

Inclusion Education Profile at Daar El Salam (DES) School Bogor Regency, West Java

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Abstract— The purpose of this study is to obtain a comprehensive view about the implementation of inclusive education at Daar El Salam School, Bogor regency, West Java. The research was conducted through qualitative approach with interview, observation, and documentation study as its data collection technique. The results show that the implementation of inclusive education in this school is triggered by a sense of empathy towards to the child with their disability that cannot attend in public schools and based on the desire to realize a superior school, visionary and Islamic. To support the success of inclusive education, the school has established a special venue that handles child with disability, the Special Needs Care Unit (SNC)- the SNC with the task of designing, implementing and evaluating programs relating to collaborative, child with disability education services from student enrollment to evaluation, with the target class into a class all-inclusive.

Keywords— *inclusive school, Islamic school, collaboration system*

I. INTRODUCTION

Inclusive education is an education trend that continues to grow in the international as described by Abbas, *et al.*, in [1] and is a very visionary idea that continues to be studied and developed by international researchers as in [2], through journals on inclusive education of repute, international conferences specifically addressing inclusive education, teacher education programs for inclusive schools, and books and articles covering inclusive education, historical related discussions as described by Hancock and Miller in [3] philosophical and discursive ideology as described by Walker in [4], Chong and Graham in [5], until public policy regulations are reviewed comprehensively and all leading to the realization of inclusive education in every country.

As a measure of whether inclusive education is realized for the community, it can be seen by looking at the extent to which schools have implemented inclusive systems or programs in the school. Inclusion school is a highly recommended schooling system, not only to educate children with special needs, but inclusive schools function as schools that can meet various types of needs of contemporary society, besides inclusive schools is a form of existence towards democratic values. Szumski, *et al.* in [6]. Schools that use the inclusive education system can be referred to as schools that are reforming the process of education, towards education for all [7].

The implementation of inclusive schools has a philosophy that learners with disabilities are able to learn together with

other learners in a classroom, usually instructional or learning based on what they are capable of, not on what they cannot afford. According to by Friend and Bursuck in [8] the practice of inclusive education should include three basic elements in an integrated manner: (1) Physical integration: All learners together in one class, (2) Social integration: All learners interact social, and (3) Instructional integration: The learning program for all learners belongs to the same curriculum, but modifications are required. As a school of inclusion, the realm of its implementation should be have and be able to actualize the key elements, namely: (1) Community Based – (CB), (2) Barrier-Free – (BF), (3) Promotes Collaboration – (PC), and (4) Promotes Equality - PE. Once these key elements are implemented, the policy-holder team within the inclusion school must undertake an analysis, modification and enrichment of measurable, structured, and sustainable educational standards established by the government as described by Ainscow, *et al.* in [9]

In the effort to design learning activities on inclusive classes, teachers should have the knowledge and confidence that special education in inclusive class settings will be useful in educating participants a student with disabilities by Abbas *et al.*, in [1] called epistemological beliefs and these factors greatly influence the professionalism of teachers in the classroom inclusion by Jordan and Stanovich in [10] could even become a tool mempr be Lajar e diction success for all learners by Sheehy, *et al.* in [11].

Besides having epistemological beliefs, a teacher must have the competence, in this link competence in question has an essence that is more comprehensive than just a knowledge of pedagogic or didactic, but toughness born of ability, attitude, and skills-based effectiveness is applied in the classroom situation diverse and dynamic as described by Theeb, *et al.* in [12] and Oliva, *et al.* in [13].

The ability to collaborate with teams is also much needed when a teacher will teach in inclusive classes in addition to being effective, collaborative teaching teams also have many advantages [14]. The individual competence and collaboration of a teacher must be well implemented so that all learners experience learning in that class with meaning, and this is the core of the effectiveness of learning in the inclusive class, even with mentioned competencies, the teacher will be able to cultivate a sense of happiness in learning, this condition is called the condition of "flow" [15].

Inclusive education continues to gain insight into the development of inclusive conceptual models that are useful

when regular schools are transformed into inclusive schools. The inclusive conceptual model consists of three interrelated core constructs namely Expertise, Structure, and Process. Expertise on skills, knowledge, and available expertise such as teacher early education and advanced, leadership skills, management, availability of human resources trained for special needs. Structure concerning available resources and school policies. Resources relate to physical, human, and technological resources. The process involves planning and review of school development, the establishment of communication between school personnel with all partners, collaboration among school personnel to engage in dialogue, problem solving, teacher / staff induction, mentoring and core team as a learning team. The application of this model will be significant if there is alignment of the macro education system (government policy) with the micro level (school policy) in terms of increasing the skills, resources and structure, make it more coordinated in realizing the inclusive school.

At the level of implementation, due to the diversity of skills and school structures often make the practice of implementing inclusive education more diverse. This diversity is part of the dynamic development of inclusive education in Indonesia, which is characterized by a growing understanding, culture, and policy towards the realization of education for all. Explain that the concept and understanding of special needs children's education continues to grow, in line with the dynamics of community life that views the issue of education for them from a more humanistic, holistic perspective, the individual differences and the needs of the child become the center of attention. Further assert that inclusive education is the ideology or aspiration to be achieved. Therefore, its implementation should be a direction in improving the quality of education as a whole. The position of inclusive education as a philosophy, not a model or approach, it is very likely that there will be diversity in its implementation, between one country to another, between one area to another, or even between one school and another. The process towards inclusive education will be highly depend on the resources owned by each country, region or school. Despite the diversity in implementation, there is no difference in the philosophy and concepts it uses, as it departs from the same source.

Observing the complexity of the practice of inclusive education in the inclusive school and the implementation of the above learning, the researcher have interested to examine the profile of the implementation of inclusive education that took place at Daar El Salam School Kab. Bogor West Java, which is one of the piloting schools implementing inclusive education in the region.

The rest of this paper is organized as follow: Section II describes the proposed research method. Section III presents the obtained finding and following by discussion. Finally, Section IV concludes this work.

II. METHODOLOGY

This research was conducted at Daar El Salam School which is located at: Jl. Vila Nusa Indah II, Gunungputri, Bogor Regency, West Java. The election is done in addition to the consideration of proximity factors, as well as the

growing information about the goodness and success of the school in implementing the inclusive education. The study was conducted in October 2017 to March 2018. Research conducted through a qualitative approach with the subject of research or informants are the foundations of the foundation, principals, teachers, parents, and students. Informant selection is more based on the direct involvement of subjects in the development of inclusive education services and services to students with disabilities, rather than knowledge factors. The technique of data collection has done through observation, interview, and documentation study. Data analysis has performed during the data collection process and after the data collection process is completed. Data analysis is done by examining all available data from various sources, beginning with reduction activities, display data, and making conclusions.

III. FINDING AND DISCUSSION

This section presents the finding obtained and following by discussion.

A. Findings

a) School Profile DES as Inclusive Islamic School

DES Primary School is a private school established in 2001 under the auspices of the Ministry of Education and Culture. This school consists of elementary and secondary education units (SD, SMP, and SMA) which are all accredited A, built in one location with a land area of more than 7000 m², but with high discipline to keep the education process conducive. Physically, the school DES counted luxurious, spacious, and equipped with various supporting facilities, such as library, science laboratory, space skills, multimedia room, living language laboratory, computer laboratory, School Health Unit (Student Health Care), art room, mosque, and hall / *mushala*. The number of students, the number of study groups, the number of teachers and educational staff at each level of education can be labeled as follows in Table I below:

TABLE I. SCHOOL PROFILE DES AS INCLUSIVE ISLAMIC SCHOOL

No	Educational level	The number of students	The Number of classes	Total number of teachers	Number of Tendik	Number of crew
1	SD	806	29	63	22	26
2	SMP	337	12	24	21	15
3	SMA	48	2	12	13	11
amount		1191	43	99	56	52

b) Background of DES Schools Being an Inclusive School

The first DES school, in 2001, was an Islamic school which was based on the DEPDIKBUD curriculum and enriched with a foundation-specific curriculum that collaborated on the concept of MI (Multiple Intelligence) and PIP (Paradigm Islamization of Science). Over several years of academic activity, education practitioners who are new admissions committee (PPDB) find cases that invite empathy, namely the number of parent learners who cannot send their children to school in their area because their

children / children have barriers, even though the school is an inclusive school.

The empathy of the education practitioners at the DES School was positively responded by the Director of DES School Education, in 2004 a special section was established which handled children with special need, consisting of a psychologist and 10 companion teachers who performed as assistant function so that in each class materialized into an inclusive class (unlike the shadow teacher). The container / unit that specifically handles the children with special need students is called SNC (Special Needs Care), with this unit of absorption for the children with special need students enrolling 100% absorbed or in other words each of the children with special need students registering entirely accepted and handled in accordance with each of their barriers. The impact of the serious performance outcomes of all DES Schools academic community, in 2012 DES School was elected as head of the Working Group (POKJA) Inclusion School at the sub-district level of Gunungputri, Bogor, West Java and DES School is the only Islamic inclusion school in the sub-district.

c) Concept of DES School's Inclusion Education

As a leading school in Islamic science and education, DES school is always striving to integrate Islamic values and other knowledge, which furthermore the concept is strived to be developed and implemented in a teaching and learning activity (KBM). The system of Islamic education system and other science education at DES Inclusion Islamic School is as follows:

d) Philosophical Foundation

As an Islamic inclusion school, all the educators who are members of the DES School academic community, meaning that humans are basically human beings who can be educated with various provisions of grace and guidance given by God Ta'ala, then this school is based on a concept of Islamization Paradigm of Science Knowledge, meaning that all science is fardhu to be studied, as science which related of science which has been Islamicized is grouped into science fardhu kifayah while science related to Aqidah akhlak, fiqh ibadah, and science of al-Qur'an and al-Hadith grouped become fardhu 'ain.

e) Learning approaches

In general, the DES learning approach chosen by the DES School is based on the theory of taxonomy of educational objectives which in the last five decades is generally well known. Based on the theory of the taxonomy achievement of learning can be grouped in three domains namely: cognitive, affective and psychomotor sphere. The learning process is entirely directed towards the development of the three domains in a holistic way, meaning that the development of one domain cannot be separated from other spheres. The whole learning process gives birth to personal qualities that reflect the wholeness mastering of attitudes, knowledge, and skills.

In the process, learning at DES Schools is interactive, inspirational, fun, challenging, motivates learners to

participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of learners. Consequently, DES schools undertake lesson planning, implementation of learning process and assessment of learning process to improve efficiency and effectiveness of graduate competency achievement. In accordance with that commitment, the basic principles of learning are: from learners to "be told" to learners "to find out", from teachers as "the only source of learning" to "learning-based learning resources", from "textual approach" "To the process of strengthening, the use of a scientific approach, from" content-based "learning to" competency-based learning ", from" partial learning "to" integrated learning ", from learning emphasizing" single answers "to learning with multi-truth answers" dimensional ", from learning" verbalism "to" applicative "skills; improvement and balance between physical skills (hard skills) and mental skills (soft skills), learning that prioritizes the culture and empowerment of learners as lifelong learners, home-based learning, at school, and in society, learning that implements the principle that anyone is a teacher, anybody is a learner, and everywhere is a class. Utilization of information and communication technology to improve the efficiency and effectiveness of learning; and Recognition of individual differences and the cultural background of learners.

To support the success of inclusive education, the DES School has a full range of educators and educators, including classroom managers (CM), classroom teachers, special educators, counselors and therapists, each of whom must have reliable and measurable behavior and competencies that can be measured and identified through several feasibility tests at the time of application and are constantly enhanced through training, studies, seminars and workshops in each field.

f) Support Services at DES School

To ensure successful implementation of inclusive education at DES schools, the school establishes Special Needs Care (SNC) as a Special Functional Unit responsible for ensuring that children with disabilities are admitted to DES schools without discrimination, receive appropriate and qualified services as required each child, and in developing an environment conducive to meeting the learning needs of the crew. SNC was formally established in 2004 as a developer of educational solutions to accommodate all learners at DES, especially for learners with special needs, with this unit children with special need absorption power register is absorbed 100% or in other words every learner who register children with special need all received and handled in accordance with their respective barriers. The data on the development of the number of children with special need at DES School until 2014 can be seen in the graph as follows in Figure I below:

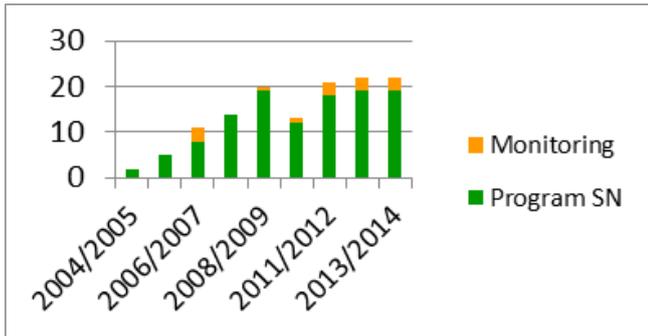


Fig 1. Table Diagram of the number of students of CHILDREN WITH SPECIAL NEED

In the implementation of its main duty and function, SNC together with the school residents then will work together to adapt and modify the classical schooling system to become inclusive, Islamic and qualified for the provision of quality and satisfactory education services for all learners. SNC comes up with a comprehensive handling program set out in the form of:

- Case Management; case, which refers to the case or problem and the specific needs of SN learners, while the case management is Responsible in handling program of SN students effectively, comprehensively, and multi-tier
- Multi-Tier (Classroom, group, individual), form of learning process from RTI (Response to Instructions).
- Teaming, Team-based problem solving, decision always with meeting mechanism: IEP is meeting, Modification / Intervention Meeting.
- Multidiscipline, team consisting of case management, classroom teachers, psychologists, therapists, and medics.

Furthermore, to improve the program SNC also provides several services that can support the provision of educational solutions for students with special needs. The services provided are as follows: (1) Modification of Acceptance of New Learners, (2) Assessment, including: Initial Identification, IQ Test, Observation, Academic, Nonacademic, Performance of children with special need students, RTI (Responses to Instructions) 3) Curriculum Modification, (4) Class Modification, (5) Academic Therapy, (6) Modification of Evaluation, (7) Counseling, (8) Acceleration, (9) Assistance, (10) Consultancy, and (11) Training.

As an institution developing educational solutions for children with special need, SNC is committed to be a solution developer for children with special need in various educational problems faced, with the appropriate approaches and handling and adequate, so that every crew is expected to follow the education process as well as possible in accordance with the conditions and abilities it has.

a. Student Acceptance Process and Learning Process Children with Special Need

a) Acceptance of Children with Special Need students

Every student who enrolls in DES School will be tested academically. Elementary level is tests related to the ability to read-write Latin and Arabic and counting. For junior high

and high school level includes basic skills test, Indonesian language, and science, and psychological examination through psycho test. Psychological examination activities carried out as activities in the framework of classification and assessment, namely in order to examine more about the background, potential, and special conditions in learners. The results of this assessment will be used as a baseline to be considered in planning modification programs, adaptation, and learning interventions for children with special needs (CHILDREN WITH SPECIAL NEED). This is especially important for inclusive schools, which is to complement the screening of the New Student Acceptance (PPDB), the result orientation is that the school is increasingly understanding the heterogeneity and the differentiation of the SNC students, it is easy to map it, and as a reference in doing the intervention.

b. Lesson Planning Program

The results of the assessment are then used to create an Individualized Educational Program (IEP) in accordance with the KTSP content and the characteristics of the Foundation that apply to the learner in general and include it in the lesson plan (RPP). The IEP is composed by SNC teams, classroom teachers, and can request the help of people or other parties as needed. The program takes into account five important aspects: the current level of child's ability, the general goals to be achieved, the specific services required, the project implementation projection and the assessment procedures. The results of the PPI program will make recommendations to each teacher to make the flexibility (adjustment) in learning based on the time, way, and learning materials.

c. Implementation of learning and Assessment of Learning Outcomes

For learning activities using multiple intelligent learning model, which is when the teacher convey the learning, especially the subject matter must refer to the dominant intelligence capacity that is controlled. In addition, with the help of learning modalities of the application of the multiple intelligent will be even better. This is because learning will be based on learning style (learning style) of learners. Learning is also carried out actively, innovatively, creatively, effectively, and fun and appreciate diversity. From the results of the study showed that the multiple intelligent learning model of each learner will accommodate the needs in improving his understanding based on the conditions experienced by learners with special needs based on aspects of analytical ability-synthesis, numerical ability and memory. On the other hand learners are still accommodated learning in accordance with the ability they have.

The DES School is a school that affiliates its vision and mission into the concept of Islamic education, so that the educational components which have formed are elaborated with primordial Islamic values. Sharpening the multiple intelligences of learners is also a study and main dish in the dynamics of education that took place in it, this is what makes the DES school has a different character from other Islamic schools. Another advantage that DES School has is

they are able to implement ethical values in the education world "that every human being deserves a proper education" and also able to explore his empathy in a concrete action, namely DES being one of the schools that are inclusive. Departing from this excellence DES School established division reinforcement and developers for all educational activities that take place in it, not just a routine of learning activities, but educational activities that can give birth to high creativity, academic intelligence, and the fullness of civilization in environment of DES academic community.

Lajnah Diniyyah DES is one of the functional divisions that handle all religious activities, both in learning materials, guidance, to dakwah development in DES School environment, because of this Lajnah Diniyyah make efforts for academic and nonacademic coordination to all divisions, or functional. One of the other important functional division that has a joint work program is SNC (Special Needs Care). The joint work program between Lajnah Diniyyah and SNC in designing diniyyah materials and handling (treatments) for students with special needs are as follows:

- Communicative Program; which attempts to make a conclusion of the information obtained and observed in depth.
- Consultative Programs; namely in the form of counseling services of students for children with special need and parents / guardians of students who want to get problem solving from psychologists or asatidz (religion teacher) internal.
- Formulative Program; namely the effort to make a balanced formulation between western methodology with a methodology that contains normative values in Islam to handle children with special need from academic and nonacademic dimensions.

B. Discussion

The above description confirms that the DES School is a school of inclusive education providers who are trying to adopt modern educational attachments combined with Islamic education, thus born in the form of inclusive schools characterized by Islam. School also has the expertise in detecting and mapping learners who have barriers, namely the Assessment process by using universal screening, with this process will be known to the realm of the senses of the learners of children with special need that can be optimized through education.

The next strength of DES schools is the process of intervention in teaching and learning (KBM), which handles and arranges involving aspects of education, psychology, and medicine. All learning activities are conducted on the basis of assessment and prioritizing the IEP approach. For the development of academic aspect emphasizes the approach of cooperative learning and assistance, while non-academic development is supported by various therapeutic services, both behavioral therapy, speech therapy, and occupational therapy. Children with special need students can be placed in various settings and a series of services can be used to improve their education, while the facilities and infrastructure already get pay attention to ergonomic aspects and harmless (zero accident), every space has good

accessibility, as well as completeness of spaces for consultation and intervention.

Even though DES school is already conducting assessments, but in further to enrich the instrument so that it can produce a more comprehensive profile, in addition to use existing instruments, assessors can elaborate Modality preference and learning style theories by Lodge, *et al.* in [16] becomes an instrument in the assessment, then to know the interests, talents, and technological insights so the assessor can elaborate Salisbury's model in [17] or Rogers's model in [18], furthermore to know how strong the belief to self-ability, assessor can arrange instrument derived from self-efficacy theory by Bandura in [19]

In learning children with special need even equipped with lesson plan (RPP) and IEP teacher assistant (made special educator), but efforts to balance between hard skills and soft skills through a balanced sharpening between attitudes, competencies, and knowledge by Fadillah in [20], the emphasis of the scientific approach and contextual by Hosnan in [21], and the implementation of cooperative models with student teams and peer tutoring by Slavin in [22], and collaborative approaches need to be optimized. As a modern school characterized by Islam, in learning process must also continue to consider aspects of technology and computing, because this aspect also becomes an important point in K.13 as described by Abidin in [23].

The success of the DES School in implementing the concept of inclusion school does not mean that the school didn't find any problems in the field related to the diversity of the students' disabilities, but the implementers are the expert teachers in the school able to identify problems and formulate the solution by Asy-Syaukani in [24] and Alison *et al.* in [25]. In this link, it is expected that students with disabilities, not only able to solve the problem in learning alone, but also able to get quality of life from the learning process as described by Gilson, *et al.* in [26].

IV. CONCLUSION

The DES School at Bogor Regency is one of the best examples of the best practice of inclusive education in Islamic nuances. This achievement will not be achieved without being based on the commitment of all parties in actualizing religious values and humanity in an integrated manner. Especially the existence of SNC that proactively and collaboratively continuously examines and finds appropriate solutions for every crew student so that the constraints faced can be accommodated adequately and appropriately for the realization of education for all, who appreciate diversity and anti-discrimination, and the commitment of teachers which places diversity as a fulcrum in designing and applying innovative, creative learning models, approaches, methods or techniques to the specific needs of children with special need.

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