



RESEARCH PAPER

Classroom Practices Adopted by Teachers of Students with Muscular Problem in Schools

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ABSTRACT

Students with muscular problems are required to be dealt professionally by their teachers in their classrooms. This study aimed to seek classrooms practices that teachers of physically handicapped children adapt in classrooms for students with muscular problems in special education schools of Punjab. This study was qualitative with exploratory type. A total number of 20 teachers of students with physical disabilities teaching in special education schools for physically handicapped children including 10 male and 10 females were taken as sample of the study. Semi-structured interview was developed as a tool for this study for the purpose of data collection. Validity of the instrument was confirmed through expert opinion Reliability of the instrument was confirmed through an extensive literature review. The data were analyzed through coding & thematic analysis. Major themes of the study were teacher's perception, classroom practices, and challenges for teachers, challenges for students with muscular problems, and strategies. Findings of the study revealed the current classroom practices for students with muscular problems and teaching strategies adapted for better learning of the students with muscular problems. Study recommended teachers must be trained to tackle the students with muscular problem in their classroom.

KEYWORDS Classroom Practices, Muscular Problems, Special Education, Students, Teachers

Introduction

The Classroom practices ensure that students with special needs receive a high-quality education (Kampa, 2017). The classroom is a place where social actors interact with one another in order to share and receive information. To be effectively translated, classroom procedures must be inclusive, ensuring that every student feels appreciated and supported in their learning experience. According to Mödi (2015), For providing quality education in any school, the policies are very important. Learner-centered pedagogy aims to stimulate group and peer collaboration in the classroom by giving students (Peeraer, et.al 2015).

Teachers play a critical role in providing high-quality education, but the students-teachers performance connection is complicated and influenced by a number of circumstances, necessitating a consistent context-related teacher managing structure (Best et al., 2018).

According to Maurya, & Singh, (2019), it takes a certain talent to be able to teach. The teaching profession impacts and develops students' lives in this way, developing their ability to fully participate in society (Zafarullah et, al. 2022)

According to Alharti & Evans, (2017), teachers' attitudes have a huge impact on the efficacy of comprehensive education because their attitudes and beliefs affect how they behave.

IvyPanda (2019) reported that muscular dystrophy is a group of hereditary illnesses in which the intended and skeletal muscles that control muscles weaken and damage over time. It might happen throughout childhood, later in life, or in one's middle years.

Special education professionals must overcome their concerns in order to shift pupils from the self-contained classroom environment into the inclusive mainstreamed general educational environment (Spoede, et. al. 2016).

The classroom is a place where social actors interact with one another in order to share and receive information. To be effectively translated, classroom procedures must be inclusive, ensuring that every student feels appreciated and supported in their learning experience.

The purpose of this research is to seek classroom practices for students with muscular dystrophy which are being practiced by the teachers of physically handicapped field in the schools of physical disabled children in Punjab.

Literature Review

Teacher-student relationships are regarded as essential for students' adjustment at schools (Poulou, 2017).

Special education teachers play a crucial role in collaborating and communicating with individuals who are concerned about the wellbeing of students with special needs, including parents, public, psychologists, professional and physiotherapist.

According to Mödi (2015), For providing quality education in any school the polices are very important. Teacher-centered pedagogy places instructors at the center of the learning process in the classroom (Peeraer et.al 2015).

Well-managed atmosphere and effective study in school can help students with special needs in their educational settings. It is widely accepted that facilities have a direct and significant impact on pupils learning in any school both it is general and special education set up (Nzabihimana, 2015).

Classroom management is a common problem for special education teachers. Physically disabled children had significantly more peer difficulties, emotional problems, and overall difficulty (Heyl & Hintermair, 2015),As a result, many educators are seeking for technology solutions to aid in the creation of good learning environments in the classroom. Electronic behavior management programs (eBMPs) employ research-based tactics such as reinforcement schemes and the Premark principle to minimize problematic behavior and increase good behavior (Gilmour et al., , 2018).

Teachers may assist the pupil by discussing his abilities with him (WUDU et. al, 2020).

Shan & Cai (2014) addressed that effective teaching requires the creation of a pleasant classroom atmosphere. By creating positive school environments, teachers have the opportunity to enhance classroom discipline and management (Riden & Randolph, 2019).

Material and Methods

Research Design

This research was qualitative with exploratory design.

Population

The population of the study was teachers of students with physical disabilities from special education schools of Punjab.

Sample

The total sample consisted on 20 participants who were teaching the students with physical disabilities at schools of physically handicapped children in Punjab. Both males (N=10) and females (N=10) participants were included in sample. Samples were collected from different cities of Punjab. The sample were taken from primary level to secondary school level. The age of the samples were 25 years and above. The qualification of the samples were Masters degree holder (N=15), M.Phil (N=05). Random sampling technique was used for the collection of data. The sample framework has been mentioned in table 1:

Table 1
Sample Framework

City Name	J.S.E.T	S.S.E.T	Lecturer	Sample
Lahore	01	03	02	06
Multan	03	Nil	Nil	03
Mian channu	01	01	Nil	02
Tounsa Sharif	01	Nil	Nil	01
Okara	01	01	Nil	02
Gujranwala	01	01		02
Muzafar gher	Nil	02	Nil	02
Jhang	01	01	Nil	02
Total			20	

Instrument for Data Collection

A semi structured interview was conducted to collect data. In data collection process semi-structural interview questionnaire was developed by researchers. It was constructed on the basis of different classroom practices adaptation techniques. The questionnaire had open ended questions with few probing questions. Each respondent had to provide general information about them such as age, qualification, and gender in the first part of the questionnaire. A large pool was generated to measure the classroom practices adaptation made by teachers for students with physical disabilities at school level, it was shortlisted after. After that total 11 items and many probing questions were arranged in final form of interview to generate maximum information related to research problem.

Data Collection Procedure

Before commencing the data collection process, permission to conduct interview from the participants was obtained. The researchers had to read and interpret the questionnaire in familiar language to the respondent and conduct the interviews. Different probing questions were also asked according to need. Responses were recorded and written from and then they were transcribed and written by the researchers.

Validity & Reliability of the Instrument

The validity of the instrument was assured by the expert opinion (N=02). The reliability of the instrument was confirmed through extensive literature review.

Data Analysis

The data was analyzed by using the content analysis technique. Content was obtained from the interview transcription of the participants. It was further categorized and sub-themes were drawn. Afterthat, major themes were drawn from the categories.

Table 2
Frequencies Distribution as Per Gender

Gender	Numbers	Frequency
Males	10	50%
Females	10	50%

Table 2 shows that male respondents were 50% while female respondents were also 50%. It shows that there were equal participants in data collection

Table 3
Frequency Distribution of the Respondents Qualification

qualification	Numbers of Teachers	Frequency
M. Phil	07	35%
Masters+B.ed	13	65%

Table 3 depicts that 35% of the respondents were with M.Phil qualification However, 65%of respondents were with masters qualification . It means that the major respondents in the study were 65%who were with masters qualification.

Thematic Analysis

Theme 1: Teacher's Perception

This theme reflects the responses of the participants on the basis of the interview transcription. The theme has been emerged from the categories that are comprehensive understanding, partial understanding, poor understanding, dealing of students, management, and supporting environment. Poulou (2017) also studied how important a teacher's professional abilities are in predicting positive interactions between them and their students.

Category 1: Comprehensive understanding

3 of 20 teachers of physically handicapped students responded that muscular dystrophy, pain in muscles, movement problems in muscles, muscular dystrophy, tendonitis multiple sclerosis are common muscular problems among students with physical disabilities. It means that few of the participants have the understanding about muscular problems of children with physical disabilities.

One of the participants stated that students with muscular dystrophy feel heavy pain in muscles.

Category 2: Partial understanding

11 of 20 teachers of physical handicap responded that there is only 1 type of muscular problem among students with physical disabilities. It means that majority of teachers of physical handicap children have partial understanding about physical disabilities.

One of the participants described that mostly students with muscular dystrophy face this problem genetically.

Category 3: Poor understanding

6 of 20 participants responded the subjective explanation of muscular problem instead of sharing particular knowledge about muscular problem of their students with physical disabilities. It means that few of the participants have no understanding about particular muscular problems among the students with physical disability.

One of the participants reported that mostly students with muscular dystrophy face neurological problems.

Category 4: Dealing of Students

4 of 20 teachers of physical disabilities responded that they tackle the students according to their disability and its severity level in classroom. It means that few of teachers with physical disabilities understand they tackle the students according to their severity level.

One of the participants said that handling the students with muscular dystrophy is their responsibility.

Category 5: Management

11 of 20 teachers of physical disabilities responded that with the proper use of medicine and exercise or therapy, muscular dystrophy is curable. It means majority of participants understand proper management of muscular dystrophy.

One of the participants answered that the students of muscular dystrophy can be cured with proper medications.

Category 6: Supporting environment

Only 2 of 20 teachers of physical disabilities responded that supporting environment in classroom is very necessary for the students with muscular problem. It means that few of participants stated the environment of classroom and behavior of teachers and students play an important role for the better growth of the students with physical disabilities.

One of the participants responded that classroom environment should be friendly for the students of muscular dystrophy.

Theme 2: Classroom Practices

This theme reflects classroom practices adopted by teachers for their students with muscular dystrophy. The theme has been emerged from the categories i.e, appropriate classroom management, material modification, literacy skill development, need base learning, teachers' roll, and parent's roll. Schmid et al., (2011), said that Students with disabilities may have psychological challenges that influence their academic performance, their ability to concentrate in class, and their motivation to learn.

Category 1: Appropriate classroom management

7 of 20 teachers of physical disabilities responded that management of proper classroom is a necessary part which plays an important role in the development of physical handicap students. It means that less than half of participants understand that classroom practices for students with muscular problems regarding academic endeavors are very important

One of the participants reported that barrier free environment and extra time for the completion of assignment are very necessary for the students with muscular dystrophy.

Category 2 : Material modification

5 of 20 teachers of physical disabilities responded that material should be used according to their disability level. For classroom practices material modification is very necessary. It means that less than half of the participants stated that if a student is not able to grasp the things then he needs a multimedia approach.

One of the participants reported that use of A.V aids and Use of different techniques to keep the attention in the class.

Category 3: Literacy skill development

Only 2 of 20 teachers of physical disabilities responded that classroom practices are very necessary for the development of literacy skills. It means that only a few of the participants stated that literacy skill can be developed through classroom practices.

One of the participants narrated that these students need systematic and dynamic learning practices adopted by the teachers.

Category 4: Need base learning

6 of 20 teachers of physical disabilities responded that classroom learning should be according to the basic need of physical handicap students. It means that less than half of the participants described that classroom practices related to education should be according to their basic need.

One of the participants stated that their learning should be according to their mental level.

Category 5: Teachers' Role

11 of 20 teachers of physical disabilities responded that teacher's role is very important for the supervision of the students with muscular problems in classroom. It means that majority of the participants stated that they supervise during reading time, in their test sections and regarding to their setting plan.

One of the participants reported that use different techniques and strategies to manage such type of students in classroom.

Category 6: Parent's roll

3 of 20 teachers of physical disabilities responded that parents roll is important to supervised the students with muscular problem in classroom. It means that few of the participants stated the coordination of parents and teachers is must to supervised these students.

One of the participants explained that parents should focus on the daily routine of their child with muscular dystrophy.

Theme 3: Challenges for Teachers

This theme reflects challenges for Teachers while handling the students with muscular problems in their classroom. The theme has been emerged from the categories that are time management, issues with the child, and parent's cooperation. McCarney&

Wunderlich (2014) found that some basic teaching advice is applicable when working with pupils who have physical impairments, regardless of the particular condition or disability

Category 1: Time Management

8 of 20 teachers of physical disabilities responded that time management is the major challenge for them. It means that almost half of the participants stated that the time management becomes a problem for them to complete the classroom tasks.

One of the participants reported that they need extra time to complete their assignment.

Category 2: Issues with the Child

5 of 20 teachers of physical disabilities responded that a major challenge for teachers is the different issues with students related to their disabilities. It means that half of the participants stated the major challenge in the classroom is the disability level of students.

One of the participants reported that students with muscular dystrophy face non-availability of A.V aids.

Category 3: Parent's Cooperation

4 of 20 teachers of physical disabilities responded that parents' cooperation is zero related to their educational performance. It means that few of the participants narrated that parent's cooperation is very necessary to fulfill the requirements of the classroom.

One of the participants explained that most of the parents of the students with muscular dystrophy are non-educated.

Theme 4: Challenges for Students with Muscular Problems

This theme depicts Challenges for Students with Muscular Problems which they experience in their classroom. The theme has emerged from the categories which are mobility issues, physical difficulties, adjustment problem, and parent's support. According to Seyoum, & Mekonnen, (2020), learners with physical or intellectual impairments may have a variety of challenges throughout their lives including poverty, societal stigma, and discrimination.

Category 1: Mobility Issues

7 of 20 teachers of physical disabilities responded that students face mobility issues in the classroom, they cannot move from one place to another in the classroom. It means that less than half of the participants stated the students face issues to move in the classroom.

One of the participants reported that to go from one place to another is the major issue for the students with muscular dystrophy.

Category 2: Physical Difficulties

5 of 20 teachers of physical disabilities responded that many students face physical or health issues in the classroom. Students face many health issues. It means that less than half of the participants described that students face physical challenges and health issues which obstruct their educational performance.

One of the participants reported that normal students understand things quickly but special needs take time to understand the instructions given by the teachers.

Category 3: Adjustment Problem

6 of 20 teachers of physical disabilities responded that students face adjustment problem in classroom, with their classmates and especially sometimes with teachers. It means that less than half of the participants stated that students face adjustment problems in classroom.

One of the participants reported that they face problems in reading and writing and understanding the topic easily. Extra time needed in written test or solving questions. Inability to understand mathematical concepts. Need classmates help.

Category 4: Parents Support

2 of 20 teachers of physical disabilities responded that lack of parents support is another challenge for the students with muscular dystrophy. Mostly parents are not educated so they do not support their children in their homework or educational activities. It means that few of the participants stated that parents support is very necessary.

One of the participants said that Parents wants to see a special need like a normal child so they face lack of parent's support.

Research Question 5: What are the strategies adopted for students with muscular problems by their teachers in classroom?

Theme 5: Strategies

This theme shows Strategies by Teachers for handling the students with muscular problems in their classrooms. The theme has been emerged from the categories that are least restrictive environment, use of A.V aids, encouragement, students' Care, and classroom modification. To enable students with disabilities to take part in the usual Physical Education curriculum, adaptive physical education is a customized program of physical motor skill development and fitness (WUDU et. al, 2020).

Category 1: Least Restrictive Environment

4 of 20 teachers of physical disabilities responded that least restrictive environment is adopted for these students. These participants stated that least restrictive environment means maximum mobility and acceptance with support. It means that few of participants has good understanding about least restrictive environment for the students with physical disabilities

One of the participants said that flexible environment is required for the students with muscular dystrophy

Category 2: Use of A.V Aids

15 of 20 teachers of physical disabilities responded that they use different types of technologies to deal with students of Muscular problems. For example, Audio visual aids can play an important role to make a child independent in his or him life. We use computer, DVDs, Projectors and Slides. It means that participants responded that AV aids are essential part of their education or classroom practices

One of the participants reported that Learning becomes better due to usage of AV aids.

Category 3: Encouragement

6 of 20 teachers of physical disabilities responded that Strategies and Rules should not be stricter to deal with students of Muscular Problems. It means that less than half of the participants responded that encourage them to participate in classroom activities.

One of the participants said that classroom should be in accessible arrangements and rules and regulation should be flexible not stricter in classroom.

Category 4: Students' Care

4 of 20 teachers of physical disabilities responded that the students who have disability need more attention and care from teachers in classroom. It means that few of the participants stated that care of these students is responsibility of teachers in classroom.

One of the participants stated that tackle them with love and care and according to their mood swings.

Category 5: Classroom Modification

3 of 20 participants responded that they consider environmental adaptation especially in classroom. It means that few of the participants answered that classroom modification is compulsory for the students with physical disability.

One of the participants reported that make seating arraignment accessible for students with muscular problems and Save them from mobility or movement issues.

Findings

The findings of the study have been given below:

Teachers' Perception

The study found that teachers knew how to handle the students with muscular problem in classrooms. The perception of teachers reflects their understanding about muscular problems, their dealing with the students, and classroom environment.

Classroom Practices

The study found that there are different classroom practices adopted by teachers. These classroom practices are appropriate classroom management, material modification, literacy skill development, need base learning, teacher's role, and parent's role.

Challenges for Teachers

The study found that teachers experience numerous challenges while dealing the students with muscular problem in classroom. It includes time management, issues with the child, parent's cooperation.

Challenges for Students with Muscular Problems

The study found that teachers highlighted that students face many challenges in classroom. It includes mobility issues, physical difficulties, adjustment problem, and parent's support.

Strategies by Teachers

The study found that appropriate teaching Strategies can be used to teach the students with muscular problems in classroom. It includes least restrictive environment, use of audio visual aids, care of students, classroom modification, encouragement.

Discussion

The perception of teachers teaching to the students with muscular problems in classroom reflects that with proper training, students can learn and participate actively in class activities. However, difficulty in dealing the students in classroom is also experienced by the teachers in classrooms. According to Maurya, & Singh, (2019), it takes a certain talent to be able to teach. There are numerous teachers of physically handicapped children who use different classroom practices to facilitate the students with muscular problems. They make groups among students, give them extra time to complete their assignment. They modify the material according to their educational needs. Teachers monitor the students through projects, often have very slightly skill in relating research and plan classroom activities (Love and Wells [2018](#)).

Learner-centered pedagogy aims to stimulate group and peer collaboration in the classroom by giving students (Peeraer, et.al 2015).

Additionally, teachers face different challenges while teaching to students with muscular problem in classroom. They face problems in time management, parent's cooperation, lack of material modification. According to Nachiappan et al. (2018), to overwhelm the teacher's problem in coaching and education, information is very necessary to the teacher.

Students with physical disabilities experience numerous problems from their health perspective, or in education especially in their classroom. They face adjustment problem in sitting, writing and reading. They face mobility issues. The majority of issues arise when children with these characteristics engage in externalizing activities. Externalizing behavioral problems are defined as aggressive behaviors such as fighting, damage, lying, and stealing in addition to or instead of these other behaviors. (Millenet, et al., (2018)

Teachers use different strategies for appropriate learning of the students with muscular problems in classroom. Teachers give them learning environment, they use audio visual (A.V) aids for proper learning. Teachers should work to promote positive student conduct by redirecting bad behavior in a positive way, encouraging respectful dialogue and participation in dispute resolution, and using proper body language. There are many strategies which are used in classroom practices to observed students behavior and learning Riden, & Randolph, (2019).

Conclusion

The results of the study are concluded here with the perception of teachers who have better understanding for handling the students in classroom. Best classroom practices are used to facilitate the students with muscular problems in classroom. Best classroom practices can be adopted with proper material modification. Mostly teachers face many problems in class room and related to their education, but number of teachers believe that to face challenges for students is their responsibility. Although, there are many challenges while complying the classroom practices but good teaching strategies can release the pressure of the teachers. Teachers of students with physical disabilities use different teaching strategy for better learning and classroom practices for the students with muscular problems in classroom.

Recommendations

The recommendations of the study have been given below:

- Teacher must be trained to tackle the students with muscular problem in classroom.
- Contemporary classroom practices for students with muscular problems should be promulgated through workshops, seminars, and conferences for the teachers of physically handicap students.
- Parents of students with muscular problems should be motivated and encouraged to guide their child with muscular problem accordingly.
- Government should provide necessary assistive devices to students with muscular problems in their respective schools for mobility and accommodation in their classrooms.
- Future researchers must be vigilant for searching more advance classroom practices for students with physical disabilities.

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