

Enhancing Early Childhood Development in Bangladesh: Translating and Assessing the Social Emotional Development of New Portage Guide

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Abstract

Children who experience developmental delays or exceptional advancements benefit greatly from thorough evaluation and timely intervention to unlock their full potential. To meet up the growing needs of early childhood development and education New Portage Guide (NPG) birth to six, a assessment and curriculum planning tool to advance the development of children with various different disabilities, has been created in 2003. New Portage Guide is an effective tool in improving the development of children with various different disabilities. This research envisaged to translate and tryout the items of Social Emotional Development of New Portage Guide which will add a new dimension in the sector of early intervention. In order to use this component of New Portage Guide in Bangladeshi culture, the research is administered by the Tool for Observation and Planning (TOP) of Social Emotional Development of New Portage Guide in Dhaka city. Performing the study the finding shows that most of the items for different age group are appropriate for Bangladesh as they achieved the target level of difficulty power (P Value). Besides there are only few items which need modification due to their unacceptable difficulty power (P value). So these items should be modified to adapt to walk with the advance world. Therefore NPG should be adapted and apply to the Bangladesh to address the challenges of delayed childhood development.

Keywords: Portage Guide to Early Education (PGEE), Social Emotional Development, Tool for Observation and Planning (TOP), New Portage Guide

1. Introduction

The world is filled with unique individuals where each person possesses a diverse set of characteristics, personality traits, moral, values and attitude. We are social being, so to be part of a harmonious society, we must adopt certain behaviors and embrace shared values. Unfortunately some individuals experience delayed in their development. One of the main delay occur in social emotional growth. To address these challenges and provide appropriate support an intervention, it becomes essential to identify the specific developmental needs of such individuals.

When David E. Shearer founded the Portage Project in 1969, its original goal was to help young children in a rural community who had been identified as having difficulties (Shearer and Shearer, 1972). The Portage Project provided home-based programs in the early 1970s to assist parents in their role as their children's primary, most important, and influential educators.

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The Portage Project model has continuously changed over time as a result of new laws, documented experiences with best practices with kids and parents, and ongoing research. This has increased the amount of high-quality programming and improved services in the early childhood education sector, particularly in early intervention programs (CESA 5, 2003). These objectives are then carried out in the family through regular schedules and activities that the parent and kid participate in. In order to guarantee that children's goals are met and to enhance and improve parent-child connections, certain play-based activities are also provided and used (CESA, 2003).

The Portage Project, which is still going strong today, is a program for interventions conducted from home for families whose young children have been diagnosed with impairments. This family-guided model, which can start in a home setting or a combination of a classroom and a home, centers on a home visitor who assists parents and caregivers in addressing the goals of each child and family as outlined in the IEP (Individual Education Plan) and IFSP (Individual Family Service Plan), taking into account the child's developmental requirements, interests, and desires as well as the environment, customs, and family dynamics (Herwig, 1995).

The Portage Guide to Early Education (PGEE) is recognized for its focus on early intervention and the establishment of intervention systems within communities to support development. (Simeonsson, 1991). Various literature reviews showed that the portage is a cross cultured program and thus many countries have adapted it in many language and portage evaluation data showed that Children were indeed making progress, parents were highly successful as teacher, and the program strategy of sending teachers into the rural homes of families with children with handicaps was working.

A report was presented in Kuwait regarding Portage's successful participation in the inaugural Arab Regional Conference of Rehabilitation and the Second Gulf Conference in Medical Rehabilitation, both of which took place in Kuwait City earlier in 2010. At the conference, portage was well-represented. The report indicated that parents who were participating responded favorably to portage, and the demand for portage services resulted in a significant rise in the number of families getting portage—more than 60 families are currently involved. Over the past two years, the Kuwait City Early Intervention Centre for Children with Special Needs' working crew has successfully developed and delivered Portage services, which has sparked a great deal of interest in the concept. (PORTAGE IN KUWAIT)

Turkey has been introduced to the Portage Guide for Early Education under the direction of NGO's and academic stuff of universities during the beginning of the 1990's, in May 1994 a permission was given by SESA 5 to translate the original portage material into Turkish. At present, some day care centre, nursery schools, preparatory classes and special education schools in Turkey are using the Portage Guide to early Education materials for supporting the development of preschool children and children with special need (Ender, U. M. 2008).

The study conducted in Sri Lanka and published in the Sri Lanka Journal of Child Health in 2007 found that implementing a home-based psychological intervention program during the first year of life for infants showing signs of developmental delay, utilizing the Portage guide, was both effective and practical.

The Portage Guide to Early Education is implemented in India within the realm of early intervention services. The Portage project was implemented in India to assess adherence to an early intervention initiative for infants at high risk and to identify factors influencing their developmental challenges, as reported in the Indian Pediatrics Journal in 2000.

The three Fenno Scandinavian countries in the Nordic Region of Europe i.e. Finland, Sweden and Norway introduced the Portage Guide to Early Education in different forms and was translated and adapted for their own culture (Jarl Formo, 1998).

The objective of the Portage Guide is to minimize interruptions and improve the growth and learning experiences of both children and families by offering a home-centered early intervention initiative. Adopted globally, this project identifies developmental needs and provides early intervention services. Embracing the Portage Guide in our country aligns with international trends, prompting a researcher to create a Bengali version and adapt trial items for early education.

1.2. Statement of the problem

The article focuses on tackling the pressing concern of developmental delays among children in Bangladesh, particularly focusing on the lack of early intervention services. Despite the foundational importance of the first five years in shaping a child's future, there is a notable gap in services, with only a few organizations attempting to provide assistance.

The Portage Guide, originally developed for Western countries, presents a promising home-based learning style. However, the challenges lie in its cultural and linguistic disconnect from Bangladesh. The article seeks to explore the translation and adaptation of the New Portage Guide's "Social Emotional Development" component to align with the cultural context of Bangladesh.

The research recognizes the urgent need for efficient and culturally relevant early intervention programs in Bangladesh. With a high prevalence of disabled individuals and limited resources, the translation and adaptation of the New Portage Guide hold potential for creating a low-cost intervention program. By focusing on the social-emotional development aspect, the article aims to address delays that hinder a child's ability to interact with others and form relationships.

1.3. Purpose

The main goal of this study is to translate the Social Emotional Development section of the New Portage Guide. Additionally, the research aims to conduct item analysis, facilitating the adaptation and modification of items to align with the cultural context of Bangladesh.

1.4. Research Objective

- a) To translate the Social Emotional Development section of the New Portage Guide.
- b) To try out the Bengali version of Social Emotional Development for children aged eighteen months to six years.
- c) To Identify and pinpoint items in the original Portage Guide that require adaptation due to cultural inappropriateness in the context of Bangladesh

1.5. Rationale of the Study

The Portage Project utilizes a method of learning that takes place in the home environment, emphasizing the significance of a child's natural environment for education. This method has been translated into numerous languages and is widely adopted across various countries as an effective means of conveying first-rate early intervention facilities to both youngsters and their families.

It is disheartening to observe that a considerable number of disabled individuals in Bangladesh lack access to essential education, services, jobs, and other opportunities, making their lives challenging. Early intervention programs are scarce in the country. In 1984, the "Bangladesh Protibondhi Foundation" (BPF) introduced the "Distance Training Package Programme" (DTP) designed to impoverished disabled children in urban and rural areas, based on the Portage Guide to Early Education (PGEE). Considering the revisions and development of the New Portage Guide by the portage project team, it becomes imperative to adapt the updated PGEE on a broader scale to cater to the ongoing needs of early intervention programs in Bangladesh, aligning with the nation's perspective and cultural context.

To make a developmentally delayed child as a self-supporting individual, appropriate assessment and intervention is required. The New Portage Guide is prepared for western countries, which makes it difficult to apply in our country because of language and cultural differences. If it can be translated in our language and adapt according to our culture, it would be easier to apply and our early intervention program will be more meaningful and affluent.

Early intervention involves identifying targeted methods to maximize a child's functionality. In Bangladesh, there is a lack of awareness about the importance of early intervention services. Translating and adapting the New Portage Guide can raise awareness by creating teaching guides and training programs. This initiative also aims to equip parents of developmentally delayed children with the knowledge to effectively support their child's learning.

1.6. Limitations

Despite the researcher's wholehearted efforts, the study is subject to limitations such as a relatively small sample size (120 participants) confined to urban areas, specifically Dhaka City. A more comprehensive cultural representation could be achieved with a larger sample

covering rural areas and small townships. The study was conducted within constrained time and resources, limiting the opportunity for more in-depth statistical analysis that additional time and resources could have afforded.

2. Method and Procedure

The research aimed to translate the Social Emotional Development domain of the New Portage Guide and perform item analysis to identify items needing adaptation for the Bangladeshi cultural context. The study targeted children aged 18 months to 6 years in Dhaka Metropolitan City. In this study, the metric equivalency and item difficulty index were crucial statistical procedures used to measure the corresponding difficulty level of each item within the Social Emotional Development section of the New Portage Guide.

2.1. Participants

The study included a random sample of 120 children, selected from three educational institutions within Dhaka Metropolitan City. These institutions include two daycare centers and one primary school, which are referred to here as Institution A, Institution B, and Institution C to maintain confidentiality. The distribution of the participants was as follows:

Table: 1

Table- 1 display the respective counts of children in different age groups within each organization.

Name of the Institution	Number of children from different age group				Total
	18 to 36 months	3 to 4 years	4 to 5 years	5 to 6 years	
A	19	13	08	02	42
B	11	17	16	04	48
C	00	00	06	24	30
Total children from different ages	30	30	30	30	120

2.2. Sample technique

A stratified random sampling technique was used to ensure that each age group was appropriately represented in the study. This method allowed for the equal representation of each age group and institution, providing a comprehensive overview of developmental stages across early childhood.

2.3. Instrument used

The researcher employed the most recent revision of the New Portage Guide (2003), which was developed by a group of consultants, to conduct the planned study.

2.3.1. Description and organization of the tools for observation and planning (TOP)

Age range

The Tool for Observation and Planning (TOP) uses six color-coded age ranges that align with common early childhood programs. These colors represent the typical ages when children might reach specific developmental milestones.

Developmental Areas

Communication/Language/Literacy

Social Emotional Development

Exploration and Approaches to Learning

Purposeful Motor development

Sensory Organization

Selected developmental strand

The phrase "social emotional development" describes a child's growing ability, from birth to age five, to form safe, close relationships with peers and adults, to feel and express emotions in ways that are appropriate for their social and cultural context, to explore their surroundings, and to learn (all within the framework of their family, community, and culture) (CSEFEL). The sphere of Social-Emotional Development involves how children perceive themselves and engage with others. Progress in this area is shaped by a child's personality, cultural norms, and early life encounters. Building self-confidence and self-esteem is facilitated by emotional support and stable relationships. Key aspects within this domain include a child's ability to form friendships, embrace diversity, resolve conflicts, and thrive within group dynamics. These qualities lay the groundwork for learning and the meaningful relationships that enrich life.

2.4. Translation

The task at hand involved translating the items within the Social Emotional Development domain of each age group from the New Portage Guide, originally in English. Additionally, the translation extended to Bangla for the activity cards, as well as the observation and planning tools, aiming to enhance ease of application. The entire translation process was with the consents of teachers from the department of Special Education, situated within the Institute of Education and Research.

2.5. Material used

To fulfill the requirements of the proposed research, the Tool for Observation and Planning (TOP) from the New Portage Guide was employed. The Portage Project program utilizes a variety of accessible tools and resources created for the convenience of both educators and parents. Each developmental strand includes specific materials such as toys, games, reading and writing materials, activity cards, charts, play items, color and number concepts, stationeries, etc. These materials were selected based on the child's age and the specific context of observation. Local availability of items was ensured, and any items deemed unsuitable for Bangladesh will be adapted following the item analysis.

2.6. Procedure

To conduct this study, the researcher used systematic observation methods as recommended by the New Portage Guide. The first step involved getting permission from the institutions where the children were observed. The researcher obtained a consent letter and presented it to the respective institutions. Once permission was granted, the researcher prepared a list of children organized by age and selected participants randomly from each age group.

Building a good relationship with teachers, caregivers, parents, and children was crucial for gathering reliable information. The researcher engaged with children both individually and in groups to assess their social and emotional development using the Tool for Observation and Planning (TOP). This involved organizing various activities listed on the activity cards to create suitable situations for observation.

For certain behaviors, such as a child's ability to separate from a parent in familiar surroundings, the researcher had to wait for these situations to occur naturally. If it was difficult to observe a child's behavior directly perhaps because the child was shy the researcher would consult with caregivers or parents to verify the child's capabilities.

Ultimately, all observations and data were organized and analyzed using the TOP framework to understand each child's social and emotional development comprehensively. The assessment methods utilized for evaluating the children included:

A= Always Perfectly: The child can consistently execute the task independently, demonstrating reliability across various tools, environments, and with different individuals' support.

S= occasionally or somewhat: Additional practice is required to fully understand the skill.

N= never or certainly not: At the present moment, the child is not employing the particular talent.

3. Result and Findings

3.1 Item difficulty Index

The difficulty of a test question is measured by how many people can answer it correctly. The more people who answer correctly, the easier the question is considered. This creates an inverse relationship: if a question is very difficult, fewer people will answer it correctly, resulting in a lower difficulty index. (Wood, 1960).

To assess the complexity level of an item, calculate the ratio of correct responses to the total number of participants. To evaluate the complexity of a test question, it is essential to define the characteristics of both the upper and lower groups. Various rules and theories exist for determining difficulty power. In this study, the researcher categorized each age range into upper and lower groups based on their respective scores from observations within that specific age range.

In simplified form, the formula to compute an index of difficulty power based on this idea is the following:

$$P = \frac{U_p + L_p}{U + L}$$

Where,

P= difficulty index

U_p= the count of students in the higher group who responded correctly to the test item.

L_p= how many students from the lower group answered the test item correctly?

U= total amount of students in the higher group

L= total amount of students in lower the group

[Source: J. Stanley Ahmann, Marvin D. Glock; Evaluating Student Progress (6th Edition) London, allyn and Bacon, Inc. 1981 page;160]

The aim of this study was to translate and calculate the Item Difficulty Index for the Social Emotional Development section of the New Portage Guide, making it applicable for early intervention programs in Bangladesh. Item Difficulty Index was used to statistically signify the acceptance of items suitable for Bangladesh as well as to identify items that need to be adapted and modified to suit the culture.

It is notable that item difficulty is considered as one of the most suitable techniques, the item are evaluated finally on the basis of the result of the result of I Item Difficulty. The expected and acceptable vicinity of P (Item Difficulty) is 30% to 70% but as the best value of P is 50%, hence the researcher considered 50% as the target level of difficulty. In this study, researcher accepted all the items whose difficulty level was above 50% and considered those items culturally in appropriate for Bangladesh whose difficulty level was below 50%.

3.2 Result

The following table shows the difficulty index of different items of Social Emotional Development at different age ranges according to New Portage Guide.

Scores indicates that these items need adaptation for our Bangladeshi culture.

Table: 2 Shows the difficulty index of the items of social Emotional Development of NPG for 18 to 36 months.

Age Range	Item No in Activity Card	Description	Difficulty Power (%)
18 to 36 months	10	Explores humor by acting silly to get attention	60
	11	Tries out different behaviors to test caregiver's responses and limits	53.30
	12	Does actions or shows products for caregiver approval	66.70
	13	Separates easily from parent in familiar surroundings	66
	14	Reacts with crying or tantrum when frustrated	56.70
	15	Shows self-control by following simple rules (eats at the table)	50.00
	16	Demonstrates caution in dangerous situations, avoids common hazards	63.30
	17	Motivated to do many things independently (Wipes nose, dresses, eats, toilets)	36.70
	18	Explores unfamiliar places or people with caregiver present	73.30
	19	Takes turns in activities and conversation, with guidance or family member	46.70
	20	Plays near other children; each doing separate activities	50
	21	Imitates other's behaviors in play, e.g. pretends to cook, or eat a snack	73.30
	22	Explores properties of various art media and building materials e.g. paint, play dough or block and legos	96.70
	23	Responds to music, clapping, dancing, or clanging two objects together	80

Note. The table has been reprinted from User's Guide, Portage Guide Birth to six, for infant/toddler and preschool.

Analysis of Table No-2 reveals that among the fourteen items of age range 18 to 36 months, twelve items (10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23) exhibit satisfactory p-values. However, the remaining two items (17, 19) fall short of the desired difficulty level (considered as 50% by the researcher). Consequently, it can be concluded that these twelve items are culturally appropriate, while the two items necessitate modification due to their perceived difficulty for children aged eighteen to thirty-six months in the context of Bangladesh.

Table: 3 Shows the difficulty index of the items of social Emotional Development of NPG for 3 to 4 years.

Age Range	Item No in Activity Card	Description	Difficulty Power (%)
3 to 4 Years	8	Cooperates with adult requests most of the time	46.70
	9	Shows pride in doing things without adult help	76.70
	10	Waits three to five minutes to get needs met	20
	11	Shows affection, Praise, empathic response to playmates or family members	76.70
	12	Shares with other children, with support from adult	56.70
	13	Participates in structured small group activities for 10-15 minutes	76.70
	14	Listens and contributes to adult conversation	66.70
	15	Plays briefly with 1-3 children, sharing materials	53.30
	16	Follows rules by imitating actions of other children	80
	17	Uses art or building materials for their own intended purposes	80
	18	Participates in musical games such as the Hokey Pokey or responds to a music beat	63.30

Note. The table has been reprinted from User's Guide, Portage Guide Birth to six, for infant/toddler and preschool.

Interpretation of Table No-3 shows, Within the 3-4 years age range, Among the eleven items assessed, nine items (items 9, 11, 12, 13, 14, 15, 16, 17, and 18) demonstrate satisfactory results, with a p-value exceeding 50%. It can be inferred that these items are culturally suitable for Bangladesh. However, the remaining two items (8 and 10) require adaptation due to their difficulty level falling below the researcher's defined target of 50%.

Table: 4 Shows the difficulty index of the items of social Emotional Development of NPG for 4 to 5 years.

Age Range	Item No in Activity Card	Description	Difficulty Power (%)
4 to 5 years	10	Sometimes resolves problems with peers, without physical aggression, with adult support	63.30
	11	Manages emotional responded with adult support	70
	12	Willingly tries new experiences	80
	13	Works alone at a task for 15-20 minutes	50
	14	Talks about having friends	80
	15	Talks occasionally own or other's feelings	66.70
	16	Participates in dramatic play with 3-4 children for extended time	63.30
	17	Takes turns and understands the need to share	36.70
	18	Responds to music with more complex movements e.g., Head, shoulders, Knees, and Toes or creates own movements	60
	19	Draws simple recognizable pictures or uses small objects tools to create things, i. e., paint, chalk, play dough, etc.	73.30

Note. The table has been reprinted from User's Guide, Portage Guide Birth to six, for infant/toddler and preschool.

Analysis of the findings presented in Table 4 indicates, for items targeting the age group of 4 to 5 years, it was observed that nine out of ten items (10, 11, 12, 13, 14, 15, 16, 18, and 19) demonstrated satisfactory P values, indicating a difficulty power exceeding 50%. These findings suggest that these items are culturally appropriate for Bangladesh. However, one item (17) requires adaptation to align with the cultural context.

Table: 5 Shows the difficulty index of the items of social Emotional Development of NPG for 4 to 5 years.

Age Range	Item No in Activity Card	Description	Difficulty Power (%)
5 to 6 Years	10	Negotiates situations with other children with minimal adult support	90
	11	Follows most rules regarding treatments of others, cares of material, and behavior	46.70
	12	Declares rights and needs Don't hit me. You can have a green marker, but I want my purple one	76.70
	13	Speaks positively about self, I like to swim	66.70
	14	States goals for self and carries out activity	93.30
	15	Independently makes friends with other children, e. g., asks to play, help child with work, makes something to share	76.70
	16	Participates in boards or physical games with peers	86.70
	17	Routinely plans and works cooperatively with 3-5 other children toward a common goal	93.30
	18	Draws and builds with more detail and creativity	60
	19	Participates in musical performances with others that include singing, dancing or the use of instruments	90

Note. The table has been reprinted from User's Guide, Portage Guide Birth to six, for infant/toddler and preschool.

For items directing the age group of 5 to 6 years, the analysis reveals that nine out of ten items (10, 12, 13, 14, 15, 16, 17, 18, and 19) exhibit satisfactory P values, indicating a difficulty power exceeding 50%. This suggests that these items are culturally suitable for Bangladesh. However, adaptation is recommended for item 11 to align them more closely with the cultural perspective of Bangladesh.

4. Discussion

The study analyzed social and emotional development in children aged 18 to 36 months using the New Portage Guide. It found that out of fourteen items assessed, twelve were appropriate for the cultural and developmental standards in Bangladesh. This means these items fit well with the usual expectations for children's development in this age group in Bangladesh.

This finding is similar to results seen in other countries like Turkey and India, where the Portage Guide had to be changed a bit to fit better with the local cultures (Ender U.M., 2008; Indian Pediatrics Journal, 2000). These examples highlight how important it is to adapt developmental tools to fit different cultural backgrounds.

However, two items, numbers 17 and 19, were too hard for the children, which means they did not match the expected level of difficulty. This could be because of the different ways children are raised, the educational methods used, or other local conditions that shape how children grow and learn. Similar ideas have been discussed by researchers like Roggman et al. (2013) and Bornstein et al. (2012), who noted that cultural factors can influence developmental outcomes.

For the age group of 3 to 4 years, nine out of eleven items showed P-values above the threshold, confirming their suitability for the cultural context of Bangladesh. These items include behaviors and skills that are evidently resonating well with Bangladeshi children's developmental stages.

Similar changes were needed in Sri Lanka, where early help for young children was adjusted to better match what children there needed. The study published in the **Sri Lanka Journal of Child Health in 2007** found that "local adaptations of global developmental interventions are crucial to their success" (Perera, H. et al., 2007). It shows that understanding local ways of raising children helps in making these programs work better.

Items 8 (about following adult instructions most of the time) and 10 (about waiting for three to five minutes) were too hard for some children. This could be because the behaviors these items check are not familiar to or expected from children in Bangladesh at this age. Factors like different ways of parenting, what children learn at home and school, and general living conditions can make these tasks challenging for them.

For children aged 4 to 5 years, nine of the ten items evaluated from the New Portage Guide matched well with what is expected for children's development at this age in Bangladesh. These items seem to fit well with the natural growth and learning that happen at this stage in a child's life.

In many places, the Portage Guide has been changed to better match what's normal or expected for children in those areas. Lee and Yoo in 2019 mentioned that to really help children, developmental checks need to be made to fit the way children live and learn in their own cultures. This kind of customization was done well in places like Finland, Sweden, and Norway. There, the guide was altered to meet the specific needs and ways of

these countries, showing that adjusting the guide in this way can be very successful (Jarl Formo, 1998).

The need to modify item 17, which deals with taking turns and sharing, could be because these skills might not be as emphasized in early education settings in Bangladesh. Local educational practices or what is typically expected at home might not focus heavily on these areas, leading to lower performance in this item. This difference in focus could be due to the distinct ways in which children are raised and taught in different cultures.

For children between 5 to 6 years old, most of the activities matched well with what is expected for children of this age in Bangladesh. Only one activity, which involves following rules about how to treat others and how to handle materials, needed some changes to better fit local expectations.

The need for changes might come from the fact that the challenging activity involves complex behaviors or thinking that are not usually expected from Bangladeshi children at this age. These expectations might be shaped by the way children are typically taught and what is socially expected in their community.

The translation and cultural adaptation of the New Portage Guide's Social Emotional Development section for use in Bangladesh have highlighted significant insights into the applicability and relevance of this early intervention tool within a specific cultural context. The findings from the study reveal a mostly favorable alignment of the Guide's items with the developmental expectations and cultural norms of Bangladeshi children, with a few notable exceptions that require adjustments.

5. Recommendations

Considering constraints in sample size, time, and resources, the researcher was compelled to narrow down the scope of the study. Consequently, the following section outlines the resulting recommendations.

1. To enhance the reliability of the outcomes, a subsequent study with a higher sample size could be conducted to comprehensively assess the impact of the New Portage Guide.
2. Calculating reliability and validity for the Bengali version of the New Portage Guide would enhance the overall assessment process.
3. Given that the Tool for Observation and Planning is an integral part of an assessment and intervention package designed for preschool-level children, it is advisable to implement it across a representative sample in Bangladesh. This approach ensures the inclusion of diverse socio-economic backgrounds, allowing for a comprehensive evaluation of the effectiveness of the New Portage Guide in various socio-economic contexts within the country.
4. Following the adaptation of trial items, certain elements necessitate modification, prompting a subsequent round of recommended trials for further refinement.

6. Scope for further research

This study is based on a limited sample size, and future researchers in this field are encouraged to investigate the validity of the package. Similarly, to assess the reliability of the package in the context of Bangladesh, additional research is recommended. Additionally, exploring the potential adaptation of the package into a pictorial form for use in Bangladesh could be an intriguing avenue for further study.

7. Conclusion

The Portage Project is a pioneering early intervention program designed to help young children with disabilities, ranging from emotional disturbances to physical impairments, from birth to six years old. It provides home-based educational services, making it possible for parents to teach their children in the familiar settings of their own homes. The program is noted for its innovation, particularly how it empowers family members to effectively educate their children and trains any experienced caregiver to become a skilled home visitor quickly. Originally from the US, the Portage model has gained international recognition for its simplicity and effectiveness in different cultural settings. It's recommended that the model be adapted to local languages and cultures to enhance its accessibility and relevance.

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Biography

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