाई छैन	No difficulty
		थाहा छैन	Do not know

Nepali Question	English Question	Nepali Response	English Response
यो विद्यार्थी कतिको हतोत्साहित हुने, आत्तिने वा चिन्तित हुने गर्दछन?	How often does this student seem very anxious, nervous, or worried?	कहिल्यै पनि थिएन	Never
		बिरलै	Rarely
		मासिक	Monthly
		साप्ताहिक	Weekly
		दैनिक	Daily
		थाहा छैन	Do not know
यो विद्यार्थी कतिको बढी दुखि वा उदास देखिन्छ?	How often does this student seem very sad or depressed?	कहिल्यै पनि थिएन	Never
		बिरलै	Rarely
		मासिक	Monthly
		साप्ताहिक	Weekly
		दैनिक	Daily
		थाहा छैन	Do not know
के तपाईंले यो प्रश्नावलि संग संबन्धित कुनै किसिमको तालिम लिनुभएको छ?	Have you ever received training on the domains in this questionnaire?	तालिम लिएको छैन	Have not received training
		तालिम लिएको छु	Have received training
		थाहा छैन	Not sure
तपाईंले यस प्रश्नावलिमा उल्लेखित कार्यकारि असहजताका विभिन्न प्रकार संबन्धि कहिले तालिम लिनुभएको? ति प्रकार हरू: दृष्टि, बोलि, श्रवण, सम्झना, ध्यान, परिवर्तन संग सामना गर्नु	When did you receive training on the different categories of difficulty in this questionnaire? These categories were vision, hearing, mobility, communicating, learning, remembering, concentrating, coping with change, controlling behavior, making friends, anxiety, and depression.	2020 सालमा (2077 B.S.)	The 2020 school year (2077 B.S.)
		2021 सालमा (2078 B.S.)	The 2021 school year (2078 B.S.)
		2022 सालमा (2079 B.S.)	The 2022 school year (2079 B.S.)
		अरुनै बेला	Other times
		थाहा छैन	I'm not sure
के तपाईंलाई यस प्रश्नावलिमा उल्लेखित कार्यकारि असहजताका विभिन्न प्रकार संबन्धित तालिम उपयुक्त हुन्छ जास्तो लाग्छ?	Do you think training on the categories of difficulty in this questionnaire would be helpful?	तालिम उपयोगी हुनेछैन	Training would not be helpful
		तालिम उपयोगी हुनेछ	Training would be helpful
		थाहा छैन	Not sure
यो CFM-TV फार्म कसले भरेको हो?	Who filled out the CFM-TV form, the teacher, or the facilitator?	शिक्षक	Teacher
		सर्वेक्षक	Facilitator

## **Child Functioning Module–Teacher Version Validity Study Background Materials**

### **I. What is a disability?**

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) describes disability using the social model of disability. This model says that disability is not the result of a person’s impairment, but instead the result of both a person’s impairment and the social environment. This includes society’s attitudes, infrastructure, medical systems, economic systems, and political systems.<sup>44</sup> The social model focuses on an individual’s capability and inclusion in society.

In the past, disability had been defined from solely a medical perspective. The medical model of disability views disability as the direct result of a person’s impairments. It does not consider the social environment’s role in disability, and instead views disability as a problem unique to an individual. The medical model suggests that a disability must be fixed or cured, regardless of whether or not a person with a disability wants to or can be cured. Because of the focus on curing an individual’s impairments, the medical model focuses on medical interventions as the way to allow a person to fully and effectively participate in society.<sup>45</sup>

Social Model	Medical Model
Disability is a result of a person's impairments and also the social environment. Society must find ways to include an individual so they can participate in society.	Disability is a result of a person's impairments. The individual must fix/cure their disability to participate in society.

---

<sup>44</sup> <https://ncd.gov/publications/2002/May232002>

<sup>45</sup> [https://www.aclu.org/other/enabling-everyone-united-nations-convention-rights-persons-disabilities#\\_ftn2](https://www.aclu.org/other/enabling-everyone-united-nations-convention-rights-persons-disabilities#_ftn2)

Consider the following examples of the social versus the medical model:

Example 1: A person in a wheelchair has difficulties finding employment because ...

- *Social model*: The building in which she would work does not have ramps or elevators, so it would make it difficult for her to get to the office.
- *Medical model*: She would not be able to get to the office because she has limited mobility in her legs.

Example 2: A child with an intellectual disability has difficulties in a mainstream classroom because ...

- *Social model*: The curriculum and teaching strategies provided to the teacher do not allow for adaptation to meet individual learning needs.
- *Medical model*: His disability makes it not possible for him to learn as well as the other students.

## **II. What is a functional difficulty?**

A functional difficulty is not a medical diagnosis—rather, it is something that happens when a person may have a specific challenge doing a basic functional activity, such as seeing the blackboard or walking around the school. Functional difficulty is a way of thinking about disability from the lens of the social model of disability. A functional difficulty results from an individual's interaction with the social environment.

We consider twelve different categories of functional difficulty that an individual may encounter in the social environment: vision, hearing, mobility, communication, behavior, learning, self-care, remembering, focusing attention, coping with change, relationships, and emotions. These are different from the Government of Nepal's categories of disability which include physical disability; disability related to vision; disability related to hearing; Deaf-blindness; disability related to voice and speech; mental or psycho-social disability; intellectual disability; disability associated with hemophilia; disability associated with autism; and multiple disability.<sup>46</sup> Though the categories of functional difficulty are not the same as disability, there is some overlap. The functional difficulty categories focus on functioning in basic, universal activities. This compares to the Government of Nepal's categories that are based on a medical model which focus on impairments to bodily functions or structures.

## **II. Why am I being asked these questions about my students?**

The questions you will respond to help us understand the prevalence of students' functional difficulties in school—that is, the intersection of an impairment with the social environment in the school. We want to know how many students overall may be facing difficulties in the school environment; these questions are not meant to be medical diagnoses. We are not looking to identify students' impairments on an individual level. We want to understand the

---

<sup>46</sup> <https://lawcommission.gov.np/en/?p=20774>

presence and extent of difficulties that the learners may have, not the causes of the difficulties (Washington Group on Disability Statistics, 2020).

Importantly, the questions are also not meant to determine eligibility of a student for a particular program (such as a government subsidy) or for a particular service (such as an assistive device). The questions are also not meant to provide a medical diagnosis. Only a trained medical professional can diagnose a child with a certain category and severity of disability.

### **III. How should I answer the questions?**

On this tool—the Child Functioning Module-Teacher Version (CFM-TV)—you will respond to 15 questions about each student in your classroom. Three of the 15 questions are responded to with “Yes/No” and are related to a student’s use of assistive devices. Ten of the 15 questions are responded to with “No difficulty/A little difficulty/A lot of difficulty/Cannot do at all.” Two of the 15 questions are responded to with “Rarely/Monthly/Weekly/Daily.”

When considering your response to each question, think about one specific student and your knowledge of them over time. In some cases, the question will ask you to make a comparison to children of the same age. In these cases, you should think of the most appropriate reference group of peers.

When considering your response to each question, also try to think about functional difficulties rather than medical diagnoses. For example, when thinking if a student has difficulty seeing, think about if they have any difficulty seeing objects around them rather than if they have been diagnosed with far-sightedness or near-sightedness.

You should try to answer as many questions as you can about your students, even if you are a bit unsure of what response to put. If you cannot answer a question, you may respond “Do not know.”

सबै बालबालिकाको पढाई  
विकासका लागि एउटा ठुलो चुनौती

## बालबालिका कार्य मोड्युल – शिक्षक संस्करण बैधानिक अध्ययन

### पृष्ठभूमि सामाग्रीहरू

#### 1. अपाङ्गता भनेको के हो ?

अपाङ्गता भएका व्यक्तिहरूको अधिकार सम्बन्धी संयुक्त राष्ट्र संघको महासन्धि (सिआरपिडि) ले अपाङ्गताको सामाजिक उदाहरण प्रयोग गरी अपाङ्गतालाई वर्णन गर्दछ । यो उदाहरण ले अपाङ्गता व्यक्तिको कमजोरीको नतिजा होइन, बरु व्यक्तिको कमजोरी र सामाजिक वातावरण दुवैको परिणाम हो भनी बताउँछ । यसमा समाजको धारणा, पूर्वाधार, चिकित्सा प्रणाली, आर्थिक प्रणाली र राजनीतिक प्रणालीहरू समावेश छन् । सामाजिक उदाहरणले व्यक्तिको क्षमता र समाजमा समावेशीकरणमा केन्द्रित हुन्छ ।

विगतमा, अपाङ्गतालाई केवल चिकित्सा दृष्टिकोणबाट परिभाषित गरिएको थियो । चिकित्सा प्रणालिले अपाङ्गतालाई व्यक्तिको कमजोरीको प्रत्यक्ष परिणामको रूपमा हेर्छ । यसले अपाङ्गतामा सामाजिक वातावरणको भूमिकालाई विचार गर्दैन र यसको सट्टा अपाङ्गता भनेको व्यक्तिको लागि असाधारण समस्याको रूपमा हेर्छ । सो व्यक्तिले निको हुन चाहें या नचाहें पनि चिकित्सा प्रणालिले अपाङ्गता भनेको निश्चित वा निको हुनुपर्छ भन्ने सुझाव दिन्छ। चिकित्सा उदाहरणले एक व्यक्तिको कमजोरीहरू निको पार्नमा ध्यान केन्द्रित गर्ने हुनाले, व्यक्तिलाई समाजमा पूर्ण र प्रभावकारी रूपमा सहभागी हुन सहयोग हुने चिकित्सा हस्तक्षेपहरूमा ध्यान केन्द्रित गर्दछ ।<sup>१</sup>

सामाजिक उदाहरण	चिकित्सा उदाहरण
<ul style="list-style-type: none"> <li>• अपाङ्गता भनेको व्यक्तिको कमजोरी र सामाजिक वातावरणको परिणाम हो ।</li> <li>• समाजले नै व्यक्तिलाई समावेश गर्ने तरिकाहरू खोज्नु पर्छ ताकि उनीहरू समाजमा सहभागी हुन सकुन् ।</li> </ul>	<ul style="list-style-type: none"> <li>• अपाङ्गता व्यक्तिको कमजोरीको परिणाम हो ।</li> <li>• समाजमा समावेश हुनका लागि व्यक्तिले आफ्नो असहजताको समाधान / उपचार गर्ने पर्छ ।</li> </ul>

#### **सामाजिक र मेडिकल परिभाषाको निम्न उदाहरणहरू तर्फ ध्यान दिनुहोस् :**

उदाहरण नं. 1 : हिलचेयरमा बसेका व्यक्तिलाई रोजगारी पाउन कठिनाइ हुन्छ किनभने ...

→ सामाजिक उदाहरण : जुन भवनमा उनले काम गर्छिन् त्यसमा याम्पिस् वा लिफ्ट छैन त्यसैले उनलाई , अफिस पुग्न गाह्रो हुन्छ ।

- मेडिकल उदाहरण : उनी अफिस जान सक्दिनन् किनभने उनको खुट्टामा सीमित गतिशीलता छ ।
- उदाहरण नं. 2 : बौद्धिक अपाङ्गता भएको बालबालिकालाई सामान्य कक्षाकोठामा बस्न कठिनाई हुन्छ किनभने .....
- सामाजिक उदाहरण : शिक्षकलाई उपलब्ध गराइएका पाठ्यक्रम र शिक्षण रणनीतिहरूले भिन्न क्षमता भएका विद्यार्थीहरूलाई अनुकूलन गर्न अनुमति दिँदैन ।
- चिकित्सा उदाहरण : अन्य विद्यार्थीहरूको सिकाईको तुलनामा उसको अपाङ्गताले उसलाई सिक्नमा असम्भव बनाई दिन्छ ।

## 2. कार्यात्मक कठिनाई भनेको के हो ?

कार्यगत कठिनाई कुनै चिकित्सा निदान होइन बरु - यो त्यस्तो चीज हो जब एक व्यक्तिलाई ब्याकबोर्ड हेर्ने वा स्कूलको वरिपरि हिंड्ने जस्ता आधारभूत कार्यात्मक गतिविधि गर्दा विशेष चुनौती हुन सक्छन् । कार्यात्मक कठिनाइ भनेको सामाजिक उदाहरण को दृष्टिकोणबाट अपाङ्गताको बारे सोच्ने तरिका हो । कार्यात्मक कठिनाई भनेको सामाजिक वातावरणसंग व्यक्तिको अन्तरक्रियाको परिणाम हो ।

हामी एक व्यक्तिले सामाजिक परिवेशमा सामना गर्न सक्ने कार्यगत कठिनाईहरूलाई बाह्यता वर्गहरूमा विचार गर्छौं । यी बर्गहरू :दृष्टि, श्रवण, गतिशीलता, संचार, व्यवहार, सिकाइ, स्व-हेरचाह, स्मरण, ध्यान केन्द्रित गर्ने, परिवर्तनको सामना गर्ने, सम्बन्धहरू, र भावनाहरू हुन्।

## 3. म किन आफ्ना विद्यार्थीहरूको बारेमा यी प्रश्नहरू सोध्छु?

तपाईंले जवाफ दिनुहुने प्रश्नहरूले विद्यालयमा विद्यार्थीहरूको कार्यात्मक कठिनाइहरूको व्यापकता बुझ्न मद्दत गर्दछ - यो भनेको, विद्यालयको सामाजिक वातावरणसँगको कमजोरीको प्रतिच्छेदन हो। हामी जान्न चाहन्छौं कि समग्रमा कति विद्यार्थीहरूले विद्यालयको वातावरणमा कठिनाइहरूको सामना गरिरहेका छन्; यी प्रश्नहरू चिकित्सा निदानका लागि होइनन् । तालिम प्राप्त स्वास्थ्य कर्मिले मात्र बालबालिकामा भएको अपाङ्गता वा असहजताको स्तर बारे निदान गर्न सक्छन। हामी व्यक्तिगत स्तरमा विद्यार्थीहरूको कमजोरी पहिचान गर्न खोजिरहेका छैनौं । हामी शिक्षार्थीहरूलाई हुन सक्ने कठिनाइहरूको उपस्थिति र सीमा बुझ्न चाहन्छौं, कठिनाइहरूको कारणहरू होइन (अशक्तता तथाङ्कमा वाशिंगटन समूह, 2020)।

महत्वपूर्ण कुरा, यी प्रश्नहरू सरकारी अनुदान, सहयोगी विधि अथवा निश्चित सेवा जस्ता

कार्यक्रममा विद्यार्थीको योग्यता निर्धारण गर्नका लागि होईन।

## 4. मैले यी प्रश्नहरूको उत्तर कसरि दिने?

यस बालबालिका कार्य मोड्युल- शिक्षक संस्करण (CFM-TV) (उपकरण) भित्र - तपाईंले तपाईंको कक्षाकोठामा भएका प्रत्येक विद्यार्थीको बारेमा 15 वटा प्रश्नहरूको जवाफ दिनुहुनेछ । 15 वटा प्रश्नहरूमध्ये 3 वटा प्रश्नहरूको जवाफ हो वा होइनमा जवाफ दिनुपर्नेछ र यो बिद्यार्थीहरूको सहयोगी सामग्रीसँग सम्बन्धित छ । 15 वटा प्रश्नहरूमध्ये 10 वटा प्रश्नहरूको जवाफ समस्या छैन/थोरै समस्या छ/ धेरै समस्या छ/बिल्कुलै गर्न सक्दिन भनेर जवाफ दिनुपर्नेछ । 15 वटा प्रश्नहरूमध्ये 2 वटा प्रश्नहरूको बिरलै/मासिक/साप्ताहिक/दैनिक मा जवाफ दिनुपर्नेछ ।



प्रत्येक प्रश्नमा तपाइँको प्रतिक्रियालाई विचार गर्दा, एक विशेष विद्यार्थी र समयसँगै उनको बारे तपाइँको जान बारे विचार गर्नुहोस् । केही अवस्थामा, प्रश्नले तपाइँलाई समान उमेरका बालबालिकाहरूसँग तुलना गर्ने बारे सोध्नेछ । यी अवस्थाहरूमा, तपाइँले साथीहरूको सबैभन्दा उपयुक्त सन्दर्भ समूहको बारेमा सोच्नुपर्छ ।

प्रत्येक प्रश्नको प्रतिक्रियालाई ध्यानमा राख्दै, अपाङ्गताको चिकित्सा उदाहरण मात्र नभई सामाजिक उदाहरणको बारेमा पनि सोच्ने प्रयास गर्नुहोस् ।

तपाइँलाई कस्तो प्रतिक्रिया दिने भन्ने बारे अलिकति अनिश्चित भए पनि तपाइँले आफ्ना विद्यार्थीहरूको बारेमा सकेसम्म धेरै प्रश्नहरूको जवाफ दिने प्रयास गर्नुपर्नेछ । यदि तपाइँ प्रश्नको जवाफ दिन सक्नुहुन्न भने, तपाइँले "थाहा छैन" भन्ने जवाफ दिन सक्नुहुनेछ ।

## Child Functioning Module and Primary Caregiver Survey

### Nepali

नमस्कार, मेरो नाम  $\{interviewer\}$  हो। हामी अन्तर्राष्ट्रिय विकासका लागि USAID, World Vision र Australian Government को साझेदारीमा र World Education Nepal, World Vision Nepal र Progress Inc. Nepal सँग मिलेर काम गरिरहेका छौं। विद्यालय र शिक्षकहरूले अपाङ्गता भएका बालबालिकाहरूलाई पहिचान र सहयोग गर्न कसरी मद्दत गर्न सक्छन् भनेर हामीले अनुसन्धान गरिरहेका छौं। हामी आशा गर्दछौं कि तपाइँले यस अनुसन्धानको लागि यस सर्वेक्षणमा भाग लिन सहमत हुनुहुनेछ, जुन लगभग 45 मिनेटको हुनुपर्छ। तपाइँले आफ्नो सहभागिताबाट कुनै प्रत्यक्ष लाभ नदेख्न सक्नुहुने छ, यद्यपि, हामी आशा गर्छौं कि हाम्रो अनुसन्धानमा भाग लिएर, हामीले नेपालमा अपाङ्गता भएका बालबालिकालाई कसरी राम्रोसँग पहिचान गर्ने भनेर सिक्न सक्छौं। यस अनुसन्धानमा तपाइँको सहभागिता पूर्णतया स्वैच्छिक हो। यदि तपाइँ सहभागी नहुने छनौट गर्नुहुन्छ भने त्यहाँ कुनै नकारात्मक परिणामहरू हुनेछैनन्। यदि तपाइँ भाग लिन छनौट गर्नुहुन्छ भने, तपाइँ केहि प्रश्नहरूको जवाफ नदिने वा कुनै पनि समयमा सर्वेक्षण रोक्न छनौट गर्न सक्नुहुन्छ। हामी तपाइँसँग सही राय लिन त्यहाँ कुनै सही वा गलत जवाफहरू छैनन्। यो सर्वेक्षणको क्रममा तपाइँले कुनै जोखिम, तनाव, वा असुविधा अनुभव गर्नुहुनेछ भन्ने हामीलाई लाग्दैन। हाम्रो टोलीले सर्वेक्षणको क्रममा मास्किङ र सामाजिक दूरी जस्ता COVID-19

### English

Hello, my name is [Name of Facilitator]. We are working with All Children Reading, a partnership between the United States Agency for International Development, World Vision, and the Australian Government, and with World Education Nepal, World Vision Nepal, and Progress Inc. Nepal. We are conducting research on how schools and teachers can help identify and support children with disabilities. We hope you will agree to take part in this research by taking part in a survey, which should last about 45 minutes. Although you may not see any direct benefits from your participation, we hope that, by participating in our research, we can learn how to better identify children with disabilities in Nepal.

Your participation in this research is completely voluntary. There will be no negative consequences if you choose not to participate. If you choose to participate, you can choose not to answer certain questions or stop the survey at any time. We ask you to share your honest opinions: there are no right or wrong answers. We do not think you will experience any risks, stress, or

<p>प्रोटोकलहरू अवलोकन गर्नेछ। तपाईंका प्रतिक्रियाहरू गोप्य हुनेछन्, र हामी तपाईंको प्रतिक्रियाहरू कसैसँग बाँड्ने छैनौं। यस अनुसन्धानबाट प्राप्त डाटा अनुसन्धान टोलीलाई उपलब्ध हुनेछ। यस अनुसन्धानका निष्कर्षहरू केवल तपाईं वा अन्य सहभागीहरूलाई पहिचान नगर्ने तरिकाहरूमा प्रयोग गरिनेछ। यदि तपाईंसँग यस अनुसन्धानको बारेमा कुनै प्रश्नहरू छन् भने, तपाईंले +977 1 4422623 वा <a href="mailto:contact@progressinccompany.com">contact@progressinccompany.com</a> मा Progress Inc. लाई सम्पर्क गर्न सक्नुहुन्छ।</p>	<p>discomfort during this survey. Our team will observe COVID-19 protocols, such as masking and social distancing, during the survey.</p> <p>Your responses will be confidential, and we will not share your responses with anyone. The data from this research will be available to the research team. The findings of this research will only be used in ways that do not identify you or other participants.</p> <p>If you have any questions about this research, you may contact Progress Inc. at +977 1 4422623 or <a href="mailto:contact@progressinccompany.com">contact@progressinccompany.com</a>.</p>
<p>१क. मैले भर्खर पढेको विषयमा तपाईंको केही प्रश्न छ ?</p>	<p>9a. Do you have any questions about what I've just read?</p>
<p>१ख. के तपाईं स्वेच्छाले यस अनुसन्धानमा सहभागी हुन सहमत हुनुहुन्छ ?</p>	<p>9b. Do you voluntarily agree to participate in this research?</p>
<p>तपाईंको बच्चाभा भएको सम्भावित कठिनाईको बारेमा म तपाईंलाई केही प्रश्न सोध्न चाहन्छु ।</p>	<p>I would like to ask you some questions about difficulties your child may have.</p>
<p>के <math>\{child\_name\}</math> ले चश्मा वा कन्ट्याक्ट लेन्स लगाउँछ ?</p>	<p>Does <math>\{child\_name\}</math> wear glasses or contact lenses?</p>
<p>आफ्नो चश्मा वा कन्ट्याक्ट लेन्स लगाउँदा, के <math>\{child\_name\}</math> लाई देख्नमा कठिनाइ छ ?</p>	<p>When wearing his/her glasses or contact lenses, does <math>\{child\_name\}</math> have difficulty seeing?</p>
<p>के <math>\{child\_name\}</math> देख्नमा कठिनाइ छ ?</p>	<p>Does <math>\{child\_name\}</math> have difficulty seeing?</p>
<p>के <math>\{child\_name\}</math> मुन्न सहायोग गर्ने यन्त्र प्रयोग गर्छ ?</p>	<p>Does <math>\{child\_name\}</math> use a hearing aid?</p>
<p>आफ्नो मुन्न सहायोग गर्ने यन्त्र (हियरिङ एड) लगाउँदा पनि, के <math>\{child\_name\}</math> लाई मानिसहरूको आवाज वा गीत सङ्गीत जस्ता आवाज मुन्नमा कठिनाइ छ ?</p>	<p>When using his/her hearing aid, does <math>\{child\_name\}</math> have difficulty hearing sounds like peoples' voices or music?</p>
<p>के <math>\{child\_name\}</math> मानिसहरूको आवाज वा गीत सङ्गीत जस्ता आवाज मुन्नमा कठिनाइ छ ?</p>	<p>Does <math>\{child\_name\}</math> have difficulty hearing sounds like peoples' voices or music?</p>
<p>के <math>\{child\_name\}</math> ले हिँड्नका लागि कुनै सहायक सामग्री वा कसैको सहयोग लिन्छन् ?</p>	<p>Does <math>\{child\_name\}</math> use any equipment or receive assistance for walking?</p>

<p>के <math>\{child\_name\}</math> लाई कुनै प्रकारको उपकरण वा सहयोगबिना समतल ठाउँमा 100 मिटर हिँड्नमा कठिनाइ छ ? (नोट: 100 मिटर भन्नाले अन्दाजी 140 पाइला समतल भूभागमा हिँड्ने भन्ने बुझ्नु पर्दछ र कसैको सहयोग भन्नाले हिँड्नुको लागि लिइने मानवीय सहयोग भन्ने बुझ्नु पर्दछ, जस्तै डोच्याउने, समातेर हिँडाउने, हिलचेयर गुडाउन मद्दत गर्ने ।)</p>	<p>Without his/her equipment or assistance, does <math>\{child\_name\}</math> have difficulty walking 100 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई कुनै प्रकारको उपकरण वा सहयोगबिना समतल ठाउँमा 500 मिटर (अन्दाजी 700 पाइला) हिँड्नमा कठिनाइ छ ?</p>	<p>Without his/her equipment or assistance, does <math>\{child\_name\}</math> have difficulty walking 500 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई सहायक सामग्री तथा सहयोगसहित समतल ठाउँमा 100 मिटर (अन्दाजी 140 पाइला) हिँड्न कठिनाइ छ ।</p>	<p>With his/her equipment or assistance, does <math>\{child\_name\}</math> have difficulty walking 100 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई सहायक सामग्री तथा सहयोगसहित समतल ठाउँमा 500 मिटर (अन्दाजी 700 पाइला) हिँड्न कठिनाइ छ ।</p>	<p>With his/her equipment or assistance, does <math>\{child\_name\}</math> have difficulty walking 500 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई उही उमेरसमूहका बालबालिकाको तुलनामा समतल ठाउँमा 100 मिटर (अन्दाजी 140 पाइला) हिँड्न कठिनाइ छ ? (नोट: यस प्रश्नको आशय कुनै पनि सहायक सामग्री वा सहयोग बिना हिँड्नमा हुने कठिनाइ बुझ्नुपर्छ ।)</p>	<p>Compared with children of the same age, does <math>\{child\_name\}</math> have difficulty walking 100 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई उही उमेरसमूहका बालबालिकाको तुलनामा समतल ठाउँमा 500 मिटर (अन्दाजी 700 पाइला) हिँड्न कठिनाइ छ । (नोट: यस प्रश्नको आशय कुनै पनि सहायक सामग्री वा सहयोग बिना हिँड्नमा हुने कठिनाइ बुझ्नुपर्छ ।)</p>	<p>Compared with children of the same age, does <math>\{child\_name\}</math> have difficulty walking 500 yards/meters on level ground?</p>
<p>के <math>\{child\_name\}</math> लाई आफैं खानेकुरा खाने र कपडा लगाउने जस्ता स्वःहेरचाहका कार्यमा कठिनाइ छ ?</p>	<p>Does <math>\{child\_name\}</math> have difficulty with self-care such as feeding or dressing him/herself?</p>

<p>के (child name) ले बोलेका कुरा घर परिवारका सदस्यहरूलाई बुझ्नमा कठिनाइ छ ? (नोट: व्यक्तिको घरपरिवारमा बोल्ने र बुझ्ने भाषामा संचार गर्दा पनि बुझ्नमा हुने कठिनाइ भन्ने बुझ्नुपर्छ।)</p>	<p>When \${child_name} speaks, does he/she have difficulty being understood by people inside of this household?</p>
<p>के \${child_name} ले बोलेको कुरा घर परिवार भन्दा बाहिरका मानिसहरूलाई बुझ्न कठिनाइ छ ? (व्यक्तिको घरपरिवारमा बोलिने भाषामा संचार गर्दा पनि घरपरिवारभन्दा बाहिरका व्यक्तिले बुझ्नमा हुने कठिनाइ भन्ने बुझ्नुपर्छ।)</p>	<p>When \${child_name} speaks, does he/she have difficulty being understood by people outside of this household?</p>
<p>के \${child_name} लाई उही उमेरसमूहका बालबालिकाको तुलनामा नयाँ कुरा सिक्नमा कठिनाइ छ ? (नोट: नयाँ सूचना, भाषा, गणना, धारणा आदि सिक्नमा कठिनाइ भन्ने बुझ्नुपर्छ।)</p>	<p>Compared with children of the same age, does \${child_name} have difficulty learning things?</p>
<p>के \${child_name} लाई उही उमेरसमूहका बालबालिकाको तुलनामा कुनै कुरा सम्झन कठिनाइ छ ? (नोट: व्यक्तिले सिकेका कुराहरू सम्झनमा हुने कठिनाइ भन्ने बुझ्नुपर्छ।)</p>	<p>Compared with children of the same age, does \${child_name} have difficulty remembering things?</p>
<p>के \${child_name} लाई आफूले गर्न रमाउने (रुचाउने) काममा ध्यान केन्द्रित गर्नमा कठिनाइ छ ?</p>	<p>Does \${child_name} have difficulty concentrating on an activity that he/she enjoys doing?</p>
<p>के \${child_name} लाई आफ्नो दैनिक कार्यतालिकामा हुने परिवर्तनलाई स्वीकार गर्नमा कठिनाइ छ ?</p>	<p>Does \${child_name} have difficulty accepting changes in his/her routine?</p>
<p>के \${child_name} लाई उही उमेरसमूहका बालबालिकाको तुलनामा आफ्नो व्यवहार नियन्त्रण गर्नमा कठिनाइ छ ? (नोट: झुट बोल्ने, झगडा गर्ने, गिज्याउने, घरबाट टाढा भाग्ने, विद्यालय छोडेर भाग्ने, खेल्दा पालो मिच्ने)</p>	<p>Compared with children of the same age, does \${child_name} have difficulty controlling his/her behaviour?</p>
<p>के \${child_name} लाई साथी बनाउन कठिनाइ छ ?</p>	<p>Does \${child_name} have difficulty making friends?</p>
<p>\${child_name} कतिको हतोत्साहित हुने, आत्तिने वा चिन्तित हुने गर्दछन् ।</p>	<p>How often does \${child_name} seem very anxious, nervous, or worried?</p>

<b>#{child_name} कतिको बढी दुखी वा निराश देखिन्छन् ?</b>	How often does #{child_name} seem very sad or depressed?
<b>जनसांख्यिकी</b>	Demographic
<b>10. तपाइँ अहिले कति वर्षको हुनुभयो ?</b>	10. How old are you now?
<b>11. तपाइँले कुन तहसम्मको पढाइ पूरा गर्नुभएको छ ?</b>	11. What is the highest level of school you have completed?
<b>अन्य भए उल्लेख गर्नुहोस्</b>	If other, please specify
<b>जनसांख्यिकी</b>	Demographic
<b>12. तपाइँको हालको वैवाहिक स्थिति के छ ?</b>	12. What is your current marital status?
<b>13. के कुराले तपाइँको कार्य स्थितिलाई उत्तम रूपमा जनाउँछ ?</b>	13. Which best describes your main work status?
<b>14. तपाइँ र तपाइँको घरको सदस्यले प्रायजसो कुन भाषा बढी प्रयोग गर्नुहुन्छ ?</b>	14. What language do you and members of your household use most often?
<b>अन्य भए उल्लेख गर्नुहोस्</b>	If other, please specify
<b>15. तपाइँ र तपाइँको घरको सदस्यले अन्य कुन भाषा प्रयोग गर्नुहुन्छ ? (दोहोरो छान्ने)</b>	15. What other languages do you and members of your household use? (select multiple)
<b>अन्य भए उल्लेख गर्नुहोस्</b>	If other, please specify
<b>घरको विशेषता</b>	Household Characteristics
<b>चस्मा लगाएर पनि के तपाइँलाई देख्न गाह्रो छ ?</b>	The next questions ask about difficulties you may have doing certain activities.
<b>16. चस्मा लगाएर पनि के तपाइँलाई देख्न गाह्रो छ ?</b>	16. Do you have difficulty seeing, even if wearing glasses?
<b>17. कानसुन्न मद्दत गर्ने श्रवणयत्र लगाएर पनि के तपाइँलाई सुन्नलाई गाह्रो छ ?</b>	17. Do you have difficulty hearing, even if using a hearing aid?
<b>18. के तपाइँलाई हिंडुल गर्न वा सिढि चढ्न गाह्रो छ ?</b>	18. Do you have difficulty walking or climbing steps?
<b>19. के तपाइँलाई सम्झन वा ध्यान एकत्रित गर्न गाह्रो छ ?</b>	19. Do you have difficulty remembering or concentrating?
<b>20. के तपाइँलाई आफ्नो सरसफाई रेखदेख या आफ्नो लुगा धुन वा लगाऊन गाह्रो छ ?</b>	20. Do you have difficulty with self-care, such as washing all over or dressing?
<b>21. के तपाइँलाई आफ्नो चलन चल्तीको भाषा प्रयोग गरेर बोलचाल गर्न गाह्रो छ? (उदाहरणका लागि अरुको कुरा बुझ्ने र बुझाउने काम)</b>	21. Using your usual language, do you have difficulty communicating, for example understanding or being understood?
<b>घरको विशेषता</b>	Household Characteristics
<b>22. तपाइँको घरमा कतिजना मानिस बस्छन् ? मतलब, जो सामान्यतया तपाइँको घरमा खाने र सुत्ने गर्छन् ?</b>	22. How many people live in your household? That is, people that usually sleep and eat in your home.

23. तपाइँको घरको कतिजना सदस्यहरू 18 वर्षभन्दा मुनिका छन् ?	23. How many of the people in your household are under 18 years of age?
24. तपाइँ र $\{child\_name\}$ को सम्बन्ध के हो ?	24. What is your relationship to $\{child\_name\}$ ?
24. अन्य भए उल्लेख गर्नुहोस्	24. If other, please specify
25. तपाइँ घरको मूली हुनुहुन्छ ?	25. Are you the head of household?
हैन भने, घर मुलि को हुनुहुन्छ? के उनी $\{child\_name\}$ को	26. Who is the head of household? Is it $\{child\_name\}$ 's:
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
27. (हैन भने) केले घरमूलीको मुख्य कामको स्थितिलाई राम्रोसँग जनाउँछ?	27. (If no) Which best describes the head of household's main work status best?
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
घरको विशेषता	Household Characteristics
तपाइँको घरमा वा नातेदारको कसैमा तलका मध्ये कुनै अपांगता छ ?	Does anyone in your household or any relatives have any of the following disabilities:
41. शारीरिक अपांगता	41. Physical disability
42. दृष्टि सम्बन्धी अपांगता	42. Vision-related disability (blind or low vision)
43. सुनाइसम्बन्धी अपाङ्गता	43. Hearing-related disability (Deaf or hard of hearing)
44. श्रवण दृष्टिविहीन अपाङ्गता	44. Deaf-blind
45. स्वर र बोलाइ सम्बन्धी अपाङ्गता	45. Voice and speech-related disability
46. मानसिक वा मनोसामाजिक अपांगता	46. Mental or psychosocial disability (learning disabilities)
47. बौद्धिक अपांगता (जस्तै: डाउन्स सिन्ड्रोम)	47. Intellectual disability (e.g. Downs Syndrome)
48. अनुवंशीय रक्तश्राव (हेमोफिलिया) सम्बन्धी अपाङ्गता)	48. Hemophilia (clotting of blood)
49. अटिज्म	49. Autism
50. बहु अपांगता	50. Multiple disabilities
बाल विशेषता	<b>Child Characteristics</b>
अब म विशेषगरी $\{child\_name\}$ को बारेमा तपाइँलाई केही प्रश्नहरू सोध्नेछु । यदि तपाइँले चाहानुभएन भने कुनै प्रश्नको जवाफ नदिन सक्नुहुन्छ ।	Now I'll ask you some questions specifically about $\{child\_name\}$ . Remember that you do not need to answer a question if you don't want to.
51. $\{child\_name\}$ जन्मिँदा तपाइँ कति वर्षको हुनुहुन्थ्यो ?	51. How old were you when $\{child\_name\}$ was born?
52. $\{child\_name\}$ हाल कति वर्षको भए ?	52. How old is $\{child\_name\}$ now?



53. तपाइँको बच्चा घर वा होस्टेल कहाँ बस्छन् ?	53. Does your child live in your home or in a hostel?
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
54. \${child_name} हाल कुन तहमा पढ्छन् ?	54. In what grade is \${child_name} now?
55. \${child_name} कति वर्षदेखि यस विद्यालयमा भर्ना भएका छन् ?	55. For how many years has \${child_name} been enrolled in this school?
बाल विशेषता	Child Characteristics
\${child_name} ले कहिल्यै तलका अपांगताका लागि उपचार पाएका छन् ?	Has \${child_name} ever received a medical or clinical diagnosis of the following disabilities:
56. शारीरिक अपांगता	56. Physical disability
57. दृष्टि सम्बन्धी अपांगता	57. Vision-related disability (blind or low vision)
58. सुनाइसम्बन्धी अपाङ्गता	58. Hearing-related disability (Deaf or hard of hearing)
59. श्रवण दृष्टिविहीन अपाङ्गता	59. Deaf-blind
60. स्वर र बोलाइ सम्बन्धी अपाङ्गता	60. Voice and speech-related disability
61. मानसिक वा मनोसामाजिक अपांगता	61. Mental or psychosocial disability (learning disabilities)
62. बौद्धिक अपांगता (जस्तै: डाउन्स सिन्ड्रोम)	62. Intellectual disability (e.g., Downs Syndrome)
63. हेमोफिलिया	63. Hemophilia (clotting of blood)
64. अटिज्म	64. Autism
65. बहु अपांगता	65. Multiple disabilities
66. \${child_name} को अपांगताको परिचयपत्र छ ?	
के \${child_name} सँग अपाङ्गता परिचय पत्र छ?	66. Does \${child_name} have a disability card?
67. \${child_name} ले अपांगताका कारण स्वास्थ्य र सुधार सेवा पाएका छन् ?	67. Has \${child_name} received health and rehabilitation services as a result of their disability status?
बाल विशेषता	Child Characteristics
\${child_name} ले घरमा वा विद्यालयमा तलका मध्ये कुनै सहयोगी उपकरण प्रयोग गर्छन् ? (सहयोगी उपकरणहरूको चित्र हेर्नुहोस्)	Is \${child_name} using any of the following types of assistive devices, in school or at home: (refer to pictures of assistive devices)
68. हीलचेयर	68. Wheelchair
69. वैसाखी	69. Crutches
70. टेक्ने लौरो वा फ्रेम	70. Walking stick or walking frame
71. स्क्रीन पढ्ने सफ्टवेयर	71. Screen reading software

72. ब्रेल मेसिन	72. Braille machine
73. दृष्टि विहिनले टेक्ने लौरो (वाइट केन)	73. White cane
74. चस्मा	74. Glasses
75. सुन्न सहयोग गर्ने यन्त्र (हेयरिङ एड)	75. Hearing aid
76. म्याग्निफायर	76. Magnifier
77. अर्थोटिक उपकरण	77. Orthotic devices
78. नक्कली हातखुट्टा	78. Artificial limbs
79. बिशेष अपांगतको प्रयोगकोलागी फर्निचर	79. Modified furniture
80. सञ्चार पाटी	80. Communication boards
81. विशेषगरी कार्यत्मक सीमितता वा अपांगतासँग लड्न प्रयोग गरिने कम्प्युटर	81. Computer used specifically to overcome functional limitation/disability
82. अन्य - उल्लेख गर्नुहोस्	82. Other - please specify
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
विद्यालय अनुभव	School Experience
83. $\{child\_name\}$ का लागि उनीहरूको विद्यालयमा विशेष शिक्षा योजना वा व्यक्तिगत शिक्षा कार्यक्रम छ ?	83. Does $\{child\_name\}$ have a specialized education plan, or an individual education program, in their school?
84. विगत छ महिनामा तपाइँले $\{child\_name\}$ को शिक्षकसँग कतिपटक भेटेर उनीहरूको प्रगति अवस्थाबारे छलफल गर्नुभयो ?	84. In the past six months, how many times have you met with $\{child\_name\}$ 's teacher to discuss their performance or progress at school?
85. $\{child\_name\}$ वा तपाइँको घरले उनीहरूलाई विद्यालय जान सहयोग गर्नका लागि कुनै आर्थिक सहयोग पाउनुहुन्छ ?	85. Does $\{child\_name\}$ or your household receive any financial support to help her/him/them attend school?
86. (पाउनुहुन्छ भने) उनीहरूले कस्ता आर्थिक सहयोग प्राप्त गर्छन् ? (दोहोरो छान्ने)	86. (If yes) What type of financial support does [she/he/they] receive? (select multiple)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
87. (पाउनुहुन्छ भने) कस्ता स्रोतबाट ती आर्थिक सहयोग प्राप्त हुन्छन् ? (दोहोरो छान्ने)	87. (If yes) From what type of source does the financial support come? (select multiple)
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
विद्यालय अनुभव	School Experience
तपाइँ तलका भनाइहरूसँग कतिको सहमत हुनुहुन्छ ?	How much do you agree with the following statements:
88. $\{child\_name\}$ को शिक्षकहरू उनीहरूलाई विद्यालयमा सहायता दिन राम्ररी तयार हुन्छन् ?	88. $\{child\_name\}$ 's teachers are well prepared to support [him/her/them] at school.
89. समग्रमा, $\{child\_name\}$ सँग विद्यालयको राम्रो अनुभव छ ।	89. Overall, $\{child\_name\}$ has a good experience at school.



90. $\{child\_name\}$ ले घरमा भन्दा विद्यालयमा फरक व्यवहार गर्छ ।	90. $\{child\_name\}$ behaves differently at school than at home.
91. म विद्यालयमा $\{child\_name\}$ को प्रयास र प्राप्तिको समर्थन गर्छु ।	91. I am supportive of $\{child\_name\}$ 's efforts and achievements at school.
92. म $\{child\_name\}$ लाई विद्यालयमा कठिनाईमा पर्दा उनीहरूलाई सहयोग गर्छु ।	92. I support $\{child\_name\}$ when she/he/they are facing difficulties at school.
93. म $\{child\_name\}$ लाई आत्मविश्वासी बन्न उत्प्रेरित गर्छु ।	93. I encourage $\{child\_name\}$ to be confident.
4. सर्वेक्षणको भाषा छान्ने	4. Select the language of enumeration
अन्य भए उल्लेख गर्नुहोस्	If other, please specify
तपाईंको समयको लागि धेरै धन्यवाद । तपाईंको जवाफले हामीलाई अपांगता भएका वा नभएका विद्यार्थीलाई विद्यालय प्रणालीमा कसरी सहयोग गर्न सक्छौं भनी बुझ्न सहयोग मिल्नेछ ।	Thank you very much for your time. Your responses will help us to understand how we can support students with and without disabilities in the school system.

## **MEDICAL TOOLS**

### ***Written Primary Caregiver Consent***

# **Child Functioning Module–Teacher Version Validity Study Parent/Caregiver Information and Consent Form for Medical Screening and Surveys**

By reading this and signing this document, you agree to your child’s participation in a medical screening and your participation in a survey.

### **Study Information**

Thank you for considering participating in the Child Functioning Module–Teacher Version Validity Study. This study is sponsored by the All Children Reading project, a partnership between the United States Agency for International Development, World Vision, the Australian Government, and with School-to-School International, World Education Nepal, World Vision Nepal, and Progress Inc. Nepal. We are conducting research on how schools and teachers can help identify and support children with disabilities. We hope you will agree to take part in this research by allowing your child to participate in medical screenings in vision, hearing, and mobility, as well as taking part in a survey yourself, which should last about 45 minutes. You will not be compensated for your participation in the study, and although you may not see any direct benefits from your participation, we hope that by participating in our research, we can learn how to better identify children with disabilities in Nepal. We expect that at least 392 learners and their parents will be needed to take part in this study.

As part of this research, we ask that your child take part in a medical screening that is administered by qualified medical professionals to identify any possible impairments in vision, hearing, or mobility. If you chose to take part in this study, your responsibility is to allow your child to be screened by a medical professional for any possible impairments in vision, hearing, or mobility, and to participate in a survey yourself. There is no cost for this medical screening. You have the right to request the full results of the screening, even if no impairment is identified. If any impairment is identified, you will be notified by the medical professional. If necessary, the professional will also link you and your child to external health services in the area. Your and your child’s participation in this research is completely voluntary. You may choose to allow your child to be screened – or not – and may choose to withdraw your permission at any time. There will be no negative consequences if you choose not to participate.

We will also ask you to participate in a survey about your child, yourself, and your attitudes and beliefs around education and disability. If you choose to participate in the survey, you

can choose not to answer certain survey questions or stop the survey at any time. We ask you to share your honest opinions: there are no right or wrong answers. We do not think you will experience any risks, stress, or discomfort during this survey. Our team will observe COVID-19 protocols, such as masking and social distancing, during the survey.

All information will be kept confidential and in accordance with safeguards defined by the National Health Research Council of Nepal. Your child’s screening data will be anonymous and will not be shared with anyone other than the researchers, and your child’s data will not lead to commercialization. Your survey responses will be confidential, and we will not share your responses with anyone. The data from this research will only be available to the research team. The findings of this research will only be used in ways that do not identify you, your child, or other participants.

If you have any questions about this research, you may contact Ila Pant, team lead with World Vision Nepal at +977 9841298476 or [ila\\_pant@wvi.org](mailto:ila_pant@wvi.org). You may also contact the Ethical Review Board, the National Health Research Council of Nepal for any queries related to the study. They can be reached at +977-1-4254220 regarding Proposal ID: 25-2023.

**Consent**

By signing this document, I certify that I have read and understand its contents (or that the contents have been read to me). I authorize my child to receive a medical screening and my own participation in the survey.

-----  
(Your Name, Printed) (Date)

----- Relationship: \_\_Parent \_\_Guardian  
(Your Signature)

-----  
(Child’s name)

# Child Functioning Module-Teacher Version बैध्यता अध्ययन अभिभावक/संरक्षकको जानकारी तथा सर्वेक्षण र स्वस्थ शिबिरमा सहभागी हुन सहमति

अध्ययन सम्बन्धि यो जानकारी पढेर वा सुनेर र यसमा हस्ताक्षर गरेर तपाईं आफ्नो बालक/बालिकालाई स्वास्थ्य शिबिरमा सहभागी हुन र आफू यस सर्वेक्षणमा भाग लिन सहमति जनाउँदै हुनुहुन्छ ।

## अध्ययन सम्बन्धि जानकारी

सर्वप्रथम, बालबालिकाको क्रियात्मक सिमितता - शिक्षक संस्करणको वैद्वता सम्बन्धि यस अध्ययनमा सहभागी हुनुभएकोमा धेरै धेरै धन्यवाद। यो अध्ययनको लागि **All Children Reading project** ले **USAID, World Vision** र **Australian Government** को साझेदारीमा र **School-to School International, World Education Nepal, World Vision Nepal** र **Progress Inc. Nepal** को सहकार्यमा आर्थिक सहयोग गरेको छ । विद्यालय र शिक्षकहरूले अपाङ्गता भएका बालबालिकाहरूलाई पहिचान र सहयोग गर्न कसरी मद्दत गर्न सक्छन् भनेर हामीले अनुसन्धान गरिरहेका छौं। तपाईंले आफ्नो बालबालिकालाई हेराई, सुनाई र हिंडाई सम्बन्धि स्वास्थ्य शिबिरमा सहभागी भई स्वास्थ्य जाँच गराउन हुन र आफू पनि यस अनुसन्धानको लागि सर्वेक्षणमा भाग लिन सहमत हुनुहुनेछ भन्ने हामीले अपेक्षा गरेका छौं । यो सर्वेक्षण करिब 45 मिनेटको हुनेछ । तपाईंले सहभागिता गरे बापत कुनै आर्थिक भुक्तानी पाउनु हुने छैन । तपाईंले आफ्नो सहभागिताबाट अहिले नै कुनै प्रत्यक्ष लाभ नदेख्न सक्नुहुने छ तर , हामीले नेपालमा अपाङ्गता भएका बालबालिकालाई कसरी राम्रोसँग पहिचान गर्ने भनेर सिक्न सक्छौं र त्यो हामी सबैको लागि उपयोगी कुरा हो। तसर्थ, तपाईंले यो सर्वेक्षणमा सहभागिता जनाउनु हुनेछ भन्ने आशा गर्दछौं । यो अध्ययनमा कम्तिमा 392 बालबालिका र उनीहरूका अभिभावकहरूले भाग लिन आवश्यक छ ।

यस अनुसन्धानमा, तपाईंको बालबालिका दक्ष स्वथकर्मि द्वारा संचालित स्वास्थ्य शिबिरमा सहभागी हुन अनि त्यसबाट उनीहरूमा भएको हेराई, सुनाई र हिंडाई सम्बन्धि कुनै सम्भावित समस्याको पहिचान होस् भन्ने हामीले चाहेका छौं । यस अध्ययनमा तपाईं भाग लिन सहमत हुनुहुन्छ भने, तपाईंको जिम्मेबारी, तपाइको बालबालिकामा भएको कुनै सम्भावित हेराई, सुनाई र हिंडाई सम्बन्धि समस्याको पहिचान गर्न दक्ष स्वथकर्मि द्वारा संचालित स्वास्थ्य शिबिरमा सहभागी गराउनु र आफू पनि सर्वेक्षणमा सहभागी हुनु हो । स्वास्थ्य शिबिरमा भाग लिन कुनै पैसा तिर्नु पर्दैन । तपाइको बालबालिकामा कुनै समस्या नदेखिए पनि तपाइले स्वास्थ्य जाँचको पूर्ण परिणाम पाउन सक्नुहुनेछ । यदि, बालबालिकामा कुनै समस्या देखियो भने, तपाइलाई स्वास्थ्य कर्मिले सो सम्बन्धि जानकारी दिनु हुनेछ र आवश्यकता अनुसार स्वास्थ्यकर्मिले नजिकको स्वास्थ्य केन्द्रमा पनि तपाइलाई सम्पर्क गराउनु हुनेछ । यस अनुसन्धानमा तपाईं र तपाइको बालबालिकाको सहभागिता पूर्णतया स्वैच्छिक हो। तपाइले आफ्नो बालबालिकालाई स्वास्थ्य शिबिरमा सम्मिलित गराउने, नगराउने वा बिच मै सर्वेक्षण छोड्ने निर्णय गर्न सक्नुहुनेछ । यदि तपाइ सहभागी नहुने निर्णय गर्नुहुन्छ भनेपनि यहाँको निर्णयबाट नकारात्मक परिणामहरू आउने छैन।

यस सर्वेक्षणमा हामीले तपाइका बालक/बालिका र तपाईंको आफ्नो बारेमा, शिक्षा तथा अपाङ्गता सम्बन्धि तपाइको मनोवृत्ति र विश्वास सम्बन्धि प्रश्नहरू पनि सोध्ने छौं । यदि तपाइले सर्वेक्षणमा भाग लिने निर्णय गर्नु भएमापनि तपाइले कुनै प्रश्नको उत्तर नदिन वा कुनै पनि समयमा सर्वेक्षण रोक्न चाहनुहुन्छ भने त्यो पनि गर्नसक्नुहुन्छ । हामी तपाईंसँग केहि प्रश्नमा आधारित रहेर तपाइको अमूल्य उत्तर लिन चाहन्छौं । तपाईंले दिनुभएको जवाफ कुनै सहि वा गलत भनेर हामि औल्याउनेछैनौं। यो सर्वेक्षणको क्रममा तपाईंले कुनै जोखिम, तनाव, वा असुविधा अनुभव गर्नुहुनेछैन भन्ने हामिलाई पूर्ण विश्वास छ । हाम्रो टोलीले सर्वेक्षणको क्रममा **COVID-19** को संक्रमणको जोखिम कम गर्न मास्क लगाउने र भौतिक दूरी कायम गर्नेजस्ता कामहरू गर्नुहुनेछ।

नेपाल स्वास्थ्य अनुसन्धान परिषदको तथ्यांक सुरक्षा मापदण्ड अनुसार, तपाईंका प्रतिक्रियाहरू गोप्य हुनेछन्। तपाइको बालबालिकाको स्वास्थ्य शिबिर बाट प्राप्त जानकारीहरू गोप्य रहनेछन् र उक्त सुचना तथा जानकारी अनुसन्धान टोली बाहेक कसैसँग बाडिने छैन, नत व्यवसायिक रूपमा नै प्रयोग गरिनेछ। त्यस्तै यस सर्वेक्षणमा तपाइको उत्तर पनि गोप्य रहने छ। यस अनुसन्धानका निष्कर्षहरू केवल तपाईं वा अन्य सहभागीहरूलाई पहिचान नगर्ने तरिकाहरूमा प्रयोग गरिनेछ साथै व्यक्तिगत विवरण खुल्ने कुनै पनि सुचकहरू प्रयोग गरिने छैन जसबाट तपाईंको कुनैपनि व्यक्तिगत विवरणको पहिचान हुनेछैन।

यदि तपाईंसँग यस अनुसन्धानको बारेमा कुनै प्रश्नहरू छन् भने, तपाईंले वोल्ड (World Vision) मा 9841298476 वा [ila\\_pant@wvi.org](mailto:ila_pant@wvi.org) मार्फत ईला पन्तलाई सम्पर्क गर्न सक्नुहुन्छ। तपाइले यस अनुसन्धान सम्बन्धि केहि प्रश्न भएमा नेपाल स्वास्थ्य अनुसन्धान परिषदको नैतिकता समिक्षा समिति (एथिकल रिभिज बोर्ड) लाई 01-42442200 मा पनि सम्पर्क गरि प्रोपोसल नम्बर 25-2023 को बारे मा बुझ्न सक्नुहुने छ। अध्ययन सम्बन्धि जानकारी मैले पढे (वा अरुले मलाई पढेर सुनाउनु भयो) र बुझे। म आफ्नो बालक/बालिकालाई दक्ष स्वथकमी द्वारा संचालित स्वास्थ्य शिबिरमा सहभागी हुन र आफू यस सर्वेक्षणमा भाग लिन सहमत छु।

-----

नाम \_\_\_\_\_ मिति \_\_\_\_\_

----- बालबालिक संग को नाता - \_\_\_अभिभावक

\_\_\_संरक्षक

हस्ताक्षर \_\_\_\_\_

-----

बालक/बालिका को नाम \_\_\_\_\_

### **Intake Form**

## **Child Functioning Module-Teacher Version Validity Study Data Intake Form**

Province	Bagmati
	Gandaki
	Madhesh
District	
School	
School Type	
Child's name	
Child's age	

Child's sex	Male
	Female
	Other
Child's Grade	Grade 2
	Grade 3
	Grade 4
	Resource Classroom
	Non-graded
	Other
Teacher's Name	
Child's unique ID <i>[Note: This ID is generated by SurveyCTO. Give this slip to the medical professionals/data managers to enter the child's ID into their SurveyCTO forms.]</i>	
Primary Caregiver Name	
Primary Caregiver phone number	
Primary Caregiver provided consent for screening?	Yes - Vision
	Yes - Hearing
	Yes - RAM (mobility)
	No
Is the child a case in vision?	Yes
	No
	N/A - not screened
Is the child a case in hearing?	Yes
	No
	N/A - not screened
Is the child a case in mobility?	Yes
	No
	N/A - not screened

**Vision Form**

## Child Functioning Module-Teacher Version Validity Study Medical Screening - Vision

Participants Unique ID: \_\_\_\_\_ Screening Date: \_\_\_\_\_

-----  
School Name: \_\_\_\_\_

-----  
Tole/Village: \_\_\_\_\_ Ward no.: \_\_\_\_\_ Municipality/VDC: \_\_\_\_\_

-----  
Age: \_\_\_\_\_ Sex: Male/ Female: \_\_\_\_\_ Std/Sec: \_\_\_\_\_

Phone No: \_\_\_\_\_

Student wearing glasses for reading: Yes € No €

Student wearing glasses for distance: Yes € No €

Student has ever had eyes examined: Yes € No €

Snellen chart acuity test						
Acuity score: Enter actual score for each eye below		Tick the box of the category in which the acuity score falls				
		Not a case: 6/6 to 6/12	Not a case - Mild VI ≤ 6/12 to 6/18	Case - Moderate VI ≤ 6/18 to 6/60	Case - Severe VI ≤ 6/60 to 3/60	Case - Blindness ≤ 6/60
Right Eye						
Left Eye						

Refraction: Enter notes for each eye below	
Right Eye	
Left Eye	

Overall Impression (notes):

Advice: Glasses € Medication € Surgery € Not Applicable €

Referred to low vision clinic/rehabilitation center: Yes € No €

Optometrist Name: \_\_\_\_\_

Signature: \_\_\_\_\_

### ***Hearing Form***

## **Child Functioning Module-Teacher Version Validity Study Medical Screening - Hearing**

Participants Unique ID: \_\_\_\_\_ Screening Date:  
\_\_\_\_\_

School Name:  
\_\_\_\_\_

Tole/Village: \_\_\_\_\_ Ward no.: \_\_\_\_\_ Municipality/VDC:  
\_\_\_\_\_

Age: \_\_\_\_\_ Sex: Male/ Female: \_\_\_\_\_ Std/Sec: \_\_\_\_\_

Phone No: \_\_\_\_\_

Student wearing assistive device for hearing? Yes € No €

If yes, what type of device?

- Hearing aid
- Cochlear implant
- Other: Please explain \_\_\_\_\_

Examination of the ear with otoscope (Enter notes)	Right Ear	Left Ear

### Pure Tone Audiometry

Before beginning the pure tone audiometry test, measure the background decibel level and enter it here:

[NOTE: DO NOT PROCEED with screening if noise levels are too loud (greater than 50dBA)]

Background dB level: \_\_\_\_\_



For each ear, record the dBa values for the four frequencies of the tone test. DO NOT PROCEED with screening if noise levels are too loud (greater than 50dBA)	Right ear	Left ear
Tone 1: 0.5 kHz		
Tone 2: 1 kHz		
Tone 3: 2 kHz		
Tone 4: 4 kHz		
Average dB level:		

Is the child a case? Use the average dB level for the better ear to determine:

- Not a case (0-34 dB)
- 35-49 dB (moderate)
- 50- 64 dB (moderately severe)
- 65-79 dB (severe)
- ≥80 dB (profound)

Overall observation (notes):

Advice: Assistive device €    Medication €    Surgery €    Not applicable €

Referred to clinic/Rehabilitation center: Yes €    No €

Audiologist/ENT Name: \_\_\_\_\_

Signature: \_\_\_\_\_

**RAM Form**

## Child Functioning Module-Teacher Version Validity Study

### Medical Screening – RAM

Section A: General Information

Participants Unique ID: \_\_\_\_\_ Screening Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Age: \_\_\_\_\_ Sex: Male/ Female: \_\_\_\_\_ Std/Sec: \_\_\_\_\_

<b>RAM Stage 1</b>				
<b>Section B: Screen for Musculoskeletal Impairment</b>			<b>Yes</b>	<b>No</b>
1.	Is any part of your body missing or misshapen?			
2.	Do you have any difficulty or pain using your arms? ( <i>Including hands</i> ) <b>IF YES, GO TO 2A. IF NO, GO TO 3.</b>			
2a.	Has it lasted >1 month?			
2b.	Is it permanent?			
3.	Do you have any difficulty or pain using your legs? ( <i>Including feet</i> ) <b>IF YES, GO TO 3A. IF NO, GO TO 4.</b>			
3a.	Has it lasted >1 month?			
3b.	Is it permanent?			
4.	Do you have any difficulty or pain using any other part of your body?			
5.	Do you need a mobility aid or prosthesis?			
6.	Do you have convulsions, involuntary movement, rigidity, or loss of consciousness?			
	Is the child a suspected case? <i>[If any of the answers to questions 1-6 were yes, the child is a suspected case.                      If all answers to questions 1-6 were no, the child is not a case.]</i> <b>IF YES, GO TO STAGE 2.</b> <b>IF NO, END THE SCREENING HERE.</b>			

<b>RAM Stage 2 Section C: Observation of Activities</b>				
<b>I.</b>	<b>Position</b>	<b>Can do easily</b>	<b>Cannot Do</b>	
9.	Squat/sit bending knees			
10.	Stand up straight on natural legs			

11.	Hold arms straight above head, fingers straight			
<b>II. Mobility</b>				
12.	Walk along the 11-meter rope			
13.	Do it in less than 10 secs			
14.	Do it without limping			
<b>III. Right Hand Function</b>			<b>Can do with difficulty</b>	<b>Cannot do</b>
		<b>Can do easily</b>		
15.	Touch Nose			
16.	Pick up coin and put in cup			
17.	Tip coin into bowl			
<b>IV. Left Hand Function</b>				
18.	Touch Nose			
19.	Pick up coin and put in cup			
20.	Tip coin into bowl			

#### Section D: Seizure History

21. Have you ever had a seizure?

- Yes, **GO TO 22**
- No, **GO TO SECTION E**

22. Number of episodes in last year:

- 0
- 1-2
- 1-5 years
- 3-10
- >1
- Not applicable (never had seizure)

23. Type of seizure (tick one only)

- Absences
- Convulsions
- Not applicable (never had seizure)

#### Section E: Duration and Consanguinity

24. Age at impairment (tick one)

- Since birth
- After birth – 1 year
- 1-5 years
- 6-15 years
- 16-39 years
- >40 years

- Not applicable (no impairment)

25. Consanguinity

- Yes
- No

### Section F: Aetiology

26. What is the primary cause of impairment? (Select all that apply)

- Family history
- Congenital but no family history
- Perinatal hypoxia
- RTA
- Other war
- Civil violence
- Domestic violence
- Deliberate self-harm
- Other inc. accidents -----
- Developmental/nutritional
- Infection
- Neoplasm
- Iatrogenic
- Traditional
- Unknown
- Other -----
- Not applicable (no impairment)

### Section G: Structure Affected

27. Which part of your structure is affected?

- Head and neck
- Whole body
- Upper limb **IF YES, GO TO 28**
- Lower limb and pelvis **IF YES, GO TO 29**
- Trunk and spine **IF YES, GO TO 30**

28. If upper limb is affected, is the whole arm affected?

- Yes, IF YES, GO TO 28A
- No, IF NO, GO TO 28B.

28A. Is the left whole arm, right whole arm, or both whole arms affected? **GO ON TO 29 AFTER RESPONSE.**

- Left whole arm
- Right whole arm
- Both whole arms

28B. If parts of the arm are affected, which parts [SELECT NO MORE THAN 3]?

- Shoulder region
- Upper arm
- Elbow joint
- Forearm
- Wrist Joint
- Hand
- Hand/Finger Joints

28C. Is the left, right or both the left and right of the body part listed below affected? (Tick all that apply for the applicable body part)

Body part	Left	Right	Both
Shoulder region			
Upper arm			
Elbow joint			
Forearm			
Wrist Joint			
Hand			
Hand/Finger Joints			

29. If the lower limb is affected, is the whole leg affected?

- Yes, **IF YES, GO TO 29A.**
- No, **IF NO, GO TO 29B.**

29A. Is the left whole leg, right whole leg, or both whole legs affected?

- Left whole leg
- Right whole leg
- Both whole legs

29B. If parts of the legs are affected, which parts [SELECT NO MORE THAN 3]?

- Pelvis
- Hip joint
- Knee joint
- Lower leg
- Ankle Joint
- Foot
- Foot/Toe Joints

29C. Is the left, right or both the left and right of the body part listed below affected? (Tick all that apply for the applicable body part)

Body part	Left	Right	Both
Pelvis			
Hip joint			
Knee joint			
Lower leg			
Ankle joint			
Foot			
Foot/Toe Joints			

30. If trunk and spine is affected, which part?

- Trunk
- C-spine
- T-spine
- L-spine
- Whole spine

<b>Section H: Case Severity</b>		
	<b>Yes</b>	<b>No</b>
31a) Can the child stand up straight on natural legs?		
31b) Can the child walk 11 m in 10 secs without limping?		
31c) Can the child squat/sit and bend knees?		
31d) Does the child have typically shaped limb, feet, and toes?		
31E) Is the child <b>not a case</b> ? [Tick yes if all the answers to 31a–31d were “Yes.” <b>GO ON TO RAM STAGE 3.</b> Tick no if at least one answer to 31a–31d was no. <b>GO ON TO 32a.</b> ]		
32a) Can the child walk 11m in 10 seconds (but limps)?		
32b) Can the child walk 11m in 10 seconds but with a walking aid?		
32c) Can the child walk 11m in 10 seconds but using prosthesis?		
32D) Is the child a <b>mild case</b> ? [Tick yes if all the answers to 32a–32c were “Yes.” <b>GO ON TO RAM STAGE 3.</b> Tick no if at least one answer to 32a–32c was no. <b>GO ON TO 33a.</b> ]		

33a) Can the child walk 11m, but it takes longer than 14 seconds?		
33b) Is the child a <b>moderate case</b> ? [Tick yes if all the answer to 33a was "Yes." <b>GO ON TO RAM STAGE 3.</b> Tick no if the answer to 33a was no. <b>GO ON TO 34a.</b> ]		
34a) Is the child unable to walk?		
34b) Is the child able to walk but with extreme pain/difficulty?		
34c) Is the child a severe case? [Tick yes if all the answer to 34a or 34b was "Yes." <b>GO ON TO RAM STAGE 3.</b> Tick no if the answer to 34a or 34b was no. <b>GO ON TO RAM STAGE 3</b> ]		

### RAM STAGE 3: DIAGNOSIS DECISION ALGORITHM

35. Is it congenital?

- Yes, **GO ON TO 35A**
- No, **GO ON TO 36**

35A. If it is congenital, which part is affected?

- Upper limb
- Lower limb
- Upper and lower limb
- Spine
- Head and Neck
- General

36. Is it due to an infection?

- Yes, **GO ON TO 36A**
- No **GO ON TO 37**

36A. If it is due to an infection, select all that apply:

- Joint infection
- Bone infection limb
- Bone infection spine
- Skin/soft tissue infection/wound

37. Is it due to trauma?

- Yes, **GO ON TO 37A**
- No **GO ON TO 38**

37A. If it is due to trauma, select all that apply:

- Burn contracture
- Fracture malunion
- Spinal injury
- Head injury
- Recurrent/chronic dislocation
- Post-traumatic joint stiffness
- Tendon problem
- Muscle problem
- Peripheral nerve problem
- Amputation
- Other trauma

38. Is it neurological in cause or nature?

- Yes
- No

38A. If it is neurological, select all that apply:

- No diagnosis
- Epilepsy
- Leprosy
- Developmental delay
- Cerebral palsy – spastic
- Cerebral palsy – other
- Paraplegia
- Hemiplegia
- Quadriplegia
- Facial weakness
- Peripheral nerve palsy
- Polio
- Other neurological
- Spina bifida

38B. If it is not neurological in cause or nature, select all that apply:

- Degenerative joint disease
- Non-infective non-traumatic joint disease
- Bow legs
- Knock knees
- Other joint deformity
- Bone tumor (benign or malignant)
- Hydrocephalus
- Skin/Soft tissue tumor
- Spinal deformity-kyphosis



- Spinal deformity-lordosis
- Spinal deformity-scoliosis
- Spinal pain limiting function
- TB spine/spine infection
- Limb pain limiting function
- Lymphoedema
- Other acquired non traumatic

**RAM STAGE 4: Service Use and Needs**

39. Have you ever received medication for a physical impairment?

- Yes
- No (Go to 39c)

39a. Are you currently taking medication for a physical impairment?

- Yes
- No

39b. How did you access or how are you currently accessing medication for a physical impairment?

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy
- NGO clinic
- Private clinic
- Informal clinic
- Other \_\_\_\_\_

39c. Physio assessment: If not received/currently receiving, could they benefit from medication?

- Yes
- No (Go to 40)

39d. What is the reason for not seeking medication?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers

- No translator at service
- No time
- No one to accompany me

40. Have you ever had surgery for a physical impairment?

- Yes
- No (Go to 40c)

40a. Are you currently seeing a surgeon or awaiting a surgical intervention?

- Yes
- No

40b. How did you access or how are you currently accessing surgery for a physical impairment?

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy
- NGO clinic
- Private clinic
- Informal clinic
- Other \_\_\_\_\_

40c. Physio assessment: If not received/currently awaiting, could they benefit from surgery?

- Yes
- No (Go to 41)

40d. What is the reason for not seeking this surgery?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers
- No translator at service
- No time
- No one to accompany me

41. Have you ever had physiotherapy for a physical impairment?

- Yes
- No (Go to 41c)

41a. Are you currently receiving physiotherapy for a physical impairment?

- Yes
- No

41b. How did you access or how are you currently accessing physiotherapy for a physical impairment?

(Note: Skip question 42 and go on to question 43 after this question.)

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy
- NGO clinic
- Private clinic
- Informal clinic
- Other \_\_\_\_\_

41c. Physio assessment: If not received/currently receiving, could they benefit from physiotherapy?

- Yes
- No (Go to 42)

41d. What is the reason for not seeking physiotherapy?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers
- No translator at service
- No time
- No one to accompany me

42. Have you ever received information on exercises for physical impairment without ongoing physiotherapy?

- Yes
- No (Go to 42c)

42a. Are you currently doing exercises for physical impairment without ongoing physiotherapy?

- Yes
- No

42b. How did you access or how are you accessing exercises without ongoing physiotherapy?

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy
- NGO clinic
- Private clinic
- Informal clinic
- Other \_\_\_\_\_

42c. Physio assessment: If not received/currently receiving, could they benefit from exercises for physical impairment?

- Yes
- No (Go to 43)

42d. What is the reason for not seeking information on exercises for physical impairment or doing such exercises?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers
- No translator at service
- No time
- No one to accompany me

43. Have you ever received any other rehabilitation for physical impairment, such as psychosocial support, speech therapy, occupational therapy?

- Yes
- No (Go on to 43c)

43a. Are you currently receiving other rehabilitation?

- Yes
- No

43b. How did you access or how are you accessing this other rehabilitation?

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy
- NGO clinic
- Private clinic
- Informal clinic
- Other -----

43c. Physio assessment: If not received/currently receiving, could they benefit from other rehabilitation for physical impairment?

- Yes
- No (Go on to 44)

43d. What is the reason for not seeking other rehabilitation?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers
- No translator at service
- No time
- No one to accompany me

44. Have you ever received an environmental modification for physical impairment?

- Yes
- No (Go on to 44c)

44a. Do you currently receive an environmental modification?

- Yes
- No

44b. How did you access or how are you accessing this environmental modification?

- Physiotherapist
- Family practitioner
- Government health center
- Government hospital
- Pharmacy

- NGO clinic
- Private clinic
- Informal clinic
- Other -----

44c. Physio assessment: If not received/currently receiving, could they benefit from an environmental modification?

- Yes
- No (Go on to 45)

44d. What is the reason for not seeking environmental modification?

- Need not felt by participant
- Unaware service available
- Could not afford
- Service not available
- Transport not accessible
- Transport too expensive
- Service too far away
- Negative attitude of service providers
- No translator at service
- No time
- No one to accompany me

#### **RAM STAGE 5: Assistive Products Use and Needs**

45. Have you ever received any of these device(s)? Select all that apply.

**GO ON TO QUESTION 46 IF ANY DEVICES SELECTED.**

- Wheelchair
- Crutches
- Stick/cane
- Quadripods/tripods
- Walking frame
- Rollator
- Lower limb prosthesis
- Upper limb prosthesis
- Orthoses
- Protective footwear
- Toilet/shower chair
- Grab bars
- Ramps
- Other -----
- None (**GO TO QUESTION 45A**)

45a. What is the reason for not seeking a device?

- Need not felt
- Device is broken/unusable
- Didn't find device helpful
- Unaware device available
- Could not afford
- Service/device not available
- Transport not accessible
- Transport too expensive
- Service far away
- Negative attitude of service providers
- Communication/language barriers
- No time
- No one to accompany me
- Other -----

46. Of the devices you have received, which are you currently using?

- Wheelchair
- Crutches
- Stick/cane
- Quadripods/tripods
- Walking frame
- Rollator
- Lower limb prosthesis
- Upper limb prosthesis
- Orthoses
- Protective footwear
- Toilet/shower chair
- Grab bars
- Ramps
- Other -----

47. Of the devices you have received, which are in good working order?

- Wheelchair
- Crutches
- Stick/cane
- Quadripods/tripods
- Walking frame
- Rollator
- Lower limb prosthesis
- Upper limb prosthesis
- Orthoses
- Protective footwear

- Toilet/shower chair
- Grab bars
- Ramps
- Other \_\_\_\_\_

48. Physio assessment: could the child benefit from any of these devices?

- Wheelchair
- Crutches
- Stick/cane
- Quadripods/tripods
- Walking frame
- Rollator
- Lower limb prosthesis
- Upper limb prosthesis
- Orthoses
- Protective footwear
- Toilet/shower chair
- Grab bars
- Ramps
- Other \_\_\_\_\_

49. If they have any of the above devices, is further assessment still needed?

- Yes
- No

Physiologist Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## QUALITATIVE TOOLS

### *Cognitive Interview*

# Child Functioning Module–Teacher Version Validity Study Cognitive Interview Guide

## I. Instructions to Research Team

### Consent

You must obtain verbal consent from each participant to participate in the interview and to have the interview audio recorded. If any participant does not consent, you should end the interview and find a different respondent.

### Research Questions

Data collected from this tool should answer the following research questions:

- 1. What are teachers' interpretations of the CFM-TV questions?
- 1a. To what extent are teachers' interpretations consistent with the intended interpretations underlying the CFM-TV?
- 1b. To what extent do teachers engage in a normative assessment of their learners, as opposed to a criterion-based assessment, on the CFM-TV?
- 1bi. If a normative assessment, what is the norm that teachers use: school peers, age peers, or other norms?
- 1bii. If a criterion-based assessment, what information do teachers use to provide their ratings for each of the CFM-TV questions?
- 1c. Are teachers' interpretations (1a) or approaches (1b) significantly different with the provision of ancillary material?
- 1d. Do any of these findings vary by functional domain?

### Roles and responsibilities

*Facilitator.* You are responsible for leading the interview. Do your best to ensure a friendly and welcoming environment. It is your responsibility to determine when to ask follow-up questions, and which follow-up questions to ask, so that you get answers to all questions in this guide. If you are using a sign language interpreter to communicate with a teacher who is deaf, please direct your attention and interview questions to the teacher and not the interpreter. Similarly, if you are interviewing a teacher with a disability who has an assistant, please direct your attention and interview questions to the teacher and not their assistant.

*Notetaker.* You are responsible for recording live notes during the interview with as much detail as possible. You should also record non-verbal observations (e.g., laughs, smiles, head nods, head shakes, crossed arms, etc.). **Do not write the participant's name in your notes or other documents.** Make a note if an interpreter or any other type of assistance was provided/used to facilitate access during the interview. Be objective and refrain from making

judgments about what is said. You should capture any direct quotes from the participant in quotation marks. You are responsible for ensuring that the interview is audio recorded.

## Interview Protocol

### A. Introduction

During this interview, we want to find out if the questions we asked you to fill out about your students make sense and if you understand the questions in the same way that other teachers do. **We will be asking you about your thoughts while you fill out the questions for one student on your tablet.** Please read the question aloud and share how you will answer the question. We might have some follow up questions to learn more about your understanding of the question. There are no right or wrong answers – we want to learn how you interpreted the questions. Your interview will help us find out how the questions are working.

Do we have your permission to record this interview on our audio recorder? We will only use the recording to refresh our memory of what was said in the interview and will not share it with anyone.

*(If the participant responds YES, begin interview; if the participant responds NO, ask her/him if it is ok to continue the interview only taking notes. If the participant responds YES, begin the interview; if the participant responds NO, end the interview.)*

**\*\*NOTE: Start audio recording after the participant provides permission\*\***

*Do not read the CFM-TV question. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Question: How well do you know this student?*

**1. How did you decide to rate how well you know the student?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Does this student wear glasses or contact lenses?*

*If **yes**, When wearing his/her glasses/lenses, does this student have difficulty seeing?*

*If **no**, does this student have difficulty seeing?*

**2. What is your understanding of 'difficulty seeing'?**

**3. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? [Allow the teacher to think and respond first. Probe if necessary.]**

**a. [Probe] Did you think of an activity they might be able to do, a situation, or compare the student to others? If so, how did you use that to make your decision?**

**4. Did you have any trouble determining the difficulty level for this student? Why or why not?**

Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.

Reference CFM-TV Questions: Does this student use a hearing aid?

If **yes**, when using his /her hearing aid, does this student have difficulty hearing sounds like people's voices or music?

If **no**, does this student have difficulty hearing sounds like people's voices or music?

- 5. What is your understanding of 'difficulty hearing sounds like people's voices or music'?**
- 6. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? [Allow the teacher to think and respond first. Probe if necessary.]**
  - a. [Probe] Did you think of an activity they might be able to do, a situation, or compare the student to others? If so, how did you use that to make your decision?**
- 7. Did you have any trouble determining the difficulty level for this student? Why or why not?**

Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.

Reference CFM-TV Questions: Does this student use any equipment or receive assistance for walking?

If **yes**, without the use of his/her equipment or assistance, does this student have difficulty walking?

If **no**, does this student have difficulty walking?

- 8. What type of device or equipment does this student use?**
- 9. What is your understanding of 'difficulty walking'?**
- 10. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? [Allow the teacher to think and respond first. Probe if necessary.]**
  - a. [Probe] Did you think of an activity they might be able to do, a situation, or compare the student to others? If so, how did you use that to make your decision?**
- 11. Did you have any trouble determining the difficulty level for this student? Why or why not?**

Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.

Reference CFM-TV Questions: When this student speaks, does he/she have difficulty being understood by you, or others in this classroom?

- 12. What is your understanding of 'having difficulty being understood by you, or others in the classroom'?**

- 13. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
- a. *[Probe]*Did you think of a specific situation or compare the student to others? If so, how did you use that to make your decision?**
- 14. Did you have any trouble determining the difficulty level for this student? Why or why not?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Compared with children of the same age, does this student have difficulty learning things?*

- 15. What is your understanding of 'difficulty learning things'?**
- 16. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
- b. *[Probe]*Did you think of specific situation? If so, how did you use that to make your decision?**
- 17. Did you have any trouble determining the difficulty level for this student? Why or why not?**
- 18. The question says to compare with children of the same age. Which children were you thinking of? *[Prompt if needed: Children in your classroom? Children in other classrooms in the school? Children in different schools?]***

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Compared with children of the same age, does this student have difficulty remembering things?*

- 19. What is your understanding of 'difficulty remembering things'?**
- 20. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
- a. *[Probe]*Did you think of a specific situation? If so, how did you use that to make your decision?**
- 21. Did you have any trouble determining the difficulty level for this student? Why or why not?**
- 22. The question says to compare with children of the same age. Which children were you thinking of? *[Prompt if needed: Children in your classroom? Children in other classrooms in the school? Children in different schools?]***

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Does this student have difficulty concentrating on an activity that he/she enjoys doing?*

- 23. What is your understanding of 'having difficulty concentrating on an activity that he/she enjoys doing'?**
- 24. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
  - a. *[Probe]*Did you compare the student to others? If so, how did you use that comparison in your decision?**
- 25. Did you have any trouble determining the difficulty level for this student? Why or why not?**
- 26. The question mentions an activity that the student enjoys doing. What activity did you think of?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Does this student have difficulty accepting changes in his/her routine?*

- 27. What is your understanding of 'having difficulty accepting changes in his/her routine'?**
- 28. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
  - a. *[Probe]*Did you think of a specific situation or compare the student to others? If so, how did you use that comparison in your decision?**
- 29. Did you have any trouble determining the difficulty level for this student? Why or why not?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Compared with children of the same age, does this student have difficulty controlling his/her behaviour?*

- 30. What is your understanding of 'difficulty controlling behavior'?**
- 31. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? *[Allow the teacher to think and respond first. Probe if necessary.]***
  - a. *[Probe]*Did you think of specific situation? If so, how did you use that to make your decision?**

- 32. Did you have any trouble determining the difficulty level for this student? Why or why not?**
- 33. The question says to compare with children of the same age. Which children were you thinking of? [Prompt if needed: Children in your classroom? Children in other classrooms in the school? Children in different schools?]**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: Does this student have difficulty making friends?*

- 34. What is your understanding of 'difficulty making friends'?**
- 35. How did you decide the level of difficulty for this student? Can you describe what you were thinking about while you were answering? [Allow the teacher to think and respond first. Probe if necessary.]**
- a. [Probe] Did you think of specific situation or compare the student to others? If so, how did that help you make your decision?**
- 36. Did you have any trouble determining the difficulty level for this student? Why or why not?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: How often does this student seem very anxious, nervous, or worried?*

- 37. What is your understanding of 'seeming anxious, nervous, or worried'?**
- 38. How did you decide the frequency rating for this student? Can you describe what you were thinking about while you were answering?**
- 39. Did you have any trouble determining the frequency for this student? Why or why not?**

*Do not read the CFM-TV questions. Once the teacher has read this question and responded, ask the question(s) below in bold.*

*Reference CFM-TV Questions: How often does this student seem very sad or depressed?*

- 40. What is your understanding of 'seeming very sad or depressed'?**
- 41. How did you decide the frequency rating for this student? Can you describe what you were thinking about while you were answering?**
- 42. Did you have any trouble determining the frequency for this student? Why or why not?**

## Final Questions

**43. What do you think about this questionnaire?**

क. **Were any of the questions confusing?**

**44. Before filling this questionnaire about for your students, how much had you thought about your students' abilities in seeing, hearing, walking, communicating, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression?**

**45. How much do you feel you know about each of these functional areas?**

**46. How confident did you feel answering these questions about your students?**

ख. **Were there any questions in particular that you did not feel confident answering?**

ग. **(If yes) Which questions?**

**47. Think about how long you've had each of your students in your classroom. Did your familiarity with each student influenced your ability to answer the questions? If so, how much?**

**48. Do you do you think this questionnaire will provide a good assessment of the types of disabilities that students may have in your classroom? In other classrooms?**

**49. Is there anything else you'd like to share with us about this questionnaire or about identifying children with disabilities in your classroom?**

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions!

## बालबालिका कार्य मोड्युल – शिक्षक संस्करण बैधानिक अध्ययन संज्ञानात्मक अन्तर्वार्ता गाइड

1. अनुसन्धानकर्ताको लागि निर्देशनहरू

सहमति

अन्तर्वार्ता लिनु अगाडी सहभागि संग मौखिक सहमति लिनुपर्ने हुन्छ। सहभागिले दिएको उत्तर रेकर्ड गर्नुभन्दा अगाडी पनि मञ्जुरि लिनुपर्ने हुन्छ। अन्तर्वार्ताको लागि कुनै सहभागिले सहमति नजनाए, अन्तर्वार्तालाई अन्त्य गरि अरु सहभागि खोज्नुपर्ने हुन्छ।

अनुसन्धानका प्रश्नहरू

यस सामाग्री बाट प्राप्त डाटाले निम्न प्रश्नहरूको जवाफ दिनुपर्नेछ:

1. CFM-TV को प्रश्नहरू बारे शिक्षकको बुझाई के छ?

1.क. CFM-TV बारे शिक्षकहरूको बुझाई कति हदसम्म मिल्न जान्छ?

1.ख. CFM-TV मा शिक्षकहरूले बालबालिकाको बारेमा व्याख्या गर्दा कति हदसम्म आफ्नो मान्यताको आधारमा गर्नुभयो र कति मापडण्डको आधारमा गर्नुभयो?

1.ख.1. मान्यताको आधारमा भए, के को आधारमा थियो: सहपाटी, विद्यालयको अन्य विधार्थि, वा अरु केही?

1.ख.2. यदि मापडण्डको आधारमा भए, शिक्षकहरूले CFM-TV मा बालबालिकाको बारेमा जवाफ दिदा कस्तो खाले जानकारी प्रयोग गर्नुभयो?

1.ग. शिक्षकहरूको व्याख्या (1.क) र दृष्टिकोण (1.ख) मा सहायक सामाग्रिको प्रावधान भन्दा कतिको भिन्नता छ?

1.घ. कुनै निष्कर्षहरू कार्यगत क्षेत्र भन्दा फरक छन?

भूमिका र जिम्मेवारी

सहजकर्ता: अन्तर्वार्तिको नेतृत्व गर्ने तपाईंको जिम्मेवारी हो। अन्तरवार्थिको लागि एउटा सहज वातावरण बनाउने र साथ-साथै प्रश्नहरूले खोजेको उत्तर पाउन, थप प्रश्न हरू सोध्ने र कहिले थप प्रश्नहरू सोध्ने निर्णय लिने पनि तपाईंको जिम्मेवारी हो। यदि श्रवण संबन्धि अपाङ्गता भएको शिक्षक संग अन्तरवार्ता गर्दा सांकेतिक भाषा अनुवादक प्रयोग गर्नुभाको हो भनेपनि तपाईंको प्रश्नहरू शिक्षकलाईनै सोध्नुपर्छ। यदि अरु कुनै अपाङ्गता भएको शिक्षकसंग अन्तरवार्ता लिनुभएको छ र वहाको सहायक साथमा छन भने पनि प्रश्न गर्दा शिक्षकलाई नै संबोधन गर्नुपर्छ।

टिपटकर्ता: तपाईंले अन्तर्वार्ता चलि रहेको बेला विष्टृत रूपमा नोटहरू लिनुपर्ने हुन्छ। नोट टिप्ने बेला गैर मौखिक संकेतहरूपनि विचार गरि लेख्नुपर्ने हुन्छ (जस्तै: हात बाँधेको, हाँसो, मुस्कुराको, शीर झुकाको, आदी)।

कुनैपनि नोटमा वा अन्य कागजातहरूमा सहभागिको नाम उल्लेख नगर्नुहोला। अन्तर्वार्तिको बेला कुनै सहायक को प्रयोग भएको थियो भने नोट गर्नुहोला। तथ्यमा आधारित हुनु र भनिएको कुराको कुनैपनि किसिमको निष्कर्ष ननिकाल्नुहोस। सहभागिको अभिव्यक्ति उद्धरण चिन्ह प्रयोग गरि लेख्नुहोस। अन्तर्वार्ता गर्दा सहभागिको बोलि रेकर्ड गर्ने पनि तपाईंको जिम्मा हो।

Interview Protocol अन्तर्वार्तिको नियम

क. परिचय

यस अन्तर्वार्तिको क्रममा, हामीले तपाईंले अगाडी भर्नुभएको प्रश्नहरूमा तपाईंको र अरु शिक्षकहरूको बुझाई एउटै भयो कि भएन र ति प्रश्नहरू हजुरले बुझ्नु भयो कि भएन पत्ता लगाउन खोजेका हो। हामीले तपाईंले कुनै एक शिक्षार्थिको बारेमा जवाफ दिदा तपाईंले कसरी मुल्यांकन गर्नु भएको थियो भनेर बुझ्न खोज्नेछौ। कृपया प्रश्नहरू ठुलो स्वरमा पढ्नुहोस र ति प्रश्नहरूको उत्तर कसरी दिनुहुनेछ भनेर हामिलाई बताउनुहोस। हामीले तपाईंको उत्तर बारे थप जान्नको लागि थप प्रश्नहरू सोध्नसक्नेछौ। यहाँ गलत उत्तर भन्ने हुनेछैन, हामीले खालि तपाईंले अधिको प्रश्नहरू कसरी अनुवाद गर्नुभयो भनेर बुझ्न खोजेका हौं। यो अन्तर्वार्तिले अगाडीको प्रश्नहरूले कसरी काम गरेका छन् भनेर बुझ्न मदत गर्नेछन।



तपाईंको स्विकृति छ भने हामि यस अन्तर्वार्ता गर्दा हजुरको आवाज रेकर्ड चाहान्छौ। हामिले यो रेकर्डीङ मात्र रेपोर्ट को क्रममा प्रयोग गर्नेछौ र अन्य कतै प्रयोग गर्नेछैनौ र अरु कसैलाई सुनाउनेपनि छैनौ । के हामिलाई रेकर्ड गर्ने स्विकृति दिनुहुन्छ?  
(सहभागिले स्विकृति दिए अन्तर्वार्ता सुरु गर्नुहोस, हुदैन भने नोट मात्र लेख्दा हुन्छ भनेर सोध्नुहोस, हुन्छ भने अन्तर्वार्ता सुरु गर्नुहोस, हुदैन भने अन्तर्वार्ता अन्त्य गर्नुहोस र समय दिएकोमा धन्यवाद दिनुहोस।)

**\*\*सहभागिले स्विकृति दिएपछि रेकर्डीङ सुरु गर्नुहोस\*\***

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछि तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न : तपाईंले यो विधार्थिलाई कत्तिको चिन्नुहुन्छ? ?

### **23. तपाईंले यो विधार्थिलाई कत्तिको चिन्नुहुन्छ भनेर मुल्यांकन गर्दा के को आधारमा गर्नुभयो?**

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछि तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न : यस विधार्थिले चस्मा लगाउछन?

यदि हो भने, चस्मा / लेन्स लगाएको बेला, ति विधार्थिलाई हेर्न कठिनाई हुन्छ?

यदि लगाउदैन भने, के त्यो विधार्थिलाई हेर्न कठिनाई हुन्छ?

२. हेर्नमा कठिनाई भन्नाले हजुर के बुझ्नुहुन्छ?

३. तपाईंले त्यो विधार्थिलाई हेर्न कठिनाई छ भनेर कसरि भन्नसक्नु भयो? तपाईंले के विचार गर्नुभएको थियो भनेर बताउन सक्नुहुन्छ? (पहिला शिक्षकलाई उत्तर दिन दिनुहोस, चाहेको खण्डमा मात्र थप संकेत दिनुहोस।)

क. [संकेत] तपाईंले कुनै कृत्याकलाप, कुनै परिस्थित, अथवा कुनै विधार्थि संग तुलना गर्नुभयो? हो भने, किन त्यो आधारमा तुलना गरेर निर्णय लिनुभयो?

४. यस विधार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछि तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: यस विधार्थिले श्रवन सहायता उपकरण प्रयोग गर्छन?

गर्छ भने, श्रवन सहायता उपकरण प्रयोग गर्दा पनि त्यस विधार्थिलाई मान्छेको आवाज, संगित, आदी सुन्न कठिनाई हुन्छ?

गर्दैन भने, त्यस विधार्थिलाई मान्छेको आवाज, संगित, आदी सुन्न कठिनाई हुन्छ?

५. मान्छेको आवाज अथवा संगित सुन्नमा कठिनाई भन्नाले तपाईं के भुझ्नुहुन्छ?

६. यस विध्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के विचार गर्नुभएको थियो भनेर बताउन सक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईंले उस्ले गर्नसक्ने कुनै कृयाकलाप, कुनै परिस्थिति, अथवा कुनै विध्यार्थि संग तुलना गर्नुभयो? हो भने, तपाईंले त्यसलाई प्रयोग गरेर कसरि त्यो निर्णय लिनुभयो?

**7. यस विध्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?**

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।  
जस्तै CFM-TV को प्रश्न: यस विध्यार्थिले हिड्नकोलागि कुनै किसिमको सहायता उपकरणको प्रयोग गर्छ?  
गर्छ भने, त्यो सहायता उपकरण प्रयोग नगरि त्यो विध्यार्थि हिड्न सक्छ?  
गर्दैन भने, त्यस विध्यार्थिलाई हिड्नमा कठिनाई छ?

8. उसले कस्तो खाले उपकरण प्रयोग गर्छ?
9. तपाईंको बुझाईमा हिड्नमा कठिनाई भनेको के हो?
10. हिडाईमा कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईंले उस्ले गर्नसक्ने कुनै कृयाकलाप, कुनै परिस्थिति, अथवा कुनै विध्यार्थि संग तुलना गर्नुभयो? हो भने, तपाईंले त्यसलाई प्रयोग गरेर कसरि त्यो निर्णय लिनुभयो?
11. यस विध्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।  
जस्तै CFM-TV को प्रश्न: के ति विध्यार्थिले बोल्दा, तपाईंलाई उसले भनेको कुरा बुझ्न कठिनाई हुन्छ, अथवा अरु कुनै विध्यार्थि त्यस कक्षामा?

12. तपाइको बुझाईमा "उसले बोलेका कुराहरू तपाईं वा कक्षा कोठामा अरुहरूलाई बुझ्नमा कठिनाई भन्नाले के बुझ्नु हुन्छ?

13. त्यस विध्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईंले कुनै परिस्थिति बारे सोच्नुभयो, अथवा कुनै विध्यार्थि संग तुलना गर्नुभयो? हो भने, तपाईंले त्यसलाई प्रयोग गरेर कसरि त्यो निर्णय लिनुभयो?
14. यस विध्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।  
जस्तै CFM-TV को प्रश्न: सोहि उमेरका अन्य विध्यार्थिसंग तुलना गर्दा के उसलाई सिक्नमा के कठिनाई छ?

15. तपाईंको बुझाईमा सिकाईमा कठिनाई भनेको के हो?
16. त्यस विध्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईंले कुनै परिस्थिति बारे सोच्नुभयो? हो भने, तपाईंले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?
17. यस विध्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?
18. यस प्रश्नले सोहि उमेरका अन्य विध्यार्थिसंग तुलना गर्न भनेको छ। तपाइले कुन कुन विद्यार्थीहरूको बारेमा सोच्नु भयो?(थप प्रश्न यदि चाहिएमा: आफ्नो कक्षाका विद्यार्थीहरू? विद्यालयका अन्य कक्षाका विद्यार्थीहरू ? अन्य विद्यालयका विद्यार्थीहरू?)

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।  
जस्तै CFM-TV को प्रश्न: सोहि उमेरका अन्य विध्यार्थिसंग तुलना गर्दा के उसलाई कुराहरू सम्झनमा कठिनाई छ?

19. तपाईंको बुझाईमा 'कुराहरू सम्झनमा कठिनाई' भनेको के हो?
20. त्यस विध्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईंले कुनै परिस्थिति बारे सोच्नुभयो? हो भने, तपाईंले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?

21. यस विद्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?
22. यस प्रश्नले सोहि उमेरका अन्य विद्यार्थिसंग तुलना गर्न भनेको छ। तपाइले कुन कुन विद्यार्थीहरूको बारेमा सोच्नु भयो?(थप प्रश्न यदि चाहिएमा: आफ्नो कक्षाका विद्यार्थीहरू? विद्यालयका अन्य कक्षाका विद्यार्थीहरू? अन्य विद्यालयका विद्यार्थीहरू?)

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: के यो विद्यार्थीलाई आफुलाई मनपर्ने कृयाकलापमा ध्यान दिन कठिनाई हुन्छ?

23. तपाईको बुझाईमा 'आफुलाई मनपर्ने कृयाकलापमा ध्यान दिन कठिनाई' भनेको के हो?
24. त्यस विद्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईले कुनै विद्यार्थिसंग तुलना गर्नुभयो? हो भने, तपाईले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?
25. यस विद्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?
26. यस प्रश्नमा उसलाई मनपर्ने कृयाकलाप बारे सोधेको छ। तपाईले कुन कृयाकलाप बारे सोच्नुभयो?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: के यो विद्यार्थीलाई परिवर्तन स्विकार्न कठिनाई हुन्छ?

27. तपाईको बुझाईमा 'परिवर्तन स्विकार्न कठिनाई' भनेको के हो?
28. त्यस विद्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)
- क. [संकेत] के तपाईले कुनै विद्यार्थिसंग तुलना गर्नुभयो अथवा कुनै परिस्थिति बारे सोच्नुभयो? हो भने, तपाईले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?
29. यस विद्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: अरु बालबालिकासंग तुलना गर्दा, के यो विधार्थिलाई आफ्नो व्यावहारमा नियन्त्रण गर्न कठिनाई हुन्छ?

**30. तपाईंको बुझाईमा 'व्यावहार नियन्त्रणमा कठिनाई' भनेको के हो?**

**31. त्यस विधार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)**

ख. [संकेत] के तपाईंले कुनै परिस्थिति बारे सोच्नुभयो? हो भने, तपाईंले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?

**32. यस विधार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?**

**33. यस प्रश्नले सोहि उमेरका अन्य विधार्थिसंग तुलना गर्न भनेको छ। तपाइले कुन कुन विद्यार्थीहरूको बारेमा सोच्नु भयो?(थप प्रश्न यदि चाहिएमा: आफ्नो कक्षाका विद्यार्थीहरू? विद्यालयका अन्य कक्षाका विद्यार्थीहरू ? अन्य विद्यालयका विद्यार्थीहरू?)**

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: के यो विधार्थिलाई साथि बनाउन कठिनाई हुन्छ?

**34. तपाईंको बुझाईमा 'साथि बनाउन कठिनाई' भनेको के हो?**

**35. त्यस विधार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ? (पहिला शिक्षकलाई सोचेर उत्तर दिन दिनुहोस, चाहेएको खण्डमा मात्र थप संकेत दिनुहोस।)**

ग. [संकेत] के तपाईंले कुनै परिस्थिति बारे सोच्नुभयो अथवा कुनै बालबालिका संग तुलना गर्नुभयो? हो भने, तपाईंले कसरी त्यसलाई प्रयोग गरेर त्यो निर्णय लिनुभयो?

**36. यस विधार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?**

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।

जस्तै CFM-TV को प्रश्न: यो विधार्थि कतिको हतास, निरास, चिन्तित देखिन्छ?

**37. तपाईंको बुझाईमा हतास, निरास, चिन्तित देखिनु भनेको के हो?**

**38. त्यस विधार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ?**

39. यस विद्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

CFM-TV को प्रश्नहरू नपढ्नुहोस। शिक्षकले प्रश्नको उत्तर दिसकेपछी तल गाढा अक्षरले लेखिएको प्रश्नहरू सोध्नुहोस।  
जस्तै CFM-TV को प्रश्न: यो विद्यार्थि कतिको उदास वा दुखि देखिन्छ?

40. तपाईंको बुझाईमा उदास वा दुखि देखिनु भनेको के हो?
41. त्यस विद्यार्थिको कठिनाईको तह कसरि निर्णय गर्नुभयो? तपाईंले के बिचार गर्नुभएको थियो बताउनसक्नुहुन्छ?
42. यस विद्यार्थिको कठिनाईको तह तोक्न कुनै किसिमको असहजता भयो? किन भयो अथवा किन भएन?

अन्तिम प्रश्नहरू

43. तपाईं यि प्रश्नहरू बारे के सोच्नुहुन्छ?  
क. तपाईं कुनै पनि प्रश्नहरूमा अल्मलिनु भएको थियो ?
44. यो प्रश्नावली भर्न अगाडी तपाईंले आफ्ना विद्यार्थीहरूको दृष्टि, हिडाई, बोलि, स्मरण शक्ति, परिवर्तन स्विकार्न सक्ने क्षमता, उदास, निरास, दुखि, हतासमा देखिनु र ध्यान दिने क्षमताहरू बारे कतिको सोच्नु भएको थियो?
45. तपाईंलाई यि कार्यगत क्षेत्र बारे कतिको ज्ञान छ?
46. तपाईं यो प्रश्नहरूको उत्तर दिदा कतिको बिश्वस्त हुनुहुन्थ्यो?  
घ. कुनै प्रश्नहरू थिए जस्को उत्तर दिदा तपाईं विश्वस्त हुनुहुन्थिएन?  
ङ. (हो भने) कुन प्रश्नहरू?
47. तपाईंले प्रत्येक विद्यार्थि आफ्नो कक्षामा भएको कति भयो बारे सोच्नुहोस। के बालबालिका संगको चिनजानले यि प्रश्नहरूको उत्तर दिदा प्रभाव गर्यो? गर्यो भने, कति हदसम्म?
48. के तपाईंलाई लाग्छ यि प्रश्नहरूले तपाईंको कक्षामा वा अन्य कक्षामा हुनसक्ने अपांगता बारे पत्ता लगाउन सहयोग गर्छ?

## 49. केही छ तपाईंलाई थप भन्नुपर्ने अथवा आफ्नो कक्षाको बालबालिकामा हुनसक्ने अपांगता बारे भन्न चाहेको कही छ?

मेरो प्रश्नहरू यिनै हुन। हजुरलाई सहभागिताको लागि धन्यवाद। हाम्रो लागि समय निकालेर हामिसंग आफ्नो कुराहरू राखिदिनुभएकोमा हामि कृतज्ञ छौं!

### *Key Informant Interview*

#### **Child Functioning Module-Teacher Version Validity Study Key Informant Interview: Teachers**

#### **I. Instructions to Researcher Team**

##### **Consent**

You must obtain verbal consent from each participant to participate in the interview and to have the interview audio recorded. If any participant does not consent, you should end the interview and find a different respondent.

##### **Roles and responsibilities**

*Facilitator:* You are responsible for leading the interview. Do your best to ensure a friendly and welcoming environment. It is your responsibility to determine when to ask follow-up questions, and which follow-up questions to ask, so that you get answers to all questions in this guide. Try to seek as much detail, examples, and stories as possible. If you are using a sign language interpreter to communicate with a teacher who is deaf, please direct your attention and interview questions to the teacher and not the interpreter. Similarly, if you are interviewing a teacher with a disability who has an assistant, please direct your attention and interview questions to the teacher and not their assistant.

*Notetaker:* You are responsible for recording live notes during the interview with as much detail as possible. You should also record non-verbal observations (e.g., laughs, smiles, head nods, head shakes, crossed arms, etc.). You should assign the participant a number, and you should use that number to note their contributions. Do not write the participant's name in your notes or other documents. Make a note if an interpreter or any other type of assistance was provided/used to facilitate access during the interview (without identifying the participant). Be objective and refrain from making judgments about what is said. You should capture any direct quotes from the participant in quotation marks. You are responsible for ensuring that the interview is audio recorded.

#### **A. Warm up - Introduction (5 minutes)**

Do we have your permission to record this interview on our audio recorder? (*If the participant responds YES, begin interview; if the participant responds NO, ask her/him to leave the interview and go to the next respondent*)

**\*\*NOTE: Start audio recording after the participant provides permission\*\***

The first few questions will be about your role in this school and your experience teaching diverse learners.

1. **[RQ 2]** For how long have you been a teacher?
2. **[RQ 2]** For how long have you been teaching in this school?
3. **[RQ 2a]** Generally, how long do you have a student in your classroom? One year?  
More than one year?
  - a) Do any students join midway through the year or dropout partway through? If so, how many would you estimate?
  - b) How many hours per week do you spend with the students in your class, on average?
4. **[RQ 2]** How well do you know the students for whom you completed the CFM-TV today?

## **B. Beliefs around teaching students with disabilities**

The next set of questions are about teaching diverse groups of students. In particular, we will focus on teaching students with disabilities.

1. **[RQ 2b]** What kinds of support do you receive to teach students with disabilities?
  - a. (*If support received*) What types of support are most helpful to support students with different disabilities?
  - b. What types of resources would you like to have to help support students with different disabilities?
2. What type of training have you received to support the learning needs of students with disabilities?
  - a. Tell me what you learned in the training(s).
3. **[RQ 2c]** How well prepared do you feel to teach students with disabilities? [*Probe by disability - seeing; hearing; mobility; communication/comprehension; learning; remembering; concentrating, accepting change; controlling behavior; making friends; anxiety; and depression.*]
  - a. Do you believe that students with disabilities can learn the same as peers? Tell me why you say that. [*Probe by disability*]
  - b. Do you believe that students with disabilities can have the same academic and career achievements as peers? Tell me why you say that.



4. **[RQ 2b]** What training have you received on the concept of functional difficulties?
  - a. Tell me what you learned in the training(s).
5. **[RQ 2c]** In your opinion, should teachers like yourself be responsible for collecting data on students' functional difficulties? Tell me why you say that.
  - a. *(If yes)* Who else do you think should be responsible for collecting data on students' functional difficulties in schools? What role should they play in the process?
  - b. *(If no)* Who do you think should be responsible for collecting data on students' functional difficulties in schools? What role should they play in the process?
  - c. How do you think collecting data on students' functional difficulties does or does not benefit students' learning?
6. Do you believe that this tool (*show CFM-TV on the tablet*) is appropriate to identify students who might have a functional difficulty?
  - a. What are the biggest limitations of this tool?
  - b. What are the biggest strengths of the tool?
  - c. Is this tool easy for you to use?

**7. [QUESTIONS ONLY FOR TEACHERS WHO RECEIVE BACKGROUND MATERIAL]**

Tell me what you learned from the background material you were provided before the CFM-TV (*show background material*).

- a. Did anything in the material make you think differently about students with disabilities? *(If yes)* Tell me what in the material made you think differently and how.
- b. Was there anything in the material that you did not understand or was confusing? *(If yes)* Tell me what you did not understand or found confusing.
- c. How helpful was the material for you when you were filling out the CFM-TV?
  - i. *(If helpful)* How was the material helpful?
  - ii. *(If not very helpful)* Why wasn't the material very helpful?
- d. How often overall would you say you looked back at the material when filling out the CFM-TV? Not per student, but overall.
- e. Now that you've completed the CFM-TV, is there anything on the tool that you wish had been better explained in the material?

**C. Exposure to disabilities outside of the school setting – ALL TEACHERS**

The next set of questions are about your exposure to people with disabilities outside of the school setting.

8. **[RQ 2b]** What kind of experience do you have with disability? (*Ex. physical, vision, hearing, deaf-blind, voice and speech, mental or psychosocial (learning), intellectual, autism, multiple disabilities*)

- a. Do you identify as a person with a disability?
  - b. Do any of your family members or friends have a disability?
9. **[RQ 2b]** *(If yes – ONLY ASK THIS QUESTION OF TEACHERS WHO SAY THEY IDENTIFY AS A PERSON WITH A DISABILITY OR HAVE FAMILY/FRIENDS WHO HAVE A DISABILITY)*

Do you think your experience or your relationships with family members or friends with disabilities influenced your beliefs about teaching students with disabilities? Why or why not?

**D. Closing (5-10 minutes)**

- 10. Would you like to share additional thoughts around teaching students with disabilities?
- 11. Is there anything else that you think would be important for us to know?

Those are all of my questions. Thank you for participating in this interview today. We appreciate you taking the time to talk with us and your thoughtful answers to our questions. Do you have any questions for us before we conclude?

# Child Functioning Module-शिक्षक संस्करण वैधानिका अध्ययन

## संज्ञानात्मक अन्तरवार्ता टिपोट फारम

यो फारम डाटा संकलनको क्रममा मात्र प्रयोग गर्नुपर्छ। विस्तृत रूपमा टिपोट गर्नुहोला।

1. तपाईं शिक्षक भएको कति समय भयो?
2. तपाईंले यस विद्यालयमा कति समयदेखि अध्यापन गराईरहनु भएको छ?
3. सामान्यतया, तपाईंको कक्षाकोठामा विद्यार्थी कति समयसम्म रहन्छ ? एक वर्ष? एक वर्ष भन्दा बढी?  
क. सबै विद्यार्थीहरू मध्ये कसैले बिचमै भर्ना गर्ने अथवा पढाईको अन्तरालमै छोडेर जाने गर्छन्? हो भने, अन्दाजि कति जनाले त्यस्तो गर्छन्?  
ख. तपाईंले हफ्तामा औसत कति समय बिताउनुहुन्छ आफ्नो कक्षाको विद्यार्थीहरू संग?
4. तपाईंले आज CFM-TV पूरा गरेका विद्यार्थीहरूलाई कतिको राम्रोसँग चिन्नुहुन्छ?  
अपाङ्गता भएका विद्यार्थीहरूलाई पढाउने वरपरका विश्वास  
1. अपाङ्गता भएका विद्यार्थीहरूलाई सिकाउन तपाईंले कस्तो प्रकारको सहयोग प्राप्त गर्नुहुन्छ?  
क) (यदि सहयोग पाएमा) विभिन्न अपाङ्गता भएका विद्यार्थीहरूलाई सहयोग गर्न कुन प्रकारको सहयोग सबैभन्दा उपयोगी हुन्छ ?  
ख) विभिन्न अपाङ्गता भएका विद्यार्थीहरूलाई सहयोग गर्न तपाईं कस्ता प्रकारका स्रोतहरू चाहनुहुन्छ ?
3. तपाईंले अपाङ्गता भएको विद्यार्थीलाई सहयोग गर्न कस्तो किसिमको तालिम लिनिभएको छ?  
क. त्यो तालिमहरूमा के सिक्नु भयो पनि भनिदिनुहोस।  
4. तपाईंलाई आफू अपाङ्गता भएका विद्यार्थीहरूलाई पढाउन तैयार हुनुहुन्छ जस्तो लाग्छ? [ऊधाहरण हरू दिनुहोस: दृष्टि, श्रवण, वार्तालाप, स्मरण, सिकाई, ध्यान, साथि बनाउने, परितर्तन स्विकार गर्ने, व्यवहार, साथि बनाउने; आत्तिने, उदासि।]  
क. तपाईंलाई अपाङ्गता भएको विद्यार्थीले पनि उसको सहपाटी सरह सिक्न सक्छ जस्तो लाग्छ? तपाईंलाई किन त्यस्तो लाग्छ? [अपाङ्गताको उदाहारन दिनुहोस]  
ख. के तपाईंलाई लाग्छ कि अपाङ्गता भएको विद्यार्थीले पनि उसको सहपाटी जस्तै पढाईमा र पेशामा सफलता प्राप्त गर्न सक्छन्? तपाईंलाई किन त्यस्तो लाग्छ?
5. तपाईंले कार्यगत असहजता भएको विद्यार्थीलाई सहयोग गर्न कस्तो किसिमको तालिम लिनिभएको छ?  
क. त्यो तालिमहरूमा के सिक्नु भयो पनि भनिदिनुहोस।  
6. तपाईंको विचारमा, के तपाईं जस्तै शिक्षकलाई विद्यार्थीमा हुने कार्यगत असहजतामा तथ्यांक संकलन गर्ने जिम्मेवारी दिनुपर्छ? हजुरलाई के लाग्छ?  
क. (हो भने) तपाईंको विचारमा अरु कसलाई विद्यार्थीमा हुने कार्यगत असहजताबारे तथ्यांक संकलन गर्ने जिम्मेवारी दिनुपर्छ? वहाको भुमिका कस्तो हुनुपर्छ?  
ख. (हैन भने) विद्यालयमा विद्यार्थीको कार्यगत असहजताबारे तथ्यांक संकलन गर्ने जिम्मेवारी कसको हुनुपर्छ? वहाको भुमिका कस्तो हुनुपर्छ?  
ग. तपाईंलाई के कारणले विद्यार्थीको कार्यगत असहजता बारे तथ्यांक संकलनले विद्यार्थीको सिकाईमा सहयोग गर्छ वा गर्दैन जस्तो लाग्छ?
6. के तपाईंलाई लाग्छ कि यस उपकरण (ट्याब्लेटमा भएको CFM-TV देखाउने) ले विद्यार्थीमा भएको कार्यगत असहजता पहिचान गर्न सक्छ?  
क. यस उपकरणमा के कमि छ?  
ख. यस उपकरणको बलियो पक्ष के हो?  
ग. के यो उपकरण प्रयोग गर्न सजिलो छ?  
(पृष्ठभूमि सामाग्री दिएको शिक्षकहरूको लागि मात्र सोध्ने)

7. तपाईंले CFM-TV भर्न भन्दा अगाडी दिएको पृष्ठभूमि सामाग्री बाट के सिक्नुभयो (पृष्ठभूमि सामाग्री देखाउनु)?

क. के त्यो सामाग्रीमा भएको केही कुराले तपाईंलाई अपाङ्गता भएको विद्यार्थि बरे केहि नौलो तरिकाले सोच्न सिकायो? (हो भने) के नौलो कुरा सोच्न लगायो र कसरि?

ख. के त्यो सामाग्रीमा केही कुरा थियो जुन तपाईंले बुझ्नु भएन वा भ्रमित बनायो? (हो भने) के कुरा थियो त्यस्तो जुन तपाईंले बुझ्नुभएन वा भ्रमित बनाउने जस्तो मान्नुभयो?

ग. CFM-TV भर्ने बेला त्यो सामाग्री कत्तिको सहयोगि थियो?

- सहयोगि थियो भने, कसरि?

- खास्सै सहयोगि थिएन भने, किन थिएन?

घ. तपाईंले जम्मा कति पटक त्यो सामाग्री हेर्नुभयो CFM-TV भर्ने बेला? विद्यार्थि पिछे हैन, जम्मा कति पटक?

ड. अब CFM-TV भरिसकेपछी फर्केर सोच्दा, तपाईंलाई लाग्छ, त्यस उपरणमा केही कुरा थियो जुन अझै राम्ररी बुझाउन सकिनेथियो?

विध्यालय बाहिर अपाङ्गता संबन्धि परिचय – सबै शिक्षकलाई सोध्ने

8. तपाईंसँग अपाङ्गताको कस्तो अनुभव छ? ( उदाहरण : शारीरिक, दृष्टि, दृष्टिबिहिन र श्रवन विहिन, आवाज र बोली, मानसिक वा मनोसामाजिक (सिकाइ), बौद्धिक, अटिजम, बहु अपाङ्गता)

(क) के तपाईं आफुलाई अपाङ्गता भएको व्यक्तिको रूपमा चिनाउनुहुन्छ?

(ख) के तपाईंको परिवारका सदस्यहरू वा तपाईंको साथीहरूमध्ये कुनै अपाङ्गता भएका छन्?

8. (हो भने- यो प्रश्न आफुलाई अपाङ्गता भएको व्यक्ति भनेर चिनाउने शिक्षक वा आफ्नो वरिपरि कसैलाई अपाङ्गता भएको भन्ने शिक्षकलाई मात्र सोध्ने)

के अपाङ्गता भएको विद्यार्थिली पढाउने बारे तपाईंको विश्वासलाई तपाईंको अनुभव वा परिवारका सदस्यहरू वा अपाङ्गता भएका साथीहरूसँगको सम्बन्धले प्रभाव पारेको छ? छ भने कसरि र छैन भने कसरि?

समापन

9. के तपाईं अपाङ्गता भएका विद्यार्थीहरूलाई पढाउने बारे थप विचारहरू आदान प्रदान गर्न चाहनुहुन्छ?

10. तपाईंले सोच्नु भएको अरु त्यस्तो केहि छ जुन हामीले जान्न महत्त्वपूर्ण छ ?

## ANNEX III: SUPPLEMENTARY TABLES

### TEACHER SURVEY DESCRIPTIVE TABLES

Teacher gender		
Teacher gender	Frequency	Percent
Man	64	40.76
Woman	93	59.24
Total	157	100.00

Teacher age		
Teacher age range	Frequency	Percent
20-29	22	14.01
30-39	46	29.30
40-49	42	26.75
50-59	46	29.30
60-65	1	0.64
Total	157	100.00

Teacher marital status		
Marital status	Frequency	Percent
Never married	9	5.73
Currently married	147	93.63
Divorced	1	0.64
Total	157	100.00

What language do you use most often in the classroom with your students?		
Language	Frequency	Percent
Bajjika	8	5.10
Maithali	9	5.73
Nepali	111	70.70

Newari	1	0.64
Nepali Sign Language	14	8.92
Other	14	8.92
Total	15	100.00

#### What language do you and members of your household use most often?

Language	Frequency	Percent
Bajjika	27	17.20
Maithali	17	10.83
Nepali	96	61.15
Newari	9	5.73
Tamang	3	1.91
Nepali Sign Language	4	2.55
Other	1	0.64
Total	157	100.00

#### What other languages do you and members of your household use?

Language	Frequency
No other language	82
Bajjika	1
Bhojpuri	8
Magar	1
Maithali	12
Nepali	38
Newari	6
Tamang	1
Nepali Sign Language	1
Other	1

**What disabilities do members of your household have?**

Disability	Frequency
Physical disability	26
Vision disability	16
Hearing disability	17
Vision and hearing disability	2
Speech disability	13
Mental disability	14
Intellectual disability	8
Hemophilia	0
Autism	7
Multiple disabilities	5

**How many years have you been a teacher?**

Years	Frequency	Percent
1-9 years	42	26.75
10-19 years	46	29.30
20-29 years	37	23.57
30-39 years	32	20.38
Total	157	100.00

**How many years have you been a teacher in this school?**

Years	Frequency	Percent
0-4 years	61	38.85
5-9 years	30	19.11
10-14 years	24	15.29
15-19 years	15	9.55
20-24 years	9	5.73
25-29 years	10	6.37
30-34 years	6	5.73
35-39 years	2	1.27
Total	157	100.00

**What grade do you teach?**

Grade	Frequency
Kindergarten	5
Grade 1	49
Grade 2	78
Grade 3	87
Grade 4	89
Grade 5	60
Grade 6	27
Non-graded	19



**What subject do you teach?**

Subject	Frequency
Language	77
Math	68
Science	45
Social studies	64
Creative arts	25
Other	51

**Do you teach students with disabilities?**

Response	Frequency	Percent
No	43	27.39
Yes	114	72.61
Total	157	100.00

**In what type of classroom do you teach students with disabilities?**

Classroom Type	Frequency	Percent
Resource Classroom	12	10.53
Mainstream Classroom	72	63.16
Special School	30	26.32
Total	114	100.00

**Do you have a Teacher Service Commission (Shikshak Sewa Aayog) teaching license?**

Response	Frequency	Percent
No	37	23.57
Yes	120	76.43
Total	157	100.00

**Number of non-graded students with physical disability**

Number of students	Frequency	Percent
0	8	44.44
1	4	22.22
2	1	5.56
3	2	11.11
4	2	11.11
5	1	5.56
Total	18	100.00

**Number of non-graded students with vision disability**

Number of students	Frequency	Percent
0	15	78.95
1	1	5.26
22	1	5.26
34	1	5.26
50	1	5.26
Total	19	100.00

**Number of non-graded students with hearing disability**

Number of students	Frequency	Percent
0	16	84.21
4	2	10.53
8	1	5.26
Total	19	100.00

**Number of non-graded students with hearing and vision disability**

Number of students	Frequency	Percent
0	17	94.44
1	1	5.56
Total	18	100.00

**Number of non-graded students with speech disability**

Number of students	Frequency	Percent
0	7	38.89
1	2	11.11
2	2	11.11
3	2	11.11
4	1	5.56
5	3	16.67
8	1	5.56
Total	18	100.00

**Number of non-graded students with mental disability**

Number of students	Frequency	Percent
0	12	75.00
1	2	12.50
4	1	6.25
7	1	6.25
Total	16	100.00

**Number of non-graded students with intellectual disability**

Number of students	Frequency	Percent
0	7	38.89
1	1	5.56
3	1	5.56
6	2	11.11
7	1	5.56
8	2	11.11
10	1	5.56
14	1	5.56
28	2	11.11
Total	18	100.00

**Number of non-graded students with hemophilia**

Number of students	Frequency	Percent
0	17	100.00
Total	17	100.00

**Number of non-graded students with autism**

Number of students	Frequency	Percent
0	9	50.00
1	4	22.22
2	3	16.67
4	1	5.56
19	1	5.56
Total	18	100.00

---

**Number of non-graded students with multiple disabilities**

Number of students	Frequency	Percent
0	3	17.65
1	3	17.65
2	3	17.65
3	1	5.88
4	4	23.53
5	1	5.88
10	1	5.88
12	1	5.88
Total	17	100.00

**Comfort teaching students with physical disability**

Response	Frequency	Percent
Very comfortable	17	10.83
Comfortable	86	54.78
Not Comfortable	38	24.20
Not at all Comfortable	13	8.28
Don't know / No response	3	1.91
Total	157	100.00

**Comfort teaching students with vision disability**

Response	Frequency	Percent
Very comfortable	5	3.18
Comfortable	32	20.38
Not Comfortable	63	40.13
Not at all Comfortable	46	29.30
Don't know / No response	11	7.01
Total	157	100.00

**Comfort teaching students with hearing disability**

Response	Frequency	Percent
Very comfortable	5	3.18
Comfortable	38	24.20
Not Comfortable	67	42.68
Not at all Comfortable	44	28.03
Don't know / No response	3	1.91
Total	157	100.00

**Comfort teaching students with vision and hearing disability**

Response	Frequency	Percent
Comfortable	16	10.19
Not Comfortable	40	25.48
Not at all Comfortable	94	59.87
Don't know / No response	7	4.46
Total	157	100.00

**Comfort teaching students with speech disability**

Response	Frequency	Percent
Very comfortable	8	5.10
Comfortable	45	28.66
Not Comfortable	72	45.86
Not at all Comfortable	30	19.11
Don't know / No response	2	1.27
Total	157	100.00

**Comfort teaching students with mental disability**

Response	Frequency	Percent
Very comfortable	4	2.55
Comfortable	20	12.74
Not Comfortable	69	43.95
Not at all Comfortable	58	36.94
Don't know / No response	6	3.82
Total	157	100.00

**Comfort teaching students with intellectual disability**

Response	Frequency	Percent
Very comfortable	3	1.91
Comfortable	30	19.11
Not Comfortable	52	33.12
Not at all Comfortable	66	42.04
Don't know / No response	6	3.82
Total	157	100.00

**Comfort teaching students with haemophilia**

Response	Frequency	Percent
Very comfortable	3	1.91
Comfortable	34	21.66
Not Comfortable	58	36.94
Not at all Comfortable	41	26.11
Don't know / No response	21	13.38
Total	157	100.00

**Comfort teaching students with autism**

Response	Frequency	Percent
Very comfortable	6	3.82
Comfortable	21	13.38
Not Comfortable	59	37.58
Not at all Comfortable	62	39.49
Don't know / No response	9	5.73
Total	157	100.00

**Comfort teaching students with multiple disabilities**

Response	Frequency	Percent
Very comfortable	2	1.27
Comfortable	15	9.55
Not Comfortable	44	28.03
Not at all Comfortable	92	58.60
Don't know / No response	4	2.55
Total	157	100.00



**Do any of your students have a specialized education plan or an IEP?**

Response	Frequency	Percent
No	109	70.78
Yes	45	29.22
Total	154	100.00

**Do any of your students use a wheelchair?**

Response	Frequency	Percent
No	141	89.81
Yes	16	10.19
Total	157	100.00

**Do any of your students use crutches?**

Response	Frequency	Percent
No	151	96.18
Yes	6	3.82
Total	157	100.00

**Do any of your students use walking sticks or frames?**

Response	Frequency	Percent
No	148	94.27
Yes	9	5.73
Total	157	100.00

**Do any of your students use screen reading software?**

Response	Frequency	Percent
No	153	97.45
Yes	3	1.91
Don't know / No response	1	0.64
Total	157	100.00

**Do any of your students use a braille machine?**

Response	Frequency	Percent
No	139	88.54
Yes	17	10.83
Don't know / No response	1	0.64
Total	157	100.00

**Do any of your students use walking sticks or frames?**

Response	Frequency	Percent
No	140	89.17
Yes	17	10.83
Total	157	100.00

**Do any of your students wear glasses?**

Response	Frequency	Percent
No	84	53.50
Yes	72	45.86
Don't know / No response	1	0.64
Total	157	100.00

**Do any of your students use hearing aids?**

Response	Frequency	Percent
No	132	84.08
Yes	23	14.65
Don't know / No response	2	1.27
Total	157	100.00

**Do any of your students use magnifiers?**

Response	Frequency	Percent
No	150	95.54
Yes	6	3.82
Don't know / No response	1	0.64
Total	157	100.00

**Do any of your students use orthotic devices?**

Response	Frequency	Percent
No	152	96.82
Yes	3	1.91
Don't know / No response	2	1.27
Total	157	100.00

**Do any of your students use artificial limbs?**

Response	Frequency	Percent
No	149	94.90
Yes	8	5.10
Total	157	100.00

**Do any of your students use modified furniture?**

Response	Frequency	Percent
No	150	95.54
Yes	7	4.46
Total	157	100.00

**Do any of your students use communication boards?**

Response	Frequency	Percent
No	150	95.54
Yes	7	4.46
Total	157	100.00

**Do any of your students use computer for disability?**

Response	Frequency	Percent
No	152	96.82
Yes	5	3.18
Total	157	100.00

**Did you take pre-service class on teaching children with disabilities?**

Response	Frequency	Percent
No	123	78.34
Yes	31	19.75
Don't know / No response	3	1.91
Total	157	100.00

**Did you take pre-service class on inclusive education?**

Response	Frequency	Percent
No	125	79.62
Yes	32	20.38
Total	157	100.00

**Did you take in-service class on teaching children with disabilities?**

Response	Frequency	Percent
No	85	54.14
Yes	71	45.22
Don't know / No response	1	0.64
Total	157	100.00

**Did you take in-service class on inclusive education?**

Response	Frequency	Percent
No	81	51.59
Yes	75	47.77
Don't know / No response	1	0.64
Total	157	100.00

**Do you receive support from other teachers on teaching children with disabilities?**

Response	Frequency	Percent
No	54	34.39
Yes	93	59.24
Don't know / No response	10	6.37
Total	157	100.00

**Do you receive support from the head teacher on teaching children with disabilities?**

Response	Frequency	Percent
No	47	29.94
Yes	101	64.33
Don't know / No response	9	5.73
Total	157	100.00

**Do you receive support from the district or government on teaching children with disabilities?**

Response	Frequency	Percent
No	93	59.24
Yes	46	29.30
Don't know / No response	18	11.46
Total	157	100.00

**What kind of support do you receive?**

Response	Frequency
Teaching and learning materials	71
Curriculum or methodological guidance	60
Direct support in the classroom	61
Other support	15

**What adaptations to learning or assessment do you currently make in the classroom for any of your students that need extra support?**

Response	Frequency
Child sits close to the board or teacher	108
Printed materials are enlarged	59
Printed materials are provided in Braille	14
Physical education activities are modified	39

Modifying the lesson	43
Providing Nepali Sign Language for learning	15
Additional time provided for assessments	79
Personal assistance during assessments	53
No adaptations made	9
Other adaptations	21

#### **I know how to use varied activities to engage a diverse range of learners**

Response	Frequency	Percent
Strongly Disagree	3	1.91
Disagree	4	2.55
Agree	96	61.15
Strongly Agree	53	33.76
Don't Know	1	0.64
Total	157	100.00

#### **I give my students different types of opportunities to express what they know**

Response	Frequency	Percent
Strongly Disagree	8	5.10
Disagree	1	0.64
Agree	51	32.48
Strongly Agree	97	61.78
Total	157	100.00

#### **It is important to present information to learners in a variety of ways**

Response	Frequency	Percent
Strongly Disagree	7	4.46
Disagree	1	0.64

Agree	54	34.39
Strongly Agree	95	60.51
Total	157	100.00

**It is important to motivate and engage learners in a variety of ways**

Response	Frequency	Percent
Strongly Disagree	5	3.18
Disagree	1	0.64
Agree	47	29.94
Strongly Agree	104	66.24
Total	157	100.00

**I can use a variety of assessment strategies for my learners**

Response	Frequency	Percent
Strongly Disagree	5	3.18
Disagree	3	1.91
Agree	64	40.76
Strongly Agree	85	54.14
Total	157	100.00

**I can provide an alternative explanation when learners are confused**

Response	Frequency	Percent
Strongly Disagree	8	5.10
Disagree	1	0.64
Agree	47	29.94
Strongly Agree	101	64.33
Total	157	100.00



**Language of enumeration**

Language	Frequency
Bajjika	5
Bhojpuri	0
Magar	0
Maithali	4
Nepali	150
Newari	1
Tamang	0
Nepali Sign Language	3
Other	3

**CHILD FUNCTIONING MODULE / PRIMARY CAREGIVER SURVEY DESCRIPTIVE TABLES****Respondent age**

N	Minimum	Maximum	Mean	Standard deviation
628	17	99	37.553	10.604

**Number of people who live in the household**

N	Minimum	Maximum	Mean	Standard deviation
627	0	13	2.866	2.176

**Number of people who live in the household who are under 18 years old**

N	Minimum	Maximum	Mean	Standard deviation
627	0	13	2.866	2.176

**Respondent age when child was born**

N	Minimum	Maximum	Mean	Standard deviation
608	10	99	28.015	12.42

**Child age**

N	Minimum	Maximum	Mean	Standard deviation
628	5	18	9.86	2.588

**Number of years child has been enrolled at current school**

N	Minimum	Maximum	Mean	Standard deviation
628	0	15	3.169	2.149

**Highest level of education**

Level of education	Frequency	Percent
Some primary	130	20.70
Primary completed	35	5.57
Some lower secondary	19	3.03
Lower secondary completed	51	8.12
School Leaving Certificate or Technical School Leaving Certificate	90	14.33
Higher secondary completed	76	12.10
Bachelor's degree completed	61	9.71
Master's degree completed	37	5.89
Other	105	16.72
Don't know / No response	24	3.82
Total	628	100.00

## Highest level of education

Level of education	Bagmati	Gandaki	Karnali	Province 2	Total
Some primary	33	31	9	57	130
<i>Percent overall</i>	25.38	23.85	6.92	43.85	100.00
<i>Percent by province</i>	11.83	26.27	28.13	28.64	20.70
Primary completed	10	10	0	15	35
<i>Percent overall</i>	28.57	28.57	0.00	42.86	100.00
<i>Percent by province</i>	3.58	8.47	0.00	7.54	5.57
Some lower secondary	6	6	2	5	19
<i>Percent overall</i>	31.58	31.58	10.53	26.32	100.00
<i>Percent by province</i>	2.15	5.08	6.25	2.51	3.03
Lower secondary completed	13	28	3	7	51
<i>Percent overall</i>	25.49	54.90	5.88	13.73	100.00
<i>Percent by province</i>	4.66	23.73	9.38	3.52	8.12
School Leaving Certificate or Technical School Leaving Certificate	60	16	6	8	90
<i>Percent overall</i>	66.67	17.78	6.67	8.89	100.00
<i>Percent by province</i>	21.51	13.56	18.75	4.02	14.33
Higher secondary completed	51	16	6	3	76
<i>Percent overall</i>	67.11	21.05	7.89	3.95	100.00
<i>Percent by province</i>	18.28	13.56	18.75	1.51	12.10
Bachelor's degree completed	54	5	1	1	61
<i>Percent overall</i>	88.52	8.20	1.64	1.64	100.00
<i>Percent by province</i>	19.35	4.24	3.13	0.50	9.71
Master's degree completed	31	2	0	4	37
<i>Percent overall</i>	83.78	5.41	0.00	10.81	100.00
<i>Percent by province</i>	11.11	1.69	0.00	2.01	5.89
Other	18	3	4	80	105
<i>Percent overall</i>	17.14	2.86	3.81	76.19	100.00

<i>Percent by province</i>	6.45	2.54	12.50	40.20	16.72
Don't know / No response	3	1	1	19	24
<i>Percent overall</i>	12.50	4.17	4.17	79.17	100.00
<i>Percent by province</i>	1.08	0.85	3.13	9.55	3.82
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Highest level of education by school type

Level of education	Mainstream	Mainstream with resource class	Special School	Madrassa	Total
Some primary	55	54	5	16	130
<i>Percent overall</i>	42.31	41.54	3.85	12.31	100.00
<i>Percent by school type</i>	24.44	17.94	7.81	42.11	20.70
Primary completed	16	15	3	1	35
<i>Percent overall</i>	45.71	42.86	8.57	2.86	100.00
<i>Percent by school type</i>	7.11	4.98	4.69	2.63	5.57
Some lower secondary	10	6	3	0	19
<i>Percent overall</i>	52.63	31.58	15.79	0.00	100.00
<i>Percent by school type</i>	4.44	1.99	4.69	0.00	3.03
Lower secondary completed	22	25	4	0	51
<i>Percent overall</i>	43.14	49.02	7.84	0.00	100.00
<i>Percent by school type</i>	9.78	8.31	6.25	0.00	8.12
School Leaving Certificate or Technical School Leaving Certificate	21	41	28	0	90
<i>Percent overall</i>	23.33	45.56	31.11	0.00	100.00
<i>Percent by school type</i>	9.33	13.62	43.75	0.00	14.33
Higher secondary completed	16	52	8	0	76
<i>Percent overall</i>	21.05	68.42	10.53	0.00	100.00
<i>Percent by school type</i>	7.11	17.28	12.50	0.00	12.10
Bachelor's degree completed	3	53	5	0	61

<i>Percent overall</i>	4.92	86.89	8.20	0.00	100.00
<i>Percent by school type</i>	1.33	17.61	7.81	0.00	9.71
Master's degree completed	5	30	2	0	37
<i>Percent overall</i>	13.51	81.08	5.41	0.00	100.00
<i>Percent by school type</i>	2.22	9.97	3.13	0.00	5.89
Other	69	19	5	12	105
<i>Percent overall</i>	65.71	18.10	4.76	11.43	100.00
<i>Percent by school type</i>	30.67	6.31	7.81	31.58	16.72
Don't know / No response	8	6	1	9	24
<i>Percent overall</i>	33.33	25.00	4.17	37.50	100.00
<i>Percent by school type</i>	3.56	1.99	1.56	23.68	3.82
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

#### Marital status

Marital status	Frequency	Percent
Never married	21	3.34
Currently married	555	88.38
Separated	10	1.59
Widowed	36	5.73
Cohabiting	5	0.80
Don't know / No response	1	0.16
Total	628	100.00

#### Marital status by province

Level of education	Bagmati	Gandaki	Karnali	Province 2	Total
Never married	13	5	2	1	21
<i>Percent overall</i>	61.90	23.81	9.52	4.76	100.00
<i>Percent by province</i>	4.66	4.24	6.25	0.50	3.34

Currently married	240	102	30	183	555
<i>Percent overall</i>	43.24	18.38	5.41	32.97	100.00
<i>Percent by province</i>	86.02	86.44	93.75	91.96	88.38
Separated	7	2	0	1	10
<i>Percent overall</i>	70.00	20.00	0.00	10.00	100.00
<i>Percent by province</i>	2.51	1.69	0.00	0.50	1.59
Widowed	13	9	0	14	36
<i>Percent overall</i>	36.11	25.00	0.00	38.89	100.00
<i>Percent by province</i>	4.66	7.63	0.00	7.04	5.73
Cohabiting	5	0	0	0	5
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	1.79	0.00	0.00	0.00	0.80
Don't know / No response	1	0	0	0	1
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	0.36	0.00	0.00	0.00	0.16
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Marital status by school type

Marital status	Mainstream	Mainstream with resource class	Special School	Madrassa	Total
Never married	4	15	2	0	21
<i>Percent overall</i>	19.05	71.43	9.52	0.00	100.00
<i>Percent by school type</i>	1.78	4.98	3.13	0.00	3.34
Currently married	207	258	54	36	555
<i>Percent overall</i>	37.30	46.49	9.73	6.49	100.00
<i>Percent by school type</i>	92.00	85.71	84.38	94.74	88.38
Separated	2	6	2	0	10
<i>Percent overall</i>	20.00	60.00	20.00	0.00	100.00

<i>Percent by school type</i>	0.89	1.99	3.13	0.00	1.59
Widowed	12	19	3	2	36
<i>Percent overall</i>	33.33	52.78	8.33	5.56	100.00
<i>Percent by school type</i>	5.33	6.31	4.69	5.26	5.73
Cohabiting	0	3	2	0	5
<i>Percent overall</i>	0.00	60.00	40.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.00	3.13	0.00	0.80
Don't know / No response	0	0	1	0	1
<i>Percent overall</i>	0.00	0.00	100.00	0.00	100.00
<i>Percent by school type</i>	0.00	0.00	1.56	0.00	0.16
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

#### Work status

Work status	Frequency	Percent
Paid work	185	29.46
Self-employed such as own your business or farming	180	28.66
Non paid work such as volunteer or charity	13	2.07
Student	11	1.75
Keeping house/homemaker	195	31.05
Retired	4	0.64
Unemployed (health reasons)	5	0.80
Unemployed (other reasons)	11	1.75
Other	23	3.66
Don't know / No response	1	0.16
Total	628	100.00

## Work status by province

Level of education	Bagmati	Gandaki	Karnali	Province 2	Total
Paid work	115	36	6	28	185
<i>Percent overall</i>	62.16	19.46	3.24	15.14	100.00
<i>Percent by province</i>	41.22	30.51	18.75	14.07	29.46
Self-employed such as own your business or farming	74	38	9	59	180
<i>Percent overall</i>	41.11	21.11	5.00	32.78	100.00
<i>Percent by province</i>	26.52	32.20	28.13	29.65	28.66
Non paid work such as volunteer or charity	9	0	0	4	13
<i>Percent overall</i>	69.23	0.00	0.00	30.77	100.00
<i>Percent by province</i>	3.23	0.00	0.00	2.01	2.07
Student	5	3	3	0	11
<i>Percent overall</i>	45.45	27.27	27.27	0.00	100.00
<i>Percent by province</i>	1.79	2.54	9.38	0.00	1.75
Keeping house/homemaker	55	34	11	95	195
<i>Percent overall</i>	28.21	17.44	5.64	48.72	100.00
<i>Percent by province</i>	19.71	28.81	34.38	47.74	31.05
Retired	2	1	0	1	4
<i>Percent overall</i>	50.00	25.00	0.00	25.00	100.00
<i>Percent by province</i>	0.72	0.85	0.00	0.50	0.64
Unemployed (health reasons)	3	2	0	0	5
<i>Percent overall</i>	60.00	40.00	0.00	0.00	100.00
<i>Percent by province</i>	1.08	1.69	0.00	0.00	0.80
Unemployed (other reasons)	6	1	1	3	11
<i>Percent overall</i>	54.55	9.09	9.09	27.27	100.00
<i>Percent by province</i>	2.15	0.85	3.13	1.51	1.75
Other	9	3	2	9	23
<i>Percent overall</i>	39.13	13.04	8.70	39.13	100.00



<i>Percent by province</i>	3.23	2.54	6.25	4.52	3.66
Don't know / no response	1	0	0	0	1
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	0.36	0.00	0.00	0.00	0.16
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Work status by school type

Level of education	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
Paid work	35	122	23	5	185
<i>Percent overall</i>	18.92	65.95	12.43	2.70	100.00
<i>Percent by school type</i>	15.56	40.53	35.94	13.16	29.46
Self-employed such as own your business or farming	71	80	22	7	180
<i>Percent overall</i>	39.44	44.44	12.22	3.89	100.00
<i>Percent by school type</i>	31.56	26.58	34.38	18.42	28.66
Non paid work such as volunteer or charity	3	8	2	0	13
<i>Percent overall</i>	23.08	61.54	15.38	0.00	100.00
<i>Percent by school type</i>	1.33	2.66	3.13	0.00	2.07
Student	4	6	1	0	11
<i>Percent overall</i>	36.36	54.55	9.09	0.00	100.00
<i>Percent by school type</i>	1.78	1.99	1.56	0.00	1.75
Keeping house/homemaker	97	63	9	26	195
<i>Percent overall</i>	49.74	32.31	4.62	13.33	100.00
<i>Percent by school type</i>	43.11	20.93	14.06	68.42	31.05
Retired	1	3	0	0	4
<i>Percent overall</i>	25.00	75.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.44	1.00	0.00	0.00	0.64

Unemployed (health reasons)	0	3	2	0	5
<i>Percent overall</i>	0.00	60.00	40.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.00	3.13	0.00	0.80
Unemployed (other reasons)	3	5	3	0	11
<i>Percent overall</i>	27.27	45.45	27.27	0.00	100.00
<i>Percent by school type</i>	1.33	1.66	4.69	0.00	1.75
Other	11	11	1	0	23
<i>Percent overall</i>	47.83	47.83	4.35	0.00	100.00
<i>Percent by school type</i>	4.89	3.65	1.56	0.00	3.66
Don't know / no response	0	0	1	0	1
<i>Percent overall</i>	0.00	0.00	100.00	0.00	100.00
<i>Percent by school type</i>	0.00	0.00	1.56	0.00	0.16
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

### Household language

Household language	Frequency	Percent
Bajjika	105	16.72
Bhojpuri	3	0.48
Magar	2	0.32
Maithali	87	13.85
Nepali	390	62.10
Newari	13	2.07
Tamang	7	1.11
Nepali Sign Language	3	0.48
Other	18	2.87
Total	628	100.00

## Household language by province

Household language	Bagmati	Gandaki	Karnali	Province 2	Total
Bajjika	1	0	0	104	105
<i>Percent overall</i>	0.95	0.00	0.00	99.05	100.00
<i>Percent by province</i>	0.36	0.00	0.00	52.26	16.72
Bhojpuri	2	0	0	1	3
<i>Percent overall</i>	66.67	0.00	0.00	33.33	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.50	0.48
Magar	2	0	0	0	2
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.00	0.32
Maithali	4	0	0	83	87
<i>Percent overall</i>	4.60	0.00	0.00	95.40	100.00
<i>Percent by province</i>	1.43	0.00	0.00	41.71	13.85
Nepali	246	112	32	0	390
<i>Percent overall</i>	63.08	28.72	8.21	0.00	100.00
<i>Percent by province</i>	88.17	94.92	100.00	0.00	62.10
Newari	12	1	0	0	13
<i>Percent overall</i>	92.31	7.69	0.00	0.00	100.00
<i>Percent by province</i>	4.30	0.85	0.00	0.00	2.07
Tamang	7	0	0	0	7
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	2.51	0.00	0.00	0.00	1.11
Nepali Sign Language	2	1	0	0	3
<i>Percent overall</i>	66.67	33.33	0.00	0.00	100.00
<i>Percent by province</i>	0.72	0.85	0.00	0.00	0.48
Other	3	4	0	11	18
<i>Percent overall</i>	16.67	22.22	0.00	61.11	100.00
<i>Percent by province</i>	1.08	3.39	0.00	5.53	2.87

Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Household language by school type

Household language	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
Bajjika	64	15	0	26	105
<i>Percent overall</i>	60.95	14.29	0.00	24.76	100.00
<i>Percent by school type</i>	28.44	4.98	0.00	68.42	16.72
Bhojpuri	1	1	0	1	3
<i>Percent overall</i>	33.33	33.33	0.00	33.33	100.00
<i>Percent by school type</i>	0.44	0.33	0.00	2.63	0.48
Magar	0	2	0	0	2
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	0.66	0.00	0.00	0.32
Maithali	69	8	0	10	87
<i>Percent overall</i>	79.31	9.20	0.00	11.49	100.00
<i>Percent by school type</i>	30.67	2.66	0.00	26.32	13.85
Nepali	81	256	53	0	390
<i>Percent overall</i>	20.77	65.64	13.59	0.00	100.00
<i>Percent by school type</i>	36.00	85.05	82.81	0.00	62.10
Newari	1	8	4	0	13
<i>Percent overall</i>	7.69	61.54	30.77	0.00	100.00
<i>Percent by school type</i>	0.44	2.66	6.25	0.00	2.07
Tamang	0	3	4	0	7
<i>Percent overall</i>	0.00	42.86	57.14	0.00	100.00
<i>Percent by school type</i>	0.00	1.00	6.25	0.00	1.11
Nepali Sign Language	0	0	3	0	3
<i>Percent overall</i>	0.00	0.00	100.00	0.00	100.00

<i>Percent by school type</i>	0.00	0.00	4.69	0.00	0.48
Other	9	8	0	1	18
<i>Percent overall</i>	50.00	44.44	0.00	5.56	100.00
<i>Percent by school type</i>	4.00	2.66	0.00	2.63	2.87
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

### Other primary household language

Household language	Frequency
Bhojpuri	1
Chaudhary	1
Danuwar	1
Gurung	3
Hindi	6
Khatwe	1
Thethi	1
Theti	1
Thety	1
Urdu	3

### Secondary household language

Household language	Frequency	Percent
Bajjika	6	0.96
Bhojpuri	23	3.66
Magar	3	0.48
Maithali	26	6.07
Nepali	88	14.01
Newari	20	3.18
Tamang	11	1.75

Nepali Sign Language	9	1.43
No secondary language	442	70.38
Total	628	100.00

### Relationship to child

Relationship to child	Frequency	Percent
Mother	352	56.05
Father	133	21.18
Grandmother	26	4.14
Grandfather	20	3.18
Sister	14	2.23
Brother	7	1.11
Aunt	3	0.48
Uncle	6	0.96
Other relative	8	1.27
Other (not related) (specify)	59	9.39
Total	628	100.00

### Relationship to child by province

Household language	Bagmati	Gandaki	Karnali	Province 2	Total
Mother	125	80	21	126	352
<i>Percent overall</i>	35.51	22.73	5.97	35.80	100.00
<i>Percent by province</i>	44.80	67.80	65.63	63.32	56.05
Father	85	15	7	26	133
<i>Percent overall</i>	63.91	11.28	5.26	19.55	100.00
<i>Percent by province</i>	30.47	12.71	21.88	13.07	21.18
Grandmother	6	2	0	18	26
<i>Percent overall</i>	23.08	7.69	0.00	69.23	100.00
<i>Percent by province</i>	2.15	1.69	0.00	9.05	4.14

Grandfather	1	3	1	15	20
<i>Percent overall</i>	5.00	15.00	5.00	75.00	100.00
<i>Percent by province</i>	0.36	2.54	3.13	7.54	3.18
Sister	9	2	1	2	14
<i>Percent overall</i>	64.29	14.29	7.14	14.29	100.00
<i>Percent by province</i>	3.23	1.69	3.13	1.01	2.23
Brother	3	2	1	1	7
<i>Percent overall</i>	42.86	28.57	14.29	14.29	100.00
<i>Percent by province</i>	1.08	1.69	3.13	0.50	1.11
Aunt	0	0	0	3	3
<i>Percent overall</i>	0.00	0.00	0.00	100.00	100.00
<i>Percent by province</i>	0.00	0.00	0.00	1.51	0.48
Uncle	1	1	1	3	6
<i>Percent overall</i>	16.67	16.67	16.67	50.00	100.00
<i>Percent by province</i>	0.36	0.85	3.13	1.51	0.96
Other relative	5	1	0	2	8
<i>Percent overall</i>	62.50	12.50	0.00	25.00	100.00
<i>Percent by province</i>	1.79	0.85	0.00	1.01	1.27
Other	44	12	0	3	59
<i>Percent overall</i>	74.58	20.34	0.00	5.08	100.00
<i>Percent by province</i>	15.77	10.17	0.00	1.51	9.39
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

#### Household language by school type

Household language	Mainstream	Mainstream with resource class	Special school	Madrasa	Total
Mother	142	148	27	35	352
<i>Percent overall</i>	40.34	42.05	7.67	9.94	100.00

<i>Percent by school type</i>	63.11	49.17	42.19	92.11	56.05
Father	36	81	14	2	133
<i>Percent overall</i>	27.07	60.90	10.53	1.50	100.00
<i>Percent by school type</i>	16.00	26.91	21.88	5.26	21.18
Grandmother	16	7	2	1	26
<i>Percent overall</i>	61.54	26.92	7.69	3.85	100.00
<i>Percent by school type</i>	7.11	2.33	3.13	2.63	4.14
Grandfather	13	7	0	0	20
<i>Percent overall</i>	65.00	35.00	0.00	0.00	100.00
<i>Percent by school type</i>	5.78	2.33	0.00	0.00	3.18
Sister	5	7	2	0	14
<i>Percent overall</i>	35.71	50.00	14.29	0.00	100.00
<i>Percent by school type</i>	2.22	2.33	3.13	0.00	2.23
Brother	3	2	2	0	7
<i>Percent overall</i>	42.86	28.57	28.57	0.00	100.00
<i>Percent by school type</i>	1.33	0.66	3.13	0.00	1.11
Aunt	3	0	0	0	3
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by school type</i>	1.33	0.00	0.00	0.00	0.48
Uncle	3	2	1	0	6
<i>Percent overall</i>	50.00	33.33	16.67	0.00	100.00
<i>Percent by school type</i>	1.33	0.66	1.56	0.00	0.96
Other relative	2	6	0	0	8
<i>Percent overall</i>	25.00	75.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.89	1.99	0.00	0.00	1.27
Other	2	41	16	0	59
<i>Percent overall</i>	3.39	69.49	27.12	0.00	100.00
<i>Percent by school type</i>	0.89	13.62	25.00	0.00	9.39
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00



**Head of household**

Head of household	Frequency	Percent
No	235	37.42
Yes	393	62.58
Total	628	100.00

**Head of household by province**

Household language	Bagmati	Gandaki	Karnali	Province 2	Total
No	92	40	22	81	235
<i>Percent overall</i>	39.15	17.02	9.36	34.47	100.00
<i>Percent by province</i>	32.97	33.90	68.75	40.70	37.42
Yes	187	78	10	118	393
<i>Percent overall</i>	47.58	19.85	2.54	30.03	100.00
<i>Percent by province</i>	67.03	66.10	31.25	59.30	62.58
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

**Head of household by school type**

Household language	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
No	91	110	20	14	235
<i>Percent overall</i>	38.72	46.81	8.51	5.96	100.00
<i>Percent by province</i>	40.44	36.54	31.25	36.84	37.42
Yes	134	191	44	24	393
<i>Percent overall</i>	34.10	48.60	11.20	6.11	100.00
<i>Percent by province</i>	59.56	63.46	68.75	63.16	62.58
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

Head of household		
Head of household	Frequency	Percent
Mother	14	5.96
Father	157	66.81
Grandmother	10	4.26
Grandfather	30	12.77
Mother-in-law	3	1.28
Father-in-law	6	2.55
Aunt	1	0.43
Uncle	2	0.85
Other relative	4	1.70
Other	8	3.40
Total	235	100.00

Head of household by province					
Household language	Bagmati	Gandaki	Karnali	Province 2	Total
Mother	5	3	0	6	14
<i>Percent overall</i>	35.71	21.43	0.00	42.86	100.00
<i>Percent by province</i>	5.43	7.50	0.00	7.41	5.96
Father	68	23	15	51	157
<i>Percent overall</i>	43.31	14.65	9.55	32.48	100.00
<i>Percent by province</i>	73.91	57.50	68.18	62.96	66.81
Grandmother	0	2	3	5	10
<i>Percent overall</i>	0.00	20.00	30.00	50.00	100.00
<i>Percent by province</i>	0.00	5.00	13.64	6.17	4.26
Grandfather	10	3	4	13	30
<i>Percent overall</i>	33.33	10.00	13.33	43.33	100.00
<i>Percent by province</i>	10.87	7.50	18.18	16.05	12.77
Mother-in-law	1	2	0	0	3

<i>Percent overall</i>	33.33	66.67	0.00	0.00	100.00
<i>Percent by province</i>	1.09	5.00	0.00	0.00	1.28
Father-in-law	2	1	0	3	6
<i>Percent overall</i>	33.33	16.67	0.00	50.00	100.00
<i>Percent by province</i>	2.17	2.50	0.00	3.70	2.55
Aunt	0	1	0	0	1
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by province</i>	0.00	2.50	0.00	0.00	0.43
Uncle	0	1	0	1	2
<i>Percent overall</i>	0.00	50.00	0.00	50.00	100.00
<i>Percent by province</i>	0.00	2.50	0.00	1.23	0.85
Other relative	1	1	0	2	4
<i>Percent overall</i>	25.00	25.00	0.00	50.00	100.00
<i>Percent by province</i>	1.09	2.50	0.00	2.47	1.70
Other	5	3	0	0	8
<i>Percent overall</i>	62.50	37.50	0.00	0.00	100.00
<i>Percent by province</i>	5.43	7.50	0.00	0.00	3.40
Total	92	40	22	81	235
	39.15	17.02	9.36	34.47	100.00

### Household language by school type

Household language	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
Mother	7	7	0	0	14
<i>Percent overall</i>	50.00	50.00	0.00	0.00	100.00
<i>Percent by school type</i>	7.69	6.36	0.00	0.00	5.96
Father	59	78	11	9	157
<i>Percent overall</i>	37.58	49.68	7.01	5.73	100.00
<i>Percent by school type</i>	64.84	70.91	55.00	64.29	66.81

Grandmother	7	2	0	1	10
<i>Percent overall</i>	70.00	20.00	0.00	10.00	100.00
<i>Percent by school type</i>	7.69	1.82	0.00	7.14	4.26
Grandfather	12	12	4	2	30
<i>Percent overall</i>	40.00	40.00	13.33	6.67	100.00
<i>Percent by school type</i>	13.19	10.91	20.00	14.29	12.77
Mother-in-law	1	2	0	0	3
<i>Percent overall</i>	33.33	66.67	0.00	0.00	100.00
<i>Percent by school type</i>	1.10	1.82	0.00	0.00	1.28
Father-in-law	2	2	0	2	6
<i>Percent overall</i>	33.33	33.33	0.00	33.33	100.00
<i>Percent by school type</i>	2.20	1.82	0.00	14.29	2.55
Aunt	0	1	0	0	1
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	0.91	0.00	0.00	0.43
Uncle	1	0	1	0	2
<i>Percent overall</i>	50.00	0.00	50.00	0.00	100.00
<i>Percent by school type</i>	1.10	0.00	5.00	0.00	0.85
Other relative	1	3	0	0	4
<i>Percent overall</i>	25.00	75.00	0.00	0.00	100.00
<i>Percent by school type</i>	1.10	2.73	0.00	0.00	1.70
Other	1	3	4	0	8
<i>Percent overall</i>	12.50	37.50	50.00	0.00	100.00
<i>Percent by school type</i>	1.10	2.73	20.00	0.00	3.40
Total	91	110	20	14	235
	38.72	46.81	8.51	5.96	100.00

**Other head of household**

Head of household	Frequency	Percent
Hostel caretaker	5	83.33
Domestic worker	1	16.67
Total	6	100.00

**Head of household work status**

Head of household	Frequency	Percent
Paid work	104	44.26
Self employed such as own your business or farming	81	34.47
Non paid work such as volunteer or charity	3	1.28
Keeping house/homemaker	12	5.11
Retired	6	2.55
Unemployed (health reasons)	4	1.70
Unemployed (other reasons)	7	2.98
Other	15	6.38
Don't know / No response	3	1.28
Total	235	100.00

**Head of household work status by province**

Household language	Bagmati	Gandaki	Karnali	Province 2	Total
Paid work	51	15	7	31	104
<i>Percent overall</i>	49.04	14.42	6.73	29.81	100.00
<i>Percent by province</i>	55.43	37.50	31.82	38.27	44.26
Self-employed such as own your business or farming	23	17	14	27	81
<i>Percent overall</i>	28.40	20.99	17.28	33.33	100.00
<i>Percent by province</i>	25.00	42.50	63.64	33.33	34.47

Non paid work such as volunteer or charity	1	0	0	2	3
<i>Percent overall</i>	33.33	0.00	0.00	66.67	100.00
<i>Percent by province</i>	1.09	0.00	0.00	2.47	1.28
Keeping house/homemaker	2	2	0	8	12
<i>Percent overall</i>	16.67	16.67	0.00	66.67	100.00
<i>Percent by province</i>	2.17	5.00	0.00	9.88	5.11
Retired	3	3	0	0	6
<i>Percent overall</i>	50.00	50.00	0.00	0.00	100.00
<i>Percent by province</i>	3.26	7.50	0.00	0.00	2.55
Unemployed (health reasons)	3	0	0	1	4
<i>Percent overall</i>	75.00	0.00	0.00	25.00	100.00
<i>Percent by province</i>	3.26	0.00	0.00	1.23	1.70
Unemployed (other reasons)	4	0	1	2	7
<i>Percent overall</i>	57.14	0.00	14.29	28.57	100.00
<i>Percent by province</i>	4.35	0.00	4.55	2.47	2.98
Other	2	3	0	10	15
<i>Percent overall</i>	13.33	20.00	0.00	66.67	100.00
<i>Percent by province</i>	2.17	7.50	0.00	12.35	6.38
Don't know / No response	3	0	0	0	3
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	3.26	0.00	0.00	0.00	1.28
Total	92	40	22	81	235
	39.15	17.02	9.36	34.47	100.00

#### Head of household work status by school type

Household language	Mainstream	Mainstream with resource class	Special school	Madrasa	Total
Paid work	33	58	8	5	104
<i>Percent overall</i>	31.73	55.77	7.69	4.81	100.00

<i>Percent by province</i>	36.26	52.73	40.00	35.71	44.26
Self-employed such as own your business or farming	34	33	7	7	81
<i>Percent overall</i>	41.98	40.74	8.64	8.64	100.00
<i>Percent by province</i>	37.36	30.00	35.00	50.00	34.47
Non paid work such as volunteer or charity	1	0	1	1	3
<i>Percent overall</i>	33.33	0.00	33.33	33.33	100.00
<i>Percent by province</i>	1.10	0.00	5.00	7.14	1.28
Keeping house/homemaker	8	3	0	1	12
<i>Percent overall</i>	66.67	25.00	0.00	8.33	100.00
<i>Percent by province</i>	8.79	2.73	0.00	7.14	5.11
Retired	2	3	1	0	6
<i>Percent overall</i>	33.33	50.00	16.67	0.00	100.00
<i>Percent by province</i>	2.20	2.73	5.00	0.00	2.55
Unemployed (health reasons)	0	3	1	0	4
<i>Percent overall</i>	0.00	75.00	25.00	0.00	100.00
<i>Percent by province</i>	0.00	2.73	5.00	0.00	1.70
Unemployed (other reasons)	2	5	0	0	7
<i>Percent overall</i>	28.57	71.43	0.00	0.00	100.00
<i>Percent by province</i>	2.20	4.55	0.00	0.00	2.98
Other	11	3	1	0	15
<i>Percent overall</i>	73.33	20.00	6.67	0.00	100.00
<i>Percent by province</i>	12.09	2.73	5.00	0.00	6.38
Don't know / No response	0	2	1	0	3
<i>Percent overall</i>	0.00	66.67	33.33	0.00	100.00
<i>Percent by province</i>	0.00	1.82	5.00	0.00	1.28
Total	91	110	20	14	235
	38.72	46.81	8.51	5.96	100.00

### Other work status for head of household

Work status	Frequency	Percent
Works abroad and sends remittances	7	35.00
Does not work due to age	1	5.00
Domestic worker	2	10.00
Government employee	2	10.00
Driver	6	30.00
Hostel caretaker	1	5.00
Unemployed	1	5.00
Total	20	100.00

### Household members or relatives have physical disability

Response	Frequency	Percent
No	498	79.30
Yes	128	20.38
Don't know / no response	2	0.32
Total	628	100.00

### Household members or relatives have physical disability by province

Response	Bagmati	Gandaki	Karnali	Province 2	Total
No	223	97	20	158	498
<i>Percent overall</i>	44.78	19.48	4.02	31.73	100.00
<i>Percent by province</i>	79.93	82.20	62.50	79.40	79.30
Yes	54	21	12	41	128
<i>Percent overall</i>	42.19	16.41	9.38	32.03	100.00
<i>Percent by province</i>	19.35	17.80	37.50	20.60	20.38
Don't know / no response	2	0	0	0	2
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00



<i>Percent by province</i>	0.72	0.00	0.00	0.00	0.32
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Head of household by school type

Response	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
No	180	240	49	29	498
<i>Percent overall</i>	36.14	48.19	9.84	5.82	100.00
<i>Percent by province</i>	80.00	79.73	76.56	76.32	79.30
Yes	45	60	14	9	128
<i>Percent overall</i>	35.16	46.88	10.94	7.03	100.00
<i>Percent by province</i>	20.00	19.93	21.88	23.68	20.38
Don't know / no response	0	1	1	0	2
<i>Percent overall</i>	0.00	50.00	50.00	0.00	100.00
<i>Percent by province</i>	0.00	0.33	1.56	0.00	0.32
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

### Household members or relatives' disabilities

Disability type	Frequency	Percent (of total)
Vision disability	90	14.33
Hearing disability	78	12.42
Hearing and vision disability	5	0.80
Speech disability	75	11.94
Mental disability	33	5.25
Intellectual disability	20	3.18
Hemophilia	1	0.16
Autism	7	1.11

Multiple disabilities	28	4.46
-----------------------	----	------

#### Does your child live in your home or in a hostel?

Living situation	Frequency	Percent
Home	544	86.62
Hostel	80	12.74
Other	3	0.48
Don't know / no response	1	0.16
Total	628	100.00

#### Does your child live in your home or in a hostel? by province

Living situation	Bagmati	Gandaki	Karnali	Province 2	Total
Home	227	90	32	195	544
<i>Percent overall</i>	41.73	16.54	5.88	35.85	100.00
<i>Percent by province</i>	81.36	76.27	100.00	97.99	86.62
Hostel	50	28	0	2	80
<i>Percent overall</i>	62.50	35.00	0.00	2.50	100.00
<i>Percent by province</i>	17.92	23.73	0.00	1.01	12.74
Other	2	0	0	1	3
<i>Percent overall</i>	66.67	0.00	0.00	33.33	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.50	0.48
Don't know / no response	0	0	0	1	1
<i>Percent overall</i>	0.00	0.00	0.00	100.00	100.00
<i>Percent by province</i>	0.00	0.00	0.00	0.50	0.16
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Does your child live in your home or in a hostel? by school type

Living situation	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
Home	227	90	32	195	544
<i>Percent overall</i>	41.73	16.54	5.88	35.85	100.00
<i>Percent by province</i>	81.36	76.27	100.00	97.99	86.62
Hostel	50	28	0	2	80
<i>Percent overall</i>	62.50	35.00	0.00	2.50	100.00
<i>Percent by province</i>	17.92	23.73	0.00	1.01	12.74
Other	2	0	0	1	3
<i>Percent overall</i>	66.67	0.00	0.00	33.33	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.50	0.48
Don't know / no response	0	0	0	1	1
<i>Percent overall</i>	0.00	0.00	0.00	100.00	100.00
<i>Percent by province</i>	0.00	0.00	0.00	0.50	0.16
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Child grade

Grade	Frequency	Percent
Non-graded	75	11.94
G6	3	0.48
G5	4	0.64
G4	218	34.71
G3	159	25.32
G2	158	25.16
G1	4	0.64
Kindergarten	4	0.64
Don't know / No Response	3	0.48

Total	628	100.00
-------	-----	--------

<b>Child grade by province</b>					
Grade	Bagmati	Gandaki	Karnali	Province 2	Total
Non-graded	56	17	2	0	75
<i>Percent overall</i>	74.67	22.67	2.67	0.00	100.00
<i>Percent by province</i>	20.07	14.41	6.25	0.00	11.94
G6	2	0	0	1	3
<i>Percent overall</i>	66.67	0.00	0.00	33.33	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.50	0.48
G5	4	0	0	0	4
<i>Percent overall</i>	100.00	0.00	0.00	0.00	100.00
<i>Percent by province</i>	1.43	0.00	0.00	0.00	0.64
G4	98	44	18	58	218
<i>Percent overall</i>	44.95	20.18	8.26	26.61	100.00
<i>Percent by province</i>	35.13	37.29	56.25	29.15	34.71
G3	57	27	2	73	159
<i>Percent overall</i>	35.85	16.98	1.26	45.91	100.00
<i>Percent by province</i>	20.43	22.88	6.25	36.68	25.32
G2	55	30	9	64	158
<i>Percent overall</i>	34.81	18.99	5.70	40.51	100.00
<i>Percent by province</i>	19.71	25.42	28.13	32.16	25.16
G1	3	0	1	0	4
<i>Percent overall</i>	75.00	0.00	25.00	0.00	100.00
<i>Percent by province</i>	1.08	0.00	3.13	0.00	0.64
Kindergarten	2	0	0	2	4
<i>Percent overall</i>	50.00	0.00	0.00	50.00	100.00
<i>Percent by province</i>	0.72	0.00	0.00	1.01	0.64
Don't know / No Response	2	0	0	1	3

<i>Percent overall</i>	66.67	0.00	0.00	33.33	100.00
<i>Percent by province</i>	0.72	0.00	0.00	0.50	0.48
Total	279	118	32	199	628
	44.43	18.79	5.10	31.69	100.00

### Child grade by school type

Grade	Mainstream	Mainstream with resource class	Special school	Madrassa	Total
Non-graded	0	51	24	0	75
<i>Percent overall</i>	0.00	68.00	32.00	0.00	100.00
<i>Percent by school type</i>	0.00	16.94	37.50	0.00	11.94
G6	0	3	0	0	3
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.00	0.00	0.00	0.48
G5	0	4	0	0	4
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.33	0.00	0.00	0.64
G4	83	110	15	10	218
<i>Percent overall</i>	38.07	50.46	6.88	4.59	100.00
<i>Percent by school type</i>	36.89	36.54	23.44	26.32	34.71
G3	79	52	17	11	159
<i>Percent overall</i>	49.69	32.70	10.69	6.92	100.00
<i>Percent by school type</i>	35.11	17.28	26.56	28.95	25.32
G2	63	70	8	17	158
<i>Percent overall</i>	39.87	44.30	5.06	10.76	100.00
<i>Percent by school type</i>	28.00	23.26	12.50	44.74	25.16
G1	0	4	0	0	4
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.33	0.00	0.00	0.64
Kindergarten	0	4	0	0	4

<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.33	0.00	0.00	0.64
Don't know / No Response	0	3	0	0	3
<i>Percent overall</i>	0.00	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	0.00	1.00	0.00	0.00	0.48
Total	225	301	64	38	628
	35.83	47.93	10.19	6.05	100.00

### Child has a diagnosis

Diagnosis	Frequency	Percent (of total)
Physical disability diagnosis	28	8.92
Vision disability diagnosis	63	20.06
Hearing disability diagnosis	31	9.87
Vision and hearing disability diagnosis	3	0.96
Voice disability diagnosis	30	9.55
Mental disability diagnosis	5	1.59
Intellectual disability diagnosis	16	5.10
Hemophilia	0	0.00
Autism	2	0.64
Multiple disabilities	5	1.59

### Child has a disability card

Diagnosis	Frequency	Percent (of total)
No	477	75.96
Yes	146	23.25
Don't know / No response	5	0.80
Total	628	100.00

**Child receives health and rehabilitation services**

Diagnosis	Frequency	Percent (of total)
No	50	34.25
Yes	91	62.33
Don't know / No response	5	3.42
Total	146	100.00

**RQ1 – CHILD FUNCTIONING MODULE – TEACHER VERSION RESULTS****Functional difficulties as reported by CFMTV****\*Does not include don't know responses**

Functional difficulty	N	Mean	Standard deviation
Any functional difficulty	2222	.22	.414
Seeing	2188	.038	.192
Hearing	2109	.08	.272
Walking	2195	.022	.146
Communicating	2200	.065	.247
Learning	2191	.077	.267
Remembering	2186	.071	.257
Concentrating	2176	.048	.214
Accepting change	2150	.052	.221
Behavior	2160	.047	.212
Making friends	2187	.031	.172
Anxiety	2132	.029	.168
Depression	2140	.023	.151

## RQ2 – CHILD FUNCTIONING MODULE – TEACHER VERSION WITH OTHER DISAGGREGATES

<b>Functional disability by province</b>			
Province	No functional difficulty	Child has at least 1 functional difficulty	Total
Bagmati	476	265	741
<i>Percent overall</i>	64.24	35.76	100.00
<i>Percent by province</i>	27.45	54.30	33.35
Gandaki	246	106	352
<i>Percent overall</i>	69.89	30.11	100.00
<i>Percent by province</i>	14.19	21.72	15.84
Karnali	252	33	285
<i>Percent overall</i>	88.42	11.58	100.00
<i>Percent by province</i>	14.53	6.76	12.83
Province 2	760	84	844
<i>Percent overall</i>	90.05	9.95	100.00
<i>Percent by province</i>	43.83	17.21	37.98
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 184.94 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by school type</b>			
School type	No functional difficulty	Child has at least 1 functional difficulty	Total
Mainstream	684	61	745
<i>Percent overall</i>	91.81	8.19	100.00
<i>Percent by province</i>	39.45	12.50	33.53
Mainstream with resource class	762	208	970
<i>Percent overall</i>	78.56	21.44	100.00



<i>Percent by province</i>	43.94	42.62	43.65
Special school	123	217	340
<i>Percent overall</i>	36.18	63.82	100.00
<i>Percent by province</i>	7.09	44.47	15.30
Madrasa	165	2	167
<i>Percent overall</i>	98.80	1.20	100.00
<i>Percent by province</i>	9.52	0.41	7.52
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 472.27 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by data source</b>			
Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Medical dataset (May 2023)	299	119	418
<i>Row percentages</i>	71.53	28.47	100.00
<i>Column percentages</i>	17.24	24.39	18.81
Operation (December 2023)	1435	369	1804
<i>Row percentages</i>	79.55	20.45	100.00
<i>Column percentages</i>	82.76	75.61	81.19
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 12.72 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by data source</b>			
Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Medical dataset (May 2023)	299	119	418

<i>Row percentages</i>	71.53	28.47	100.00
<i>Column percentages</i>	17.24	24.39	18.81
Operation (December 20233)	1435	369	1804
<i>Row percentages</i>	79.55	20.45	100.00
<i>Column percentages</i>	82.76	75.61	81.19
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 12.72 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by gender</b>			
Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Boys	795	164	959
<i>Row percentages</i>	82.90	17.10	100.00
<i>Column percentages</i>	46.33	33.61	43.51
Girls	921	324	1245
<i>Row percentages</i>	73.98	26.02	100.00
<i>Column percentages</i>	53.67	66.39	56.49
Total	1716	488	2204
	77.86	22.14	100.00

Pearson Chi2 = 25.02 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher familiarity with student</b>			
How well do you know this student?	No functional difficulty	Child has at least 1 functional difficulty	Total
Not at all - I have not spoke to this student individually before	60	18	78
<i>Row percentages</i>	76.92	23.08	100.00

<i>Column percentages</i>	3.46	3.69	3.51
Not very well - I have spoken to this student individually a few times	137	53	190
<i>Row percentages</i>	72.11	27.89	100.00
<i>Column percentages</i>	7.90	10.86	8.55
Somewhat well - I have spoken to this student individually and know their person	510	148	658
<i>Row percentages</i>	77.51	22.49	100.00
<i>Column percentages</i>	29.41	30.33	29.61
Very well - I speak with this student individually frequently, I know their pers	1027	269	1296
<i>Row percentages</i>	79.24	20.76	100.00
<i>Column percentages</i>	59.23	55.12	58.33
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 5.17 Prob = 0.1600

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training on functional difficulties</b>			
Have you ever received training on the domains in this questionnaire?	No functional difficulty	Child has at least 1 functional difficulty	Total
Have not received training	1483	379	1862
<i>Row percentages</i>	79.65	20.35	100.00
<i>Column percentages</i>	87.08	79.62	85.45
Have received training	220	97	317
<i>Row percentages</i>	69.40	30.60	100.00
<i>Column percentages</i>	12.92	20.38	14.55
Total	1703	476	2179
	78.16	21.84	100.00

Pearson Chi2 = 16.65 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class language</b>			
Class language	No functional difficulty	Child has at least 1 functional difficulty	Total
Nepali is used most often in the classroom	1260	272	1532
<i>Row percentages</i>	82.25	17.75	100.00
<i>Column percentages</i>	72.66	55.74	68.95
Another language (not Nepali) is used most often in the classroom	474	216	690
<i>Row percentages</i>	68.70	31.30	100.00
<i>Column percentages</i>	27.34	44.26	31.05
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 50.96 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher household members disability</b>			
At least one person in the household has a disability	No functional difficulty	Child has at least 1 functional difficulty	Total
None	819	220	1039
<i>Row percentages</i>	78.83	21.17	100.00
<i>Column percentages</i>	47.23	45.08	46.76
At least one in household	915	268	1183
<i>Row percentages</i>	77.35	22.65	100.00
<i>Column percentages</i>	52.77	54.92	53.24
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 0.71 Prob = 0.4004

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort with teaching learners with disabilities**

Comfort level	No functional difficulty	Child has at least 1 functional difficulty	Total
Below average comfort teaching learners with disabilities	740	325	1065
<i>Row percentages</i>	69.48	30.52	100.00
<i>Column percentages</i>	42.68	66.60	47.93
Above average comfort teaching learners with disabilities	994	163	1157
<i>Row percentages</i>	85.91	14.09	100.00
<i>Column percentages</i>	57.32	33.40	52.07
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 87.33 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher attended IE training**

Trainings	No functional difficulty	Child has at least 1 functional difficulty	Total
Attended no IE trainings	717	90	807
<i>Row percentages</i>	88.85	11.15	100.00
<i>Column percentages</i>	41.35	18.44	36.32
Attended at least one IE training	1017	398	1415
<i>Row percentages</i>	71.87	28.13	100.00
<i>Column percentages</i>	58.65	81.56	63.68
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 86.40 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size</b>			
Class size	No functional difficulty	Child has at least 1 functional difficulty	Total
Below average class size	793	352	1145
<i>Row percentages</i>	69.26	30.74	100.00
<i>Column percentages</i>	45.73	72.13	51.53
Average or above class size	941	136	1077
<i>Row percentages</i>	87.37	12.63	100.00
<i>Column percentages</i>	54.27	27.87	48.47
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 106.26 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Province and seeing functional difficulty</b>				
Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	664	66	11	741
<i>Percent overall</i>	89.61	8.91	1.48	100.00
<i>Percent by province</i>	31.56	78.57	32.35	33.35
Gandaki	341	9	2	352
<i>Percent overall</i>	96.88	2.56	0.57	100.00
<i>Percent by province</i>	16.21	10.71	5.88	15.84
Karnali	280	4	1	285
<i>Percent overall</i>	98.25	1.40	0.35	100.00
<i>Percent by province</i>	13.31	4.76	2.94	12.83
Province 2	819	5	20	844
<i>Percent overall</i>	97.04	0.59	2.37	100.00
<i>Percent by province</i>	38.93	5.95	58.82	37.98
Total	2104	84	34	2222

<i>Percent overall</i>	94.69	3.78	1.53	100.00
------------------------	-------	------	------	--------

Pearson Chi2 = 91.54 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and seeing functional difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	731	0	14	745
<i>Percent overall</i>	98.12	0.00	1.88	100.00
<i>Percent by school type</i>	34.74	0.00	41.18	33.53
Mainstream with resource class	879	77	14	970
<i>Percent overall</i>	90.62	7.94	1.44	100.00
<i>Percent by school type</i>	41.78	91.67	41.18	43.65
Special school	329	7	4	340
<i>Percent overall</i>	96.76	2.06	1.18	100.00
<i>Percent by school type</i>	15.64	8.33	11.76	15.30
Madrasa	165	0	2	167
<i>Percent overall</i>	98.80	0.00	1.20	100.00
<i>Percent by school type</i>	7.84	0.00	5.88	7.52
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 85.62 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and seeing functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	339	55	24	418
<i>Row percentages</i>	81.10	13.16	5.74	100.00
<i>Column percentages</i>	16.11	65.48	70.59	18.81
Operational dataset (December 2022)	1765	29	10	1804

<i>Row percentages</i>	97.84	1.61	0.55	100.00
<i>Column percentages</i>	83.89	34.52	29.41	81.19
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 189.48 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and seeing functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	916	25	18	959
<i>Row percentages</i>	95.52	2.61	1.88	100.00
<i>Column percentages</i>	43.91	29.76	52.94	43.51
Women	1170	59	16	1245
<i>Row percentages</i>	93.98	4.74	1.29	100.00
<i>Column percentages</i>	56.09	70.24	47.06	56.49
Total	2086	84	34	2204
<i>Percent overall</i>	94.65	3.81	1.54	100.00

Pearson Chi2 = 7.83 Prob = 0.0200

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and seeing functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	57	2	19	78
<i>Row percentages</i>	73.08	2.56	24.36	100.00
<i>Column percentages</i>	2.71	2.38	55.88	3.51
Not very well - I have spoken to this student individually a few times	169	16	5	190
<i>Row percentages</i>	88.95	8.42	2.63	100.00
<i>Column percentages</i>	8.03	19.05	14.71	8.55



Somewhat well - I have spoken to this student individually and know their person	626	27	5	658
<i>Row percentages</i>	95.14	4.10	0.76	100.00
<i>Column percentages</i>	29.75	32.14	14.71	29.61
Very well - I speak with this student individually frequently, I know their pers	1252	39	5	1296
<i>Row percentages</i>	96.60	3.01	0.39	100.00
<i>Column percentages</i>	59.51	46.43	14.71	58.33
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 299.18 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and seeing functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1780	63	19	1862
<i>Row percentages</i>	95.60	3.38	1.02	100.00
<i>Column percentages</i>	86.16	77.78	59.38	85.45
Have received training	286	18	13	317
<i>Row percentages</i>	90.22	5.68	4.10	100.00
<i>Column percentages</i>	13.84	22.22	40.63	14.55
Total	2066	81	32	2179
	94.81	3.72	1.47	100.00

Pearson Chi2 = 22.17 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and seeing functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1442	71	19	1532

<i>Row percentages</i>	94.13	4.63	1.24	100.00
<i>Column percentages</i>	68.54	84.52	55.88	68.95
Another language (not Nepali) is used most often in the classroom	662	13	15	690
<i>Row percentages</i>	95.94	1.88	2.17	100.00
<i>Column percentages</i>	31.46	15.48	44.12	31.05
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 12.40 Prob = 0.0020

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher household member disability and seeing functional difficulty</b>				
Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	986	42	11	1039
<i>Row percentages</i>	94.90	4.04	1.06	100.00
<i>Column percentages</i>	46.86	50.00	32.35	46.76
At least one in household	1118	42	23	1183
<i>Row percentages</i>	94.51	3.55	1.94	100.00
<i>Column percentages</i>	53.14	50.00	67.65	53.24
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 3.20 Prob = 0.2021

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher comfort teaching learners with disabilities and seeing functional difficulty</b>				
Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	1010	47	8	1065
<i>Row percentages</i>	94.84	4.41	0.75	100.00
<i>Column percentages</i>	48.00	55.95	23.53	47.93

Above average comfort teaching learners with disabilities	1094	37	26	1157
<i>Row percentages</i>	94.55	3.20	2.25	100.00
<i>Column percentages</i>	52.00	44.05	76.47	52.07
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 10.28 Prob = 0.0059

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher IE training and seeing functional difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	763	36	8	807
<i>Row percentages</i>	94.55	4.46	0.99	100.00
<i>Column percentages</i>	36.26	42.86	23.53	36.32
Attended at least one IE training	1341	48	26	1415
<i>Row percentages</i>	94.77	3.39	1.84	100.00
<i>Column percentages</i>	63.74	57.14	76.47	63.68
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 3.96 Prob = 0.1381

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size and seeing functional difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1081	45	19	1145
<i>Row percentages</i>	94.41	3.93	1.66	100.00
<i>Column percentages</i>	51.38	53.57	55.88	51.53
Average or above class size	1023	39	15	1077
<i>Row percentages</i>	94.99	3.62	1.39	100.00

<i>Column percentages</i>	48.62	46.43	44.12	48.47
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 0.42 Prob = 0.8116

First row has frequencies; second row has row percentages and third row has column percentages

<b>Province and hearing functional difficulty</b>				
Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	609	89	12	710
<i>Percent overall</i>	85.77	12.54	1.69	100.00
<i>Percent by province</i>	31.39	52.66	42.86	33.22
Gandaki	281	41	3	325
<i>Percent overall</i>	86.46	12.62	0.92	100.00
<i>Percent by province</i>	14.48	24.26	10.71	15.21
Karnali	281	0	1	282
<i>Percent overall</i>	99.65	0.00	0.35	100.00
<i>Percent by province</i>	14.48	0.00	3.57	13.20
Province 2	769	39	12	820
<i>Percent overall</i>	93.78	4.76	1.46	100.00
<i>Percent by province</i>	39.64	23.08	42.86	38.37
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 70.08 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and hearing functional difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	697	0	10	707
<i>Percent overall</i>	98.59	0.00	1.41	100.00

<i>Percent by school type</i>	35.93	0.00	35.71	33.08
Mainstream with resource class	862	62	18	942
<i>Percent overall</i>	91.51	6.58	1.91	100.00
<i>Percent by school type</i>	44.43	36.69	64.29	44.08
Special school	214	107	0	321
<i>Percent overall</i>	66.67	33.33	0.00	100.00
<i>Percent by school type</i>	11.03	63.31	0.00	15.02
Madrassa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.61	0.00	0.00	7.81
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 369.57 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and hearing functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	312	37	22	371
<i>Row percentages</i>	84.10	9.97	5.93	100.00
<i>Column percentages</i>	16.08	21.89	78.57	17.36
Operational dataset (December 2022)	1628	132	6	1766
<i>Row percentages</i>	92.19	7.47	0.34	100.00
<i>Column percentages</i>	83.92	78.11	21.43	82.64
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 77.75 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher gender and hearing functional difficulty

Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	860	56	12	928
<i>Row percentages</i>	92.67	6.03	1.29	100.00
<i>Column percentages</i>	44.75	33.14	42.86	43.79
Women	1062	113	16	1191
<i>Row percentages</i>	89.17	9.49	1.34	100.00
<i>Column percentages</i>	55.25	66.86	57.14	56.21
Total	1922	169	28	2119
<i>Percent overall</i>	90.70	7.98	1.32	100.00

Pearson Chi2 = 8.52 Prob = 0.0142

First row has frequencies; second row has row percentages and third row has column percentages

### Familiarity with students and hearing functional difficulty

Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	48	13	16	77
<i>Row percentages</i>	62.34	16.88	20.78	100.00
<i>Column percentages</i>	2.47	7.69	57.14	3.60
Not very well - I have spoken to this student individually a few times	152	20	8	180
<i>Row percentages</i>	84.44	11.11	4.44	100.00
<i>Column percentages</i>	7.84	11.83	28.57	8.42
Somewhat well - I have spoken to this student individually and know their person	570	53	3	626
<i>Row percentages</i>	91.05	8.47	0.48	100.00
<i>Column percentages</i>	29.38	31.36	10.71	29.29
Very well - I speak with this student individually frequently, I know their pers	1170	83	1	1254
<i>Row percentages</i>	93.30	6.62	0.08	100.00

<i>Column percentages</i>	60.31	49.11	3.57	58.68
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 275.64 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and hearing functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1682	101	14	1797
<i>Row percentages</i>	93.60	5.62	0.78	100.00
<i>Column percentages</i>	88.34	60.12	53.85	85.65
Have received training	222	67	12	301
<i>Row percentages</i>	73.75	22.26	3.99	100.00
<i>Column percentages</i>	11.66	39.88	46.15	14.35
Total	1904	168	26	2098
	90.75	8.01	1.24	100.00

Pearson Chi2 = 121.73 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and hearing functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1447	7	13	1467
<i>Row percentages</i>	98.64	0.48	0.89	100.00
<i>Column percentages</i>	74.59	4.14	46.43	68.65
Another language (not Nepali) is used most often in the classroom	493	162	15	670
<i>Row percentages</i>	73.58	24.18	2.24	100.00
<i>Column percentages</i>	25.41	95.86	53.57	31.35

Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 364.95 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and hearing functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	898	72	14	984
<i>Row percentages</i>	91.26	7.32	1.42	100.00
<i>Column percentages</i>	46.29	42.60	50.00	46.05
At least one in household	1042	97	14	1153
<i>Row percentages</i>	90.37	8.41	1.21	100.00
<i>Column percentages</i>	53.71	57.40	50.00	53.95
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 1.03 Prob = 0.5980

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and hearing functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	884	140	10	1034
<i>Row percentages</i>	85.49	13.54	0.97	100.00
<i>Column percentages</i>	45.57	82.84	35.71	48.39
Above average comfort teaching learners with disabilities	1056	29	18	1103
<i>Row percentages</i>	95.74	2.63	1.63	100.00
<i>Column percentages</i>	54.43	17.16	64.29	51.61
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00



Pearson Chi2 = 88.30 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher IE training and hearing functional difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	759	4	12	775
<i>Row percentages</i>	97.94	0.52	1.55	100.00
<i>Column percentages</i>	39.12	2.37	42.86	36.27
Attended at least one IE training	1181	165	16	1362
<i>Row percentages</i>	86.71	12.11	1.17	100.00
<i>Column percentages</i>	60.88	97.63	57.14	63.73
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 91.40 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size and hearing functional difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	759	4	12	775
<i>Row percentages</i>	97.94	0.52	1.55	100.00
<i>Column percentages</i>	39.12	2.37	42.86	36.27
Average or above class size	1181	165	16	1362
<i>Row percentages</i>	86.71	12.11	1.17	100.00
<i>Column percentages</i>	60.88	97.63	57.14	63.73
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 0.42 Prob = 0.8116

First row has frequencies; second row has row percentages and third row has column percentages

### Province and walking difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	697	31	13	741
<i>Percent overall</i>	94.06	4.18	1.75	100.00
<i>Percent by province</i>	32.46	64.58	48.15	33.35
Gandaki	345	6	1	352
<i>Percent overall</i>	98.01	1.70	0.28	100.00
<i>Percent by province</i>	16.07	12.50	3.70	15.84
Karnali	280	3	2	285
<i>Percent overall</i>	98.25	1.05	0.70	100.00
<i>Percent by province</i>	13.04	6.25	7.41	12.83
Province 2	825	8	11	844
<i>Percent overall</i>	97.75	0.95	1.30	100.00
<i>Percent by province</i>	38.43	16.67	40.74	37.98
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 27.46 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

### School type and walking difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	732	5	8	745
<i>Percent overall</i>	98.26	0.67	1.07	100.00
<i>Percent by school type</i>	34.09	10.42	29.63	33.53
Mainstream with resource class	935	16	19	970
<i>Percent overall</i>	96.39	1.65	1.96	100.00
<i>Percent by school type</i>	43.55	33.33	70.37	43.65
Special school	313	27	0	340

<i>Percent overall</i>	92.06	7.94	0.00	100.00
<i>Percent by school type</i>	14.58	56.25	0.00	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	7.78	0.00	0.00	7.52
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 76.86 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and walking functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	386	11	21	418
<i>Row percentages</i>	92.34	2.63	5.02	100.00
<i>Column percentages</i>	17.98	22.92	77.78	18.81
Operational dataset (December 2022)	1761	37	6	1804
<i>Row percentages</i>	97.62	2.05	0.33	100.00
<i>Column percentages</i>	82.02	77.08	22.22	81.19
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 62.97 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and walking functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	939	11	9	959
<i>Row percentages</i>	97.91	1.15	0.94	100.00
<i>Column percentages</i>	44.11	22.92	33.33	43.51

Women	1190	37	18	1245
<i>Row percentages</i>	95.58	2.97	1.45	100.00
<i>Column percentages</i>	55.89	77.08	66.67	56.49
Total	2129	48	27	2204
<i>Percent overall</i>	96.60	2.18	1.23	100.00

Pearson Chi2 = 9.73 Prob = 0.0077

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and walking functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	66	0	12	78
<i>Row percentages</i>	84.62	0.00	15.38	100.00
<i>Column percentages</i>	3.07	0.00	44.44	3.51
Not very well - I have spoken to this student individually a few times	175	4	11	190
<i>Row percentages</i>	92.11	2.11	5.79	100.00
<i>Column percentages</i>	8.15	8.33	40.74	8.55
Somewhat well - I have spoken to this student individually and know their person	638	20	0	658
<i>Row percentages</i>	96.96	3.04	0.00	100.00
<i>Column percentages</i>	29.72	41.67	0.00	29.61
Very well - I speak with this student individually frequently, I know their pers	1268	24	4	1296
<i>Row percentages</i>	97.84	1.85	0.31	100.00
<i>Column percentages</i>	59.06	50.00	14.81	58.33
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 184.74 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training and walking functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1819	32	11	1862
<i>Row percentages</i>	97.69	1.72	0.59	100.00
<i>Column percentages</i>	86.25	74.42	40.74	85.45
Have received training	290	11	16	317
<i>Row percentages</i>	91.48	3.47	5.05	100.00
<i>Column percentages</i>	13.75	25.58	59.26	14.55
Total	2109	43	27	2179
	96.79	1.97	1.24	100.00

Pearson Chi2 = 48.71 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and walking functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1492	32	8	1532
<i>Row percentages</i>	97.39	2.09	0.52	100.00
<i>Column percentages</i>	69.49	66.67	29.63	68.95
Another language (not Nepali) is used most often in the classroom	655	16	19	690
<i>Row percentages</i>	94.93	2.32	2.75	100.00
<i>Column percentages</i>	30.51	33.33	70.37	31.05
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 19.91 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and walking functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	1004	18	17	1039
<i>Row percentages</i>	96.63	1.73	1.64	100.00
<i>Column percentages</i>	46.76	37.50	62.96	46.76
At least one in household	1143	30	10	1183
<i>Row percentages</i>	96.62	2.54	0.85	100.00
<i>Column percentages</i>	53.24	62.50	37.04	53.24
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 4.50 Prob = 0.1054

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and walking functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	1014	36	15	1065
<i>Row percentages</i>	95.21	3.38	1.41	100.00
<i>Column percentages</i>	47.23	75.00	55.56	47.93
Above average comfort teaching learners with disabilities	1133	12	12	1157
<i>Row percentages</i>	97.93	1.04	1.04	100.00
<i>Column percentages</i>	52.77	25.00	44.44	52.07
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 15.15 Prob = 0.0005

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and walking functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	787	6	14	807
<i>Row percentages</i>	97.52	0.74	1.73	100.00
<i>Column percentages</i>	36.66	12.50	51.85	36.32
Attended at least one IE training	1360	42	13	1415
<i>Row percentages</i>	96.11	2.97	0.92	100.00
<i>Column percentages</i>	63.34	87.50	48.15	63.68
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 14.70 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and walking functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1098	36	11	1145
<i>Row percentages</i>	95.90	3.14	0.96	100.00
<i>Column percentages</i>	51.14	75.00	40.74	51.53
Average or above class size	1049	12	16	1077
<i>Row percentages</i>	97.40	1.11	1.49	100.00
<i>Column percentages</i>	48.86	25.00	59.26	48.47
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 14.70 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

### Province and communicating difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	681	55	5	741
<i>Percent overall</i>	91.90	7.42	0.67	100.00
<i>Percent by province</i>	33.12	38.19	22.73	33.35
Gandaki	315	36	1	352
<i>Percent overall</i>	89.49	10.23	0.28	100.00
<i>Percent by province</i>	15.32	25.00	4.55	15.84
Karnali	272	11	2	285
<i>Percent overall</i>	95.44	3.86	0.70	100.00
<i>Percent by province</i>	13.23	7.64	9.09	12.83
Province 2	788	42	14	844
<i>Percent overall</i>	93.36	4.98	1.66	100.00
<i>Percent by province</i>	38.33	29.17	63.64	37.98
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 21.88 Prob = 0.0013

First row has frequencies; second row has row percentages and third row has column percentages

### School type and communicating difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	719	16	10	745
<i>Percent overall</i>	96.51	2.15	1.34	100.00
<i>Percent by school type</i>	34.97	11.11	45.45	33.53
Mainstream with resource class	891	67	12	970
<i>Percent overall</i>	91.86	6.91	1.24	100.00
<i>Percent by school type</i>	43.34	46.53	54.55	43.65
Special school	279	61	0	340



<i>Percent overall</i>	82.06	17.94	0.00	100.00
<i>Percent by school type</i>	13.57	42.36	0.00	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.12	0.00	0.00	7.52
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 114.50 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and communicating functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	376	28	14	418
<i>Row percentages</i>	89.95	6.70	3.35	100.00
<i>Column percentages</i>	18.29	19.44	63.64	18.81
Operational dataset (December 2022)	1680	116	8	1804
<i>Row percentages</i>	93.13	6.43	0.44	100.00
<i>Column percentages</i>	81.71	80.56	36.36	81.19
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 29.35 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and communicating functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	912	38	9	959
<i>Row percentages</i>	95.10	3.96	0.94	100.00
<i>Column percentages</i>	44.75	26.39	40.91	43.51

Women	1126	106	13	1245
<i>Row percentages</i>	90.44	8.51	1.04	100.00
<i>Column percentages</i>	55.25	73.61	59.09	56.49
Total	2038	144	22	2204
<i>Percent overall</i>	92.47	6.53	1.00	100.00

Pearson Chi2 = 18.51 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and communicating functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	64	0	14	78
<i>Row percentages</i>	82.05	0.00	17.95	100.00
<i>Column percentages</i>	3.11	0.00	63.64	3.51
Not very well - I have spoken to this student individually a few times	176	9	5	190
<i>Row percentages</i>	92.63	4.74	2.63	100.00
<i>Column percentages</i>	8.56	6.25	22.73	8.55
Somewhat well - I have spoken to this student individually and know their person	624	32	2	658
<i>Row percentages</i>	94.83	4.86	0.30	100.00
<i>Column percentages</i>	30.35	22.22	9.09	29.61
Very well - I speak with this student individually frequently, I know their pers	1192	103	1	1296
<i>Row percentages</i>	91.98	7.95	0.08	100.00
<i>Column percentages</i>	57.98	71.53	4.55	58.33
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 260.03 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and communicating functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1763	87	12	1862
<i>Row percentages</i>	94.68	4.67	0.64	100.00
<i>Column percentages</i>	87.41	62.14	54.55	85.45
Have received training	254	53	10	317
<i>Row percentages</i>	80.13	16.72	3.15	100.00
<i>Column percentages</i>	12.59	37.86	45.45	14.55
Total	2017	140	22	2179
	92.57	6.42	1.01	100.00

Pearson Chi2 = 84.29 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and communicating functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1458	66	8	1532
<i>Row percentages</i>	95.17	4.31	0.52	100.00
<i>Column percentages</i>	70.91	45.83	36.36	68.95
Another language (not Nepali) is used most often in the classroom	598	78	14	690
<i>Row percentages</i>	86.67	11.30	2.03	100.00
<i>Column percentages</i>	29.09	54.17	63.64	31.05
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 50.56 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and communicating functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	971	53	15	1039
<i>Row percentages</i>	93.46	5.10	1.44	100.00
<i>Column percentages</i>	47.23	36.81	68.18	46.76
At least one in household	1085	91	7	1183
<i>Row percentages</i>	91.72	7.69	0.59	100.00
<i>Column percentages</i>	52.77	63.19	31.82	53.24
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 9.97 Prob = 0.0068

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and communicating functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	944	111	10	1065
<i>Row percentages</i>	88.64	10.42	0.94	100.00
<i>Column percentages</i>	45.91	77.08	45.45	47.93
Above average comfort teaching learners with disabilities	1112	33	12	1157
<i>Row percentages</i>	96.11	2.85	1.04	100.00
<i>Column percentages</i>	54.09	22.92	54.55	52.07
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 52.44 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and communicating functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	787	8	12	807
<i>Row percentages</i>	97.52	0.99	1.49	100.00
<i>Column percentages</i>	38.28	5.56	54.55	36.32
Attended at least one IE training	1269	136	10	1415
<i>Row percentages</i>	89.68	9.61	0.71	100.00
<i>Column percentages</i>	61.72	94.44	45.45	63.68
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 65.50 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and communicating functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1034	99	12	1145
<i>Row percentages</i>	90.31	8.65	1.05	100.00
<i>Column percentages</i>	50.29	68.75	54.55	51.53
Average or above class size	1022	45	10	1077
<i>Row percentages</i>	94.89	4.18	0.93	100.00
<i>Column percentages</i>	49.71	31.25	45.45	48.47
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 18.44 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

### RQ3 – CHILD FUNCTIONING MODULE –TEACHER VERSION WITH CHILD FUNCTIONING MODULE RESULTS AND DISAGGREGATES

<b>Functional disability by province</b>			
Province	No functional difficulty	Child has at least 1 functional difficulty	Total
Bagmati	476	265	741
<i>Percent overall</i>	64.24	35.76	100.00
<i>Percent by province</i>	27.45	54.30	33.35
Gandaki	246	106	352
<i>Percent overall</i>	69.89	30.11	100.00
<i>Percent by province</i>	14.19	21.72	15.84
Karnali	252	33	285
<i>Percent overall</i>	88.42	11.58	100.00
<i>Percent by province</i>	14.53	6.76	12.83
Province 2	760	84	844
<i>Percent overall</i>	90.05	9.95	100.00
<i>Percent by province</i>	43.83	17.21	37.98
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 184.94 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by school type</b>			
School type	No functional difficulty	Child has at least 1 functional difficulty	Total
Mainstream	684	61	745
<i>Percent overall</i>	91.81	8.19	100.00
<i>Percent by province</i>	39.45	12.50	33.53
Mainstream with resource class	762	208	970
<i>Percent overall</i>	78.56	21.44	100.00

<i>Percent by province</i>	43.94	42.62	43.65
Special school	123	217	340
<i>Percent overall</i>	36.18	63.82	100.00
<i>Percent by province</i>	7.09	44.47	15.30
Madrasa	165	2	167
<i>Percent overall</i>	98.80	1.20	100.00
<i>Percent by province</i>	9.52	0.41	7.52
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 472.27 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Functional disability by data source</b>			
Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Medical dataset (May 2023)	299	119	418
<i>Row percentages</i>	71.53	28.47	100.00
<i>Column percentages</i>	17.24	24.39	18.81
Operation (December 2023)	1435	369	1804
<i>Row percentages</i>	79.55	20.45	100.00
<i>Column percentages</i>	82.76	75.61	81.19
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 12.72 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

### Functional disability by data source

Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Medical dataset (May 2023)	299	119	418
<i>Row percentages</i>	71.53	28.47	100.00
<i>Column percentages</i>	17.24	24.39	18.81
Operation (December 2023)	1435	369	1804
<i>Row percentages</i>	79.55	20.45	100.00
<i>Column percentages</i>	82.76	75.61	81.19
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 12.72 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

### Functional disability by gender

Data source	No functional difficulty	Child has at least 1 functional difficulty	Total
Boys	795	164	959
<i>Row percentages</i>	82.90	17.10	100.00
<i>Column percentages</i>	46.33	33.61	43.51
Girls	921	324	1245
<i>Row percentages</i>	73.98	26.02	100.00
<i>Column percentages</i>	53.67	66.39	56.49
Total	1716	488	2204
	77.86	22.14	100.00

Pearson Chi2 = 25.02 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages



### Teacher familiarity with student

How well do you know this student?	No functional difficulty	Child has at least 1 functional difficulty	Total
Not at all - I have not spoke to this student individually before	60	18	78
<i>Row percentages</i>	76.92	23.08	100.00
<i>Column percentages</i>	3.46	3.69	3.51
Not very well - I have spoken to this student individually a few times	137	53	190
<i>Row percentages</i>	72.11	27.89	100.00
<i>Column percentages</i>	7.90	10.86	8.55
Somewhat well - I have spoken to this student individually and know their person	510	148	658
<i>Row percentages</i>	77.51	22.49	100.00
<i>Column percentages</i>	29.41	30.33	29.61
Very well - I speak with this student individually frequently, I know their pers	1027	269	1296
<i>Row percentages</i>	79.24	20.76	100.00
<i>Column percentages</i>	59.23	55.12	58.33
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 5.17 Prob = 0.1600

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training on functional difficulties

Have you ever received training on the domains in this questionnaire?	No functional difficulty	Child has at least 1 functional difficulty	Total
Have not received training	1483	379	1862
<i>Row percentages</i>	79.65	20.35	100.00
<i>Column percentages</i>	87.08	79.62	85.45
Have received training	220	97	317
<i>Row percentages</i>	69.40	30.60	100.00

<i>Column percentages</i>	12.92	20.38	14.55
Total	1703	476	2179
	78.16	21.84	100.00

Pearson Chi2 = 16.65 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class language</b>			
Class language	No functional difficulty	Child has at least 1 functional difficulty	Total
Nepali is used most often in the classroom	1260	272	1532
<i>Row percentages</i>	82.25	17.75	100.00
<i>Column percentages</i>	72.66	55.74	68.95
Another language (not Nepali) is used most often in the classroom	474	216	690
<i>Row percentages</i>	68.70	31.30	100.00
<i>Column percentages</i>	27.34	44.26	31.05
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 50.96 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher household members disability</b>			
At least one person in the household has a disability	No functional difficulty	Child has at least 1 functional difficulty	Total
None	819	220	1039
<i>Row percentages</i>	78.83	21.17	100.00
<i>Column percentages</i>	47.23	45.08	46.76
At least one in household	915	268	1183
<i>Row percentages</i>	77.35	22.65	100.00
<i>Column percentages</i>	52.77	54.92	53.24
Total	1734	488	2222

	78.04	21.96	100.00
--	-------	-------	--------

Pearson Chi2 = 0.71 Prob = 0.4004

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher comfort with teaching learners with disabilities</b>			
Comfort level	No functional difficulty	Child has at least 1 functional difficulty	Total
Below average comfort teaching learners with disabilities	740	325	1065
<i>Row percentages</i>	69.48	30.52	100.00
<i>Column percentages</i>	42.68	66.60	47.93
Above average comfort teaching learners with disabilities	994	163	1157
<i>Row percentages</i>	85.91	14.09	100.00
<i>Column percentages</i>	57.32	33.40	52.07
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 87.33 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher attended IE training</b>			
Trainings	No functional difficulty	Child has at least 1 functional difficulty	Total
Attended no IE trainings	717	90	807
<i>Row percentages</i>	88.85	11.15	100.00
<i>Column percentages</i>	41.35	18.44	36.32
Attended at least one IE training	1017	398	1415
<i>Row percentages</i>	71.87	28.13	100.00
<i>Column percentages</i>	58.65	81.56	63.68
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 86.40 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size</b>			
Class size	No functional difficulty	Child has at least 1 functional difficulty	Total
Below average class size	793	352	1145
<i>Row percentages</i>	69.26	30.74	100.00
<i>Column percentages</i>	45.73	72.13	51.53
Average or above class size	941	136	1077
<i>Row percentages</i>	87.37	12.63	100.00
<i>Column percentages</i>	54.27	27.87	48.47
Total	1734	488	2222
	78.04	21.96	100.00

Pearson Chi2 = 106.26 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Province and seeing functional difficulty</b>				
Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	664	66	11	741
<i>Percent overall</i>	89.61	8.91	1.48	100.00
<i>Percent by province</i>	31.56	78.57	32.35	33.35
Gandaki	341	9	2	352
<i>Percent overall</i>	96.88	2.56	0.57	100.00
<i>Percent by province</i>	16.21	10.71	5.88	15.84
Karnali	280	4	1	285
<i>Percent overall</i>	98.25	1.40	0.35	100.00
<i>Percent by province</i>	13.31	4.76	2.94	12.83
Province 2	819	5	20	844
<i>Percent overall</i>	97.04	0.59	2.37	100.00

<i>Percent by province</i>	38.93	5.95	58.82	37.98
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 91.54 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and seeing functional difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	731	0	14	745
<i>Percent overall</i>	98.12	0.00	1.88	100.00
<i>Percent by school type</i>	34.74	0.00	41.18	33.53
Mainstream with resource class	879	77	14	970
<i>Percent overall</i>	90.62	7.94	1.44	100.00
<i>Percent by school type</i>	41.78	91.67	41.18	43.65
Special school	329	7	4	340
<i>Percent overall</i>	96.76	2.06	1.18	100.00
<i>Percent by school type</i>	15.64	8.33	11.76	15.30
Madrasa	165	0	2	167
<i>Percent overall</i>	98.80	0.00	1.20	100.00
<i>Percent by school type</i>	7.84	0.00	5.88	7.52
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 85.62 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and seeing functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	339	55	24	418
<i>Row percentages</i>	81.10	13.16	5.74	100.00

<i>Column percentages</i>	16.11	65.48	70.59	18.81
Operational dataset (December 2022)	1765	29	10	1804
<i>Row percentages</i>	97.84	1.61	0.55	100.00
<i>Column percentages</i>	83.89	34.52	29.41	81.19
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 189.48 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and seeing functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	916	25	18	959
<i>Row percentages</i>	95.52	2.61	1.88	100.00
<i>Column percentages</i>	43.91	29.76	52.94	43.51
Women	1170	59	16	1245
<i>Row percentages</i>	93.98	4.74	1.29	100.00
<i>Column percentages</i>	56.09	70.24	47.06	56.49
Total	2086	84	34	2204
<i>Percent overall</i>	94.65	3.81	1.54	100.00

Pearson Chi2 = 7.83 Prob = 0.0200

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and seeing functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	57	2	19	78
<i>Row percentages</i>	73.08	2.56	24.36	100.00
<i>Column percentages</i>	2.71	2.38	55.88	3.51

Not very well - I have spoken to this student individually a few times	169	16	5	190
<i>Row percentages</i>	88.95	8.42	2.63	100.00
<i>Column percentages</i>	8.03	19.05	14.71	8.55
Somewhat well - I have spoken to this student individually and know their person	626	27	5	658
<i>Row percentages</i>	95.14	4.10	0.76	100.00
<i>Column percentages</i>	29.75	32.14	14.71	29.61
Very well - I speak with this student individually frequently, I know their pers	1252	39	5	1296
<i>Row percentages</i>	96.60	3.01	0.39	100.00
<i>Column percentages</i>	59.51	46.43	14.71	58.33
Total	2104	84	34	2222
<i>Percent overall</i>	94.69	3.78	1.53	100.00

Pearson Chi2 = 299.18 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and seeing functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1780	63	19	1862
<i>Row percentages</i>	95.60	3.38	1.02	100.00
<i>Column percentages</i>	86.16	77.78	59.38	85.45
Have received training	286	18	13	317
<i>Row percentages</i>	90.22	5.68	4.10	100.00
<i>Column percentages</i>	13.84	22.22	40.63	14.55
Total	2066	81	32	2179
	94.81	3.72	1.47	100.00

Pearson Chi2 = 22.17 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and seeing functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1442	71	19	1532
<i>Row percentages</i>	94.13	4.63	1.24	100.00
<i>Column percentages</i>	68.54	84.52	55.88	68.95
Another language (not Nepali) is used most often in the classroom	662	13	15	690
<i>Row percentages</i>	95.94	1.88	2.17	100.00
<i>Column percentages</i>	31.46	15.48	44.12	31.05
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 12.40 Prob = 0.0020

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and seeing functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	986	42	11	1039
<i>Row percentages</i>	94.90	4.04	1.06	100.00
<i>Column percentages</i>	46.86	50.00	32.35	46.76
At least one in household	1118	42	23	1183
<i>Row percentages</i>	94.51	3.55	1.94	100.00
<i>Column percentages</i>	53.14	50.00	67.65	53.24
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 3.20 Prob = 0.0201

First row has frequencies; second row has row percentages and third row has column percentages



**Teacher comfort teaching learners with disabilities and seeing functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	1010	47	8	1065
<i>Row percentages</i>	94.84	4.41	0.75	100.00
<i>Column percentages</i>	48.00	55.95	23.53	47.93
Above average comfort teaching learners with disabilities	1094	37	26	1157
<i>Row percentages</i>	94.55	3.20	2.25	100.00
<i>Column percentages</i>	52.00	44.05	76.47	52.07
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 10.28 Prob = 0.0059

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher IE training and seeing functional difficulty**

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	763	36	8	807
<i>Row percentages</i>	94.55	4.46	0.99	100.00
<i>Column percentages</i>	36.26	42.86	23.53	36.32
Attended at least one IE training	1341	48	26	1415
<i>Row percentages</i>	94.77	3.39	1.84	100.00
<i>Column percentages</i>	63.74	57.14	76.47	63.68
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 3.96 Prob = 0.1381

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and seeing functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1081	45	19	1145
<i>Row percentages</i>	94.41	3.93	1.66	100.00
<i>Column percentages</i>	51.38	53.57	55.88	51.53
Average or above class size	1023	39	15	1077
<i>Row percentages</i>	94.99	3.62	1.39	100.00
<i>Column percentages</i>	48.62	46.43	44.12	48.47
Total	2104	84	34	2222
	94.69	3.78	1.53	100.00

Pearson Chi2 = 0.42 Prob = 0.8116

First row has frequencies; second row has row percentages and third row has column percentages

### Province and hearing functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	609	89	12	710
<i>Percent overall</i>	85.77	12.54	1.69	100.00
<i>Percent by province</i>	31.39	52.66	42.86	33.22
Gandaki	281	41	3	325
<i>Percent overall</i>	86.46	12.62	0.92	100.00
<i>Percent by province</i>	14.48	24.26	10.71	15.21
Karnali	281	0	1	282
<i>Percent overall</i>	99.65	0.00	0.35	100.00
<i>Percent by province</i>	14.48	0.00	3.57	13.20
Province 2	769	39	12	820
<i>Percent overall</i>	93.78	4.76	1.46	100.00
<i>Percent by province</i>	39.64	23.08	42.86	38.37
Total	1940	169	28	2137

<i>Percent overall</i>	90.78	7.91	1.31	100.00
------------------------	-------	------	------	--------

Pearson Chi2 = 70.08 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and hearing functional difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	697	0	10	707
<i>Percent overall</i>	98.59	0.00	1.41	100.00
<i>Percent by school type</i>	35.93	0.00	35.71	33.08
Mainstream with resource class	862	62	18	942
<i>Percent overall</i>	91.51	6.58	1.91	100.00
<i>Percent by school type</i>	44.43	36.69	64.29	44.08
Special school	214	107	0	321
<i>Percent overall</i>	66.67	33.33	0.00	100.00
<i>Percent by school type</i>	11.03	63.31	0.00	15.02
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.61	0.00	0.00	7.81
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 369.57 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and hearing functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	312	37	22	371
<i>Row percentages</i>	84.10	9.97	5.93	100.00
<i>Column percentages</i>	16.08	21.89	78.57	17.36

Operational dataset (December 2022)	1628	132	6	1766
<i>Row percentages</i>	92.19	7.47	0.34	100.00
<i>Column percentages</i>	83.92	78.11	21.43	82.64
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 77.75 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and hearing functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	860	56	12	928
<i>Row percentages</i>	92.67	6.03	1.29	100.00
<i>Column percentages</i>	44.75	33.14	42.86	43.79
Women	1062	113	16	1191
<i>Row percentages</i>	89.17	9.49	1.34	100.00
<i>Column percentages</i>	55.25	66.86	57.14	56.21
Total	1922	169	28	2119
<i>Percent overall</i>	90.70	7.98	1.32	100.00

Pearson Chi2 = 8.52 Prob = 0.0142

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and hearing functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	48	13	16	77
<i>Row percentages</i>	62.34	16.88	20.78	100.00
<i>Column percentages</i>	2.47	7.69	57.14	3.60
Not very well - I have spoken to this student individually a few times	152	20	8	180

<i>Row percentages</i>	84.44	11.11	4.44	100.00
<i>Column percentages</i>	7.84	11.83	28.57	8.42
Somewhat well – I have spoken to this student individually and know their person	570	53	3	626
<i>Row percentages</i>	91.05	8.47	0.48	100.00
<i>Column percentages</i>	29.38	31.36	10.71	29.29
Very well – I speak with this student individually frequently, I know their pers	1170	83	1	1254
<i>Row percentages</i>	93.30	6.62	0.08	100.00
<i>Column percentages</i>	60.31	49.11	3.57	58.68
Total	1940	169	28	2137
<i>Percent overall</i>	90.78	7.91	1.31	100.00

Pearson Chi2 = 275.64 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and hearing functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1682	101	14	1797
<i>Row percentages</i>	93.60	5.62	0.78	100.00
<i>Column percentages</i>	88.34	60.12	53.85	85.65
Have received training	222	67	12	301
<i>Row percentages</i>	73.75	22.26	3.99	100.00
<i>Column percentages</i>	11.66	39.88	46.15	14.35
Total	1904	168	26	2098
	90.75	8.01	1.24	100.00

Pearson Chi2 = 121.73 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and hearing functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1447	7	13	1467
<i>Row percentages</i>	98.64	0.48	0.89	100.00
<i>Column percentages</i>	74.59	4.14	46.43	68.65
Another language (not Nepali) is used most often in the classroom	493	162	15	670
<i>Row percentages</i>	73.58	24.18	2.24	100.00
<i>Column percentages</i>	25.41	95.86	53.57	31.35
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 364.95 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and hearing functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	898	72	14	984
<i>Row percentages</i>	91.26	7.32	1.42	100.00
<i>Column percentages</i>	46.29	42.60	50.00	46.05
At least one in household	1042	97	14	1153
<i>Row percentages</i>	90.37	8.41	1.21	100.00
<i>Column percentages</i>	53.71	57.40	50.00	53.95
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 1.03 Prob = 0.5980

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and hearing functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	884	140	10	1034
<i>Row percentages</i>	85.49	13.54	0.97	100.00
<i>Column percentages</i>	45.57	82.84	35.71	48.39
Above average comfort teaching learners with disabilities	1056	29	18	1103
<i>Row percentages</i>	95.74	2.63	1.63	100.00
<i>Column percentages</i>	54.43	17.16	64.29	51.61
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 88.30 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher IE training and hearing functional difficulty**

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	759	4	12	775
<i>Row percentages</i>	97.94	0.52	1.55	100.00
<i>Column percentages</i>	39.12	2.37	42.86	36.27
Attended at least one IE training	1181	165	16	1362
<i>Row percentages</i>	86.71	12.11	1.17	100.00
<i>Column percentages</i>	60.88	97.63	57.14	63.73
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 91.40 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and hearing functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	759	4	12	775
<i>Row percentages</i>	97.94	0.52	1.55	100.00
<i>Column percentages</i>	39.12	2.37	42.86	36.27
Average or above class size	1181	165	16	1362
<i>Row percentages</i>	86.71	12.11	1.17	100.00
<i>Column percentages</i>	60.88	97.63	57.14	63.73
Total	1940	169	28	2137
	90.78	7.91	1.31	100.00

Pearson Chi2 = 0.42 Prob = 0.8116

First row has frequencies; second row has row percentages and third row has column percentages

### Province and walking difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	697	31	13	741
<i>Percent overall</i>	94.06	4.18	1.75	100.00
<i>Percent by province</i>	32.46	64.58	48.15	33.35
Gandaki	345	6	1	352
<i>Percent overall</i>	98.01	1.70	0.28	100.00
<i>Percent by province</i>	16.07	12.50	3.70	15.84
Karnali	280	3	2	285
<i>Percent overall</i>	98.25	1.05	0.70	100.00
<i>Percent by province</i>	13.04	6.25	7.41	12.83
Province 2	825	8	11	844
<i>Percent overall</i>	97.75	0.95	1.30	100.00
<i>Percent by province</i>	38.43	16.67	40.74	37.98
Total	2147	48	27	2222



<i>Percent overall</i>	96.62	2.16	1.22	100.00
------------------------	-------	------	------	--------

Pearson Chi2 = 27.46 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and walking difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	732	5	8	745
<i>Percent overall</i>	98.26	0.67	1.07	100.00
<i>Percent by school type</i>	34.09	10.42	29.63	33.53
Mainstream with resource class	935	16	19	970
<i>Percent overall</i>	96.39	1.65	1.96	100.00
<i>Percent by school type</i>	43.55	33.33	70.37	43.65
Special school	313	27	0	340
<i>Percent overall</i>	92.06	7.94	0.00	100.00
<i>Percent by school type</i>	14.58	56.25	0.00	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	7.78	0.00	0.00	7.52
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 76.86 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and walking functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	386	11	21	418
<i>Row percentages</i>	92.34	2.63	5.02	100.00
<i>Column percentages</i>	17.98	22.92	77.78	18.81

Operational dataset (December 2022)	1761	37	6	1804
<i>Row percentages</i>	97.62	2.05	0.33	100.00
<i>Column percentages</i>	82.02	77.08	22.22	81.19
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 62.97 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and walking functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	939	11	9	959
<i>Row percentages</i>	97.91	1.15	0.94	100.00
<i>Column percentages</i>	44.11	22.92	33.33	43.51
Women	1190	37	18	1245
<i>Row percentages</i>	95.58	2.97	1.45	100.00
<i>Column percentages</i>	55.89	77.08	66.67	56.49
Total	2129	48	27	2204
<i>Percent overall</i>	96.60	2.18	1.23	100.00

Pearson Chi2 = 9.73 Prob = 0.0077

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and walking functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	66	0	12	78
<i>Row percentages</i>	84.62	0.00	15.38	100.00
<i>Column percentages</i>	3.07	0.00	44.44	3.51

Not very well - I have spoken to this student individually a few times	175	4	11	190
<i>Row percentages</i>	92.11	2.11	5.79	100.00
<i>Column percentages</i>	8.15	8.33	40.74	8.55
Somewhat well - I have spoken to this student individually and know their person	638	20	0	658
<i>Row percentages</i>	96.96	3.04	0.00	100.00
<i>Column percentages</i>	29.72	41.67	0.00	29.61
Very well - I speak with this student individually frequently, I know their pers	1268	24	4	1296
<i>Row percentages</i>	97.84	1.85	0.31	100.00
<i>Column percentages</i>	59.06	50.00	14.81	58.33
Total	2147	48	27	2222
<i>Percent overall</i>	96.62	2.16	1.22	100.00

Pearson Chi2 = 184.74 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and walking functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1819	32	11	1862
<i>Row percentages</i>	97.69	1.72	0.59	100.00
<i>Column percentages</i>	86.25	74.42	40.74	85.45
Have received training	290	11	16	317
<i>Row percentages</i>	91.48	3.47	5.05	100.00
<i>Column percentages</i>	13.75	25.58	59.26	14.55
Total	2109	43	27	2179
	96.79	1.97	1.24	100.00

Pearson Chi2 = 48.71 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and walking functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1492	32	8	1532
<i>Row percentages</i>	97.39	2.09	0.52	100.00
<i>Column percentages</i>	69.49	66.67	29.63	68.95
Another language (not Nepali) is used most often in the classroom	655	16	19	690
<i>Row percentages</i>	94.93	2.32	2.75	100.00
<i>Column percentages</i>	30.51	33.33	70.37	31.05
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 19.91 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and walking functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	1004	18	17	1039
<i>Row percentages</i>	96.63	1.73	1.64	100.00
<i>Column percentages</i>	46.76	37.50	62.96	46.76
At least one in household	1143	30	10	1183
<i>Row percentages</i>	96.62	2.54	0.85	100.00
<i>Column percentages</i>	53.24	62.50	37.04	53.24
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 4.50 Prob = 0.1054

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and walking functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	1014	36	15	1065
<i>Row percentages</i>	95.21	3.38	1.41	100.00
<i>Column percentages</i>	47.23	75.00	55.56	47.93
Above average comfort teaching learners with disabilities	1133	12	12	1157
<i>Row percentages</i>	97.93	1.04	1.04	100.00
<i>Column percentages</i>	52.77	25.00	44.44	52.07
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 15.15 Prob = 0.0005

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher IE training and walking functional difficulty**

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	787	6	14	807
<i>Row percentages</i>	97.52	0.74	1.73	100.00
<i>Column percentages</i>	36.66	12.50	51.85	36.32
Attended at least one IE training	1360	42	13	1415
<i>Row percentages</i>	96.11	2.97	0.92	100.00
<i>Column percentages</i>	63.34	87.50	48.15	63.68
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 14.70 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and walking functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1098	36	11	1145
<i>Row percentages</i>	95.90	3.14	0.96	100.00
<i>Column percentages</i>	51.14	75.00	40.74	51.53
Average or above class size	1049	12	16	1077
<i>Row percentages</i>	97.40	1.11	1.49	100.00
<i>Column percentages</i>	48.86	25.00	59.26	48.47
Total	2147	48	27	2222
	96.62	2.16	1.22	100.00

Pearson Chi2 = 14.70 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

### Province and communicating difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	681	55	5	741
<i>Percent overall</i>	91.90	7.42	0.67	100.00
<i>Percent by province</i>	33.12	38.19	22.73	33.35
Gandaki	315	36	1	352
<i>Percent overall</i>	89.49	10.23	0.28	100.00
<i>Percent by province</i>	15.32	25.00	4.55	15.84
Karnali	272	11	2	285
<i>Percent overall</i>	95.44	3.86	0.70	100.00
<i>Percent by province</i>	13.23	7.64	9.09	12.83
Province 2	788	42	14	844
<i>Percent overall</i>	93.36	4.98	1.66	100.00
<i>Percent by province</i>	38.33	29.17	63.64	37.98
Total	2056	144	22	2222

<i>Percent overall</i>	92.53	6.48	0.99	100.00
------------------------	-------	------	------	--------

Pearson Chi2 = 21.88 Prob = 0.0013

First row has frequencies; second row has row percentages and third row has column percentages

### School type and communicating difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	719	16	10	745
<i>Percent overall</i>	96.51	2.15	1.34	100.00
<i>Percent by school type</i>	34.97	11.11	45.45	33.53
Mainstream with resource class	891	67	12	970
<i>Percent overall</i>	91.86	6.91	1.24	100.00
<i>Percent by school type</i>	43.34	46.53	54.55	43.65
Special school	279	61	0	340
<i>Percent overall</i>	82.06	17.94	0.00	100.00
<i>Percent by school type</i>	13.57	42.36	0.00	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.12	0.00	0.00	7.52
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 114.50 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Data collection round and communicating functional difficulty

Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	376	28	14	418
<i>Row percentages</i>	89.95	6.70	3.35	100.00
<i>Column percentages</i>	18.29	19.44	63.64	18.81

Operational dataset (December 2022)	1680	116	8	1804
<i>Row percentages</i>	93.13	6.43	0.44	100.00
<i>Column percentages</i>	81.71	80.56	36.36	81.19
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 29.35 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and communicating functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	912	38	9	959
<i>Row percentages</i>	95.10	3.96	0.94	100.00
<i>Column percentages</i>	44.75	26.39	40.91	43.51
Women	1126	106	13	1245
<i>Row percentages</i>	90.44	8.51	1.04	100.00
<i>Column percentages</i>	55.25	73.61	59.09	56.49
Total	2038	144	22	2204
<i>Percent overall</i>	92.47	6.53	1.00	100.00

Pearson Chi2 = 18.51 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and communicating functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	64	0	14	78
<i>Row percentages</i>	82.05	0.00	17.95	100.00
<i>Column percentages</i>	3.11	0.00	63.64	3.51
Not very well - I have spoken to this student individually a few times	176	9	5	190



<i>Row percentages</i>	92.63	4.74	2.63	100.00
<i>Column percentages</i>	8.56	6.25	22.73	8.55
Somewhat well – I have spoken to this student individually and know their person	624	32	2	658
<i>Row percentages</i>	94.83	4.86	0.30	100.00
<i>Column percentages</i>	30.35	22.22	9.09	29.61
Very well – I speak with this student individually frequently, I know their pers	1192	103	1	1296
<i>Row percentages</i>	91.98	7.95	0.08	100.00
<i>Column percentages</i>	57.98	71.53	4.55	58.33
Total	2056	144	22	2222
<i>Percent overall</i>	92.53	6.48	0.99	100.00

Pearson Chi2 = 260.03 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and communicating functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1763	87	12	1862
<i>Row percentages</i>	94.68	4.67	0.64	100.00
<i>Column percentages</i>	87.41	62.14	54.55	85.45
Have received training	254	53	10	317
<i>Row percentages</i>	80.13	16.72	3.15	100.00
<i>Column percentages</i>	12.59	37.86	45.45	14.55
Total	2017	140	22	2179
	92.57	6.42	1.01	100.00

Pearson Chi2 = 84.29 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and communicating functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1458	66	8	1532
<i>Row percentages</i>	95.17	4.31	0.52	100.00
<i>Column percentages</i>	70.91	45.83	36.36	68.95
Another language (not Nepali) is used most often in the classroom	598	78	14	690
<i>Row percentages</i>	86.67	11.30	2.03	100.00
<i>Column percentages</i>	29.09	54.17	63.64	31.05
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 50.56 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and communicating functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	971	53	15	1039
<i>Row percentages</i>	93.46	5.10	1.44	100.00
<i>Column percentages</i>	47.23	36.81	68.18	46.76
At least one in household	1085	91	7	1183
<i>Row percentages</i>	91.72	7.69	0.59	100.00
<i>Column percentages</i>	52.77	63.19	31.82	53.24
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 9.97 Prob = 0.0068

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and communicating functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	944	111	10	1065
<i>Row percentages</i>	88.64	10.42	0.94	100.00
<i>Column percentages</i>	45.91	77.08	45.45	47.93
Above average comfort teaching learners with disabilities	1112	33	12	1157
<i>Row percentages</i>	96.11	2.85	1.04	100.00
<i>Column percentages</i>	54.09	22.92	54.55	52.07
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 52.44 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and communicating functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	787	8	12	807
<i>Row percentages</i>	97.52	0.99	1.49	100.00
<i>Column percentages</i>	38.28	5.56	54.55	36.32
Attended at least one IE training	1269	136	10	1415
<i>Row percentages</i>	89.68	9.61	0.71	100.00
<i>Column percentages</i>	61.72	94.44	45.45	63.68
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 65.50 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and communicating functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1034	99	12	1145
<i>Row percentages</i>	90.31	8.65	1.05	100.00
<i>Column percentages</i>	50.29	68.75	54.55	51.53
Average or above class size	1022	45	10	1077
<i>Row percentages</i>	94.89	4.18	0.93	100.00
<i>Column percentages</i>	49.71	31.25	45.45	48.47
Total	2056	144	22	2222
	92.53	6.48	0.99	100.00

Pearson Chi2 = 18.44 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

### Province and learning difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	644	86	11	741
<i>Percent overall</i>	86.91	11.61	1.48	100.00
<i>Percent by province</i>	31.85	50.89	35.48	33.35
Gandaki	302	48	2	352
<i>Percent overall</i>	85.80	13.64	0.57	100.00
<i>Percent by province</i>	14.94	28.40	6.45	15.84
Karnali	267	17	1	285
<i>Percent overall</i>	93.68	5.96	0.35	100.00
<i>Percent by province</i>	13.20	10.06	3.23	12.83
Province 2	809	18	17	844
<i>Percent overall</i>	95.85	2.13	2.01	100.00
<i>Percent by province</i>	40.01	10.65	54.84	37.98
Total	2022	169	31	2222

<i>Percent overall</i>	91.00	7.61	1.40	100.00
------------------------	-------	------	------	--------

Pearson Chi2 = 77.80 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and learning difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	702	31	12	745
<i>Percent overall</i>	94.23	4.16	1.61	100.00
<i>Percent by school type</i>	34.72	18.34	38.71	33.53
Mainstream with resource class	895	56	19	970
<i>Percent overall</i>	92.27	5.77	1.96	100.00
<i>Percent by school type</i>	44.26	33.14	61.29	43.65
Special school	259	81	0	340
<i>Percent overall</i>	76.18	23.82	0.00	100.00
<i>Percent by school type</i>	12.81	47.93	0.00	15.30
Madrasa	166	1	0	167
<i>Percent overall</i>	99.40	0.60	0.00	100.00
<i>Percent by school type</i>	8.21	0.59	0.00	7.52
Total	2022	169	31	2222
<i>Percent overall</i>	91.00	7.61	1.40	100.00

Pearson Chi2 = 164.32 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and learning functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	373	24	21	418
<i>Row percentages</i>	89.23	5.74	5.02	100.00
<i>Column percentages</i>	18.45	14.20	67.74	18.81
Operational dataset (December 2022)	1649	145	10	1804

<i>Row percentages</i>	91.41	8.04	0.55	100.00
<i>Column percentages</i>	81.55	85.80	32.26	81.19
Total	2022	169	31	2222
<i>Percent overall</i>	91.00	7.61	1.40	100.00

Pearson Chi2 = 51.12 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and learning functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	893	55	11	959
<i>Row percentages</i>	93.12	5.74	1.15	100.00
<i>Column percentages</i>	44.56	32.54	35.48	43.51
Women	1111	114	20	1245
<i>Row percentages</i>	89.24	9.16	1.61	100.00
<i>Column percentages</i>	55.44	67.46	64.52	56.49
Total	2004	169	31	2204
<i>Percent overall</i>	90.93	7.67	1.41	100.00

Pearson Chi2 = 9.98 Prob = 0.0068

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and learning functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	62	0	16	78
<i>Row percentages</i>	79.49	0.00	20.51	100.00
<i>Column percentages</i>	3.07	0.00	51.61	3.51
Not very well - I have spoken to this student individually a few times	165	17	8	190
<i>Row percentages</i>	86.84	8.95	4.21	100.00
<i>Column percentages</i>	8.16	10.06	25.81	8.55

Somewhat well - I have spoken to this student individually and know their person	601	50	7	658
<i>Row percentages</i>	91.34	7.60	1.06	100.00
<i>Column percentages</i>	29.72	29.59	22.58	29.61
Very well - I speak with this student individually frequently, I know their pers	1194	102	0	1296
<i>Row percentages</i>	92.13	7.87	0.00	100.00
<i>Column percentages</i>	59.05	60.36	0.00	58.33
Total	2022	169	31	2222
<i>Percent overall</i>	91.00	7.61	1.40	100.00

Pearson Chi2 = 241.92 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and learning functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1690	153	19	1862
<i>Row percentages</i>	90.76	8.22	1.02	100.00
<i>Column percentages</i>	85.14	93.87	61.29	85.45
Have received training	295	10	12	317
<i>Row percentages</i>	93.06	3.15	3.79	100.00
<i>Column percentages</i>	14.86	6.13	38.71	14.55
Total	1985	163	31	2179
	91.10	7.48	1.42	100.00

Pearson Chi2 = 23.99 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and learning functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1392	124	16	1532

<i>Row percentages</i>	90.86	8.09	1.04	100.00
<i>Column percentages</i>	68.84	73.37	51.61	68.95
Another language (not Nepali) is used most often in the classroom	630	45	15	690
<i>Row percentages</i>	91.30	6.52	2.17	100.00
<i>Column percentages</i>	31.16	26.63	48.39	31.05
Total	2022	169	31	2222
	91.00	7.61	1.40	100.00

Pearson Chi2 = 5.91 Prob = 0.0522

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher household member disability and learning functional difficulty</b>				
Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	947	78	14	1039
<i>Row percentages</i>	91.15	7.51	1.35	100.00
<i>Column percentages</i>	46.83	46.15	45.16	46.76
At least one in household	1075	91	17	1183
<i>Row percentages</i>	90.87	7.69	1.44	100.00
<i>Column percentages</i>	53.17	53.85	54.84	53.24
Total	2022	169	31	2222
	91.00	7.61	1.40	100.00

Pearson Chi2 = 0.06 Prob = 0.9698

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher comfort teaching learners with disabilities and learning functional difficulty</b>				
Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	948	101	16	1065
<i>Row percentages</i>	89.01	9.48	1.50	100.00
<i>Column percentages</i>	46.88	59.76	51.61	47.93



Above average comfort teaching learners with disabilities	1074	68	15	1157
<i>Row percentages</i>	92.83	5.88	1.30	100.00
<i>Column percentages</i>	53.12	40.24	48.39	52.07
Total	2022	169	31	2222
	91.00	7.61	1.40	100.00

Pearson Chi2 = 10.54 Prob = 0.0052

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher IE training and communicating learning difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	752	37	18	807
<i>Row percentages</i>	93.18	4.58	2.23	100.00
<i>Column percentages</i>	37.19	21.89	58.06	36.32
Attended at least one IE training	1270	132	13	1415
<i>Row percentages</i>	89.75	9.33	0.92	100.00
<i>Column percentages</i>	62.81	78.11	41.94	63.68
Total	2022	169	31	2222
	91.00	7.61	1.40	100.00

Pearson Chi2 = 22.21 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size and learning functional difficulty</b>				
Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1002	128	15	1145
<i>Row percentages</i>	87.51	11.18	1.31	100.00
<i>Column percentages</i>	49.55	75.74	48.39	51.53
Average or above class size	1020	41	16	1077
<i>Row percentages</i>	94.71	3.81	1.49	100.00

<i>Column percentages</i>	50.45	24.26	51.61	48.47
Total	2022	169	31	2222
	91.00	7.61	1.40	100.00

Pearson Chi2 = 42.94 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Province and remembering difficulty</b>				
Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	652	74	15	741
<i>Percent overall</i>	87.99	9.99	2.02	100.00
<i>Percent by province</i>	32.12	47.44	41.67	33.35
Gandaki	299	51	2	352
<i>Percent overall</i>	84.94	14.49	0.57	100.00
<i>Percent by province</i>	14.73	32.69	5.56	15.84
Karnali	269	15	1	285
<i>Percent overall</i>	94.39	5.26	0.35	100.00
<i>Percent by province</i>	13.25	9.62	2.78	12.83
Province 2	810	16	18	844
<i>Percent overall</i>	95.97	1.90	2.13	100.00
<i>Percent by province</i>	39.90	10.26	50.00	37.98
Total	2030	156	36	2222
<i>Percent overall</i>	91.36	7.02	1.62	100.00

Pearson Chi2 = 82.19 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>School type and remembering difficulty</b>				
School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	707	25	13	745

<i>Percent overall</i>	94.90	3.36	1.74	100.00
<i>Percent by school type</i>	34.83	16.03	36.11	33.53
Mainstream with resource class	891	56	23	970
<i>Percent overall</i>	91.86	5.77	2.37	100.00
<i>Percent by school type</i>	43.89	35.90	63.89	43.65
Special school	266	74	0	340
<i>Percent overall</i>	78.24	21.76	0.00	100.00
<i>Percent by school type</i>	13.10	47.44	0.00	15.30
Madrasa	166	1	0	167
<i>Percent overall</i>	99.40	0.60	0.00	100.00
<i>Percent by school type</i>	8.18	0.64	0.00	7.52
Total	2030	156	36	2222
<i>Percent overall</i>	91.36	7.02	1.62	100.00

Pearson Chi2 = 151.79 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column

<b>Data collection round and remembering functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	366	26	26	418
<i>Row percentages</i>	87.56	6.22	6.22	100.00
<i>Column percentages</i>	18.03	16.67	72.22	18.81
Operational dataset (December 2022)	1664	130	10	1804
<i>Row percentages</i>	92.24	7.21	0.55	100.00
<i>Column percentages</i>	81.97	83.33	27.78	81.19
Total	2030	156	36	2222
<i>Percent overall</i>	91.36	7.02	1.62	100.00

Pearson Chi2 = 68.52 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher gender and remembering functional difficulty

Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	899	47	13	959
<i>Row percentages</i>	93.74	4.90	1.36	100.00
<i>Column percentages</i>	44.68	30.13	36.11	43.51
Women	1113	109	23	1245
<i>Row percentages</i>	89.40	8.76	1.85	100.00
<i>Column percentages</i>	55.32	69.87	63.89	56.49
Total	2012	156	36	2204
<i>Percent overall</i>	91.29	7.08	1.63	100.00

Pearson Chi2 = 13.29 Prob = 0.0013

First row has frequencies; second row has row percentages and third row has column percentages

### Familiarity with students and remembering functional difficulty

Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	62	0	16	78
<i>Row percentages</i>	79.49	0.00	20.51	100.00
<i>Column percentages</i>	3.05	0.00	44.44	3.51
Not very well - I have spoken to this student individually a few times	166	12	12	190
<i>Row percentages</i>	87.37	6.32	6.32	100.00
<i>Column percentages</i>	8.18	7.69	33.33	8.55
Somewhat well - I have spoken to this student individually and know their person	599	51	8	658
<i>Row percentages</i>	91.03	7.75	1.22	100.00
<i>Column percentages</i>	29.51	32.69	22.22	29.61
Very well - I speak with this student individually frequently, I know their pers	1203	93	0	1296
<i>Row percentages</i>	92.82	7.18	0.00	100.00

<i>Column percentages</i>	59.26	59.62	0.00	58.33
Total	2030	156	36	2222
<i>Percent overall</i>	91.36	7.02	1.62	100.00

Pearson Chi2 = 227.36 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and remembering functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1702	141	19	1862
<i>Row percentages</i>	91.41	7.57	1.02	100.00
<i>Column percentages</i>	85.44	92.76	54.29	85.45
Have received training	290	11	16	317
<i>Row percentages</i>	91.48	3.47	5.05	100.00
<i>Column percentages</i>	14.56	7.24	45.71	14.55
Total	1992	152	35	2179
	91.42	6.98	1.61	100.00

Pearson Chi2 = 33.88 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and remembering functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1397	118	17	1532
<i>Row percentages</i>	91.19	7.70	1.11	100.00
<i>Column percentages</i>	68.82	75.64	47.22	68.95
Another language (not Nepali) is used most often in the classroom	633	38	19	690
<i>Row percentages</i>	91.74	5.51	2.75	100.00
<i>Column percentages</i>	31.18	24.36	52.78	31.05

Total	2030	156	36	2222
	91.36	7.02	1.62	100.00

Pearson Chi2 = 11.22 Prob = 0.0037

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher household member disability and remembering functional difficulty</b>				
Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	949	71	19	1039
<i>Row percentages</i>	91.34	6.83	1.83	100.00
<i>Column percentages</i>	46.75	45.51	52.78	46.76
At least one in household	1081	85	17	1183
<i>Row percentages</i>	91.38	7.19	1.44	100.00
<i>Column percentages</i>	53.25	54.49	47.22	53.24
Total	2030	156	36	2222
	91.36	7.02	1.62	100.00

Pearson Chi2 = 0.62 Prob = 0.7330

First row has frequencies; second row has row percentages and third row has column percentages.

<b>Teacher comfort teaching learners with disabilities and remembering functional difficulty</b>				
Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	949	98	18	1065
<i>Row percentages</i>	89.11	9.20	1.69	100.00
<i>Column percentages</i>	46.75	62.82	50.00	47.93
Above average comfort teaching learners with disabilities	1081	58	18	1157
<i>Row percentages</i>	93.43	5.01	1.56	100.00
<i>Column percentages</i>	53.25	37.18	50.00	52.07
Total	2030	156	36	2222
	91.36	7.02	1.62	100.00

Pearson Chi2 = 15.06 Prob = 0.0005

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher IE training and remembering difficulty</b>				
Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	751	35	21	807
<i>Row percentages</i>	93.06	4.34	2.60	100.00
<i>Column percentages</i>	37.00	22.44	58.33	36.32
Attended at least one IE training	1279	121	15	1415
<i>Row percentages</i>	90.39	8.55	1.06	100.00
<i>Column percentages</i>	63.00	77.56	41.67	63.68
Total	2030	156	36	2222
	91.36	7.02	1.62	100.00

Pearson Chi2 = 20.95 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Class size and remembering functional difficulty</b>				
Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1016	112	17	1145
<i>Row percentages</i>	88.73	9.78	1.48	100.00
<i>Column percentages</i>	50.05	71.79	47.22	51.53
Average or above class size	1014	44	19	1077
<i>Row percentages</i>	94.15	4.09	1.76	100.00
<i>Column percentages</i>	49.95	28.21	52.78	48.47
Total	2030	156	36	2222
	91.36	7.02	1.62	100.00

Pearson Chi2 = 27.70 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and concentrating difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	666	58	17	741
<i>Percent overall</i>	89.88	7.83	2.29	100.00
<i>Percent by province</i>	32.16	55.24	36.96	33.35
Gandaki	312	31	9	352
<i>Percent overall</i>	88.64	8.81	2.56	100.00
<i>Percent by province</i>	15.07	29.52	19.57	15.84
Karnali	279	5	1	285
<i>Percent overall</i>	97.89	1.75	0.35	100.00
<i>Percent by province</i>	13.47	4.76	2.17	12.83
Province 2	814	11	19	844
<i>Percent overall</i>	96.45	1.30	2.25	100.00
<i>Percent by province</i>	39.30	10.48	41.30	37.98
Total	2071	105	46	2222
<i>Percent overall</i>	93.20	4.73	2.07	100.00

Pearson Chi2 = 61.81 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and concentration difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	722	9	14	745
<i>Percent overall</i>	96.91	1.21	1.88	100.00
<i>Percent by school type</i>	34.86	8.57	30.43	33.53
Mainstream with resource class	904	35	31	970
<i>Percent overall</i>	93.20	3.61	3.20	100.00
<i>Percent by school type</i>	43.65	33.33	67.39	43.65
Special school	278	61	1	340



<i>Percent overall</i>	81.76	17.94	0.29	100.00
<i>Percent by school type</i>	13.42	58.10	2.17	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.06	0.00	0.00	7.52
Total	2071	105	46	2222
<i>Percent overall</i>	93.20	4.73	2.07	100.00

Pearson Chi2 = 177.03 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and concentration functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	371	19	28	418
<i>Row percentages</i>	88.76	4.55	6.70	100.00
<i>Column percentages</i>	17.91	18.10	60.87	18.81
Operational dataset (December 2022)	1700	86	18	1804
<i>Row percentages</i>	94.24	4.77	1.00	100.00
<i>Column percentages</i>	82.09	81.90	39.13	81.19
Total	2071	105	46	2222
<i>Percent overall</i>	93.20	4.73	2.07	100.00

Pearson Chi2 = 54.40 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and concentrating functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	917	26	16	959
<i>Row percentages</i>	95.62	2.71	1.67	100.00
<i>Column percentages</i>	44.67	24.76	34.78	43.51

Women	1136	79	30	1245
<i>Row percentages</i>	91.24	6.35	2.41	100.00
<i>Column percentages</i>	55.33	75.24	65.22	56.49
Total	2053	105	46	2204
<i>Percent overall</i>	93.15	4.76	2.09	100.00

Pearson Chi2 = 17.56 Prob = 0.0002

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and concentrating functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	61	0	17	78
<i>Row percentages</i>	78.21	0.00	21.79	100.00
<i>Column percentages</i>	2.95	0.00	36.96	3.51
Not very well - I have spoken to this student individually a few times	155	18	17	190
<i>Row percentages</i>	81.58	9.47	8.95	100.00
<i>Column percentages</i>	7.48	17.14	36.96	8.55
Somewhat well - I have spoken to this student individually and know their person	614	32	12	658
<i>Row percentages</i>	93.31	4.86	1.82	100.00
<i>Column percentages</i>	29.65	30.48	26.09	29.61
Very well - I speak with this student individually frequently, I know their pers	1241	55	0	1296
<i>Row percentages</i>	95.76	4.24	0.00	100.00
<i>Column percentages</i>	59.92	52.38	0.00	58.33
Total	2071	105	46	2222
<i>Percent overall</i>	93.20	4.73	2.07	100.00

Pearson Chi2 = 235.98 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and concentrating functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1742	92	28	1862
<i>Row percentages</i>	93.56	4.94	1.50	100.00
<i>Column percentages</i>	85.69	90.20	63.64	85.45
Have received training	291	10	16	317
<i>Row percentages</i>	91.80	3.15	5.05	100.00
<i>Column percentages</i>	14.31	9.80	36.36	14.55
Total	2033	102	44	2179
	93.30	4.68	2.02	100.00

Pearson Chi2 = 18.78 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and concentrating functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1429	78	25	1532
<i>Row percentages</i>	93.28	5.09	1.63	100.00
<i>Column percentages</i>	69.00	74.29	54.35	68.95
Another language (not Nepali) is used most often in the classroom	642	27	21	690
<i>Row percentages</i>	93.04	3.91	3.04	100.00
<i>Column percentages</i>	31.00	25.71	45.65	31.05
Total	2071	105	46	2222
	93.20	4.73	2.07	100.00

Pearson Chi2 = 5.98 Prob = 0.0503

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and concentrating functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	967	51	21	1039
<i>Row percentages</i>	93.07	4.91	2.02	100.00
<i>Column percentages</i>	46.69	48.57	45.65	46.76
At least one in household	1104	54	25	1183
<i>Row percentages</i>	93.32	4.56	2.11	100.00
<i>Column percentages</i>	53.31	51.43	54.35	53.24
Total	2071	105	46	2222
	93.20	4.73	2.07	100.00

Pearson Chi2 = 0.16 Prob = 0.9209

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and concentrating functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	969	74	22	1065
<i>Row percentages</i>	90.99	6.95	2.07	100.00
<i>Column percentages</i>	46.79	70.48	47.83	47.93
Above average comfort teaching learners with disabilities	1102	31	24	1157
<i>Row percentages</i>	95.25	2.68	2.07	100.00
<i>Column percentages</i>	53.21	29.52	52.17	52.07
Total	2071	105	46	2222
	93.20	4.73	2.07	100.00

Pearson Chi2 = 22.47 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and concentration difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	755	20	32	807
<i>Row percentages</i>	93.56	2.48	3.97	100.00
<i>Column percentages</i>	36.46	19.05	69.57	36.32
Attended at least one IE training	1316	85	14	1415
<i>Row percentages</i>	93.00	6.01	0.99	100.00
<i>Column percentages</i>	63.54	80.95	30.43	63.68
Total	2071	105	46	2222
	93.20	4.73	2.07	100.00

Pearson Chi2 = 20.95 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1049	81	15	1145
<i>Row percentages</i>	91.62	7.07	1.31	100.00
<i>Column percentages</i>	50.65	77.14	32.61	51.53
Average or above class size	1022	24	31	1077
<i>Row percentages</i>	94.89	2.23	2.88	100.00
<i>Column percentages</i>	49.35	22.86	67.39	48.47
Total	2071	105	46	2222
	93.20	4.73	2.07	100.00

Pearson Chi2 = 34.81 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and accepting change difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	653	51	37	741
<i>Percent overall</i>	88.12	6.88	4.99	100.00
<i>Percent by province</i>	32.03	45.95	51.39	33.35
Gandaki	299	38	15	352
<i>Percent overall</i>	84.94	10.80	4.26	100.00
<i>Percent by province</i>	14.66	34.23	20.83	15.84
Karnali	268	16	1	285
<i>Percent overall</i>	94.04	5.61	0.35	100.00
<i>Percent by province</i>	13.14	14.41	1.39	12.83
Province 2	819	6	19	844
<i>Percent overall</i>	97.04	0.71	2.25	100.00
<i>Percent by province</i>	40.17	5.41	26.39	37.98
Total	2039	111	72	2222
<i>Percent overall</i>	91.76	5.00	3.24	100.00

Pearson Chi2 = 83.84 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and accepting change difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	711	19	15	745
<i>Percent overall</i>	95.44	2.55	2.01	100.00
<i>Percent by school type</i>	34.87	17.12	20.83	33.53
Mainstream with resource class	884	32	54	970
<i>Percent overall</i>	91.13	3.30	5.57	100.00
<i>Percent by school type</i>	43.35	28.83	75.00	43.65
Special school	277	60	3	340

<i>Percent overall</i>	81.47	17.65	0.88	100.00
<i>Percent by school type</i>	13.59	54.05	4.17	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.19	0.00	0.00	7.52
Total	2039	111	72	2222
<i>Percent overall</i>	91.76	5.00	3.24	100.00

Pearson Chi2 = 169.00 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and accepting change functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	357	16	45	418
<i>Row percentages</i>	85.41	3.83	10.77	100.00
<i>Column percentages</i>	17.51	14.41	62.50	18.81
Operational dataset (December 2022)	1682	95	27	1804
<i>Row percentages</i>	93.24	5.27	1.50	100.00
<i>Column percentages</i>	82.49	85.59	37.50	81.19
Total	2039	111	72	2222
<i>Percent overall</i>	91.76	5.00	3.24	100.00

Pearson Chi2 = 93.65 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and accepting change functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	903	37	19	959
<i>Row percentages</i>	94.16	3.86	1.98	100.00
<i>Column percentages</i>	44.68	33.33	26.39	43.51
Women	1118	74	53	1245

<i>Row percentages</i>	89.80	5.94	4.26	100.00
<i>Column percentages</i>	55.32	66.67	73.61	56.49
Total	2021	111	72	2204
<i>Percent overall</i>	91.70	5.04	3.27	100.00

Pearson Chi2 = 14.39 Prob = 0.0007

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and accepting change functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	54	1	23	78
<i>Row percentages</i>	69.23	1.28	29.49	100.00
<i>Column percentages</i>	2.65	0.90	31.94	3.51
Not very well - I have spoken to this student individually a few times	154	10	26	190
<i>Row percentages</i>	81.05	5.26	13.68	100.00
<i>Column percentages</i>	7.55	9.01	36.11	8.55
Somewhat well - I have spoken to this student individually and know their person	603	33	22	658
<i>Row percentages</i>	91.64	5.02	3.34	100.00
<i>Column percentages</i>	29.57	29.73	30.56	29.61
Very well - I speak with this student individually frequently, I know their pers	1228	67	1	1296
<i>Row percentages</i>	94.75	5.17	0.08	100.00
<i>Column percentages</i>	60.23	60.36	1.39	58.33
Total	2039	111	72	2222
<i>Percent overall</i>	91.76	5.00	3.24	100.00

Pearson Chi2 = 280.04 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages



### Teacher training and accepting change functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1708	99	55	1862
<i>Row percentages</i>	91.73	5.32	2.95	100.00
<i>Column percentages</i>	85.27	92.52	79.71	85.45
Have received training	295	8	14	317
<i>Row percentages</i>	93.06	2.52	4.42	100.00
<i>Column percentages</i>	14.73	7.48	20.29	14.55
Total	2003	107	69	2179
	91.92	4.91	3.17	100.00

Pearson Chi2 = 6.19 Prob = 0.0454

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and accepting change functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1389	92	51	1532
<i>Row percentages</i>	90.67	6.01	3.33	100.00
<i>Column percentages</i>	68.12	82.88	70.83	68.95
Another language (not Nepali) is used most often in the classroom	650	19	21	690
<i>Row percentages</i>	94.20	2.75	3.04	100.00
<i>Column percentages</i>	31.88	17.12	29.17	31.05
Total	2039	111	72	2222
	91.76	5.00	3.24	100.00

Pearson Chi2 = 10.84 Prob = 0.0044

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher household member disability and accepting change functional difficulty**

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	967	51	21	1039
<i>Row percentages</i>	93.07	4.91	2.02	100.00
<i>Column percentages</i>	47.43	45.95	29.17	46.76
At least one in household	1072	60	51	1183
<i>Row percentages</i>	90.62	5.07	4.31	100.00
<i>Column percentages</i>	52.57	54.05	70.83	53.24
Total	2039	111	72	2222
	91.76	5.00	3.24	100.00

Pearson Chi2 = 9.34 Prob = 0.0094

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and accepting change functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	953	72	40	1065
<i>Row percentages</i>	89.48	6.76	3.76	100.00
<i>Column percentages</i>	46.74	64.86	55.56	47.93
Above average comfort teaching learners with disabilities	1086	39	32	1157
<i>Row percentages</i>	93.86	3.37	2.77	100.00
<i>Column percentages</i>	53.26	35.14	44.44	52.07
Total	2039	111	72	2222
	91.76	5.00	3.24	100.00

Pearson Chi2 = 15.59 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and accepting change difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	735	20	52	807
<i>Row percentages</i>	91.08	2.48	6.44	100.00
<i>Column percentages</i>	36.05	18.02	72.22	36.32
Attended at least one IE training	1304	91	20	1415
<i>Row percentages</i>	92.16	6.43	1.41	100.00
<i>Column percentages</i>	63.95	81.98	27.78	63.68
Total	2039	111	72	2222
	91.76	5.00	3.24	100.00

Pearson Chi2 = 56.27 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating accepting change difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1044	80	21	1145
<i>Row percentages</i>	91.18	6.99	1.83	100.00
<i>Column percentages</i>	51.20	72.07	29.17	51.53
Average or above class size	995	31	51	1077
<i>Row percentages</i>	92.39	2.88	4.74	100.00
<i>Column percentages</i>	48.80	27.93	70.83	48.47
Total	2039	111	72	2222
	91.76	5.00	3.24	100.00

Pearson Chi2 = 33.26 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and behavior functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	655	55	31	741
<i>Percent overall</i>	88.39	7.42	4.18	100.00
<i>Percent by province</i>	31.83	53.92	50.00	33.35
Gandaki	313	27	12	352
<i>Percent overall</i>	88.92	7.67	3.41	100.00
<i>Percent by province</i>	15.21	26.47	19.35	15.84
Karnali	277	7	1	285
<i>Percent overall</i>	97.19	2.46	0.35	100.00
<i>Percent by province</i>	13.46	6.86	1.61	12.83
Province 2	813	13	18	844
<i>Percent overall</i>	96.33	1.54	2.13	100.00
<i>Percent by province</i>	39.50	12.75	29.03	37.98
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 57.02 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and making friends functional difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	719	13	13	745
<i>Percent overall</i>	96.51	1.74	1.74	100.00
<i>Percent by school type</i>	34.94	12.75	20.97	33.53
Mainstream with resource class	899	24	47	970
<i>Percent overall</i>	92.68	2.47	4.85	100.00
<i>Percent by school type</i>	43.68	23.53	75.81	43.65
Special school	273	65	2	340

<i>Percent overall</i>	80.29	19.12	0.59	100.00
<i>Percent by school type</i>	13.27	63.73	3.23	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.11	0.00	0.00	7.52
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 222.52 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and making friends functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	364	15	39	418
<i>Row percentages</i>	87.08	3.59	9.33	100.00
<i>Column percentages</i>	17.69	14.71	62.90	18.81
Operational dataset (December 2022)	1694	87	23	1804
<i>Row percentages</i>	93.90	4.82	1.27	100.00
<i>Column percentages</i>	82.31	85.29	37.10	81.19
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 81.75 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and making friends functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	912	30	17	959
<i>Row percentages</i>	95.10	3.13	1.77	100.00
<i>Column percentages</i>	44.71	29.41	27.42	43.51

Women	1128	72	45	1245
<i>Row percentages</i>	90.60	5.78	3.61	100.00
<i>Column percentages</i>	55.29	70.59	72.58	56.49
Total	2040	102	62	2204
<i>Percent overall</i>	92.56	4.63	2.81	100.00

Pearson Chi2 = 15.97 Prob = 0.0003

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and making friends functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	58	2	18	78
<i>Row percentages</i>	74.36	2.56	23.08	100.00
<i>Column percentages</i>	2.82	1.96	29.03	3.51
Not very well - I have spoken to this student individually a few times	156	9	25	190
<i>Row percentages</i>	82.11	4.74	13.16	100.00
<i>Column percentages</i>	7.58	8.82	40.32	8.55
Somewhat well - I have spoken to this student individually and know their person	607	34	17	658
<i>Row percentages</i>	92.25	5.17	2.58	100.00
<i>Column percentages</i>	29.49	33.33	27.42	29.61
Very well - I speak with this student individually frequently, I know their pers	1237	57	2	1296
<i>Row percentages</i>	95.45	4.40	0.15	100.00
<i>Column percentages</i>	60.11	55.88	3.23	58.33
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 228.10 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training and making friends functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1727	89	46	1862
<i>Row percentages</i>	92.75	4.78	2.47	100.00
<i>Column percentages</i>	85.33	91.75	79.31	85.45
Have received training	297	8	12	317
<i>Row percentages</i>	93.69	2.52	3.79	100.00
<i>Column percentages</i>	14.67	8.25	20.69	14.55
Total	2024	97	58	2179
	92.89	4.45	2.66	100.00

Pearson Chi2 = 4.88 Prob = 0.0870

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and making friends functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1409	78	45	1532
<i>Row percentages</i>	91.97	5.09	2.94	100.00
<i>Column percentages</i>	68.46	76.47	72.58	68.95
Another language (not Nepali) is used most often in the classroom	649	24	17	690
<i>Row percentages</i>	94.06	3.48	2.46	100.00
<i>Column percentages</i>	31.54	23.53	27.42	31.05
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 3.30 Prob = 0.1918

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and making friends functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	969	52	18	1039
<i>Row percentages</i>	93.26	5.00	1.73	100.00
<i>Column percentages</i>	47.08	50.98	29.03	46.76
At least one in household	1089	50	44	1183
<i>Row percentages</i>	92.05	4.23	3.72	100.00
<i>Column percentages</i>	52.92	49.02	70.97	53.24
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 8.64 Prob = 0.0133

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and making friends functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	960	70	35	1065
<i>Row percentages</i>	90.14	6.57	3.29	100.00
<i>Column percentages</i>	46.65	68.63	56.45	47.93
Above average comfort teaching learners with disabilities	1098	32	27	1157
<i>Row percentages</i>	94.90	2.77	2.33	100.00
<i>Column percentages</i>	53.35	31.37	43.55	52.07
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 20.67 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages



### Teacher IE training and making friends functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	751	13	43	807
<i>Row percentages</i>	93.06	1.61	5.33	100.00
<i>Column percentages</i>	36.49	12.75	69.35	36.32
Attended at least one IE training	1307	89	19	1415
<i>Row percentages</i>	92.37	6.29	1.34	100.00
<i>Column percentages</i>	63.51	87.25	30.65	63.68
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 53.79 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating making friends functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1050	78	17	1145
<i>Row percentages</i>	91.70	6.81	1.48	100.00
<i>Column percentages</i>	51.02	76.47	27.42	51.53
Average or above class size	1008	24	45	1077
<i>Row percentages</i>	93.59	2.23	4.18	100.00
<i>Column percentages</i>	48.98	23.53	72.58	48.47
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00
	100.00	100.00	100.00	100.00

Pearson Chi2 = 40.05 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and behavior functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	655	55	31	741
<i>Percent overall</i>	88.39	7.42	4.18	100.00
<i>Percent by province</i>	31.83	53.92	50.00	33.35
Gandaki	313	27	12	352
<i>Percent overall</i>	88.92	7.67	3.41	100.00
<i>Percent by province</i>	15.21	26.47	19.35	15.84
Karnali	277	7	1	285
<i>Percent overall</i>	97.19	2.46	0.35	100.00
<i>Percent by province</i>	13.46	6.86	1.61	12.83
Province 2	813	13	18	844
<i>Percent overall</i>	96.33	1.54	2.13	100.00
<i>Percent by province</i>	39.50	12.75	29.03	37.98
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 57.02 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and behavior difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	719	13	13	745
<i>Percent overall</i>	96.51	1.74	1.74	100.00
<i>Percent by school type</i>	34.94	12.75	20.97	33.53
Mainstream with resource class	899	24	47	970
<i>Percent overall</i>	92.68	2.47	4.85	100.00
<i>Percent by school type</i>	43.68	23.53	75.81	43.65
Special school	273	65	2	340

<i>Percent overall</i>	80.29	19.12	0.59	100.00
<i>Percent by school type</i>	13.27	63.73	3.23	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.11	0.00	0.00	7.52
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 222.52 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and behavior functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	364	15	39	418
<i>Row percentages</i>	87.08	3.59	9.33	100.00
<i>Column percentages</i>	17.69	14.71	62.90	18.81
Operational dataset (December 2022)	1694	87	23	1804
<i>Row percentages</i>	93.90	4.82	1.27	100.00
<i>Column percentages</i>	82.31	85.29	37.10	81.19
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 81.75 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and behavior functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	912	30	17	959
<i>Row percentages</i>	95.10	3.13	1.77	100.00
<i>Column percentages</i>	44.71	29.41	27.42	43.51
Women	1128	72	45	1245

<i>Row percentages</i>	90.60	5.78	3.61	100.00
<i>Column percentages</i>	55.29	70.59	72.58	56.49
Total	2040	102	62	2204
<i>Percent overall</i>	92.56	4.63	2.81	100.00

Pearson Chi2 = 15.97 Prob = 0.0003

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and behavior functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	58	2	18	78
<i>Row percentages</i>	74.36	2.56	23.08	100.00
<i>Column percentages</i>	2.82	1.96	29.03	3.51
Not very well - I have spoken to this student individually a few times	156	9	25	190
<i>Row percentages</i>	82.11	4.74	13.16	100.00
<i>Column percentages</i>	7.58	8.82	40.32	8.55
Somewhat well - I have spoken to this student individually and know their person	607	34	17	658
<i>Row percentages</i>	92.25	5.17	2.58	100.00
<i>Column percentages</i>	29.49	33.33	27.42	29.61
Very well - I speak with this student individually frequently, I know their pers	1237	57	2	1296
<i>Row percentages</i>	95.45	4.40	0.15	100.00
<i>Column percentages</i>	60.11	55.88	3.23	58.33
Total	2058	102	62	2222
<i>Percent overall</i>	92.62	4.59	2.79	100.00

Pearson Chi2 = 228.10 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training and behavior functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1727	89	46	1862
<i>Row percentages</i>	92.75	4.78	2.47	100.00
<i>Column percentages</i>	85.33	91.75	79.31	85.45
Have received training	297	8	12	317
<i>Row percentages</i>	93.69	2.52	3.79	100.00
<i>Column percentages</i>	14.67	8.25	20.69	14.55
Total	2024	97	58	2179
	92.89	4.45	2.66	100.00

Pearson Chi2 = 4.88 Prob = 0.0870

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and behavior functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1409	78	45	1532
<i>Row percentages</i>	91.97	5.09	2.94	100.00
<i>Column percentages</i>	68.46	76.47	72.58	68.95
Another language (not Nepali) is used most often in the classroom	649	24	17	690
<i>Row percentages</i>	94.06	3.48	2.46	100.00
<i>Column percentages</i>	31.54	23.53	27.42	31.05
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 3.30 Prob = 0.1918

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher household member disability and behavior functional difficulty

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	969	52	18	1039
<i>Row percentages</i>	93.26	5.00	1.73	100.00
<i>Column percentages</i>	47.08	50.98	29.03	46.76
At least one in household	1089	50	44	1183
<i>Row percentages</i>	92.05	4.23	3.72	100.00
<i>Column percentages</i>	52.92	49.02	70.97	53.24
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 8.64 Prob = 0.0133

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher comfort teaching learners with disabilities and behavior functional difficulty

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	960	70	35	1065
<i>Row percentages</i>	90.14	6.57	3.29	100.00
<i>Column percentages</i>	46.65	68.63	56.45	47.93
Above average comfort teaching learners with disabilities	1098	32	27	1157
<i>Row percentages</i>	94.90	2.77	2.33	100.00
<i>Column percentages</i>	53.35	31.37	43.55	52.07
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 20.67 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and behavior functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	751	13	43	807
<i>Row percentages</i>	93.06	1.61	5.33	100.00
<i>Column percentages</i>	36.49	12.75	69.35	36.32
Attended at least one IE training	1307	89	19	1415
<i>Row percentages</i>	92.37	6.29	1.34	100.00
<i>Column percentages</i>	63.51	87.25	30.65	63.68
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00

Pearson Chi2 = 53.79 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating behavior functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1050	78	17	1145
<i>Row percentages</i>	91.70	6.81	1.48	100.00
<i>Column percentages</i>	51.02	76.47	27.42	51.53
Average or above class size	1008	24	45	1077
<i>Row percentages</i>	93.59	2.23	4.18	100.00
<i>Column percentages</i>	48.98	23.53	72.58	48.47
Total	2058	102	62	2222
	92.62	4.59	2.79	100.00
	100.00	100.00	100.00	100.00

Pearson Chi2 = 40.05 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and making friends functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	693	39	9	741
<i>Percent overall</i>	93.52	5.26	1.21	100.00
<i>Percent by province</i>	32.69	58.21	25.71	33.35
Gandaki	326	17	9	352
<i>Percent overall</i>	92.61	4.83	2.56	100.00
<i>Percent by province</i>	15.38	25.37	25.71	15.84
Karnali	282	1	2	285
<i>Percent overall</i>	98.95	0.35	0.70	100.00
<i>Percent by province</i>	13.30	1.49	5.71	12.83
Province 2	819	10	15	844
<i>Percent overall</i>	97.04	1.18	1.78	100.00
<i>Percent by province</i>	38.63	14.93	42.86	37.98
Total	2120	67	35	2222
<i>Percent overall</i>	95.41	3.02	1.58	100.00

Pearson Chi2 = 37.89 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and making friends difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	729	5	11	745
<i>Percent overall</i>	97.85	0.67	1.48	100.00
<i>Percent by school type</i>	34.39	7.46	31.43	33.53
Mainstream with resource class	927	19	24	970
<i>Percent overall</i>	95.57	1.96	2.47	100.00
<i>Percent by school type</i>	43.73	28.36	68.57	43.65
Special school	297	43	0	340



<i>Percent overall</i>	87.35	12.65	0.00	100.00
<i>Percent by school type</i>	14.01	64.18	0.00	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	7.88	0.00	0.00	7.52
Total	2120	67	35	2222
<i>Percent overall</i>	95.41	3.02	1.58	100.00

Pearson Chi2 = 142.97 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and making friends functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	393	9	16	418
<i>Row percentages</i>	94.02	2.15	3.83	100.00
<i>Column percentages</i>	18.54	13.43	45.71	18.81
Operational dataset (December 2022)	1727	58	19	1804
<i>Row percentages</i>	95.73	3.22	1.05	100.00
<i>Column percentages</i>	81.46	86.57	54.29	81.19
Total	2120	67	35	2222
<i>Percent overall</i>	95.41	3.02	1.58	100.00

Pearson Chi2 = 17.96 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and making friends functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	928	20	11	959
<i>Row percentages</i>	96.77	2.09	1.15	100.00
<i>Column percentages</i>	44.15	29.85	31.43	43.51
Women	1174	47	24	1245

<i>Row percentages</i>	94.30	3.78	1.93	100.00
<i>Column percentages</i>	55.85	70.15	68.57	56.49
Total	2102	67	35	2204
<i>Percent overall</i>	95.37	3.04	1.59	100.00

Pearson Chi2 = 7.51 Prob = 0.0234

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and making friends functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	59	0	19	78
<i>Row percentages</i>	75.64	0.00	24.36	100.00
<i>Column percentages</i>	2.78	0.00	54.29	3.51
Not very well - I have spoken to this student individually a few times	180	5	5	190
<i>Row percentages</i>	94.74	2.63	2.63	100.00
<i>Column percentages</i>	8.49	7.46	14.29	8.55
Somewhat well - I have spoken to this student individually and know their person	628	21	9	658
<i>Row percentages</i>	95.44	3.19	1.37	100.00
<i>Column percentages</i>	29.62	31.34	25.71	29.61
Very well - I speak with this student individually frequently, I know their pers	1253	41	2	1296
<i>Row percentages</i>	96.68	3.16	0.15	100.00
<i>Column percentages</i>	59.10	61.19	5.71	58.33
Total	2120	67	35	2222
<i>Percent overall</i>	95.41	3.02	1.58	100.00

Pearson Chi2 = 281.22 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training and making friends functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1775	59	28	1862
<i>Row percentages</i>	95.33	3.17	1.50	100.00
<i>Column percentages</i>	85.25	93.65	82.35	85.45
Have received training	307	4	6	317
<i>Row percentages</i>	96.85	1.26	1.89	100.00
<i>Column percentages</i>	14.75	6.35	17.65	14.55
Total	2082	63	34	2179
	95.55	2.89	1.56	100.00

Pearson Chi2 = 3.73 Prob = 0.1545

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and making friends functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1455	52	25	1532
<i>Row percentages</i>	94.97	3.39	1.63	100.00
<i>Column percentages</i>	68.63	77.61	71.43	68.95
Another language (not Nepali) is used most often in the classroom	665	15	10	690
<i>Row percentages</i>	96.38	2.17	1.45	100.00
<i>Column percentages</i>	31.37	22.39	28.57	31.05
Total	2120	67	35	2222
	95.41	3.02	1.58	100.00

Pearson Chi2 = 2.55 Prob = 0.2797

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher household member disability and making friends functional difficulty**

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	997	29	13	1039
<i>Row percentages</i>	95.96	2.79	1.25	100.00
<i>Column percentages</i>	47.03	43.28	37.14	46.76
At least one in household	1123	38	22	1183
<i>Row percentages</i>	94.93	3.21	1.86	100.00
<i>Column percentages</i>	52.97	56.72	62.86	53.24
Total	2120	67	35	2222
	95.41	3.02	1.58	100.00

Pearson Chi2 = 1.69 Prob = 0.4302

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and making friends functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	1006	50	9	1065
<i>Row percentages</i>	94.46	4.69	0.85	100.00
<i>Column percentages</i>	47.45	74.63	25.71	47.93
Above average comfort teaching learners with disabilities	1114	17	26	1157
<i>Row percentages</i>	96.28	1.47	2.25	100.00
<i>Column percentages</i>	52.55	25.37	74.29	52.07
Total	2120	67	35	2222
	95.41	3.02	1.58	100.00

Pearson Chi2 = 26.25 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and making friends functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	777	8	22	807
<i>Row percentages</i>	96.28	0.99	2.73	100.00
<i>Column percentages</i>	36.65	11.94	62.86	36.32
Attended at least one IE training	1343	59	13	1415
<i>Row percentages</i>	94.91	4.17	0.92	100.00
<i>Column percentages</i>	63.35	88.06	37.14	63.68
Total	2120	67	35	2222
	95.41	3.02	1.58	100.00

Pearson Chi2 = 27.98 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating making friends functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1077	53	15	1145
<i>Row percentages</i>	94.06	4.63	1.31	100.00
<i>Column percentages</i>	50.80	79.10	42.86	51.53
Average or above class size	1043	14	20	1077
<i>Row percentages</i>	96.84	1.30	1.86	100.00
<i>Column percentages</i>	49.20	20.90	57.14	48.47
Total	2120	67	35	2222
	95.41	3.02	1.58	100.00

Pearson Chi2 = 21.90 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Province and anxiety functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	660	30	51	741
<i>Percent overall</i>	89.07	4.05	6.88	100.00
<i>Percent by province</i>	31.88	48.39	56.67	33.35
Gandaki	331	11	10	352
<i>Percent overall</i>	94.03	3.13	2.84	100.00
<i>Percent by province</i>	15.99	17.74	11.11	15.84
Karnali	277	4	4	285
<i>Percent overall</i>	97.19	1.40	1.40	100.00
<i>Percent by province</i>	13.38	6.45	4.44	12.83
Province 2	802	17	25	844
<i>Percent overall</i>	95.02	2.01	2.96	100.00
<i>Percent by province</i>	38.74	27.42	27.78	37.98
Total	2070	62	90	2222
<i>Percent overall</i>	93.16	2.79	4.05	100.00

Pearson Chi2 = 33.65 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and anxiety difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	709	13	23	745
<i>Percent overall</i>	95.17	1.74	3.09	100.00
<i>Percent by school type</i>	34.25	20.97	25.56	33.53
Mainstream with resource class	896	21	53	970
<i>Percent overall</i>	92.37	2.16	5.46	100.00
<i>Percent by school type</i>	43.29	33.87	58.89	43.65

Special school	298	28	14	340
<i>Percent overall</i>	87.65	8.24	4.12	100.00
<i>Percent by school type</i>	14.40	45.16	15.56	15.30
Madrasa	167	0	0	167
<i>Percent overall</i>	100.00	0.00	0.00	100.00
<i>Percent by school type</i>	8.07	0.00	0.00	7.52
Total	2070	62	90	2222
<i>Percent overall</i>	93.16	2.79	4.05	100.00

Pearson Chi2 = 60.66 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and anxiety functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	354	9	55	418
<i>Row percentages</i>	84.69	2.15	13.16	100.00
<i>Column percentages</i>	17.10	14.52	61.11	18.81
Operational dataset (December 2022)	1716	53	35	1804
<i>Row percentages</i>	95.12	2.94	1.94	100.00
<i>Column percentages</i>	82.90	85.48	38.89	81.19
Total	2070	62	90	2222
<i>Percent overall</i>	93.16	2.79	4.05	100.00

Pearson Chi2 = 110.15 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and anxiety functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	907	23	29	959
<i>Row percentages</i>	94.58	2.40	3.02	100.00

<i>Column percentages</i>	44.20	37.10	32.22	43.51
Women	1145	39	61	1245
<i>Row percentages</i>	91.97	3.13	4.90	100.00
<i>Column percentages</i>	55.80	62.90	67.78	56.49
Total	2052	62	90	2204
<i>Percent overall</i>	93.10	2.81	4.08	100.00

Pearson Chi2 = 6.10 Prob = 0.0473

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and anxiety functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	47	1	30	78
<i>Row percentages</i>	60.26	1.28	38.46	100.00
<i>Column percentages</i>	2.27	1.61	33.33	3.51
Not very well - I have spoken to this student individually a few times	161	5	24	190
<i>Row percentages</i>	84.74	2.63	12.63	100.00
<i>Column percentages</i>	7.78	8.06	26.67	8.55
Somewhat well - I have spoken to this student individually and know their person	606	21	31	658
<i>Row percentages</i>	92.10	3.19	4.71	100.00
<i>Column percentages</i>	29.28	33.87	34.44	29.61
Very well - I speak with this student individually frequently, I know their pers	1256	35	5	1296
<i>Row percentages</i>	96.91	2.70	0.39	100.00
<i>Column percentages</i>	60.68	56.45	5.56	58.33
Total	2070	62	90	2222
<i>Percent overall</i>	93.16	2.79	4.05	100.00

Pearson Chi2 = 319.87 Prob = 0.0000



First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher training and anxiety functional difficulty</b>				
Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1739	58	65	1862
<i>Row percentages</i>	93.39	3.11	3.49	100.00
<i>Column percentages</i>	85.25	95.08	83.33	85.45
Have received training	301	3	13	317
<i>Row percentages</i>	94.95	0.95	4.10	100.00
<i>Column percentages</i>	14.75	4.92	16.67	14.55
Total	2040	61	78	2179
	93.62	2.80	3.58	100.00

Pearson Chi2 = 4.90 Prob = 0.0862

First row has frequencies; second row has row percentages and third row has column percentages

<b>Classroom language and anxiety functional difficulty</b>				
Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1428	39	65	1532
<i>Row percentages</i>	93.21	2.55	4.24	100.00
<i>Column percentages</i>	68.99	62.90	72.22	68.95
Another language (not Nepali) is used most often in the classroom	642	23	25	690
<i>Row percentages</i>	93.04	3.33	3.62	100.00
<i>Column percentages</i>	31.01	37.10	27.78	31.05
Total	2070	62	90	2222
	93.16	2.79	4.05	100.00

Pearson Chi2 = 1.51 Prob = 0.4700

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher household member disability and anxiety functional difficulty**

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	972	43	24	1039
<i>Row percentages</i>	93.55	4.14	2.31	100.00
<i>Column percentages</i>	46.96	69.35	26.67	46.76
At least one in household	1098	19	66	1183
<i>Row percentages</i>	92.81	1.61	5.58	100.00
<i>Column percentages</i>	53.04	30.65	73.33	53.24
Total	2070	62	90	2222
	93.16	2.79	4.05	100.00

Pearson Chi2 = 27.34 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and anxiety functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	974	41	50	1065
<i>Row percentages</i>	91.46	3.85	4.69	100.00
<i>Column percentages</i>	47.05	66.13	55.56	47.93
Above average comfort teaching learners with disabilities	1096	21	40	1157
<i>Row percentages</i>	94.73	1.82	3.46	100.00
<i>Column percentages</i>	52.95	33.87	44.44	52.07
Total	2070	62	90	2222
	93.16	2.79	4.05	100.00

Pearson Chi2 = 10.96 Prob = 0.0042

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher IE training and anxiety functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	748	11	48	807
<i>Row percentages</i>	92.69	1.36	5.95	100.00
<i>Column percentages</i>	36.14	17.74	53.33	36.32
Attended at least one IE training	1322	51	42	1415
<i>Row percentages</i>	93.43	3.60	2.97	100.00
<i>Column percentages</i>	63.86	82.26	46.67	63.68
Total	2070	62	90	2222
	93.16	2.79	4.05	100.00

Pearson Chi2 = 20.55 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating anxiety functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1063	40	42	1145
<i>Row percentages</i>	92.84	3.49	3.67	100.00
<i>Column percentages</i>	51.35	64.52	46.67	51.53
Average or above class size	1007	22	48	1077
<i>Row percentages</i>	93.50	2.04	4.46	100.00
<i>Column percentages</i>	48.65	35.48	53.33	48.47
Total	2070	62	90	2222
	93.16	2.79	4.05	100.00

Pearson Chi2 = 5.06 Prob = 0.0795

First row has frequencies; second row has row percentages and third row has column percentages

### Province and depression functional difficulty

Province	No functional difficulty	Functional difficulty	Don't know	Total
Bagmati	669	23	49	741
<i>Percent overall</i>	90.28	3.10	6.61	100.00
<i>Percent by province</i>	32.01	46.00	59.76	33.35
Gandaki	330	11	11	352
<i>Percent overall</i>	93.75	3.13	3.13	100.00
<i>Percent by province</i>	15.79	22.00	13.41	15.84
Karnali	282	2	1	285
<i>Percent overall</i>	98.95	0.70	0.35	100.00
<i>Percent by province</i>	13.49	4.00	1.22	12.83
Province 2	809	14	21	844
<i>Percent overall</i>	95.85	1.66	2.49	100.00
<i>Percent by province</i>	38.71	28.00	25.61	37.98
Total	2090	50	82	2222
<i>Percent overall</i>	94.06	2.25	3.69	100.00

Pearson Chi2 = 39.46 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### School type and depression difficulty

School type	No functional difficulty	Functional difficulty	Don't know	Total
Mainstream	717	10	18	745
<i>Percent overall</i>	96.24	1.34	2.42	100.00
<i>Percent by school type</i>	34.31	20.00	21.95	33.53
Mainstream with resource class	910	14	46	970
<i>Percent overall</i>	93.81	1.44	4.74	100.00
<i>Percent by school type</i>	43.54	28.00	56.10	43.65
Special school	297	25	18	340

<i>Percent overall</i>	87.35	7.35	5.29	100.00
<i>Percent by school type</i>	14.21	50.00	21.95	15.30
Madrasa	166	1	0	167
<i>Percent overall</i>	99.40	0.60	0.00	100.00
<i>Percent by school type</i>	7.94	2.00	0.00	7.52
Total	2090	50	82	2222
<i>Percent overall</i>	94.06	2.25	3.69	100.00

Pearson Chi2 = 64.14 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Data collection round and depression functional difficulty</b>				
Data collection round	No functional difficulty	Functional difficulty	Don't know	Total
Medical dataset (May 2023)	368	4	46	418
<i>Row percentages</i>	88.04	0.96	11.00	100.00
<i>Column percentages</i>	17.61	8.00	56.10	18.81
Operational dataset (December 2022)	1722	46	36	1804
<i>Row percentages</i>	95.45	2.55	2.00	100.00
<i>Column percentages</i>	82.39	92.00	43.90	81.19
Total	2090	50	82	2222
<i>Percent overall</i>	94.06	2.25	3.69	100.00

Pearson Chi2 = 80.45 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher gender and depression functional difficulty</b>				
Gender	No functional difficulty	Functional difficulty	Don't know	Total
Men	913	18	28	959
<i>Row percentages</i>	95.20	1.88	2.92	100.00
<i>Column percentages</i>	44.06	36.00	34.15	43.51
Women	1159	32	54	1245

<i>Row percentages</i>	93.09	2.57	4.34	100.00
<i>Column percentages</i>	55.94	64.00	65.85	56.49
Total	2072	50	82	2204
<i>Percent overall</i>	94.01	2.27	3.72	100.00

Pearson Chi2 = 4.33 Prob = 0.1147

First row has frequencies; second row has row percentages and third row has column percentages

<b>Familiarity with students and depression functional difficulty</b>				
Familiarity level	No functional difficulty	Functional difficulty	Don't know	Total
Not at all - I have not spoke to this student individually before	48	0	30	78
<i>Row percentages</i>	61.54	0.00	38.46	100.00
<i>Column percentages</i>	2.30	0.00	36.59	3.51
Not very well - I have spoken to this student individually a few times	163	4	23	190
<i>Row percentages</i>	85.79	2.11	12.11	100.00
<i>Column percentages</i>	7.80	8.00	28.05	8.55
Somewhat well - I have spoken to this student individually and know their person	622	16	20	658
<i>Row percentages</i>	94.53	2.43	3.04	100.00
<i>Column percentages</i>	29.76	32.00	24.39	29.61
Very well - I speak with this student individually frequently, I know their pers	1257	30	9	1296
<i>Row percentages</i>	96.99	2.31	0.69	100.00
<i>Column percentages</i>	60.14	60.00	10.98	58.33
Total	2090	50	82	2222
<i>Percent overall</i>	94.06	2.25	3.69	100.00

Pearson Chi2 = 337.52 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher training and depression functional difficulty

Training	No functional difficulty	Functional difficulty	Don't know	Total
Have not received training	1754	49	59	1862
<i>Row percentages</i>	94.20	2.63	3.17	100.00
<i>Column percentages</i>	85.23	98.00	83.10	85.45
Have received training	304	1	12	317
<i>Row percentages</i>	95.90	0.32	3.79	100.00
<i>Column percentages</i>	14.77	2.00	16.90	14.55
Total	2058	50	71	2179
	94.45	2.29	3.26	100.00

Pearson Chi2 = 6.73 Prob = 0.0345

First row has frequencies; second row has row percentages and third row has column percentages

### Classroom language and depression functional difficulty

Classroom language	No functional difficulty	Functional difficulty	Don't know	Total
Nepali is used most often in the classroom	1447	28	57	1532
<i>Row percentages</i>	94.45	1.83	3.72	100.00
<i>Column percentages</i>	69.23	56.00	69.51	68.95
Another language (not Nepali) is used most often in the classroom	643	22	25	690
<i>Row percentages</i>	93.19	3.19	3.62	100.00
<i>Column percentages</i>	30.77	44.00	30.49	31.05
Total	2090	50	82	2222
	94.06	2.25	3.69	100.00

Pearson Chi2 = 4.01 Prob = 0.1348

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher household member disability and depression functional difficulty**

Household members	No functional difficulty	Functional difficulty	Don't know	Total
None in household	986	30	23	1039
<i>Row percentages</i>	94.90	2.89	2.21	100.00
<i>Column percentages</i>	47.18	60.00	28.05	46.76
At least one in household	1104	20	59	1183
<i>Row percentages</i>	93.32	1.69	4.99	100.00
<i>Column percentages</i>	52.82	40.00	71.95	53.24
Total	2090	50	82	2222
	94.06	2.25	3.69	100.00

Pearson Chi2 = 15.20 Prob = 0.0005

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher comfort teaching learners with disabilities and depression functional difficulty**

Comfort level	No functional difficulty	Functional difficulty	Don't know	Total
Below average comfort teaching learners with disabilities	978	38	49	1065
<i>Row percentages</i>	91.83	3.57	4.60	100.00
<i>Column percentages</i>	46.79	76.00	59.76	47.93
Above average comfort teaching learners with disabilities	1112	12	33	1157
<i>Row percentages</i>	96.11	1.04	2.85	100.00
<i>Column percentages</i>	53.21	24.00	40.24	52.07
Total	2090	50	82	2222
	94.06	2.25	3.69	100.00

Pearson Chi2 = 21.46 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages



### Teacher IE training and depression functional difficulty

Trainings	No functional difficulty	Functional difficulty	Don't know	Total
No IE trainings	759	5	43	807
<i>Row percentages</i>	94.05	0.62	5.33	100.00
<i>Column percentages</i>	36.32	10.00	52.44	36.32
Attended at least one IE training	1331	45	39	1415
<i>Row percentages</i>	94.06	3.18	2.76	100.00
<i>Column percentages</i>	63.68	90.00	47.56	63.68
Total	2090	50	82	2222
	94.06	2.25	3.69	100.00

Pearson Chi2 = 24.19 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

### Class size and concentrating depression functional difficulty

Class size	No functional difficulty	Functional difficulty	Don't know	Total
Below average class size	1067	36	42	1145
<i>Row percentages</i>	93.19	3.14	3.67	100.00
<i>Column percentages</i>	51.05	72.00	51.22	51.53
Average or above class size	1023	14	40	1077
<i>Row percentages</i>	94.99	1.30	3.71	100.00
<i>Column percentages</i>	48.95	28.00	48.78	48.47
Total	2090	50	82	2222
	94.06	2.25	3.69	100.00

Pearson Chi2 = 8.58 Prob = 0.0137

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher background materials and child functional disability**

Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	939	795	1734
<i>Row percentages</i>	54.15	45.85	100.00
<i>Column percentages</i>	77.54	78.64	78.04
Child has at least 1 functional difficulty	272	216	488
<i>Row percentages</i>	55.74	44.26	100.00
<i>Column percentages</i>	22.46	21.36	21.96
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 0.39 Prob = 0.5344

First row has frequencies; second row has row percentages and third row has column percentages

**Teacher background materials and child seeing functional disability**

Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1123	981	2104
<i>Row percentages</i>	53.37	46.63	100.00
<i>Column percentages</i>	92.73	97.03	94.69
Functional disability	61	23	84
<i>Row percentages</i>	72.62	27.38	100.00
<i>Column percentages</i>	5.04	2.27	3.78
Don't know / no response	27	7	34
<i>Row percentages</i>	79.41	20.59	100.00
<i>Column percentages</i>	2.23	0.69	1.53
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 20.70 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child hearing functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1029	911	1940
<i>Row percentages</i>	53.04	46.96	100.00
<i>Column percentages</i>	89.95	91.74	90.78
Functional difficulty	90	79	169
<i>Row percentages</i>	53.25	46.75	100.00
<i>Column percentages</i>	7.87	7.96	7.91
Don't know / no response	25	3	28
<i>Row percentages</i>	89.29	10.71	100.00
<i>Column percentages</i>	2.19	0.30	1.31
Total	1144	993	2137
	53.53	46.47	100.00

Pearson Chi2 = 14.58 Prob = 0.0007

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child walking functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1163	984	2147
<i>Row percentages</i>	54.17	45.83	100.00
<i>Column percentages</i>	96.04	97.33	96.62
Functional difficulty	24	24	48
<i>Row percentages</i>	50.00	50.00	100.00
<i>Column percentages</i>	1.98	2.37	2.16
Don't know / no response	24	3	27
<i>Row percentages</i>	88.89	11.11	100.00

<i>Column percentages</i>	1.98	0.30	1.22
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 13.36 Prob = 0.0013

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child communicating functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1127	929	2056
<i>Row percentages</i>	54.82	45.18	100.00
<i>Column percentages</i>	93.06	91.89	92.53
Functional difficulty	67	77	144
<i>Row percentages</i>	46.53	53.47	100.00
<i>Column percentages</i>	5.53	7.62	6.48
Don't know / no response	17	5	22
<i>Row percentages</i>	77.27	22.73	100.00
<i>Column percentages</i>	1.40	0.49	0.99
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 8.37 Prob = 0.0152

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child learning functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1098	924	2022
<i>Row percentages</i>	54.30	45.70	100.00
<i>Column percentages</i>	90.67	91.39	91.00
Functional difficulty	88	81	169

<i>Row percentages</i>	52.07	47.93	100.00
<i>Column percentages</i>	7.27	8.01	7.61
Don't know / no response	25	6	31
<i>Row percentages</i>	80.65	19.35	100.00
<i>Column percentages</i>	2.06	0.59	1.40
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 8.98 Prob = 0.0112

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child remembering functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1101	929	2030
<i>Row percentages</i>	54.24	45.76	100.00
<i>Column percentages</i>	90.92	91.89	91.36
Functional difficulty	80	76	156
<i>Row percentages</i>	51.28	48.72	100.00
<i>Column percentages</i>	6.61	7.52	7.02
Don't know / no response	30	6	36
<i>Row percentages</i>	83.33	16.67	100.00
<i>Column percentages</i>	2.48	0.59	1.62
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 12.78 Prob = 0.0017

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher background materials and child remembering functional disability

Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1126	945	2071
<i>Row percentages</i>	54.37	45.63	100.00
<i>Column percentages</i>	92.98	93.47	93.20
Functional difficulty	48	57	105
<i>Row percentages</i>	45.71	54.29	100.00
<i>Column percentages</i>	3.96	5.64	4.73
Don't know / no response	37	9	46
<i>Row percentages</i>	80.43	19.57	100.00
<i>Column percentages</i>	3.06	0.89	2.07
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 15.76 Prob = 0.0004

First row has frequencies; second row has row percentages and third row has column percentages

### Teacher background materials and child accepting change functional disability

Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1089	950	2039
<i>Row percentages</i>	53.41	46.59	100.00
<i>Column percentages</i>	89.93	93.97	91.76
Functional difficulty	59	52	111
<i>Row percentages</i>	53.15	46.85	100.00
<i>Column percentages</i>	4.87	5.14	5.00
Don't know / no response	63	9	72
<i>Row percentages</i>	87.50	12.50	100.00
<i>Column percentages</i>	5.20	0.89	3.24
Total	1211	1011	2222

	54.50	45.50	100.00
--	-------	-------	--------

Pearson Chi2 = 32.68 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child behavior functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1103	955	2058
<i>Row percentages</i>	53.60	46.40	100.00
<i>Column percentages</i>	91.08	94.46	92.62
Functional difficulty	56	46	102
<i>Row percentages</i>	54.90	45.10	100.00
<i>Column percentages</i>	4.62	4.55	4.59
Don't know / no response	52	10	62
<i>Row percentages</i>	83.87	16.13	100.00
<i>Column percentages</i>	4.29	0.99	2.79
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 22.25 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child making friends functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1150	970	2120
<i>Row percentages</i>	54.25	45.75	100.00
<i>Column percentages</i>	94.96	95.94	95.41
Functional difficulty	34	33	67
<i>Row percentages</i>	50.75	49.25	100.00
<i>Column percentages</i>	2.81	3.26	3.02

Don't know / no response	27	8	35
<i>Row percentages</i>	77.14	22.86	100.00
<i>Column percentages</i>	2.23	0.79	1.58
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 7.67 Prob = 0.0216

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child anxiety functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1116	954	2070
<i>Row percentages</i>	53.91	46.09	100.00
<i>Column percentages</i>	92.16	94.36	93.16
Functional difficulty	21	41	62
<i>Row percentages</i>	33.87	66.13	100.00
<i>Column percentages</i>	1.73	4.06	2.79
Don't know / no response	74	16	90
<i>Row percentages</i>	82.22	17.78	100.00
<i>Column percentages</i>	6.11	1.58	4.05
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 38.82 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Teacher background materials and child depression functional disability</b>			
Child functional difficulty	Received materials	No background materials	Total
No functional difficulty	1130	960	2090
<i>Row percentages</i>	54.07	45.93	100.00



<i>Column percentages</i>	93.31	94.96	94.06
Functional difficulty	19	31	50
<i>Row percentages</i>	38.00	62.00	100.00
<i>Column percentages</i>	1.57	3.07	2.25
Don't know / no response	62	20	82
<i>Row percentages</i>	75.61	24.39	100.00
<i>Column percentages</i>	5.12	1.98	3.69
Total	1211	1011	2222
	54.50	45.50	100.00

Pearson Chi2 = 20.38 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

## RQ3 – CHILD FUNCTIONING MODULE –TEACHER VERSION AND MEDICAL RESULTS

<b>Vision: agreement between CFMTV and medical screenings</b>			
	N	Mean	Standard deviation
CFMTV difficulty seeing	387	.14	.347
Medical screening vision case	404	.161	.368
Agreement between CFMTV and medical screening	404	.886	.318

<b>Hearing: agreement between CFMTV and medical screenings</b>			
	N	Mean	Standard deviation
CFMTV difficulty hearing	343	.108	.311
Medical screening hearing case	387	.225	.418
Agreement between CFMTV and medical screening	387	.638	.481

<b>Mobility: agreement between CFMTV and medical screenings</b>			
	N	Mean	Standard deviation
CFMTV difficulty walking	390	.028	.166
Medical screening mobility case	393	.043	.204
Agreement between CFMTV and medical screening	393	.913	.281

<b>Vision: true / false positive and negatives</b>		
	Frequency	Percent
True positive: impairment and seeing functional difficulty as identified by CFMTV	45	11.72
True negative: no impairment and no seeing	313	81.51

functional difficulty as identified by CFMTV		
False positive: no impairment and seeing functional difficulty as identified by CFMTV	7	1.82
False Neg: impairment and no seeing functional difficulty as identified by CFMTV	19	4.95
Total	384	100.00

**Hearing: true / false positive and negatives**

	Frequency	Percent
True positive: impairment and hearing functional difficulty as identified by CFMTV	13	3.55
True negative: no impairment and no hearing functional difficulty as identified by CFMTV	242	66.12
False positive: no impairment and hearing functional difficulty as identified by CFMTV	38	10.38
False Neg: impairment and no hearing functional difficulty as identified by CFMTV	73	19.95
Total	366	100.00

**Mobility: true / false positive and negatives**

	Frequency	Percent
True positive: impairment and walking functional difficulty as identified by CFMTV	2	0.54
True negative: no impairment and no walking functional difficulty as identified by CFMTV	309	83.06
False positive: no impairment and walking functional difficulty as identified by CFMTV	46	12.37

False Neg: impairment and no walking functional difficulty as identified by CFMTV	15	4.03
Total	372	100.00

#### Vision: agreement between medical screenings and CMFTV ratings by school type

	Mainstream	Mainstream with resource class	Special school	Total
Medical screenings and CFMTV do not agree	13	28	5	46
<i>Row percentages</i>	28.26	60.87	10.87	100.00
<i>Column percentages</i>	8.84	12.02	20.83	11.39
Medical screenings and CFMTV agree	134	205	19	358
<i>Row percentages</i>	37.43	57.26	5.31	100.00
<i>Column percentages</i>	91.16	87.98	79.17	88.61
Total	147	233	24	404
	36.39	57.67	5.94	100.00

Pearson Chi2 = 3.16 Prob = 0.2063

First row has frequencies; second row has row percentages and third row has column percentages

#### Hearing: agreement between medical screenings and CMFTV ratings by school type

	Mainstream	Mainstream with resource class	Special school	Total
Medical screenings and CFMTV do not agree	13	28	5	46
<i>Row percentages</i>	28.26	60.87	10.87	100.00
<i>Column percentages</i>	8.84	12.02	20.83	11.39
Medical screenings and CFMTV agree	134	205	19	358
<i>Row percentages</i>	37.43	57.26	5.31	100.00
<i>Column percentages</i>	91.16	87.98	79.17	88.61
Total	147	233	24	404

	36.39	57.67	5.94	100.00
--	-------	-------	------	--------

Pearson Chi2 = 27.61 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

<b>Mobility: agreement between medical screenings and CMFTV ratings by school type</b>				
	Mainstream	Mainstream with resource class	Special school	Total
Medical screenings and CFMTV do not agree	13	28	5	46
<i>Row percentages</i>	28.26	60.87	10.87	100.00
<i>Column percentages</i>	8.84	12.02	20.83	11.39
Medical screenings and CFMTV agree	134	205	19	358
<i>Row percentages</i>	37.43	57.26	5.31	100.00
<i>Column percentages</i>	91.16	87.98	79.17	88.61
Total	147	233	24	404
	36.39	57.67	5.94	100.00

Pearson Chi2 = 0.48 Prob = 0.7851

First row has frequencies; second row has row percentages and third row has column percentages

<b>Vision: agreement between medical screenings and CMFTV ratings by province</b>				
	Bagmati	Gandaki	Province 2	Total
Medical screenings and CFMTV do not agree	28	5	13	46
<i>Row percentages</i>	60.87	10.87	28.26	100.00
<i>Column percentages</i>	12.73	7.46	11.11	11.39
Medical screenings and CFMTV agree	192	62	104	358
<i>Row percentages</i>	53.63	17.32	29.05	100.00
<i>Column percentages</i>	87.27	92.54	88.89	88.61
Total	220	67	117	404
	54.46	16.58	28.96	100.00

Pearson Chi2 = 1.42 Prob = 0.4909

First row has frequencies; second row has row percentages and third row has column percentages

<b>Hearing: agreement between medical screenings and CMFTV ratings by province</b>				
	Bagmati	Gandaki	Province 2	Total
Medical screenings and CFMTV do not agree	62	29	49	140
<i>Row percentages</i>	44.29	20.71	35.00	100.00
<i>Column percentages</i>	30.24	43.28	42.61	36.18
Medical screenings and CFMTV agree	143	38	66	247
<i>Row percentages</i>	57.89	15.38	26.72	100.00
<i>Column percentages</i>	69.76	56.72	57.39	63.82
Total	205	67	115	387
	52.97	17.31	29.72	100.00

Pearson Chi2 = 6.65 Prob = 0.0359

First row has frequencies; second row has row percentages and third row has column percentages

<b>Mobility: agreement between medical screenings and CMFTV ratings by province</b>				
	Bagmati	Gandaki	Province 2	Total
Medical screenings and CFMTV do not agree	17	8	9	34
<i>Row percentages</i>	50.00	23.53	26.47	100.00
<i>Column percentages</i>	8.17	11.76	7.69	8.65
Medical screenings and CFMTV agree	191	60	108	359
<i>Row percentages</i>	53.20	16.71	30.08	100.00
<i>Column percentages</i>	91.83	88.24	92.31	91.35
Total	208	68	117	393
	52.93	17.30	29.77	100.00

Pearson Chi2 = 1.03 Prob = 0.5974

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by teacher familiarity with student**

	Not at all	Not very well	Somewhat well	Very well	Total
Medical screenings and CFMTV do not agree	11	11	13	11	46
<i>Row percentages</i>	23.91	23.91	28.26	23.91	100.00
<i>Column percentages</i>	45.83	13.41	8.33	7.75	11.39
Medical screenings and CFMTV agree	13	71	143	131	358
<i>Row percentages</i>	3.63	19.83	39.94	36.59	100.00
<i>Column percentages</i>	54.17	86.59	91.67	92.25	88.61
Total	24	82	156	142	404
	5.94	20.30	38.61	35.15	100.00

Pearson Chi2 = 31.87 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by teacher familiarity with student**

	Not at all	Not very well	Somewhat well	Very well	Total
Medical screenings and CFMTV do not agree	15	33	46	46	140
<i>Row percentages</i>	10.71	23.57	32.86	32.86	100.00
<i>Column percentages</i>	62.50	43.42	31.29	32.86	36.18
Medical screenings and CFMTV agree	9	43	101	94	247
<i>Row percentages</i>	3.64	17.41	40.89	38.06	100.00
<i>Column percentages</i>	37.50	56.58	68.71	67.14	63.82
Total	24	76	147	140	387
	6.20	19.64	37.98	36.18	100.00

Pearson Chi2 = 11.12 Prob = 0.0111

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by teacher familiarity with student**

	Not at all	Not very well	Somewhat well	Very well	Total
Medical screenings and CFMTV do not agree	6	14	3	11	34
<i>Row percentages</i>	17.65	41.18	8.82	32.35	100.00
<i>Column percentages</i>	25.00	17.72	2.04	7.69	8.65
Medical screenings and CFMTV agree	18	65	144	132	359
<i>Row percentages</i>	5.01	18.11	40.11	36.77	100.00
<i>Column percentages</i>	75.00	82.28	97.96	92.31	91.35
Total	24	79	147	143	393
	6.11	20.10	37.40	36.39	100.00

Pearson Chi2 = 24.64 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by training on CFMTV domains**

	Have not received training	Have received training	Total
Medical screenings and CFMTV do not agree	30	14	44
<i>Row percentages</i>	68.18	31.82	100.00
<i>Column percentages</i>	10.03	20.29	11.96
Medical screenings and CFMTV agree	269	55	324
<i>Row percentages</i>	83.02	16.98	100.00
<i>Column percentages</i>	89.97	79.71	88.04
Total	299	69	368
	81.25	18.75	100.00

Pearson Chi2 = 5.60 Prob = 0.0179

First row has frequencies; second row has row percentages and third row has column percentages



**Hearing: agreement between medical screenings and CMFTV ratings by training on CFMTV domains**

	Have not received training	Have received training	Total
Medical screenings and CFMTV do not agree	87	42	129
<i>Row percentages</i>	67.44	32.56	100.00
<i>Column percentages</i>	30.42	63.64	36.65
Medical screenings and CFMTV agree	199	24	223
<i>Row percentages</i>	89.24	10.76	100.00
<i>Column percentages</i>	69.58	36.36	63.35
Total	286	66	352
	81.25	18.75	100.00

Pearson Chi2 = 25.48 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by training on CFMTV domains**

	Have not received training	Have received training	Total
Medical screenings and CFMTV do not agree	12	22	34
<i>Row percentages</i>	35.29	64.71	100.00
<i>Column percentages</i>	4.17	31.88	9.52
Medical screenings and CFMTV agree	276	47	323
<i>Row percentages</i>	85.45	14.55	100.00
<i>Column percentages</i>	95.83	68.12	90.48
Total	288	69	357
	80.67	19.33	100.00

Pearson Chi2 = 49.63 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by classroom language**

	Nepali is used most often in the classroom	Another language (not Nepali) is used most often in the classroom	Total
Medical screenings and CFMTV do not agree	32	14	46
<i>Row percentages</i>	69.57	30.43	100.00
<i>Column percentages</i>	12.80	9.09	11.39
Medical screenings and CFMTV agree	218	140	358
<i>Row percentages</i>	60.89	39.11	100.00
<i>Column percentages</i>	87.20	90.91	88.61
Total	250	154	404
	61.88	38.12	100.00

Pearson Chi2 = 1.30 Prob = 0.2543

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by classroom language**

	Nepali is used most often in the classroom	Another language (not Nepali) is used most often in the classroom	Total
Medical screenings and CFMTV do not agree	71	69	140
<i>Row percentages</i>	50.71	49.29	100.00
<i>Column percentages</i>	29.58	46.94	36.18
Medical screenings and CFMTV agree	169	78	247
<i>Row percentages</i>	68.42	31.58	100.00
<i>Column percentages</i>	70.42	53.06	63.82
Total	240	147	387
	62.02	37.98	100.00

Pearson Chi2 = 11.89 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by classroom language**

	Nepali is used most often in the classroom	Another language (not Nepali) is used most often in the classroom	Total
Medical screenings and CFMTV do not agree	10	24	34
<i>Row percentages</i>	29.41	70.59	100.00
<i>Column percentages</i>	4.13	15.89	8.65
Medical screenings and CFMTV agree	232	127	359
<i>Row percentages</i>	64.62	35.38	100.00
<i>Column percentages</i>	95.87	84.11	91.35
Total	242	151	393
	61.58	38.42	100.00

Pearson Chi2 = 16.28 Prob = 0.0001

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by agreement between home and classroom language**

	Languages do not match	Languages match	Total
Medical screenings and CFMTV do not agree	19	27	46
<i>Row percentages</i>	41.30	58.70	100.00
<i>Column percentages</i>	7.88	16.56	11.39
Medical screenings and CFMTV agree	222	136	358
<i>Row percentages</i>	62.01	37.99	100.00
<i>Column percentages</i>	92.12	83.44	88.61
Total	241	163	404
	59.65	40.35	100.00

Pearson Chi2 = 7.26 Prob = 0.0070

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by agreement between home and classroom language**

	Languages do not match	Languages match	Total
Medical screenings and CFMTV do not agree	71	69	140
<i>Row percentages</i>	50.71	49.29	100.00
<i>Column percentages</i>	31.56	42.59	36.18
Medical screenings and CFMTV agree	154	93	247
<i>Row percentages</i>	62.35	37.65	100.00
<i>Column percentages</i>	68.44	57.41	63.82
Total	225	162	387
	58.14	41.86	100.00

Pearson Chi2 = 4.97 Prob = 0.0258

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by agreement between home and classroom language**

	Languages do not match	Languages match	Total
Medical screenings and CFMTV do not agree	15	19	34
<i>Row percentages</i>	44.12	55.88	100.00
<i>Column percentages</i>	6.52	11.66	8.65
Medical screenings and CFMTV agree	215	144	359
<i>Row percentages</i>	59.89	40.11	100.00
<i>Column percentages</i>	93.48	88.34	91.35
Total	230	163	393
	58.52	41.48	100.00

Pearson Chi2 = 3.18 Prob = 0.0744

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by teacher household disability**

	No household member has disability	At least one household member has disability	Total
Medical screenings and CFMTV do not agree	14	32	46
<i>Row percentages</i>	30.43	69.57	100.00
<i>Column percentages</i>	5.30	22.86	11.39
Medical screenings and CFMTV agree	250	108	358
<i>Row percentages</i>	69.83	30.17	100.00
<i>Column percentages</i>	94.70	77.14	88.61
Total	264	140	404
	65.35	34.65	100.00

Pearson Chi2 = 27.94 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by teacher household disability**

	No household member has disability	At least one household member has disability	Total
Medical screenings and CFMTV do not agree	76	64	140
<i>Row percentages</i>	54.29	45.71	100.00
<i>Column percentages</i>	30.04	47.76	36.18
Medical screenings and CFMTV agree	177	70	247
<i>Row percentages</i>	71.66	28.34	100.00
<i>Column percentages</i>	69.96	52.24	63.82
Total	253	134	387
	65.37	34.63	100.00

Pearson Chi2 = 11.92 Prob = 0.0006

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by teacher household disability**

	No household member has disability	At least one household member has disability	Total
Medical screenings and CFMTV do not agree	17	17	34
<i>Row percentages</i>	50.00	50.00	100.00
<i>Column percentages</i>	6.61	12.50	8.65
Medical screenings and CFMTV agree	240	119	359
<i>Row percentages</i>	66.85	33.15	100.00
<i>Column percentages</i>	93.39	87.50	91.35
Total	257	136	393
	65.39	34.61	100.00

Pearson Chi2 = 3.90 Prob = 0.0484

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by student population**

	No students with disabilities	Students with disabilities	Total
Medical screenings and CFMTV do not agree	2	44	46
<i>Row percentages</i>	4.35	95.65	100.00
<i>Column percentages</i>	5.00	12.72	11.92
Medical screenings and CFMTV agree	38	302	340
<i>Row percentages</i>	11.18	88.82	100.00
<i>Column percentages</i>	95.00	87.28	88.08
Total	40	346	386
	10.36	89.64	100.00

Pearson Chi2 = 2.03 Prob = 0.1538

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by student population**

	No students with disabilities	Students with disabilities	Total
Medical screenings and CFMTV do not agree	13	125	138
<i>Row percentages</i>	9.42	90.58	100.00
<i>Column percentages</i>	33.33	37.88	37.40
Medical screenings and CFMTV agree	26	205	231
<i>Row percentages</i>	11.26	88.74	100.00
<i>Column percentages</i>	66.67	62.12	62.60
Total	39	330	369
	10.57	89.43	100.00

Pearson Chi2 = 0.31 Prob = 0.5790

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by student population**

	No students with disabilities	Students with disabilities	Total
Medical screenings and CFMTV do not agree	0	34	34
<i>Row percentages</i>	0.00	100.00	100.00
<i>Column percentages</i>	0.00	10.12	9.07
Medical screenings and CFMTV agree	39	302	341
<i>Row percentages</i>	11.44	88.56	100.00
<i>Column percentages</i>	100.00	89.88	90.93
Total	39	336	375
	10.40	89.60	100.00

Pearson Chi2 = 4.34 Prob = 0.0372

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by teacher comfort teaching learners with disabilities**

	Below average comfort teaching learners with disabilities	Above average comfort teaching learners with disabilities	Total
Medical screenings and CFMTV do not agree	14	32	46
<i>Row percentages</i>	30.43	69.57	100.00
<i>Column percentages</i>	8.75	13.11	11.39
Medical screenings and CFMTV agree	146	212	358
<i>Row percentages</i>	40.78	59.22	100.00
<i>Column percentages</i>	91.25	86.89	88.61
Total	160	244	404
	39.60	60.40	100.00

Pearson Chi2 = 1.82 Prob = 0.1768

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by teacher comfort teaching learners with disabilities**

	Below average comfort teaching learners with disabilities	Above average comfort teaching learners with disabilities	Total
Medical screenings and CFMTV do not agree	47	93	140
<i>Row percentages</i>	33.57	66.43	100.00
<i>Column percentages</i>	31.33	39.24	36.18
Medical screenings and CFMTV agree	103	144	247
<i>Row percentages</i>	41.70	58.30	100.00
<i>Column percentages</i>	68.67	60.76	63.82
Total	150	237	387
	38.76	61.24	100.00

Pearson Chi2 = 2.49 Prob = 0.1148

First row has frequencies; second row has row percentages and third row has column percentages



**Mobility: agreement between medical screenings and CMFTV ratings by teacher comfort teaching learners with disabilities**

	Below average comfort teaching learners with disabilities	Above average comfort teaching learners with disabilities	Total
Medical screenings and CFMTV do not agree	20	14	34
<i>Row percentages</i>	58.82	41.18	100.00
<i>Column percentages</i>	12.99	5.86	8.65
Medical screenings and CFMTV agree	134	225	359
<i>Row percentages</i>	37.33	62.67	100.00
<i>Column percentages</i>	87.01	94.14	91.35
Total	154	239	393
	39.19	60.81	100.00

Pearson Chi2 = 6.02 Prob = 0.0141

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by students having IEPs**

	No students have a specialized education plan or IEP	At least one student has a specialized education plan or IEP	Total
Medical screenings and CFMTV do not agree	30	16	46
<i>Row percentages</i>	65.22	34.78	100.00
<i>Column percentages</i>	12.88	11.51	12.37
Medical screenings and CFMTV agree	203	123	326
<i>Row percentages</i>	62.27	37.73	100.00
<i>Column percentages</i>	87.12	88.49	87.63
Total	233	139	372
	62.63	37.37	100.00

Pearson Chi2 = 0.15 Prob = 0.6989

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by students having IEPs**

	No students have a specialized education plan or IEP	At least one student has a specialized education plan or IEP	Total
Medical screenings and CFMTV do not agree	90	42	132
<i>Row percentages</i>	68.18	31.82	100.00
<i>Column percentages</i>	40.00	31.58	36.87
Medical screenings and CFMTV agree	135	91	226
<i>Row percentages</i>	59.73	40.27	100.00
<i>Column percentages</i>	60.00	68.42	63.13
Total	225	133	358
	62.85	37.15	100.00

Pearson Chi2 = 2.55 Prob = 0.1105

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by students having IEPs**

	No students have a specialized education plan or IEP	At least one student has a specialized education plan or IEP	Total
Medical screenings and CFMTV do not agree	12	12	24
<i>Row percentages</i>	50.00	50.00	100.00
<i>Column percentages</i>	5.29	8.96	6.65
Medical screenings and CFMTV agree	215	122	337
<i>Row percentages</i>	63.80	36.20	100.00
<i>Column percentages</i>	94.71	91.04	93.35
Total	227	134	361
	62.88	37.12	100.00

Pearson Chi2 = 1.83 Prob = 0.1764

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by teacher inclusive education training**

	No inclusive education trainings	At least one inclusive education trainings	Total
Medical screenings and CFMTV do not agree	16	30	46
<i>Row percentages</i>	34.78	65.22	100.00
<i>Column percentages</i>	7.51	15.71	11.39
Medical screenings and CFMTV agree	197	161	358
<i>Row percentages</i>	55.03	44.97	100.00
<i>Column percentages</i>	92.49	84.29	88.61
Total	213	191	404
	52.72	47.28	100.00

Pearson Chi2 = 6.70 Prob = 0.0096

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by teacher inclusive education training**

	No inclusive education trainings	At least one inclusive education trainings	Total
Medical screenings and CFMTV do not agree	52	88	140
<i>Row percentages</i>	37.14	62.86	100.00
<i>Column percentages</i>	26.00	47.06	36.18
Medical screenings and CFMTV agree	148	99	247
<i>Row percentages</i>	59.92	40.08	100.00
<i>Column percentages</i>	74.00	52.94	63.82
Total	200	187	387
	51.68	48.32	100.00

Pearson Chi2 = 18.56 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by teacher inclusive education training**

	No inclusive education trainings	At least one inclusive education trainings	Total
Medical screenings and CFMTV do not agree	13	21	34
<i>Row percentages</i>	38.24	61.76	100.00
<i>Column percentages</i>	6.40	11.05	8.65
Medical screenings and CFMTV agree	190	169	359
<i>Row percentages</i>	52.92	47.08	100.00
<i>Column percentages</i>	93.60	88.95	91.35
Total	203	190	393
	51.65	48.35	100.00

Pearson Chi2 = 2.68 Prob = 0.1014

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by support for inclusive education**

	Below average support for inclusive education	Above average support for inclusive education	Total
Medical screenings and CFMTV do not agree	9	37	46
<i>Row percentages</i>	19.57	80.43	100.00
<i>Column percentages</i>	5.33	15.74	11.39
Medical screenings and CFMTV agree	160	198	358
<i>Row percentages</i>	44.69	55.31	100.00
<i>Column percentages</i>	94.67	84.26	88.61
Total	169	235	404
	41.83	58.17	100.00

Pearson Chi2 = 10.58 Prob = 0.0011

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by support for inclusive education**

	Below average support for inclusive education	Above average support for inclusive education	Total
Medical screenings and CFMTV do not agree	51	89	140
<i>Row percentages</i>	36.43	63.57	100.00
<i>Column percentages</i>	31.68	39.38	36.18
Medical screenings and CFMTV agree	110	137	247
<i>Row percentages</i>	44.53	55.47	100.00
<i>Column percentages</i>	68.32	60.62	63.82
Total	161	226	387
	41.60	58.40	100.00

Pearson Chi2 = 2.42 Prob = 0.1201

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by support for inclusive education**

	Below average support for inclusive education	Above average support for inclusive education	Total
Medical screenings and CFMTV do not agree	5	29	34
<i>Row percentages</i>	14.71	85.29	100.00
<i>Column percentages</i>	3.07	12.61	8.65
Medical screenings and CFMTV agree	158	201	359
<i>Row percentages</i>	44.01	55.99	100.00
<i>Column percentages</i>	96.93	87.39	91.35
Total	163	230	393
	41.48	58.52	100.00

Pearson Chi2 = 10.99 Prob = 0.0009

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by teacher reports of classroom adaptations**

	Teacher reports a below average number of adaptations	Teacher reports an above average number of adaptations	Total
Medical screenings and CFMTV do not agree	16	30	46
<i>Row percentages</i>	34.78	65.22	100.00
<i>Column percentages</i>	9.20	13.04	11.39
Medical screenings and CFMTV agree	158	200	358
<i>Row percentages</i>	44.13	55.87	100.00
<i>Column percentages</i>	90.80	86.96	88.61
Total	174	230	404
	43.07	56.93	100.00

Pearson Chi2 = 1.45 Prob = 0.2279

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by teacher reports of classroom adaptations**

	Teacher reports a below average number of adaptations	Teacher reports an above average number of adaptations	Total
Medical screenings and CFMTV do not agree	68	72	140
<i>Row percentages</i>	48.57	51.43	100.00
<i>Column percentages</i>	40.48	32.88	36.18
Medical screenings and CFMTV agree	100	147	247
<i>Row percentages</i>	40.49	59.51	100.00
<i>Column percentages</i>	59.52	67.12	63.82
Total	168	219	387
	43.41	56.59	100.00

Pearson Chi2 = 2.38 Prob = 0.1231

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by teacher reports of classroom adaptations**

	Teacher reports a below average number of adaptations	Teacher reports an above average number of adaptations	Total
Medical screenings and CFMTV do not agree	21	13	34
<i>Row percentages</i>	61.76	38.24	100.00
<i>Column percentages</i>	12.21	5.88	8.65
Medical screenings and CFMTV agree	151	208	359
<i>Row percentages</i>	42.06	57.94	100.00
<i>Column percentages</i>	87.79	94.12	91.35
Total	172	221	393
	43.77	56.23	100.00

Pearson Chi2 = 4.90 Prob = 0.0269

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by child residence**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	38	8	46
<i>Row percentages</i>	82.61	17.39	100.00
<i>Column percentages</i>	11.08	15.09	11.62
Medical screenings and CFMTV agree	305	45	350
<i>Row percentages</i>	87.14	12.86	100.00
<i>Column percentages</i>	88.92	84.91	88.38
Total	343	53	396
	86.62	13.38	100.00

Pearson Chi2 = 0.72 Prob = 0.3958

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by child residence**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	103	35	138
<i>Row percentages</i>	74.64	25.36	100.00
<i>Column percentages</i>	31.40	67.31	36.32
Medical screenings and CFMTV agree	225	17	242
<i>Row percentages</i>	92.98	7.02	100.00
<i>Column percentages</i>	68.60	32.69	63.68
Total	328	52	380
	86.32	13.68	100.00

Pearson Chi2 = 25.02 Prob = 0.0000

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by child residence**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	28	6	34
<i>Row percentages</i>	82.35	17.65	100.00
<i>Column percentages</i>	8.41	11.54	8.83
Medical screenings and CFMTV agree	305	46	351
<i>Row percentages</i>	86.89	13.11	100.00
<i>Column percentages</i>	91.59	88.46	91.17
Total	333	52	385
	86.49	13.51	100.00

Pearson Chi2 = 0.55 Prob = 0.4594

First row has frequencies; second row has row percentages and third row has column percentages



**Vision: agreement between medical screenings and CMFTV ratings by child medical diagnosis**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	27	19	46
<i>Row percentages</i>	58.70	41.30	100.00
<i>Column percentages</i>	8.41	22.89	11.39
Medical screenings and CFMTV agree	294	64	358
<i>Row percentages</i>	82.12	17.88	100.00
<i>Column percentages</i>	91.59	77.11	88.61
Total	321	83	404
	79.46	20.54	100.00

Pearson Chi2 = 13.71 Prob = 0.0002

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by child medical diagnosis**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	98	42	140
<i>Row percentages</i>	70.00	30.00	100.00
<i>Column percentages</i>	32.03	51.85	36.18
Medical screenings and CFMTV agree	208	39	247
<i>Row percentages</i>	84.21	15.79	100.00
<i>Column percentages</i>	67.97	48.15	63.82
Total	306	81	387
	79.07	20.93	100.00

Pearson Chi2 = 10.90 Prob = 0.0010

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by child medical diagnosis**

	Home	Hostel	Total
Medical screenings and CFMTV do not agree	98	42	140
<i>Row percentages</i>	70.00	30.00	100.00
<i>Column percentages</i>	32.03	51.85	36.18
Medical screenings and CFMTV agree	208	39	247
<i>Row percentages</i>	84.21	15.79	100.00
<i>Column percentages</i>	67.97	48.15	63.82
Total	306	81	387
	79.07	20.93	100.00

Pearson Chi2 = 2.14 Prob = 0.1435

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by child disability card status**

	Child does not have disability card	Child has disability card	Total
Medical screenings and CFMTV do not agree	27	18	45
<i>Row percentages</i>	60.00	40.00	100.00
<i>Column percentages</i>	8.94	19.57	11.42
Medical screenings and CFMTV agree	275	74	349
<i>Row percentages</i>	78.80	21.20	100.00
<i>Column percentages</i>	91.06	80.43	88.58
Total	302	92	394
	76.65	23.35	100.00

Pearson Chi2 = 7.87 Prob = 0.0050

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by child disability card status**

	Child does not have disability card	Child has disability card	Total
Medical screenings and CFMTV do not agree	94	43	137
<i>Row percentages</i>	68.61	31.39	100.00
<i>Column percentages</i>	32.41	48.86	36.24
Medical screenings and CFMTV agree	196	45	241
<i>Row percentages</i>	81.33	18.67	100.00
<i>Column percentages</i>	67.59	51.14	63.76
Total	290	88	378
	76.72	23.28	100.00

Pearson Chi2 = 7.91 Prob = 0.0049

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by child disability card status**

	Child does not have disability card	Child has disability card	Total
Medical screenings and CFMTV do not agree	22	12	34
<i>Row percentages</i>	64.71	35.29	100.00
<i>Column percentages</i>	7.46	13.64	8.88
Medical screenings and CFMTV agree	273	76	349
<i>Row percentages</i>	78.22	21.78	100.00
<i>Column percentages</i>	92.54	86.36	91.12
Total	295	88	383
	77.02	22.98	100.00

Pearson Chi2 = 3.20 Prob = 0.0737

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by child use of health services**

	Child does not receive services	Child receives health services	Total
Medical screenings and CFMTV do not agree	6	11	17
<i>Row percentages</i>	35.29	64.71	100.00
<i>Column percentages</i>	20.00	18.33	18.89
Medical screenings and CFMTV agree	24	49	73
<i>Row percentages</i>	32.88	67.12	100.00
<i>Column percentages</i>	80.00	81.67	81.11
Total	30	60	90
	33.33	66.67	100.00

Pearson Chi2 = 0.04 Prob = 0.8490

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by child use of health services**

	Child does not receive services	Child receives health services	Total
Medical screenings and CFMTV do not agree	7	5	12
<i>Row percentages</i>	58.33	41.67	100.00
<i>Column percentages</i>	24.14	8.77	13.95
Medical screenings and CFMTV agree	22	52	74
<i>Row percentages</i>	29.73	70.27	100.00
<i>Column percentages</i>	75.86	91.23	86.05
Total	29	57	86
	33.72	66.28	100.00

Pearson Chi2 = 3.78 Prob = 0.0519

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by child use of health services**

	Child does not receive services	Child receives health services	Total
Medical screenings and CFMTV do not agree	33	13	46
<i>Row percentages</i>	71.74	28.26	100.00
<i>Column percentages</i>	9.82	20.97	11.56
Medical screenings and CFMTV agree	303	49	352
<i>Row percentages</i>	86.08	13.92	100.00
<i>Column percentages</i>	90.18	79.03	88.44
Total	336	62	398
	84.42	15.58	100.00

Pearson Chi2 = 3.78 Prob = 0.0519

First row has frequencies; second row has row percentages and third row has column percentages

**Vision: agreement between medical screenings and CMFTV ratings by child use of assistive devices**

	Child does not use assistive devices	Child uses assistive devices	Total
Medical screenings and CFMTV do not agree	33	13	46
<i>Row percentages</i>	71.74	28.26	100.00
<i>Column percentages</i>	9.82	20.97	11.56
Medical screenings and CFMTV agree	303	49	352
<i>Row percentages</i>	86.08	13.92	100.00
<i>Column percentages</i>	90.18	79.03	88.44
Total	336	62	398
	84.42	15.58	100.00

Pearson Chi2 = 6.36 Prob = 0.0117

First row has frequencies; second row has row percentages and third row has column percentages

**Hearing: agreement between medical screenings and CMFTV ratings by child use of assistive devices**

	Child does not use assistive devices	Child uses assistive devices	Total
Medical screenings and CFMTV do not agree	122	16	138
<i>Row percentages</i>	88.41	11.59	100.00
<i>Column percentages</i>	37.65	27.59	36.13
Medical screenings and CFMTV agree	202	42	244
<i>Row percentages</i>	82.79	17.21	100.00
<i>Column percentages</i>	62.35	72.41	63.87
Total	324	58	382
	84.82	15.18	100.00

Pearson Chi2 = 2.16 Prob = 0.1415

First row has frequencies; second row has row percentages and third row has column percentages

**Mobility: agreement between medical screenings and CMFTV ratings by child use of assistive devices**

	Child does not use assistive devices	Child uses assistive devices	Total
Medical screenings and CFMTV do not agree	31	3	34
<i>Row percentages</i>	91.18	8.82	100.00
<i>Column percentages</i>	9.42	5.17	8.79
Medical screenings and CFMTV agree	298	55	353
<i>Row percentages</i>	84.42	15.58	100.00
<i>Column percentages</i>	90.58	94.83	91.21
Total	329	58	387
	85.01	14.99	100.00

Pearson Chi2 = 1.11 Prob = 0.2918

First row has frequencies; second row has row percentages and third row has column percentages

Teacher CFM-TV responses	Medical screening-vision					
	Non-case (6/6-6/12)	Mild case ( $\leq$ 6/12-6/18)	Moderate case ( $\leq$ 6/18-6/60)	Severe case ( $\leq$ 6/60-3/60)	Blindness ( $\leq$ 6/60)	Total
No difficulty	71.4% (274)	1.3% (5)	4.2% (16)	1.6% (6)	0.8% (3)	79.2% (304)
Some difficulty	3.1% (12)	0.3% (1)	1.3% (5)	0.5% (2)	2.1% (8)	7.3% (28)
A lot of difficulty	0.8% (3)	0.0% (0)	0.5% (2)	1.3% (5)	3.4% (13)	6.0% (23)
Cannot do at all	0.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	7.0% (27)	7.6% (29)
Total	75.8% (291)	1.6% (6)	6.0% (23)	3.4% (13)	13.3% (51)	100.0% (384)

## **ANNEX IV: IRB AUTHORIZATIONS**

In keeping with 22 CFR Part 225, STS obtained review and approval by an in-country Institutional Review Board (IRB) before conducting any research involving human subjects.

On August 14, 2022, STS obtained ethical approval to conduct all components of the study exclusive of the medical screenings from the Research Committee of Kathmandu University School of Education. At the time of completing the IRB application, the study design did not include the medical screening component.

On March 31, 2023, STS received ethical approval to conduct all components of the study, including medical screenings, from the Nepal Health Research Council (NHRC). STS had submitted the revised study design to NHRC following incorporation of the medical screening component.

Verbal consent was received from all participants prior to their participation in the study, in keeping with 22 CFR Part 225 and the requirement of the in-country IRB approvals. During the screenings, parents were present with their children and provided verbal consent for their child, in addition to the child's assent. All principal investigators have completed training in protecting human research participants.



## **ANNEX V: PILOT RESULTS MEMO**

### **CFM-TV Validity Study**

#### **Pilot Memo**

##### **INTRODUCTION**

All Children Reading: A Grand Challenge for Development (ACR GCD), a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government, advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts. School-to-School International (STS), as ACR GCD's MERL partner, is currently conducting a study to collect validity evidence on the Child Functioning Module-Teacher Version (CFM-TV). CFM-TV is a questionnaire developed by the Washington Group and UNICEF, which teachers complete about their learners' functional difficulties.

This study evaluates if CFM-TV results are adequate to report reading outcomes disaggregated by disability status at a not personally identifiable level. STS will collect validity evidence from various sources to understand the conditions under which data disaggregation based on CFM-TV results would be appropriate. STS is conducting the study in Nepal with local research partner Progress, Inc. All efforts are coordinated with and have collaboration from the Government of Nepal, USAID Nepal, World Vision Nepal, and World Learning Nepal.

In August 2022, STS conducted a pilot test of the study's tools. This memo outlines the purpose of the pilot test, feedback and findings from the pilot data collection, and recommended tool adaptations for the forthcoming operational data collection.

##### **PILOT PURPOSE**

The pilot tested if the study's tools captured the intended information about CFM-TV's validity. Specifically, the pilot test answered the following questions:

What changes, if any, are needed to the CFM-TV instructions that data collectors provide to teachers?

To what extent do cognitive interviews (CIs) and key informant interviews (KIIs) elicit the expected type and depth of response from respondents?

How well do translations convey the intended concepts of the English-language tools—background material, CI, teacher KII, teacher survey, parent and caregiver (PCG) survey, CFM, and CFM-TV?

What changes would improve the tools' performance?

How can we strengthen the KIIs' note collection and expansion process to improve the qualitative data?

Annex I overviews the tools STS and Progress administered during the pilot and their purpose. Annex I also details data collection targets and actual samples.

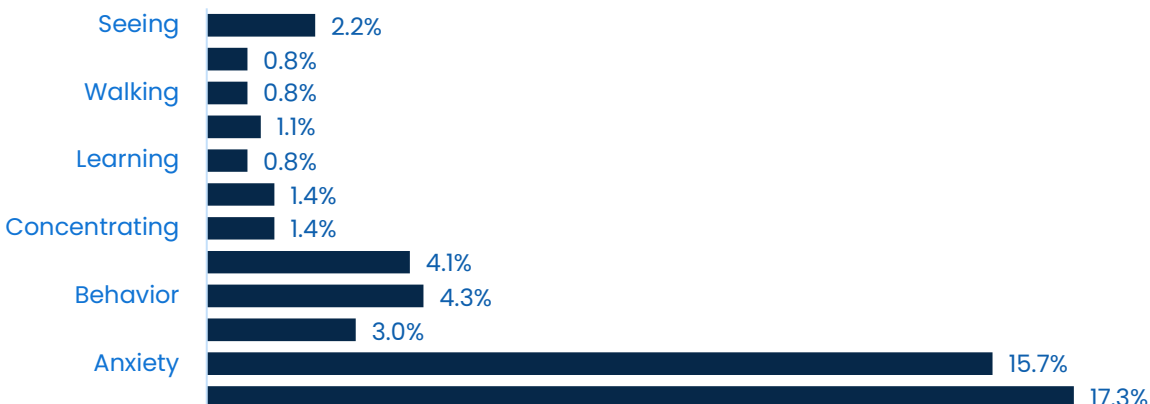
### **FEEDBACK AND FINDINGS**

Enumerators provided daily feedback on the tools through a debrief form, which they complete after data collection. Enumerators also collected feedback directly from teachers via the study's qualitative tools.

**Background Material:** Enumerators provided background material to all teachers (16) before completing their CFM-TVs. The background material consisted of a two-page handout that summarized the intended interpretations of the CFM-TV items, provided examples of how to interpret each question, and outlined uses of the CFM-TV. Observations from STS staff during data collection indicated that enumerators might benefit from a script introducing the background material, as not all enumerators introduced background material systematically. Feedback from the debrief form indicated that teachers reviewed background material before starting the CFM-TVs but did not refer to the materials more than once (if at all) while completing the CFM-TVs. KII data reinforced this finding. Many teachers shared that they quickly looked over the background material but did not refer to it during the completion of the CFM-TVs. Teachers also indicated that the background material introduced new concepts to them—for instance, the social versus medical model. Many teachers recommended that the background material should cover the official disability categories of Nepal.

**CFM-TV:** Overall, enumerators collected 369 CFM-TV questionnaires from sixteen teachers and classes in eight schools in Nepal. A breakdown of schools and functional difficulty prevalence is in Annex 2. Half of the enumerators reported that teachers hesitated while filling out the CFM-TV. Observations indicate that this was because teachers were thinking about their students to respond to the items properly. Although teachers were not asked why they hesitated, the CI tool asked teachers if they had any difficulty responding to certain questions. A few teachers indicated they had difficulty answering questions related to accepting change, controlling behavior, anxiety, and depression. The figure shows that the highest proportion of teachers also responded "I don't know" to these domains.

### Percentage of Teachers Responding "I don't know" to Students with Difficulty by Domain



Some enumerators indicated on the debrief form that it took teachers a long time to complete CFM-TV questionnaires for 30 students. Data indicated that it took teachers 75 minutes, on average, to complete 30 CFM-TV questionnaires. On the debrief form, some enumerators noted that one teacher was reluctant to admit that they did not know the students very well, indicating a risk of social desirability bias with this tool.<sup>47</sup>

Finally, according to the debrief form, enumerators observed that the Nepali language translation of the tool was confusing to some teachers. Specific areas that were confusing included:

- Translation of question on speaking/communicating
- Translation of question on coping with change
- Translation of the Nepali word for "anxious" was incorrect

Finally, teachers also provided feedback on the CFM-TV in KIIs. Teachers emphasized the importance of collecting contextual data, especially on a student's family background and socioeconomic status.

**Teacher Survey:** Enumerators administered sixteen teacher surveys to sixteen different teachers from eight different school. Most enumerators indicated that teachers did not have any trouble understanding survey items. Only one enumerator indicated that a teacher struggled, primarily due to the length of the survey. Enumerators shared that teachers found the pictures of assistive devices embedded in the survey helpful to understanding the questions.

---

<sup>47</sup> Social desirability bias is a response bias in which the respondent is likely to provide answers that they believe will be viewed favorably by others. It can lead to underreporting socially undesirable attitudes and behaviors and to overreporting more desirable attributes.

**Cognitive Interview:** Enumerators conducted a total of eight CIs—one teacher per school directly after completing their CFM-TVs. Enumerators reported that the CI was a challenging tool to administer, partly due to the types of questions asked, the repetitive nature of the tool, and issues around translation.

On debrief forms, half of the enumerators indicated that teachers had trouble understanding some CI questions. Specifically, teachers struggled to answer questions about their understanding of accepting change and controlling behavior. Enumerators and STS observers indicated that teachers grew tired of answering the same questions for each domain of difficulty, thus putting later domains at risk of order effects and fatigue.<sup>48</sup> Additionally, because the CI was administered after a teacher had completed all CFM-TVs, some teachers mentioned that they could not remember responses specific items.

Translation issues also affected the CI tool. Several changes were made to the CI tool during the enumerator training to help clarify the original intent of the English tool. As a result, enumerators did not have a standardized Nepali language translation of the tool during the pilot data collection. Instead, enumerators worked from the English version of the tool during pilot data collection. Some enumerators mentioned that they struggled with phrasing, citing that the English version had a rude tone in Nepali and that questions were too direct.

**Teacher KI:** Enumerators conducted KIs with one teacher per school, for a total of eight KIs. Results from the KIs indicate areas where additional probing would be useful. Specific areas include how well teachers know students, teachers' perspectives on whose role it is to screen students, and potential changes to the background material. During KIs, teachers described how students are not permitted to repeat classes and therefore teachers only have students for one year. Teachers did not mention anything about students joining or dropping the class partway through the year, which could be an important area to probe. Similarly, teachers shared few details on who is responsible to screen students for disabilities, thus enumerators can probe further in this area. Finally, teachers generally responded that the background material was helpful, but they did not provide details about how or why the material was helpful. One teacher indicated he/she felt confused after reading the materials. In the operational data collection, enumerators should probe further to understand what aspects of the materials were helpful, which were not, and how it could be improved.

---

<sup>48</sup> The order in which questions (or response options) are presented to respondents may influence responses. This phenomenon is referred to as an order effect.

Most enumerators indicated that teachers did not have any trouble understanding KII questions, apart from a few teachers who did not understand question #8 “How has your experience—or your relationships with family members or friends with disabilities—influenced your beliefs about teaching students with disabilities?” Question #8 should only be asked of teachers who identify as a person with a disability or who have family members or friends with a disability. Confusion may have come from this question of teachers who did not meet those criteria.

**CFM and PCG survey:** Enumerators administered 48 CFM and PCG surveys at eight schools. Generally, PCGs did not have any trouble understanding the survey items; however, one respondent had trouble following the CFM change domain. Enumerators noted that in some cases, PCGs became irritated when the survey asked about functional difficulties and assistive devices after they indicated that their child did not have a functional difficulty or disability. In addition, enumerators reported difficulty reaching the target number of respondents in some school—those who agreed the day before to come did not show up.

### SUMMARY AND RECOMMENDED ADAPTATIONS TO TOOLS

The table below summarizes findings related to the pilot research questions and outlines recommendations for the operational data collection.

#### Summary of Findings

Question	Findings/Recommendations	Recommendations
1. <i>What changes, if any, are needed to the CFM-TV instructions that data collectors provide to teachers?</i>	Overall, enumerators provided clear instructions to teachers to complete the CFM-TVs.	
	Enumerators varied in how they provided the background material to teachers.	Standardize this process, by creating a script for enumerators providing this material to teachers. This script will also provide instructions for responding “I don’t know.”
2. <i>To what extent do the cognitive interview protocol and key informant interviews elicit the expected type</i>	Teachers’ responses to the cognitive interview varied in depth. Some teachers provided more detailed responses, while others were cursory. Responses also	Conduct the CI with one teacher during their completion of the last CFM-TV questionnaires. Abbreviate the protocol to focus on answers to

Question	Findings/Recommendations	Recommendations
<p><i>and depth of response from respondents?</i></p>	<p>varied by domain; domains later in the protocol received shorter responses and may have suffered from order effects.</p>	<p>research questions regarding teacher assessment practices (normative or criteria-based) and teachers' understanding of the domains.</p>
	<p>Teacher responses to KIIs provided the expected information around attitudes towards students with disabilities.</p>	<p>Some probes can be added to the protocol to support deeper lines of inquiry during data collection.</p>
<p>3. <i>How well do translations of the tools convey the intended concepts of the English-language tools—background material, cognitive interview protocol, KIIs, surveys, CFM, and CFM-TV?</i></p>	<p>Translation was key to the discussions during enumerator trainings as many inappropriate terms were found in the tools.</p>	<p>These were amended during training before pilot data collection began and will be closely revisited before operational data collection with rigorous back-translation procedures.</p>
<p>4. <i>What changes would improve the tools' performance?</i></p>	<p><i>See below for detailed notes by tool.</i></p>	
<p>5. <i>How can we strengthen the KIIs' note collection and expansion process to improve the qualitative data?</i></p>	<p>Quality of notes collected during CIs and KIIs varied widely by enumerator.</p>	<p>Work with the data collection firm to match notes to the research question they are likely to inform</p>
	<p>During pilot data collection, STS provided a template for field notes.</p>	<p>Update the template to include questions and provide an additional template for the expanded field notes.</p>

STS recommends the following adaptations to tools and protocols for the operational data collection.

### *Background Material*

- Adapt the background material to differentiate clearly between disability and functional difficulty.
- Clarify that CFM-TV is not asking teachers to diagnose students according to the official disability categories of Nepal.
- Provide more guidance to enumerators during training on how to introduce teachers to the background material:
  - Write a script to introduce the background material.
  - Give the teacher at least two minutes to look over the background material.
  - Ask the teacher if they have any questions about the contents of the material.

### *CFM-TV and Teacher Survey*

- Ensure translation is easy to understand and uses appropriate language. For CFM-TV, utilize existing translation from implementing partners.
- Ensure programming of items is in correct and utilize existing translation from implementing partners.

### *Cognitive Interview*

- Conduct CI simultaneous to teachers' completion of the final CFM-TV student questionnaires to mitigate recall bias.
- Abbreviate the CI to focus on teachers' understanding of what each domain means to them and what kind of comparisons the teacher might make while judging a student's difficulty level.
- Ensure translation is easy to understand and uses appropriate language.

### *Teacher KI*

- Add probes to clarify questions around teacher's familiarity with students and if students join or drop out of the class through the year.
- Add probes to understand better who teachers think should be involved in the disabilities screening process and what role they should have.
- Add probes to understand better how the background material could be clarified and which aspects of the material were helpful.
- Provide more in-depth training to enumerators on when to ask specific questions and which questions are contingent on earlier responses.

### *CFM and PCG Survey*

- Ensure translation of CFM is easy to understand and uses appropriate language.
- Ensure programming of items is in correct order.
- Refine PCG recruitment and participation strategy, including incentives that align with programming—provision of a meal or travel costs, as appropriate.

## ANNEX VI: TOOLS AND DATA COLLECTION

Trained data collectors administered tools to eight non-sampled school sites in the Kathmandu valley. Data collection took place between August 21–29, 2022.

### Pilot Test Tool Administration

Tool	How pilot test information was collected from respondents
CFM-TV and Background Material	Data collectors instructed teachers on how to fill out the CFM-TV and provided teachers with the background material.
	Two teachers completed the CFM-TV for a maximum of 30 students per teacher on tablets. <ul style="list-style-type: none"> <li>For classes with fewer than 30 students, teachers completed the CFM-TV for all students in the class.</li> <li>For classes with more than 30 students, teachers completed the CFM-TV for a random sample of 30 students.</li> </ul>
	CFM-TV data were used to understand the ability of teachers to complete the form and the length of time it takes teachers to complete up to 30 CFM-TVs.
Teacher Survey	Data collectors administered the survey to two teachers (one in grade 2, one in grade 4) per school on tablets, totaling 16 teachers.
Cognitive Interview (CI)	Data collectors conducted a cognitive interview with eight teachers—one teacher per school—after they completed the CFM-TVs.
	Cognitive interview data were used to check for teacher ability to discriminate student difficulties given the information they received from data collectors.
Teacher Key Informant Interview (KII)	Data collectors conducted a KII with one teacher per school. The teacher who completed the KII differs from the teacher who completed the CI.
CFM and Parent/Caregiver (PCG) Survey	At each school, a sample of students for whom teachers completed CFM-TVs was drawn. Students were selected based on CFM-TV data indicating they might have a functional difficulty in at least one of the 12 domains, as possible. <sup>49</sup>

<sup>49</sup> These domains are seeing, hearing, walking, communication, learning, remembering, concentrating, accepting change, controlling behavior, making friends, anxiety, depression



Tool	How pilot test information was collected from respondents
	Data collectors administered the CFM and parent/caregiver survey to the primary care givers of a sample of at least five students per school on tablets.
Debrief Form	Data collection teams completed a debrief form to give feedback on the tools they administered.

**Pilot Sample Numbers**

Tool/Group	Target			Actual
	Per school	Per teacher	Total	
<b>Schools</b>	<b>n/a</b>	<b>n/a</b>	<b>8</b>	<b>8</b>
<b>Teachers Surveys</b>	2 per school (one grade 2, one grade 4)	1	16	16
<b>CFM-TVs, max</b>	60 (max)	30 (max)	480	369
<b>Cognitive Interviews</b>	1	1	8	8
<b>Teacher KIs</b>	1	1	8	8
<b>CFMs and parent/caregiver survey</b>	5	n/a	40	48

## ANNEX VII: RESEARCH QUESTION AND TOOL MAPPING

ID	Research Question	Tools
1	What are teachers' interpretations of the CFM-TV questions?	CI, KII, CFM-TV ratings, Teacher survey data
1a	To what extent are teachers' interpretations consistent with the intended interpretations underlying the CFM-TV?	
1b	To what extent do teachers engage in a normative assessment of their learners, as opposed to a criterion-based assessment, on the CFM-TV?	
1b.i	If a normative assessment, what is the norm that teachers use: school peers, age peers, or other norms?	
1b.ii	If a criterion-based assessment, what information do teachers use to provide their ratings for each of the CFM-TV questions?	
1c	Are teachers' interpretations (1a) or approaches (1b) significantly different with the provision of background material?	CI, KII, CFM-TV, Teacher survey
1d	Do any of these findings vary by functional domain?	CI, KII, CFM-TV
2	To what extent are teacher ratings on the CFM-TV influenced by teacher- and school-characteristics?	CFM-TV, Teacher Survey, Teacher KII, CI, EMIS records for school characteristics
2a	To what extent are the scores moderated by the familiarity between the teacher and the students, measured as length of the relationship and class size?	CFM-TV, Teacher Survey, Teacher KII, CI, EMIS records for school characteristics
2b	To what extent are the scores moderated by teachers' knowledge of disability, including their knowledge of specialized skills (e.g., Braille)?	CFM-TV, Teacher Survey
2c	To what extent are the scores moderated by teachers' beliefs with regards to:	CFM-TV, Teacher Survey, CI and KII
2c.i	Whether it is their responsibility to identify children's functional difficulty in their classroom?	
2c.ii	Whether they have the knowledge to identify children's functional difficulty?	

ID	Research Question	Tools
2c.iii	Whether learners with disabilities possess academic potential?	
2c.iv	Whether the questions included in the CFM-TV are appropriate to identify children’s functional difficulty in school settings in Nepal?	
3	How consistent are learners’ functional difficulty/disability classifications as identified by the CFM-TV, CFM, and medical screenings?	
3a	In comparison with CFM scores and medical screenings, do the CFM-TV over- or under-identify learners’ functional difficulty/disability classifications?	CFM-TV, CFM, Medical Screeners, Teacher Survey, PCG Survey
3b	Does the consistency of classifications with the CFM and the medical screenings differ by type of functional difficulty/disability?	
3c	To what extent are these results moderated by other factors such as learner-level factors, teacher-level factors, familiarity between the teacher and the students (measured as the length of the relationship and class size), characteristics of the medical screenings, or parental-level factors?	CFM-TV, CFM, Medical Screeners, Teacher Survey, PCG Survey

## ANNEX VIII: ANALYSIS OF WALKING AND MOBILITY DOMAINS

The table below shows 375 learners were assessed with both CFM-TV and medical screening tools for mobility, excluding “I don’t know” responses on the CFM-TV. Only 4.5 percent (n=17) of learners were identified with mobility impairments on the medical screening. The level of agreement between teachers and the medical assessment is 95.7 percent, with a statistically significant kappa score of 0.41. This indicates moderate agreement between the CFM-TV and mobility medical screening. However, because so few learners were identified on the medical screening as having a mobility disability, the findings for this analysis are inconclusive.

### Agreement between CFM-TV and Medical Screenings, Mobility

Teacher CFM-TV response	Medical screening—mobility		
	No impairment	Impairment (Case)	Total
No functional difficulty	94.1% (353)	2.9% (11)	97.1% (364)
Functional difficulty	1.3% (5)	1.6% (6)	2.9% (11)
<b>Total</b>	95.5% (358)	4.5% (17)	100.0% (375)

(Number of respondents in parentheses)

Agreement	Expected agreement	Kappa score
95.7%	92.8%	0.41***

(Agreements highlighted in blue)

\*\*\* p<0.001

Teachers rated 11 learners with mobility difficulties but incorrectly rated five. Thus, a larger sample of learners with mobility impairments would be needed to provide a more comprehensive assessment of teachers’ use of the CFM-TV tool to diagnose learners with functional disabilities related to mobility. Future research should endeavor to explore consistency between teacher ratings and medical screening in mobility, though obtaining such sample sizes can be challenging as this requires *a priori* knowledge of whether learners have a difficulty.

Teacher ratings for a functional difficulty in walking and medical screener case severity is shown below. There were very few learners found to have mild (13) or severe (4) mobility impairments, thus it is difficult to identify any trends beyond the rates of true positives in CFM-TVs. However, of the 358 learners without a mobility impairment, teachers rated 36 as having at least some difficulty in walking, indicating that unlike vision and hearing, teachers over-rated learners’ functional difficulty in walking and use of the lower cutoff “some difficulty” would have included

nearly all learners who needed additional support in mobility.

#### CFM-TV and Medical Screenings Response Categories, Mobility

Teacher CFM-TV responses	Medical screening - mobility			
	Non-case	Mild case	Severe case	Total
No difficulty	85.9% (322)	1.1% (4)	0% (0)	<b>86.9% (326)</b>
Some difficulty	8.3% (31)	1.6% (6)	0.3% (1)	<b>10.1% (38)</b>
A lot of difficulty	1.1% (4)	0.8% (3)	0.8% (3)	<b>2.7% (10)</b>
Cannot do at all	0.3% (1)	0.0% (0)	0.0% (0)	<b>0.3% (1)</b>
<b>Total</b>	<b>95.5% (358)</b>	<b>3.5% (13)</b>	<b>1.1% (4)</b>	<b>100.0% (375)</b>

The CFM performed slightly worse than the CFM-TV in walking, though it is difficult to draw strong conclusions given the small sample of learners that PCGs identified as having a functional difficulty (nine). While agreement was high at 98.1 percent, the kappa score of 0.36 points to only fair agreement.

#### Agreement between CFM and Medical Screenings, Mobility

PCG CFM response	Medical screening—vision		
	No impairment	Impairment (Case)	Total
No functional difficulty	97.6% (368)	1.9% (7)	99.5% (375)
Functional difficulty	0.0% (0)	0.5% (2)	0.5% (2)
<b>Total</b>	97.6% (368)	2.4% (9)	100.0% (377)

Agreement	Expected agreement	Kappa score
98.1%	97.1%	0.36***

(Agreements highlighted in blue)

\*\*\* p<0.001