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Impact of Inclusive Schooling on a Child with Cerebral Palsy: A Case Study

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ABSTRACT

The increasing need to enroll children with cerebral palsy (CP) into inclusive schools, the Salamanca Statement laid a strong legal foundation on the move toward inclusion of every child with Special Educational Needs (SEN) to be educated in mainstream schools (**UNESCO, 1994**). Similarly, the Ministry of Education, MoE (2012) also embraces the notion of inclusive education (IE) highlighted in the Salamanca Statement. The policy statements indicate that IE has established strong importance in the Bhutanese education system. Further, the philosophy of IE has now become an integral part of educational policy and practice with respect to educating children with special needs (**UNICEF, 2013; Carrington & Robinson, 2004; Gifford-Lindsay, 2003**).All these developments point to the need to include children with CP in the mainstream inclusive schools. However, research on the impact of inclusive schooling is limited, and there are few studies focusing on parental support and challenges in inclusive education. Therefore, this study aimed to determine the impact of inclusive schooling on a child with CP. The study presented here was led by the question of what are the impacts of inclusion of a child with CP in mainstream classrooms could be. The research aims were to (a) explore the above concept on the impact of inclusive schooling on a child with CP from the perspective of participants and (b) construct these concepts in a way that is contextually relevant to Bhutan. This study was conducted within a qualitative method using an exploratory case study design based on a child with cerebral palsy. Six participants were selected, and this study was conducted in the Drukgyel Lower Secondary School (DLSS) and Drukgyel Higher Secondary School (DHSS) that are government schools, located in Paro Dzongkhag. The participants were selected through purposive sampling. All the data were collected through face-to face interviews using a semi-structured research question followed by observation and documentation. The participants also received the opportunity to talk and describe their feelings and real facts or incidents. The entire interviews were recorded using an audio recorder and transcribed. Finally, the researcher performed coding and themes were derived from the participants' responses. Thematic analysis was used and guided by research questions and pattern matching to get the most accurate answers. Findings revealed that participants saw a tremendous impact of inclusive school in improving the child's academic, social and motor skills despite some challenges encountered by different stakeholders in educating the children with CP. They, moreover, mentioned that parental support at home and in the school equally plays a vital role in the child's education. Therefore, these findings call for parents having a child with CP across the country to enhance their child's skills by enrolling them in school. This paper presents various implications related to policy, practice and research, which needs to be addressed at the earliest possible to make impact of inclusive schooling a reality for a child with CP in Bhutan. Recommendations for enriching holistic approaches on the children with CP by the stakeholders and enhancing Bhutanese teachers' skills and capacity to implement effective methods for inclusive schooling are provided.

Keywords: Inclusive Schooling, Child, Cerebral Palsy, Impact, Parent, Teachers, Peer Helper

Introduction

Education is an important human right and is seen as the key to having a better and more rewarding life survival, protection and development of human potentialities. Further, education is considered a vital means and ways to the inclusive and constant development of a society (**UNESCO, 2011**). Access to quality education regardless of race, religion, or other traits, is a basic right of every citizen. All children with disabilities, like any other children, have the right to education (**IDEA, 2015**). However, in Bhutan the majority of children with disabilities (CWD) have not attended schools (**Dorji, 2015**). On the other hand, alarge percentage of the ones who have attended mainstream schools soon dropout due to inaccessible school infrastructure, unfriendly school environment and non-inclusive teaching practices (**Dorji, 2015**). Since the ratification of the Convention on the Rights of the Child (CRC) in 1990 and signing of the Convention on the Rights of Persons with Disabilities (CRPD) in 2010, many Bhutanese classrooms have witnessed an increasing number of students from diverse background, especially children with disabilities (**UNESCO, 2012**). The objective of the SEN, according to MOE (2012), is to "break the cycle of invisibility and deprivation by bringing every child with Special Educational Needs (SEN) into the forefront of any developmental activity". Therefore, it is important to investigate the impact of inclusive schooling on a child with cerebral palsy (CP).

This research is based on a child, who is diagnosed with CP and who relies heavily on wheel chair.He has severe impairments across the full spectrum of development functions that affect both the gross and fine motor functions. His hand is dormant. He has flat foot. His speech is not clear. He can sit but have poor trunk balance and cannot ambulate independently. He has completed his primary schooling from DLSS in 2020 and is currently studying in ninth grade at DHSS, Paro. This study is carried out in a natural setting at DLSS and DHSS under Paro Dzongkhag established in 1962. The school started with just 35 students and two teachers. Currently, there are 800 students with 42 teachers teaching from classes PP to VIII. It was chosen as a child friendly pilot school in 2008. In 2012, it was formally inaugurated as an inclusive school. Coming over all the milestones, the school caters to the education of all diverse learners with the standing motto, 'reaching for the unreached. 'Today the school has 31 children with diverse special educational needs such as autism spectrum disorder, down syndrome, cerebral palsy and other learning difficulties (**Drukgyel Lower Secondary School Policy, 2021**).

Problem Statement

Globally, people with disabilities are among those who are disproportionately left behind (**UNDP, 2018**).This includes children with disabilities (CWD) who face multiple barriers accessing education. Persons with disabilities are identified as one of 14 vulnerable groups in the country. In Bhutan, there are efforts to increase enrollment of CWD in schools. This research is primarily going to emphasize about a child with cerebral palsy and who relies heavily on a wheel chair.

In Bhutan, about 3.4 percent of the population is living with disabilities (National Statistics Bureau (NSB), 2005).The National Policy on Persons with Disabilities (GNHCS), 2019, defines persons with disabilities as those having long-term physical, mental, intellectual, hearing, visual or sensory impairments. The combination of these impairments with various barriers may hinder their full and effective participation in schools. A physical disability is a limitation on a person's physical functioning, mobility, dexterity, or stamina, and hearing impairment is a partial or total inability to hear. There is very little literature conducted in Bhutan on type of impact inclusive schooling has on child with a CP. Therefore, teachers working with these children need special focus in studies, discussions, and decision-making processes concerning this particular disability.

Lack of education remains one of the key reasons for poverty and exclusion of children with disabilities (**GNHCS, 2018**). Inclusive schooling continues to be insufficiently studied area in education with numerous unanswered questions, especially pertaining to the impact of inclusive schooling on a child with CP. Thus, this study is aimed to ascertain the progress made by child with CP after enrolling in inclusive schooling.

Literature Review

Since the Salamanca Statement (**UNESCO, 1994**) was presented, many countries around the world have been increasingly moving towards the inclusion of children with disabilities (CWD) in mainstream school. Similarly, Bhutan has also embraced the notion of inclusive education according to Ministry of Education (**MOE, 2012**). Several policy documents indicate that inclusion is an important priority in the Bhutanese education system (**Dorji & Schuelka, 2016**), as inclusive education values seem to influence education policy in Bhutan.

Inclusive Schooling

Inclusive schooling refers to designing of special educational programs in schools, which enables both students without disabilities and children with special educational needs to attend the same school regardless of differences in their physical and mental abilities, and social and cultural standings (**Manus et al., 2008**). Most of the time, this is given in the context of creating a schooling environment that is inclusive of children with cerebral palsy (CP). Inclusion is about schools being able to accommodate the needs of all children. In an inclusive school, students with disabilities have equal opportunities to participate in all academic and social activities (**Norwich, 2008**). Therefore, this study intends to explore how inclusive schooling act as a key factor in promoting participation of child with CP in school activities. Bhutan has embraced inclusive education in theory. However, in practice the situation is more complex, because various endogenous and exogenous discourses come together and shape the complex ways in which inclusive schooling is understood in the Bhutanese society (**Dorji & Schuelka, 2016**). It is also relevant to stress that the Bhutanese society is quite heterogeneous (**Dorji & Schuelka, 2016**) and, for example, Miles in the historical review of Buddhist responses to disability by Costello & Boyle (2013) as cited in Kamenopoulou & Dukpa (2017) highlighted some stark differences between 'the views of some urban, well-educated, "modern" Buddhists and the much greater number of rural, less-educated (but not necessarily less wise) "traditional" Buddhists".

Research on the understanding by Bhutanese parents, children and teachers of inclusive schooling is scarce (**Gyamtso & Maxwell, 2012; Dorji, 2015**). The dearth of studies calls for research that is contextually relevant to Bhutan (**Dorji, 2015**). This is why this study is interested to explore the understanding of inclusive schooling from the perspective of Bhutanese parent, teachers and child with CP. Do parents and teachers in Bhutan share a similar understanding of inclusion? How do they perceive inclusive schooling? The study aims to generate some answers to these questions.

What is Cerebral Palsy?

Students with CP are defined as those students with certain disabilities and anomalies of the brain that hinder in the early stages of their development (**Schenker et al., 2005**). Further, Manus et al. (2008) argue that cerebral palsy is the most common cause of physical disability in children, but its impact on quality of life is not well understood. According to Pereira et al. (2019), the world is seeing severe cases in 1.5 to 2.5 children per 1000 live births. In Europe, the rate is higher with 2 to 3 chronic conditions occurring per 100 births (**Manus, 2008**). The figures show high rate of disabilities and anomalies in children all across the globe, and Bhutan is not an exception (**Dorji, 2015**). Currently, there are three students with cerebral palsy in Drukgyel Lower Secondary School, and there are numerous unreported cases. Research on impact of Bhutanese inclusive schooling on child with CP is scarce. The need is felt to figure out ways and means to make schools inclusive for children with CP. It is evidenced by several studies Schenker et al. (2007) that children with CP learn better in terms of coping skills, mobility, interaction and socialization when admitted in schools. The need for an inclusive school is thus felt. There is a growing body of research on the significance of inclusive school on children with CP (**Symon et al., 2002; Bult et al., 2012**). Thus, this study aims to examine in depth the understanding of inclusion of child with CP in a school. The government of Bhutan has been trying to meet the needs of all children regardless of disabilities and is trying to guarantee access and encourage empowerment for all people in Bhutan (**Sakurai et al., 2017**). However, there is a dearth of studies undertaken in Bhutan to study the impact of accessibility and empowerment for children with disabilities. Moreover, the number of children with disabilities is on the rise (**Dorji, 2015**), and there is an urgent need to study the significance of inclusiveness in the Bhutanese context. This case study endeavors to study the significance of an inclusive school, the strategies involved to enhance the efficiency of inclusive education and the impact on the children with CP.

Need of Inclusive Schooling for Children with Cerebral Palsy

According to Lundälv et al. (2016), participation is a valuable outcome measure for evaluating children progress and for health services planning. It is an opportunity for children who are actively involved in school life to take advantage of educational and social benefits that arise from such an involvement. One major reason, according to Manus et al. (2008), is that it is important for children with CP to engage with others for them to develop a sense of belonging within the community. Further, Lauruschkus et al. (2016) also mentions that according to parents, children with CP have diminished quality of life, mainly because of loneliness and difficulty in making friends. Hence, inclusive schooling is an opportunity for them to make friends, and develop a sense of community. Moreover, engagements with other students will have a positive impact on both physical and mental wellbeing of children with CP (**Bult et al., 2012**).

According to Pereira et al. (2019) working with children with CP and discussing their difficulties to cope with challenges is likely to have helped them reflect meta- cognitively and improve their efforts to attain their own goals which highlighted the positive effects of integrating children with CP in the inclusive school. Further, from the human rights and social justice

perspective, inclusive education is the best form of educating children with disabilities because it is based on the basic right to education and social participation (**Dukpa, 2015**). Thus, the major focus of this study is to measure the participation and activity performance level of students with CP mainstreamed in inclusive school setting. According to a parent who has a son with cerebral palsy, with support and guidance from teachers and peers, her son has benefitted in socialization, academic learning and enhancing his motor skills (**Ministry of Education & United Nations Children's Fund, 2017**). Similarly, majority of parents believed that specific exercises, which they equated with physical activities from the school, was good for their children with CP and they were certain that exercises would improve their children's physical and motor ability (**Lauruschkus et al., 2016**). Hence, this study aims to explore how the child with CP benefits from the inclusive school. Existing literature indicate that a higher functioning children with CP can successfully participate in a wide range of activities in social, physical, educational, and vocational contexts (**Lundalv et al.,2016; Manus et al., 2008**). However, Schenker (2007) argues that severely impaired children have the lowest level of participation and their peers and teachers can impact the social skill of the children with CP. Accordingly, this study emphasises on discovering the facts on how environmental and social factors could have direct impact on the child with CP in every day functional skills.

One primary difference in the perspectives on CWD in Bhutan and in other countries is from religious and cultural perspectives (**Schuelka, 2013;Schuelka, 2015**).The strong belief of the Bhutanese people in accepting disability as a result of past actions and 'karma' leads to acceptance of fate of CWD, and also towards pampering children (**Garner et al., 2018**). Further, Schuelka (2015) notes that disability is regarded as a 'bad omen,' so that people with moderate to severe disabilities, such as autism or cerebral palsy, are usually not visible in the community. However, this is not the same in most countries, where parents want their children to be included in educational and social settings, and refinements are being made in approaches to meeting the needs of children with CP (**Lauruschkus et al., 2016**).Therefore, this study will delve into how the educational and social setting in an inclusive school would change the people's perception about the child with CP.

Impact of Inclusive Schooling on the Child with Cerebral Palsy

Pérez et al. (2020) asserts that inclusive schooling has benefitted children with CP and reassures that other children also gain through their association with children with CP. For instance, in Chile, inclusive schooling showed that students with CPhavemore interactions when they are in regular classrooms, compared to interactions happening in special classrooms (**Perez et al., 2020**). This raises the concern on negative impacts of special education on social participation of children with CP (**Perez et al., 2020**). There is no study conducted based on the impact of inclusive schooling on children with cerebral palsy in Bhutan, although there are a few researches done on inclusion and disability (**Dukpa, 2015; Dorji, 2015**). Hence, this case study has been identified towards a better understanding of maintaining an inclusive approach to improve educational access and meet the special needs of those with disabilities (Cerebral Palsy). Inclusive schooling enhances participation of parents of children with CP in keeping their children engaged in physical activities at home and in schools (**Vogots et al., 2010**). The involvement of parents is seen as a key activity for the overall development and for the children to be more independent (**Lauruschkus et al., 2016**). Correspondingly Jeyne (2005, p.245) as cited in Jigyel et al. (2019), also emphasizes parental involvement as an important contributor to the 'educational processes and experiences of their children.'Smit et al., (2007) cited in Jigyel et al. (2019), also highlights parental involvement either in school activities or in school-associated activities at home. Parental involvement for children with special educational needs (SEN) is even more crucial due to the fact that parents have a 'unique understanding of their child's needs'. Lo (2010) as cited in Jigyel et al. (2019) and therefore are regarded as the best advocates in asserting their children's rights and making decisions for them. Thus, this study will delve into the parental role in educating a child with CP.

Similar views are also shared by Schenker et al. (2006), where they stated that child with CP who are assisted by others feel the accessibility of schools more than those who are unassisted. Evidently, it is physical anomalies that deter children with CP from participating in activities. Therefore, this study aims to scrutinize physical anomalies such as motor skills to enhance the participation of child with CP in the school activities. The same study also showed that children with CP needed less care when eating and drinking than for mobility, physical and social functions (**Schenker et al., 2006**). Alongside, the International Classification of Functioning, Disability and Health also stressed the significance of involvement of adults in helping children with CP in their mobility and social life (**Vogts et al., 2010**). The author also claims that attitude at schools and community towards children with CP, working environment and the surrounding factors are a common hindrance to active participation of the children with CP. Therefore, this research is intended to investigate the views of teachers and peers about the impact of an inclusive schooling on a child with CP. Further, this case study is to establish underlying reasons why human resources in mobility, physical and social functioning of a child with CP are essential.

Challenges

The biggest challenges faced in modern times are providing support to children with disabilities. Such challenges are aggravated by lack of specialized teachers, inadequate resources, and a lack of holistic inclusion. There remains a challenge

of educating children with different abilities with limited resources (**Schuelka & Johnstone, 2012; Sherab et al., 2015**) Schools in Bhutan face challenges such as overcrowded classrooms, rigid curricula, and dearth of resources, and professional development opportunities (Center for Educational Research and Development, 2009). Teachers normally resort to improvisation of resources. A single teacher caters to more than 35 students, including children with special needs. There is an acute dearth of resources and facilities for children with special need (**Dorji & Schuelka, 2016**). This could heighten the challenges for those children to get employed later in their lives (**GNHCS, 2016**). It calls for a need to provide vocational skills and employment, linked to their abilities to empower special need children (**Gyamfti et al., 2015**). Therefore, this study intends to find out the challenges faced by different stakeholders in educating the child with CP.

Theoretical Proposition

The theoretical proposition for this study as proposed is inclusive school environment can positively influence social, academic and motor skills development of a child with cerebral palsy and will lead to enhanced participation of children with CP in school activities.

Methodology

Research Design

This study is based on constructivist knowledge claim as a paradigm because this paradigm seeks to understand a phenomenon under study from the experiences or perspectives of participants using different data collecting methods (**Creswell, 2018**). This study was conducted using a qualitative approach in order to capture and explore participants' own understanding about the impact of inclusive schooling on a child with CP. According to Creswell (2018) qualitative strategies encompass various types of designs such as narrative research, phenomenology, ethnographies, grounded theory, and case studies. This research adopted descriptive case study as the study design because this study design is concerned with developing a complete, detailed portrayal of impact of inclusive schooling on child with CP, which emphasize son description and in-depth portrayal using a single case. For instance, the life of an individual, particular event, a single organization or some specific group or in some situations, to give voice to voiceless particularly people who are marginalized, disadvantaged, excluded or vulnerable (**Denzin & Lincoln, 2018**). A single embedded case was selected since it contains more than one sub-unit of analysis (**Yin,2014**). In this situation, the method's strength is its ability to emphasize one phenomenon such as an individual, household or family's circumstances (**Radley & Chamberlain, 2011**). Alternatively, the case study may involve investigating multiple (collective or comparative) studies about a general phenomenon (**Braun & Silverman, 2010; Swanborn, 2010**) and to accommodate multiple variables and sources of evidence (**Yin, 2014**). Further, multiple variables will be used to collect data as a source of evidence.

There are two main reasons for use of this research approach over others. First, this method allows the researcher to include appropriate participants in a short period of time and tend to collect data in the field at the site where participants experience the issue under study (Gall et al., 2003).Secondly, this design provides opportunities to gather data from multiple sources of evidence via interviews, observation, and documents rather than relying on single source.

> **Study Site:** This qualitative study was conducted in the DLSS and DHSS, which is a government school located in Paro dzongkhag. For data collection, the researcher used places that was recommended by the participants and where the participants felt comfortable.

> **Sampling:** Purposive sampling method was used in order to select appropriate participants, as the case in qualitative research. The goal of purposive sampling is to select participants that are able to provide the richest and most relevant information that will help address the research question. According to this method, which belongs to the category of non-probability sampling techniques, sample members are selected on the basis of their knowledge, relationships and expertise regarding a research topic (Creswell, 2018). By using this sampling procedure it can make a judgment about sample and be able to collect in depth data from participant according to research needs.

For this study, a total of seven people (a parent, the child with CP, two SENCOs, one peer and two teachers) were selected as respondents for this study. For instance, the mother of the child was interviewed since no one knows well about her child other than herself. Similarly, four teachers who were with the child from the inception and the peer helper who is constantly

helping the child with CP were selected as participants. Small numbers of participants were found appropriate for a qualitative methodology. They were selected based on their working experiences with the particular child with CP and of course their willingness and accessibility for interview.

Data Collection Tools

To conduct the study data was collected through using different types of data collection tools. Several materials were organized to successfully complete the interview session. The organized materials were questionnaire, consent form, mobile phone as a recorder, paper, pen and a pencil. Open ended questionnaire were designed to conduct the interviews, and during the interview instrument used were paper, pen and pencil to write field notes. Close ended questionnaire and open ended questionnaire was used to obtain child's identification, demographic information and finding out complicated information about research objectives.

Interview: In depth interview was done for this study. Such interviews were personal and semi-structured interviews, which aims to identify participant's emotions, feelings, and opinions regarding impact of inclusive schooling on a child with CP ((**Robson, 2011**). The key advantage of personal interviews is that it involves personal and direct contact between interviewers and interviewees. Thus, face-to-face interview were held by using open-ended questionnaire. Interviews were conducted in the form of verbatim or voice record with due permission from the participants. At first, a quiet place was arranged by communicating with the concerned authority and spent some time building rapport and a trusting therapeutic relationship with participants. Initially the interviewer explained the title and aim of the study to promote the trust of the participants. This was very important for the interviewer as the participants might have felt uneasy to share some sensitive issues and express their feelings and views. Then the opinion of the participants by using an information sheet and consent form was taken. After completing these primary steps, the researcher asked questions to the participants to get the relevant information on the study. This interview procedure provided the opportunities to observe the facial expression of participants and helps the researcher to determine their understanding of the questions. Considering that majority of the teachers were fluent in English, the medium of language for the interview of teachers was English. Zhungkha (national language of Bhutan) and some local dialects (Lhotsampha) were also used with other interviewees whenever necessary to ensure quality of responses. A friend who is fluent in both Dzongkha and Lhotsampa was used as translator while conducting interview. Duration of interview was approximately twenty to sixty minutes for each participant. Venue of interview was at child's home, and the respective school. During the interview, a mobile was used to record the conversations and discussion of the participants and interviewer. Beside recorder, paper and pens were also used by interviewer during interview for writing the extra information from the participants.

Observation: Observation, as the name implies, is a way of collecting data through observing. Observation is classified as a participatory study, because the researcher has to immerse in the setting where respondents are, while taking notes or recording (**Yin, 2014**). Further, participant observation and direct observation was carried out in this research. Participant observation is a special mode of observation in which the researcher becomes participant in the culture or context being observed (**Yin, 2014**). Participant observer used multiple methods to gather data like field note taking, video recordings, audio recording, and taking photos. In the direct observation, the researcher does not become participant in the context (**Yin, 2014**). Direct observation helps to keep more focused than participant observation and observer can take notes or video-tape the observations. Consent from the participants was sought before observation and was carried out to have level of research validity. In order to avoid manipulation, critical friend (asking someone to observe) was used to authenticate the data collected. Later, the observer was allowed to go through the research paper if interested.

Documentation: Proper documentation helps to organize notes and data. It also adds validity to the work, gives credit to others in the field, and makes it easier to share research with others. Maintaining documentation on this study will be grounded on three specific reasons. First, documents will be helpful in verifying the correct spellings and the titles or names of any people mentioned in an interview. Second, documents can also provide specific details to corroborate information from other sources (**Yin, 2014**). Accordingly, documentation was used to gather more evidences in exploring the variables of case study. The work samples and the activity record of the child was reviewed with proper consent, the SEN policy was referred, and the records maintained by the child's teacher and parents were also referred to. Lastly, documents were also collected from books, individual portfolios, transcripts, video recordings of conversations and presentations with multiple pictures.

Data Analysis: In preparation for the analysis, the recorded interviews were transcribed verbatim. To maintain participants' anonymity and right to confidentiality, code names (C- child with CP, P- parent, PH-peer helper and T1, T2.T3 and T4- teachers) were introduced in the transcripts to replace participants' real names, and all other identifiable information was removed from the transcripts. To analyze the data, thematic approach (**Braun & Clark, 2020**) was used to analyze the data, guided by the research question which was broken down into six sub-questions.

The aim of the data analysis was to find meaning from the information collected. Data analysis is the process of systematically arranging and presenting information in order to search for ideas. In this study all the participants were asked the same questions through semi-structured recording interview. After transcribing the entire interview, the data was organized according to interview questions. All transcripts were read several times to gain the themes and find out what the participants wanted to say. Following that, the researcher verified the data and find out the actual themes of the study. When the researcher noticed some similarities between the data, the researcher organized the data according to some major categories and under those categories, some codes established. The codes came out from the research question and each code was separated from each other through color. The various codes were reviewed frequently, and same codes were merged together. Subsequently sub themes were classified based on the similarities and differences between the codes and finally, themes were extracted accordingly. To analyze the data based on the emerged themes, Pattern matching was done in order to determine whether they match (same) or do not match (differ). Thus, Pattern matching is the core procedure of theory-testing with cases (**Yin, 2014**).

Ethical Considerations: The current study was subjected to certain ethical issues. Creswell (2018) elucidates that correct information can be obtained during the data collection process if the participants render their full cooperation. Thus, during the study, permissions related to study was sought from the participants. The researcher ensured that no names of any person is collected, mentioned or reported. Hence, all participants reported their written acceptance regarding their participation in the research, through a signed consent and briefing letter. The aim of both letters was to reassure participants that their participation in the research is voluntary and they have the liberty to withdraw from the interview at any point and for any reason. However the child with CP's name, name of the schools and images are used whenever necessary with due permission from the child's parents, the child himself and the school authorities.

Accordingly, potential issues were kept fully confidential and were used only for academic purposes and for this research in particular. For this reason, all the participants included in the above interviews were respected and if any cases of participants being ill-treated, harmed or abused, both physically and psychologically by the researcher during the conduct of the research shall be dealt as per the law of the kingdom of Bhutan.

Validity: According to Gibbs (2007), qualitative research validity is determined by the extent to which the data obtained from the participants has been consistently checked to a point where the data analysis process becomes self-correcting. This study looked throughout the process for any evidence of the data obtained that became repetitive or irrelevant related to the research question. To ensure validity, a skilled moderator (facilitator) was chosen to check personal bias. The technique of respondent validation was used whereby the initial results were tested with the participants to see if they still ring true. Further, strategy of triangulation was used to test validity through various convergence of information from multiple sources (**Creswell, 2018**).

Reliability: Qualitative research refers to dependability rather than reliability (**Gibbs, 2007**). More so, to ensure that the data is dependable the analysis of the interview text was discussed and amended as per the principal

supervisor's comment and guidance. According to Creswell (2018) if every person who is involved in the same data analysis comes to the same outcome, then it is more likely that the findings are true and therefore dependable. This data was presented to the principal supervisor for his input and comments to come to a similar analysis. Further, transcripts were checked to make sure that the study does not contain any obvious mistakes made during transcription and also cross-checked codes developed by different researchers by comparing results that are independently derived (**Gibbs, 2007**).

Results

This chapter will now present the findings that emerged from the data collected and analyzed following thematic analysis (**Braun & Clarke, 2020**) that was conducted for the purpose of this study. By using this analysis process, the researcher organized collected data according to categories, coding and themes. A qualitative study employing single-embedded case study methodology was conducted with data collected from interviews, observations and document collection.

The participants in this study offered some important insight on impacts of inclusive schooling on a child with CP. Participants responded according to their perception and experience. The demographic information of the participants are provided in Table 1.

Table 1

Demographic information of the participants

Demographic information	No. of Participants
Age	
10 to 20	2
20 to 30	0
30 to 40	1
40 to 50	4
Religion	
Buddhism	7
Residential area	
Rural	0
Semi-urban	7
Urban	0
Occupation	
House wife	1
Student	2

Teacher	4
Other	0
Educational status	
Illiterate	1
Primary school certificate	0
Junior school certificate	
B.Ed.	2
	4

In conducting the thematic analysis of the transcripts from the interviews there emerged five themes namely perception on inclusive education (IE); parental support in educating the child with CP; benefits of inclusive schooling on a child with CP; impacts or consequences on the child with CP when not enrolled in school; and experiences and perspectives on challenges.

A Case History of a Child with Cerebral Palsy

The qualitative evidence gained through the interviews conducted with the parent and the teachers confirmed the background story of Akash before he was admitted to current school and how Akash became a blessing in disguise for DLSS.A brief illustration of how Akash enrolled in DLSS. Akash's parents were working in Haa. His father was a driver and his mother was a housewife. He has two siblings, a brother and a sister. His parents were very supportive and wanted Akash to be enrolled in school. So they took him to Katsho primary school in Haa but the teachers there were not comfortable to accept him in their school considering his physical disability. They recommended to his parents to take him to Wangsel institute which was then a special school in Paro. Leaving behind their father, the mother along with the child headed towards Paro and she took him to Gaupay lower secondary school where he was once again rejected by the school. Later, with the recommendation from the dzongkhag administration, she took him to Wangsel where the teachers did not accept his admission since they only deal with deaf and hearing impairment and him having physical disability did not fulfill their criteria. So they went ahead in admitting him in Drukgyel. Considering his parents' situation and responsibility of mother, they accepted him without having much information about him. Moreover, the condition of the child made the administration and the teachers to accept him in the school without much knowledge about inclusion. However after his admission, the school started getting support from various agencies and it became an inclusive school in 2012.

Theme One: Perception on Inclusive Education

The findings of the current study provide some insights into the overall perception of the respondents on inclusive education (IE). In understanding how various participants' perceived IE, the results revealed that the parents were unaware with the concept of IE, some understanding of IE for the child with CP and peer helper and a clear understanding of IE for all the teachers. IE can be a difficult concept to define due to a lack of understanding about what IE means, which in a way is a barrier to inclusion in general. According to the mother she responded, "I don't know what IE is." However, peer helper (PH) defined IE as "Children studying in the same school". Most of the teacher participants knew well about IE. They have generally indicated that IE entails having students from diverse backgrounds studying in the same setting to explore together and work together with others:

> IE means like despite of all the disabilities be it of physical, be it mental, a school should be school where administrator, the staff, everybody including the supporting staff should accept all the students same like the other children and as far as possible give all the opportunity as other children are receiving in the same school. (T2)

Furthermore, the T4 expressed:

> IE in the sense I feel that is the place where all the children with different background, back stories, strength, disabilities are put together where they will be benefitted and they will grow together. And one good thing about inclusive school is differently abled children are encouraged to show their potential, develop and interact with the people around them.

Five participants out of seven said that their ideas about what IE meant to them. The child with CP and peer helper has some idea about the IE in literal sense though they were not aware of philosophical underpinnings of IE. It is evident that

knowledge and ideas of parents of children with disability about IE need to considered, since that will decide the success of inclusion.

Theme Two: Parental and Sibling Support in Educating Child with Cerebral Palsy

Most of the participants have the same opinion regarding the parental and siblings' support in educating the child with CP. They think that this kind of support should be there in order to boost the confidence and motivate the child with CP to have successful schooling so that many of the children can get proper knowledge and treatment. All the participants claimed that the parents and siblings of a child with CP were very supportive and plays vital a role in his education. The child with CP expressed, "My parents and sister were very supportive. My mother helps me all the time, my father makes money by driving taxi and my sister helps me in doing my home works". Similarly, the PH participant asserts that "His parents and sister were very supportive. His mother reaches him to school and helps him in daily living skills. His father also earns for the family and helps him in doing exercise. His sister helps him in academic task". T1 also reported that "...Akash's parents in fact are very supportive, it was their effort and support that they came for admission. I did not go after Akash, it's his parents who brought him to us. Similarly, the T4 shared, "I think parents were very cooperative and they were very assertive in sending Akash to school". Furthermore, the T3 in her smiley tone, expressed:
Akash's mother was the one to give full support to this school to educate him and I think she used to come to school every day and she has been with Akash for almost 3-4 years in this school. And even she used to help him in the classroom to complete his task. His father also plays vital role and is source of income for his family. His sister also helps Akash in doing his academic works and helps in doing house chores.

Theme Three: Benefits of Inclusive Schooling on a Child with Cerebral Palsy

All the participants mentioned that an inclusive schooling is very helpful for the child with CP and they said that the child receives best support from the teachers and other stakeholders. The mother of a child with CP mentioned that her son gets good support from the educators and her son could benefit academically and socially from the inclusive school. In addition, inclusive schooling also enhanced the motor skills of her son. Teachers have been supporting him in their own great ways and I can only expect same level of support in giving him a better future. I am fully satisfied with whatever is being done by the teachers. It was always the teachers who came forward to support my son (P). Moreover, the child himself and the peer helper also felt that the teachers, administration, health and other stakeholders are very helpful in supporting him. According to the child with CP, "Teachers and other stakeholders are very supportive and they support me in everything and I am thankful to all the teachers". It was further supported by the PH, "Teachers support Akash all the time and they even advise us to support Akash". A majority of the participants revealed that inclusive schooling can yield a range of academic, social and motor skill benefits for the child with CP. It was found that the child with CP had drastically improved over the years in comparison to his initial placement in the school. The parent and the child himself found positive impacts on his academic, social and motor skill development through the support of his teachers and parents. Similarly, all the teachers shared benefits of inclusion services like push in class, pull out class, accommodation and modification provided to child with CP. Support from expatriate in terms of speech development also had positive impact on child with CP. For example, T2 reported that:

Social skill because of REC program we got lots of toys to fiddle. We also let him play with children, make him to talk with children and later he started communicating with friends. So his speech developed due to his interaction. Even there was Australian volunteer who was a speech pathologist and he got speech therapy also.

However, T4 mentions that while they could help in terms of academic and social skills, motor skills was a challenge because of lack of training and awareness for teachers and lack of appropriate facilities:
In case of social our school is good enough because we have lots of people with different characters. So every day when he interacts, he will be developing social skills. In case of academic, his teachers and the peers are helping up and in case of the motor skills, I think we are lacking behind because we don't have the facilities which will cater to his needs. We don't have psychotherapist coming to our school. That's why I think motor skill part is lacking.

Theme Four: Impacts or Consequences on the Child with Cerebral Palsy when not Enrolled in the School.

Most of the participants expressed similar opinion regarding the impacts of being isolated and away from school for a child with CP. The parent and teacher respondents were of the opinion that the child's cognitive development will be delayed and there won't be any learning at home. 6 out of 7 participants mentioned that the child's social skill will be affected, and 6

participants stated that isolation, frustration and becoming aggressive would be possible consequences of being kept at home.

> I think his social growth would be retarded. I think his cognitive growth would be delayed. And child would not get much exposure, exposure to the environment, to any kind of world. And I think child with special needs will find a difficult time to spend his day at home. Once they were admitted in school, they are exposed to bigger environment, from that environment; they could learn a lot (T1).

One of the teachers reported that without inclusion the child's developmental domains such as social and cognitive growth would be hindered due to limited exposure to the immediate environment. Another teacher was of the opinion that the children with disabilities were exposed to the television almost daily when the parents were out for work and other engagements. In contrast, school facilitates better services for meeting the unique needs of the child such as therapy session and play interventions that help the child's motor development which are not available at home.

Theme Five: Experiences and Perspectives on Challenges

The parent of a child of children with CP was concerned about their children's future and the present situation. Specifically, mothers of children with CP go through various emotional phases, such as sorrow, frustration, anger and hardship. The findings shows that mother face various challenges at home and in the school while raising her son with CP:

> It is difficult! I always have to worry about his future. As long as we are alive, sobbing…as long as his father and mother are alive, he will continue to get our support. But what would his future be, if we are not there…these thoughts bother us…sobbing…chuckle. Moreover, I always face difficulty in taking him to toilet and taking him bath. I also fear unexpected accidents when his friends take him on the wheel chair. (P)

Similarly, the child with CP also goes through emotional problems such as fear, difficulties with their peer group and strong emotional responses to new challenges:

> My biggest worry is that when my friends take me on the wheel chair, I fear that they might fall me down. Since I cannot go to toilet, it becomes burden for my mom to take me to toilet and it's very painful. I also feel worried when I am not able to cope up with other students in the class. I am afraid that I may not get good services if I reach college level.

Children with CP require a higher level of physical care and emotional support from the PHs. The PHs was given orientation by the school and being made aware of support services available to enhance the well-being of children with CP. However, it seems that the PH also come across challenges in the process of rendering service to the child with CP, *"Mostly, to push him from low to raised areas and taking him to toilet is the biggest challenge that I face"*.

Teachers in inclusive school face multiple challenges when teaching children with CP. All the teachers experienced similar challenges. It was shared that "Because of large number of students in the classroom, it was observed that the teachers were not able to give him full individual attention and that was the biggest challenge" (T1). Correspondingly, T2 reported lack of expertise and resources as a challenge to cater to the needs of the child with CP:

> When we do not have much knowledge on inclusion. More number of students in the class creates difficulties in catering to needs of all the students. More over preparing teaching learning materials is difficult due to lack of resources in the school. (T3)

The teachers also agreed that time constraint in preparing materials was another challenge. For instance, T4 shared that "The challenges are its little bit difficult for us to find time. Finding different strategies which suits for him is very difficult for us since we don't have the background experience or sessions on it".

Discussion

Findings revealed that though IE practiced in the school, the parent was not aware of the concepts and theories. The two children participant viewed inclusion as a school where all the general and children with disabilities study together. All the teachers described inclusion as accepting all the children with and without disabilities in one setting. Another finding was that parental and sibling support plays a vital role for inclusive schooling to make a positive impact on a child with CP. The impact on child's academic, social and motor skills development is evident from the findings with various supports from the educational stakeholders and parents. However, the impacts of keeping the child at home were also revealed where the child faces isolation, lack of learning and delay in motor skills development. Participants also shared what they think are some of the challenges in the implementation of inclusion including lack of infrastructure, lack of facilities and untrained teachers. These findings are discussed below.

Theme One: Perception on Inclusive Education

According to Manus et al. (2008), inclusive education (IE) is accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional. In this study the parent participant was not aware of the concept of IE similar to studies by Dorji and Schuelka (2016) and Jigyel et al. (2019) that confirmed parents understanding of inclusion as minimal. It is also argued that few parents were not comfortable talking to the researcher (**Costello & Boyle, 2013; Norwich, 2008**) about IE which may have hindered in providing the required response despite being knowledgeable about IE. It was observed that one of the parents in an informal conversation was hesitant to talk about IE and about her child attending the school. Considering this situation, it is worrisome when parents living near special educational need (SEN) schools have no idea about inclusive education and do not want to discuss openly about disability and inclusion. The lack of awareness amongst the people and especially the limited understanding for parents of children with disabilities (CWD) will lead to children with special needs not being able to attend schools (**Lauruschkus et al., 2016**).

Generally, all teachers who participated in this research reported being knowledgeable of IE although they were not able to define it extensively. This finding is similar to a study by Dorji & Schuelka (2016) which confirmed an overall teacher participants' knowledge on IE at Bhutan as impressive. Further a similar study Sherab et al. (2015) confirms that the teachers generally understood the term IE. In defining an IE, a teacher participant understands IE as a place where children with varieties of background and strengths are put together and so they grow and learn together. Similarly, different studies by Lauruschkus et al. (2016); Lundalv et al. (2016); and Manus et al. (2008) view that IE encourages the students with SEN to showcase their actual potential, develop and also interact with people around them. Data from teachers revealed that despite all the differences the school must accept all the children and impart knowledge to them without discrimination. However, teachers lack the knowledge and skill required for dealing with the child with CP. Therefore, the government should take initiatives to train and equip them with relevant knowledge and skills to support the child. This will enable the SEN teachers to educate children with special needs effectively and efficiently. This will eventually promote a healthy teaching and learning experiences among teachers which corroborated with the study (**Vogots et al., 2010**).

Comparing the views by the participant teachers and the literature review, the researcher is also of the opinion that inclusive school is the inclusion of children in school to be treated equally regardless of their disabilities and other social and cultural differences. They are made to grow and learn from each other in the same environment (see Figure. 1).

Figure 1: Learning together with non-disabled peers

They were given equal opportunities and treated equally. Such views are encouraging for students who want to enroll themselves in IE. This clearly indicates that all the participants are of same view that IE should receive priority. Data from this study indicated that the concept of IE is widely understood in the schools, especially among the teachers but not by the students and parents. Successful inclusion largely depends on the teacher's knowledge to empirically validated strategies (**Harrower & Dunlap, 2001**). Similarly, it was also mentioned that an effective IE requires partnerships between educators, parents, other professionals, and the community (**Epstein, 2010; Jigyel et al., 2020; O'Connor, 2007**).

Theme Two: Parental and Sibling Support in Educating Child with Cerebral Palsy
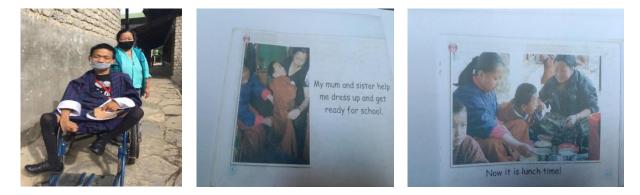
It is known that parents take a tremendous responsibility for their child's well-being. Knowing the specific needs for their children, particularly children with disabilities makes taking care of them easier. The more the parents know about their needs, the better they can prepare to help their child as suggested in past studies (Smith et al., 2007 cited in Jigyel et al., 2019). Learning about various disabilities and their needs will also broaden parents' perspective. Parents want to give their children the best education possible and having inclusive schools provide the parent with best opportunities for their children.

Despite widespread acknowledgement of the value of parental involvement for the education of children with and without disability there are 'various barriers' (**Hornby & Lafaele, 2011**). These barriers can be derived from cultural or linguistic diversity, family composition, family educational level and economic status, and personal constraints. For example, lack of time, lack of transportation, and lack of child care (**Brown & Brandon, 2007; Vogots et al,2010**). Children do not welcome the idea that they are different. It fosters apprehension in their self-confidence and makes them struggle in the classroom environment. This doubt will also affect about how they interact with people around them. As suggested in the study of Lo (2010) as cited in Jigyel et al. (2019), parents need to talk to their child and try to understand their feeling and encourage them with their daily learning. Through this process, they are heard and understood thus acknowledging their parents' role in bringing their well-being as a top priority. It's only natural that everyone will have strengths and weaknesses. It is important we make them feel important by encouraging them to keep learning. This is evident from the findings that the parent overwhelmingly expressed their satisfaction for the support they have rendered to their child with CP.

Equally, siblings play an important role in the everyday affairs of the children with special needs (**Shenker et al., 2006**). Siblings can affect them positively or negatively. Sibling interviewed in this study supported the child with CP with their assignments and homework. Similarly, the sister helped with cooking, feeding, and washing his clothes. Siblings need to be helpful and trustworthy. They need to be gentle and considerate with their siblings needing extra care. In the case of families who have children with SEN, family involvement is increasingly being considered to be irreplaceable (**Brown & Brandon ,2007; Lo, 2010),** as it has been found to be strongly related with children's attendance, academic achievement, and behavior and social skills (**Lendrum et al, 2015; Sukys et al,2015**).

Mother has immense responsibilities, starting from dropping and picking him up from school and taking care of his meals (see Fgure 2). Even during intervals and other break time, a parent need to go to take care of the child's need which aligned with the Jigyel et al. (2019) study. In every way possible, a child's need is well taken care in the best capacity possible by the parent. Some parents even need to carry their children to school. Without support from the parents, it would be impossible for the children to be educated in an institution.

Figure 2: Sister and Mother helping the Child with CP

Findings indicated that the father was mostly out as he was the sole bread earner for the family. Thus, nurturing a child with disability need various support from different family members and it is practical in Bhutanese context that a father earns while the mother looks after the child at home and in the school. These examples clearly depict that the parents and the siblings had been very supportive in taking care of their child's learning and development. It was fascinating to observe that the father had developed handmade assistive device for the child to carry out regular exercise at home as evident in few studies (**Flem et al., 2004**). This finding also is in line with UNESCO's expectations (**1994 as cited in Kamenopoulou &**

Drukpa, 2017) that parental involvement in their children's education is supported by effective communication and collaboration between school and home, and this is recognized in policies in some Asian countries.

Parental involvement is an important contributor to the 'educational processes and experiences of their children' (**Jeynes, 2005, p. 245**), either in school activities or in school-associated activities at home (**Smit et al., 2007**). Parental involvement for children with special educational needs (SEN) is even more crucial due to the fact that parents have a 'unique understanding of their child's needs' (**Lo, 2010, p. 405**), and therefore are regarded as the best advocates in asserting their children's rights and making decisions for them.

<u>Theme Three:</u> Benefits of Inclusive Schooling on a Child with Cerebral Palsy

The main purpose of this study is to bring out the impact of inclusive schooling in Bhutan. After interviewing all the participants', the data revealed that parents and peers did not know the educational scope and opportunities for children with special needs. However, teachers were aware of such opportunities and they have been working with it, directly or indirectly.

Parents and school administration really need to work collaboratively to educate and nurture children with learning and other difficulties. IE is seen as vital in assisting students with SEN in building friendship and gaining acceptance from others as well as providing quality education (**MOE, 2012; UNESCO, 1994**). Integration of children with special needs to regular schools can be challenging if not for the consistent support from the parents, peers, teachers and other relevant officials.

Many educators, parents and individuals with special needs welcome the fact that regardless of their special needs, pupils can attend school together with their peers (**Gyamtso & Maxwell, 2012; Norwich, 2008).** They work together to achieve a common goal and objective. The creation of effective inclusive schools requires a combination of teachers' and parents' knowledge and skills on instructional strategies and assessment practices (**Friend & Cook, 2007; Koster et al., 2010**). Many studies show that an inclusive school can be identified through its ability to work as a cohesive team (**Ainscow & Sandill, 2010**). Contradictions in the ideologies between parents and teachers can have negative impact on the child's well-being. It can lead to disconnection in relationship and communication among them, indirectly impacting the child's proper learning and growth defending the collaboration ideas (**Jigyel et al., 2019**). If a parent does not support the system in which a child is educated at the school, the parent would decide to make the child leave the school. And eventually, it is the child who will be impacted. To educate children with special needs, parents and teachers will need to work hand in hand to achieve their goal of nurturing the child as indicated by Schuelka(2016). There are numerous impacts on the child with special needs who are enrolled in inclusive schools. Firstly, the child gets to interact with neuro-typical students that help them in developing their social skills. They build relationships and improve their perspective of others and also reduce the social stigma of being differently abled as reported in the study of Vogts et al. (2010). However, in line with findings reported by previous study Lauruschkus et al. (2016) it is revealed that the child with a CP when kept at home do not gain skills that the child acquired at school because when the child is left at home alone he becomes isolated and dependent. Due to such behavioral conducts the child will never get along with other friends hence the child lack social skills such as sharing and interaction.

A teacher who taught the child in pre-primary derived a great sense of inspiration that the child normally was not opening up with anyone when he was enrolled but after few months of his enrollment, the child could communicate his needs effectively and it has made it easier for everyone around him to attend to him. This evidence confirms previous finding in Bult et al. (2012) in which engagements with other students will have a positive impact on both physical and mental wellbeing of children with CP. Secondly, the child was found to be doing well and even better than some of his typical peers in academics. After the enrollment in the school the child did not fail once and was promoted to the next grade in every new academic year. Data from this study indicated that the child initially, could not write using hands and could not coordinate his reflexes but gradually, with the support of his peers and teachers, he could now write and even type on the laptops with little assistance (see Figure 3). This is evident from the study (**Vogts et al., 2010**) that the involvement of adults helps the children with CP in their mobility. He could also read and his ability to understand improved. This examples clearly depict that the impact of inclusive schooling brings positive change in a child with CP. Similar findings from previous studies (**Bult et al., 2012; Pereira et al., 2019**) highlighted the positive effects on the child's cognitive abilities when children with CP were enrolled in inclusive schools.

Figure 3: Typing on Laptop

The findings from this study indicated that teachers were successful in using multiple forms of instruction such as verbal, written as well as pictures to pass the information through differentiated instruction, which allows for a more child-centered and accommodating approach. Similar findings from the study by EADSNE (2003) show that the use of appropriate accommodation within the standard curriculum, individualized approach and differentiated instruction in teaching and learning are found to be an effective strategy when dealing with a diversity of pupils in the classroom. The teachers used differentiated strategies such as modifying exam papers to match the child's needs, adapting instructional materials, extending time allocation for classroom task and writing exam papers. Observation data revealed that teachers in both the schools were found using differentiation, accommodation, and modification strategies to teach the child with CP.

The studies conducted by Sherab et al. (2015) too found that the teachers used differentiated strategies such as modification of curriculum content to match more closely to the individual SEN students' needs, adapting instructional materials, and varying time allocation for classroom tasks and exams to take into account students' differing rates of learning. However it was observed that the teachers in Drukgyel Lower Secondary School (DLSS) are more proficient and competent in teaching the child with CP than the teachers at Drukgyel Higher Secondary School (DHSS) where only few teachers use the accommodations and modification. Furthermore, it was observed that only few teachers used differentiated strategies despite most of the teachers follow normal teaching. The main reason of this gap was due to lack of knowledge and training on inclusion for teachers as confirmed in Sherab et al. (2015).

Thirdly, to enable the motor skills of a child with CP, the teachers in DLSS were found initiating various activities such as threading rosary beads for hand-eye coordination, playing with play doughs, toys, physiotherapy exercises, and other multiple motor skill exercises in agreement with a previous study (**Shenker et al., 2006**). However, these facilities are not available in DHSS. This is apparent from the fact that most of the teachers in higher school lacks training and effective skills in IE and that the school accepting the transition of a child with disability for the first time. Teachers in high school face challenges in dealing with the child especially in terms of providing mobility supports. It was further reiterated that due to lack of physiotherapy services in the school, teachers couldn't provide the child with the necessary physical exercises which is must as found in the study of Schenker et al. (2006) and Vogts et al. (2010).

The findings from this study also indicated that initially the child's hands had to be tied to the chair during classes to keep him under control but now the child is able to sit on his own comfortably and crawl owing to the physiotherapy intervention provided both by the professionals and the parents. This is evident from the study conducted by Schenker et al.(2006) and Lauruschkus et al.(2017) that the physiotherapist are key figures in promoting successful integration of children with CP and they are crucial in training teachers for managing CWD. Similarly, the child was able to perform minor chores such as collecting his belongings which is necessary as confirmed by Schenker et al. (2006). It was fascinating to observe that the child sits independently on a chair without any support and carry out the exercise independently. Further, this study revealed that the parents were positive and delighted with the services rendered by the teachers and other stakeholders to their child. It was evident that the child has been doing very well after he was enrolled in inclusive school. The teachers have been supportive and showed concern for the child's improvement. The parent of a child with CP expressed her sense of contentment for being able to send her child to school and acknowledged the supports rendered by the teachers, schools and other stakeholders. Some of good practices that contributed to the overall satisfaction of the parents were the caring nature of the teachers, positive student - teacher relationship, good peer support and accessibility of environment.

It has been evident from the above findings that the school has been supporting her child with even home lessons and facilities to ease learning which again support the parents - teacher collaboration as mentioned in Jigyel et al. (2019) and Schuelka (2016). The researcher has also observed the child doing way better than before, and he is now able to function without much support from people around him. He could understand and analyze the happenings around him. During the interview session with him, he could respond to the interview questions and answer them logically. The current observation has showed that the child has improved to a great extent. Such findings corroborate the existing literature in Pérez et al. (2020) that the inclusive schooling plays vital role in enhancing the academic, social and motor skill of a child with CP.

After triangulating all the data from multiple sources and reviewing the existing literature, it was found that collaboration between all the people involved plays a vital role in improving a child's social interaction, academic, and motor skills (see Figure 4). A child's physical and mental growth, depends mostly on the people supporting his everyday life. Therefore, it is evident from the findings that all the teacher participants derived a sense of inspiration and accomplishment when their child with CP demonstrated significant changes in all the developmental domains over the years. It was encouraging to observe that the child enjoyed his school. He experienced a better and productive life at school than at home.

Figure 4: Motor, social and academic support

UNICEF, Bhutan has documented his story, highlighting his achievements since 2012. The document also reflects the child's expectations in life. He aspires to become a writer one day. He draws and plays with his friends and they have been sharing a very positive relationship. He believes in helping each other and aspires to become a scout when he is older. He is optimistic about his life and looks forward for a better tomorrow every day.

Details of Akash's life have also been presented in Bangkok during a SEN program by Ms. PemaWangmo, vice-principal of the school. The presenter has brought out the challenges faced by Akash as a child with CP and other challenges faced by the school with limited infrastructure, lack of human resource and appropriate curriculum and other challenges as put forward by the others mentioned in this research. The presentation also narrates how a group of teachers initially volunteered to team up for Akash and his needs. Peer tutors were attached to support the child in carrying out his minor tasks. The progress of the child aligns with Schenker et al. (2006) where the child could sit, eat and write independently when necessary supports and services are rendered. His grades were good, he could build better relationships, communicate effectively and also share better bonds with his friends as stated in Perez et al. (2020).

Theme Four: Impacts or Consequences on the Child with Cerebral Palsy when not Enrolled in the School.

Generally, children with special needs who are kept at home face multitude of inconveniences. The parents also go through a difficult time. Their growth slows down and they do not learn as much. Parent interviewed says that sending a child with special need to school demonstrate changes in many aspects. The parent expressed her gratitude to her child's friends at school for helping him throughout the day. Her son has been doing better socially since his admission in the school. With these significant achievements, the parent in the study mentioned that she recommends other parents of children with disabilities to enroll their children in the inclusive schools rather than keeping at home. Reflecting the key points on the data collected, a child with special needs that is kept at home in isolation would be denied in their rightful place in society. Some of the benefits of sending a special needs student to an inclusive school is that, general teachers and special education teachers work together to meet the needs of the students. This particularly gives special education students the support they need while they stay in a general education classroom. More so, inclusion promotes diversities and friendship among both students. Children with disabilities who are a part of inclusive setting have greater opportunities to learn and grow as demonstrated by children in Shenker et al's. (2006) study.

Keeping children with special needs at home demands the parents to be able to dedicate their time fully to their children. This would impact the parents from earning for the family and also impact the functioning of the parents' normal life. It's obvious that the family would face challenges if the child is kept at home especially for financially disadvantage family because either father or mother had to attend the child which deprives one of them from the normal earning. Keeping aside the challenges faced by everyone involved. Keeping a child with special needs at home does not bring any positive impact (**Vogots et al., 2010**). Comparing all the data collected, it is must for the children to be in the school and learn. They equally deserve to learn and make their future brighter. Moreover, Article 7 of the Constitution of Bhutan strongly states that rights, liberties and freedoms are the precious jewels of every human being. Fundamental rights are basic rights and the constitution gives them legal protection. The state (Bhutan) is responsible to provide free education to its citizens and it's the parents' responsibility to enroll all children to school.

<u>**Theme Five:**</u> **Experiences and Perspectives on Challenges**

Notwithstanding the fact that many children with special needs faces numerous challenges in
their everyday life, enrollment in a mainstream school has multiple benefits although having to take classes with regular students and keeping up with the rest makes it harder for them at the beginning. They need people around them to help them with most tasks. Sometimes, not having enough facilities makes it more difficult for them as found by Schuelka and Johnstone (2012). Huge size of class act as barrier in implementation of IE in developing countries (**Ainscow & Sandil, 2010**). DLSS and DHSS are no exception to this. Teachers stressed that huge class strength makes teachers difficult in conducting better inclusion. This issue of huge class size has to be addressed through development of infrastructure is highlighted. Accordingly, the researcher also observed that the teacher finds difficult to give one to one attention in the class owing to the number of students similarly with the findings of Dorji and Schuelka (2016).

Interview data from teachers revealed that, students with disabilities report special challenges in making a successful transition from an inclusive school to a mainstream school. Managing the allocated time in the classroom and giving extra time for child with CP has proven to be challenging to complete the lessons on time. It has affected the other students too as stated by Flem et al. (2004).

The parent found it challenging as the child grows. She needs to bathe a boy child and take him to toilet which was found stressful since it's the mother who mostly attends these basic needs. The father being unavailable at home being a bread earner makes it challenging. It is also not easy to address the child. The researcher has also observed that the child is dressed uncomfortably and he is in need of consistent support to keep him dressed properly. A lack of physiotherapy and lack of basic infrastructure for child with CP on campus has proven to be challenging, both for the care givers and for the child as indicated in the studies of Sherab et al. (2015) about the challenges of IE in Bhutan. This is evidenced by lack of separate washrooms in school, lack of ramps, and lack of SEN room for conducting services.

Similarly, the child also felt himself being a burden to his mother. He is also worried of falling when friends take him on his wheel chair and having no proper facilities in the school as mentioned in the study of (**Schuelka & Johnstone, 2012; Sherab et al., 2015**). It also came to the researcher's knowledge that his peer helper who helps him with his wheel chair movement is also worried of pushing the wheel chair from the ground to the raised levels and also losing his control when pushing downwards.

Further, rigid school curriculum that fails to take individual needs of the children with disabilities into consideration, teachers' lack of awareness on how to manage and teach the children with disabilities coupled with their knowledge and skills on inclusion are some other issues highlighted by teachers in the schools. This was similar to the study carried out by UNICEF (2003) in Nepal.

Additionally, it was captivating to note that one of the respondents faced challenges in implementing inclusive education due to lack of knowledge on IE. This can be linked to literature as noted by (**Chhetri, 2015**) that mainstreaming approach has caused confusion among teachers as they lack skills and exposure in IE. When students with disabilities are handled by teachers with no background on IE, the system become non-working educational system (**Gandhiya, 2013**). Without specialized training of teachers, school leaders and teacher assistants, making quality education accessible to SEN children would remain a distant dream. This suggests that government should train teachers on IE to address this issue.

Education of learners with special needs in Bhutan has come to an extensive and lengthy way from special education to integrated education and it as process from integrated education to inclusive education (**Chhetri, 2015**). Despite number of guidelines, policies and programs that currently exists as efforts made in this direction for regular schools with inclusive orientation, there are still many barriers, impediments and challenges that deter inclusive environment (**Dorji & Schuelka, 2016**).

Limitations

It is the first time for the researcher to conduct this study as a part of requirement for partial fulfillment of the course. Therefore, the researcher's limited skills to conduct interview may have influenced in not gaining the required in-depth information. Few participants were not fluent in the official language of interview; therefore, the researcher used an interpreter to conduct interviews which would have affected the objectivity of the interview questions asked to the participants. Despite having all the plans in place, the researcher faced the problem of not having access to these respondents because of time constraints and the interviews got delayed. The focus of this study was solely on the child with cerebral palsy (CP) and did not consider other types of disabilities such as Down syndrome, Autism Spectrum Disorder and Learning Difficulty. Therefore, the finding is limited only to parents raising a child with CP. Further, the research site focused on only two schools.

Recommendation

It was found that several issues caused hindrance in implementing successful inclusive schooling for a child with CP. Based on results and findings from the study, following recommendations are proposed to implement IE successfully:

If the Dzongkhag (District) could have more inclusive schools, it would be easier for the students and teachers to have more special needs students attending the schools. Having just one school that supports special educational need (SEN) program in each dzongkhag creates barriers in transportation and logistics to students and their parents. Therefore, having more than one school that supports SEN program in each of the Dzongkhags would cater to the needs of most of the children living with CP, thereby making their life more comfortable with the support from the different stakeholders.

The findings from this data also state that many parents are not aware of the inclusive schools in Bhutan and teachers have limited resources and strategies to support a child with CP. It is also important for the government and other stakeholders to sensitize the public, including parents, on the importance of enrolling children with disabilities into inclusive education and transform lives of such children as confirmed (**Bult et al, 2012; Dukpa, 2015**). Such awareness raising and sensitization could result in parents coming forward to enroll the children in schools. Equally, if the teachers are equipped with the necessary resources and trainings in dealing with children with CP, this could further motivate both parents and teachers to work hand in hand for the betterment of the child's life. Therefore, the civil society organizations in Bhutan (Disabled People's Organization (DPO)) and the Ministry of Education (MoE) should consider training the parents and teachers.

Future Research

As indicated under the limitation, the focus of this research is on a child with CP and the experiences. However, at the broadest level IE includes taking care of children with diverse learning abilities caused by different difficulties. Other types of disabilities like Down syndrome, autism and visual impairment would have impacted differently that this research has not been able to cover. Therefore, further research on impact of IE by different disabilities would suggest different findings. Further, this study was limited to two schools, so it is not generalizable to larger populations. Future studies can involve multiple schools to validate the findings of this study. An ethnographic research with an approach to engaging with the children and parents both at home and at schools would give much more in-depth insights into the daily struggles of children, parents, and teachers that would be useful in not only to inform the current practices for improvement but also contribute to policy recommendations. Another prospective area of future research is to explore the perspectives of neuro-typical students, teachers and parents on the impact of IE. So far, research concerning IE has been on the insider's (children with disabilities, parents of children with disabilities and teachers of children with disabilities) perspective about IE. The perceptions and perspectives of outsider stakeholders (mainstream children, parents of mainstream children, and teachers of mainstream children) perspective will be another interesting area to investigate too.

Conclusion

The research has been conducted to find out the perception of IE and the ideas perceived by their parents, teachers, peers and others around them. From the conclusion of the study, it was found that everyone supports IE rather than separate schooling. The result of the study indicates that limited understanding on IE for parents will have impact on the child's education. Inclusive schooling demonstrates positive impact on the child with CP, parental and sibling's role as a key factor for the overall development of a child with CP, and keeping the child at home hinders the child's cognitive, social, and motor skill development. Education is a fundamental right. And it is even more necessary for children with special needs to have this right to education as the other children; they are also a major part of the society. It is also important to sensitize parents of children with disabilities so that no child remains uneducated and left out. Schools and teachers should be well facilitated with enough knowledge, skills and facilities to enable smooth teaching-learning environment for the children.

To be able to transform the lives of children with disabilities, the society should change their perspectives and believe in the capabilities of children with special needs. The society and schools should undergo major reforms where all children are stimulated to reach their full potential in all areas of development and personal growth. Inclusive schools help the child to live independently and provide the chance to live normal lives with other children. They grow to experience the outside world and live better.

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