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JDD993

Tailoring Remote Special Education to Ensure the Wellness of Children with Down Syndrome during COVID-19 Pandemic in the Philippines
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Down syndrome is the most common form of intellectual disability. However, it is surprising to find out that not much educational research has been focused on this vulnerable segment of learners in the present novel situation. This paper aimed to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic in the Philippines. It draws from a phenomenological qualitative study that collected information from online interviews with nine special education teachers handling children with down syndrome. The results revealed five themes: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. This study provides practical insight into the enabling practices that teachers use to sustain the wellness of children with down syndrome amid the present situation.

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--Manuscript Draft--

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Tailoring Remote Special Education to Ensure the Wellness of Children with Down Syndrome during COVID-19 Pandemic in the Philippines

Down syndrome is the most common form of intellectual disability. However, it is surprising to find out that not much educational research has been focused on this vulnerable segment of learners in the present novel situation. This paper aimed to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic in the Philippines. It draws from a phenomenological qualitative study that collected information from online interviews with nine special education teachers handling children with down syndrome. The results revealed five themes: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. This study provides practical insight into the enabling practices that teachers use to sustain the wellness of children with down syndrome amid the present situation.

Keywords: remote special education; down syndrome; COVID-19 pandemic; Philippines

Introduction

The COVID-19 pandemic has created a monumental disruption of education systems all over the world. The International Association of Universities (2020) reported at the onset of the pandemic that more than a billion students across the globe were affected by the pandemic. The inevitable closure of educational institutions and other learning spaces has brought extensive transformations in all aspects of education. Even with the anticipated reopening of educational institutions, social distancing measures and restrictive movement policies would continue to reshape teaching and learning (Bartlett et al., 2020) in many unimaginable ways.

With the continuing crisis, extant challenges for children with special educational needs and disabilities have also been magnified (Fegert et al., 2020). Within

this vulnerable segment, children with down syndrome even face a more challenging situation (Courtenay, 2020). The present COVID-19 infection is specifically devastating for individuals with down syndrome who typically exhibit a higher prevalence of respiratory tract infections, immune system irregularities, and potentially serious complications (Illouz et al., 2021). Thus, if these children should be educated in the ideal least restrictive social environment, additional care and support should be placed (Simons, 2021).

Different individuals and advocacy groups have called for the inclusion of children with down syndrome in the movement to promote the wellness of people during and beyond the COVID-19 pandemic. Cahapay (2021) noted that initiatives such as adaptive learning methods through remote special education to ensure the wellness of children with special educational needs and disabilities in general are still to be fully realized. They are nevertheless expected to trickle down more efforts toward the development and attainment of relevant, appropriate, and responsive programs toward a new normal that is inclusive for all people regardless of circumstances.

Scholarly works on the education of children with special educational needs and disabilities amid the COVID-19 pandemic have been documented (e.g., Schuck & Lambert, 2020; Shaw & Shaw, 2021; Yazcayir & Gurgur, 2021). While the down syndrome is the most common form of intellectual disability and their education needs urgent action in this emergency period, it is surprising to observe that there is a scarcity of educational research focused on them. Furthermore, while the focus in the current studies is the experiences of the parents (e.g., see Cahapay, 2020; Daulay, 2021; Fadare et al., 2021 on home education), it is also important to draw consideration that the case requires looking into a concerted perspective from the lens of the teachers.

Moving the lens of looking into home education of children with down syndrome, there is a need to specifically inquire into the ways teachers tailor remote special education to address not only the educational needs of the children but also enhance their overall wellness. Teachers serve a vital link in boosting the engagement of children with down syndrome in this difficult time. Research delving into this particular interest will provide practical knowledge as regards the enabling special remote education practices that teachers employ to sustain the wellness of children with down syndrome amid the present situation. Latar belakang masalah sudah baik dan sudah memberikan bebrapa peneliiian tentang sulitnya anak DS belajar daring selama covid, sebaiknya ditambahkan juga tentang sulitnya guru mengajar daring untuk anak DS di masa pandemi.

Thus, the purpose of this paper is to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome in the current changed educational situation restricted by the COVID-19 pandemic.

Methods

The following methods are employed to achieve the stated purpose of this study. The research design, sampling technique, research tool, data collection, and data analysis.

Research design

A phenomenological approach to qualitative research was employed in this study. Creswell (2007) defined phenomenology as a qualitative research approach that allows for an exhaustive manner of inquiring into how the participants experience the phenomenon through the lens of lived experience. It is an appropriate research design to address the interest of this research that revolves around the phenomenon of how teachers tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic.

Sampling Technique

A purposive sampling, specifically, a criterion sampling strategy was employed to select the participants of this study. It is a sampling strategy in which the participants are selected based on a defined criterion (Patton, 2001). The criterion in this research is the experience of the participants with the phenomenon which is the remote special education for children with down syndrome. Moreover, a modest guideline for the sample size in phenomenology is offered by Morse (1996) in which a minimum of six participants is needed. Because of the COVID- 19 constraints, however, this study only involved a sample of nine participants, which is still considered adequate for the purpose of this research.

The participants of this study are all currently employed in government schools in two cities in Mindanao, Philippines. Their age range is between 28 and 42 years old. Most of them are females, have graduate units in special education, and at least eight years of teaching experience. Tambahkan data demografi untuk sembilan partisipan ini

Research Tool

An interview guide was designed for the purpose of gathering data for this study. It consists of an introduction, a short survey of participant information, questions, and a conclusion. Particularly, questions were formulated to explore how teachers tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic. The central question revolved around: What does it mean to tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic? It served as the basis for the discussion points for other questions. The instrument was content validated by two education professors and a supervisor in special education.

Data collection

Before the main data collection process, the researcher sent a communication to the target participants. He introduced the purpose and procedure of the research. The ethical aspects were also discussed, underscoring that involvement in the study is completely anonymous, confidential, and voluntary. After securing their consent, interviews commenced. However, because of the ongoing movement restrictions and structural challenges, text-based interviews were adapted to gather the needed data. The researcher sent the questions to the participants through Messenger. When all the questions were answered and returned by the participants, the researcher reviewed the responses. Another round of text-based interviews was conducted as a way to gather more data on responses that need probes. The researcher sent probing questions to the participants through Messenger and the participants expounded their responses. All the data generated from the interviews were organized in a master transcript.

Data analysis

As prescribed in phenomenological research, the experiences of the participants were analyzed through thematic analysis. It is a systematic process of coding data, examining meaning, and providing a description of the social reality through the creation of a theme (Berg & Latin, 2008). The researcher initially acquainted himself with the data in the master transcript, noting down codes relevant to the phenomenon of interest in this study. Then, the codes were grouped into themes based on their differences and similarities. The researcher repetitively reviewed the codes and themes, returning to the master transcript until final results were generated.

Results

Addressing the overall purpose of this study, the following themes emerged from the analysis of the responses of the participants. They are presented in Table 1.

Five themes emerged in the analysis. These are 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. They are further discussed below.

Contextualize the IEPs. With the sudden and forced change to remote education due to the COVID-19 pandemic, the instructional plans for children with down syndrome needed to be contextualized. As a result, the teachers find themselves reviewing and revising the IEPs for each child. They had to reconfigure the instructional elements like the objectives, strategies, and assessment. This theme is evident in the following selected responses of the teachers:

“We revisited the IEPs and identified teaching strategies in facilitating online self-learning modules. We made adjustments in teaching strategies like the including online “teacher Mom and Dad” strategy” -Teacher 3.

“The original targeted goals in the IEPs have been more simplified to align with the most essential learning competencies in special education in such way that we could still meet their educational needs despite the pandemic.” -Teacher 7.

Meet sensory and movement needs. The COVID-19 pandemic has brought children with down syndrome often locked within the confines of their homes, restricting opportunities for physical movement. Thus, the teachers had to provide resources and devise activities to augment the sensory and movement needs of the

children. Some of the significant statements of the teachers on this theme are the following:

“We included learning activities that would allow them to help in some house chores like sweeping the floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs” -Teacher 1

“I encourage the parents to take some time in a day for physical exercises with their children. They record and send dance performances of their children using TikTok app” -Teacher 8.

Emotionally connect with children. Together with the limited physical movement, the COVID-19 pandemic also impaired the opportunities for socioemotional development of children with down syndrome. While face-to-face classes are not allowed, the teachers make it possible to emotionally connect with their students with down syndrome through technologies. This theme can be gleaned in the following responses of the teachers:

“When I retrieve or distribute printed self-learning modules, I give out simple praises and rewards for their attempts and achievements like stars or educational materials to make them motivated and valued” -Teacher 4.

“During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is our way of easing our longing from one another” -Teacher 5.

Communicate often with families. The role of parents in the planning, implementing, and evaluating remote special education during this COVID-19 pandemic has been underscored more than ever before. The teachers frequently talk to parents to develop a home education program and monitor the performance of the students. The teachers indicated this effort in the following responses:

“We call the parents every day during the class time, if possible. We frequently discuss about the behavior of their children during their learning session at home” - Teacher 8

“I talk to the parents and families at least twice a week to keep track of the development of my learners. If and when there are challenges, I coach parents on the strategies that they can apply” -Teacher 2.

Collaborate with the community. The remote special education for children with down syndrome amid the COVID-19 pandemic demanded the involvement of the entire community. Hence, the teachers ask the assistance of relatives and neighbors of their students, professional therapists in the field, and the community as a whole to deliver remote special education. This theme is reflected in the following quotes:

“Some of my students do not have access to professional help to look into their home program. So, I consult therapists in planning remote learning activities”
Teacher 6.

“I ask the assistance of our village captain in delivering materials to the homes of children, especially those children who live in far-flung areas. We identify retrieval locations or find means to deliver them door-to-door” -Teacher 9.

Overall, these themes underlie the phenomenon of the participants in this study. Set in the context of the COVID-19 pandemic, they constitute the lived experience of the teachers in tailoring the remote special education to meet the wellness needs of children with down syndrome.

Discussion

Considering the general purpose of this research, the following themes emerged: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. They are discussed as follows.

First, as the traditional mortar-and-brick education needed to be transformed to remote education to counter the risks posed by the COVID-19 pandemic, curricular plans also needed to be adapted in the process to prevent risks of further inequality and vulnerability. Ferri et al. (2020) asked an important practical question on what schools should do with children with mental or physical impairments in the light of the pandemic. Similarly, Daniel (2020) posed a critical question on what kind of curriculum should teachers use for remote learning during the COVID-19 crisis. These concerns present a challenge for redesigning the learning objectives, teaching strategies, and assessment tasks of remote special education. Within this instructional redesign, the mediation of technology also needs to be considered.

Moreover, Schuck and Lambert (2020) indicated that most children with special needs and disabilities have distinct sensory and movement needs, which may have been compromised during the COVID-19 pandemic. Toseeb et al. (2021) articulated that one of these sensory and movement needs of this group of children is the materials and physical equipment to meet their continuous development e.g., sensory objects or arts and crafts materials. Thus, it is an area of concern which teachers and schools must address. During this time of lockdowns, teachers should assist parents and families on how to turn some practical home chores and materials into a springboard to meet the sensory and movement needs of their children with down syndrome.

Because of the physical movement constraints caused by the COVID-19 pandemic, education scholars also worried about the socioemotional impact of the situation on children with down syndrome. Patel (2020) expressed that it becomes important to keep children with special needs and disabilities not only physically safe but also psychologically and emotionally safe. Despite interventions to manage the

changes in routines and unpredictable events brought by the crisis, however, children with special needs in general may still struggle (Barker, 2020). As such, teachers should devise strategies to emotionally connect with the learners. According to Redenius (2021), the socioemotional connection from a teacher shows caring and protection of the children with special needs and disabilities amid the pandemic. The various supports, instructional accommodations, and task motivations help in the remote learning process of children with special needs and disabilities. They provide the children with an experience of more positive emotions.

Furthermore, the current COVID-19 pandemic has stressed the role of parents in the education of children. Within the field of special education, however, Shaw and Shaw (2021) reported that, with the needed parent involvement, hindrances were encountered such as perceived lack of ability, challenging relationships, and mental condition. These hindrances are on top of the unique range of difficulties that they already encounter as parents of children with special needs. Thus, support from teachers to parents must be provided in the process of tailoring remote special education. For example, Crane et al. (2021) highlighted in their study that schools facilitated great quality of communication with parents of children with special needs. They implemented a policy of weekly calls to families and discussed milestones and challenges.

Lastly, it has always been an adage in education that “it takes a village to raise a child.” It has never been more desired in the context of the COVID-19 pandemic. However, in the study of Yazcayir, and Gurgur (2021), several issues on the collaborative nature of remote special education were found including lack of support education services and communication among teachers, families, and students. This case may be real in the context of this study as well. As an approach to lessen the

negative results of the crisis, education stakeholders must make cooperative steps to improve education (Ferri et al., 2020). The practices found in this study are contextual examples of these steps that must be instituted to make remote special education a corporate social responsibility.

Conclusion

Drawing from the lived experience of teachers, the main purpose of this research is centered on exploring how remote special education is tailored to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic. This study hoped to provide insights about the facilitating actions that teachers apply to improve the wellness of children with down syndrome amid the global disruptive period.

The analysis of the responses of the participants indicated five themes. These themes express the phenomenon as follows: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. These themes describe the lived experience of teachers as they tailor remote special education to address the wellness of children with down syndrome. It provides practical knowledge about the remote special education of children with down syndrome from the perspective of the teachers and set in a novel situation.

This paper may be one of the first studies to explore this phenomenon of interest through the lens of the lived experience of the participants. However, some limitations must be noted. While the sample size met the guidelines in the phenomenological study, the researcher found the data not reaching a saturation point. The data collection approach used in this study was also constrained by structural challenges, thus the data may be affected by biases related to personal perceptions of the participants. Thus, when circumstances would allow, it is suggested that future related studies should

involve a larger sample size and multiple data collection techniques to obtain a more comprehensive picture of the remote special education of children with down syndrome during a global crisis.

Disclosure Statement

The author confirms that there are no relevant financial or non-financial competing interests to report for this paper. It also has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere.

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Table 1. Result of thematic analysis

| Sample significant statement | Code | Theme |
|--|--|---------------------------------|
| We revisited the IEPs and identified teaching strategies in facilitating online self-learning modules. We made adjustments in teaching strategies like the including online “teacher Mom and Dad” strategy. | Adapt remote teaching strategies in the IEPs | Contextualize the EIPs |
| I frequently do formative assessment but I adjusted the frequency of summative evaluation in the IEPs. I assess every three months to allow the pupils to fully master the competencies. | Adjust student assessment in the IEPs | |
| The original targeted goals in the IEPs have been more simplified to align with the most essential learning competencies in special education in such way that we could still meet their educational needs despite the pandemic. | Simplify learning goals in the IEPs | |
| We provided resources like tactile objects and video-recorded | Give tactile objects and activities | Meet sensory and movement needs |

| | | |
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| activities to develop their environmental awareness, gross and fine motor skills, and self-help skills, especially for children with severe developmental delay. | | |
| We included learning activities that would allow them to help in some house chores like sweeping the floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs. | Embed motor activities in house chores | |
| I encourage the parents to take some time in a day for physical exercises with their children. They record and send dance performances of their children using TikTok app. | Advise physical exercise program | |
| I stay connected with them like calling them through Messenger so they can see and talk to me even they are not in school. | Calling children via social media | |
| When I retrieve or distribute printed self-learning modules, I give out simple praises and rewards | Giving social and material rewards | Emotionally connect with children |

| | | |
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| for their attempts and achievements like stars or educational materials to make them motivated and valued. | | |
| During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is our way of easing our longing from one another. | Allowing children to express themselves | |
| We call the parents every day during the class time, if possible. We frequently discuss about the behavior of their children during their learning session at home. | Discuss with parents about behavior of children | Communicate often with families |
| I talk to the parents and families at least twice a week to keep track of the development of my learners. If and when there are challenges, I coach parents on the strategies that they can apply. | Mentor parents when learning challenges occur | |
| I send the parents message through Messenger between twice and thrice a week. I usually ask if their children are cooperating in the | Monitor performance of children with parents | |

| | | |
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| activities and following the given tasks. | | |
| Aside from the parents and families, I ask assistance from the relatives and neighbors of my pupils in getting and returning the printed self-learning modules from the school. | Ask relatives and neighbors in delivering materials | Collaborate with community |
| Some of my students do not have access to professional help to look into their home program. So, I consult therapists in planning remote learning activities. | Seek expert help from professional therapists | |
| I ask the assistance of our village captain in delivering materials to the homes of children, especially those children who live in far-flung areas. We identify retrieval locations or find means to deliver them door-to-door. | Enjoin community in reaching out children | |

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| Do the conclusions adequately reflect the work reported? | Yes |
| Is the paper better suited as a Points of View article? (i.e. either it is a case study/reports nonstatistically relevant findings or it is provocative rather than factual) | No |
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| How would you classify the paper? Is it: Outstanding/innovative; Good; Worthy/acceptable/ Not acceptable? | Good |
| If published, is the paper likely to be cited? (please expand below on its importance and where it might be cited) | Yes: because this study is novel, |

Comments to Editor:

This article is quite interesting because it discusses the condition of DS during the pandemic

Comments to Author:

1. Introduction section First, thank you for the opportunity to review this manuscript. This paper is well written. However, this potentially valuable paper is lengthy and hampered by the challenge of clearly articulating its rationale and theoretical background. The background of the problem is good and has provided some research on the difficulties of DS children learning online during the covid period, researchers should add to previous research, especially during the pandemic about the difficulties of teachers teaching online for Down Syndrome children during the pandemic. Furthermore, it can be added to the last paragraph to add some research during the pandemic, especially for children with DS, which has been done quite a lot. Then what distinguishes this research from previous research, so that you want to explore this research further. 2. Methode section There is one important thing, it is better to add demographic data for these nine participants in the sampling technique 3. Discuss section In the discussion section, It is better in the discussion section to be able to reveal the novelty of this research, especially related to the culture in the Philippines

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| Manuscript Number: | JDD993 |
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| Article Type: | Original Research Paper |
| Keywords: | remote special education; down syndrome; COVID-19 pandemic; Philippines |
| Abstract: | <p>Down syndrome is the most common form of intellectual disability. However, it is surprising to find out that not much educational research has been focused on this vulnerable segment of learners in the present novel situation. This paper aimed to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic in the Philippines. It draws from a phenomenological qualitative study that collected information from online interviews with nine special education teachers handling children with down syndrome. The results revealed five themes: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. This study provides practical insight into the enabling practices that teachers use to sustain the wellness of children with down syndrome amid the present situation.</p> |

Tailoring Remote Special Education to Ensure the Wellness of Children with Down Syndrome during COVID-19 Pandemic in the Philippines

Down syndrome is the most common form of intellectual disability. However, it is surprising to find out that not much educational research has been focused on this vulnerable segment of learners in the present novel situation. This paper aimed to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic in the Philippines. It draws from a phenomenological qualitative study that collected information from online interviews with nine special education teachers handling children with down syndrome. The results revealed five themes: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. This study provides practical insight into the enabling practices that teachers use to sustain the wellness of children with down syndrome amid the present situation.

Keywords: remote special education; down syndrome; COVID-19 pandemic; Philippines

Introduction

The COVID-19 pandemic has created a monumental disruption of education systems all over the world. The International Association of Universities (2020) reported at the onset of the pandemic that more than a billion students across the globe were affected by the pandemic. The inevitable closure of educational institutions and other learning spaces has brought extensive transformations in all aspects of education. Even with the anticipated reopening of educational institutions, social distancing measures and restrictive movement policies would continue to reshape teaching and learning (Bartlett et al., 2020) in many unimaginable ways.

With the continuing crisis, extant challenges for children with special educational needs and disabilities have also been magnified (Fegert et al., 2020). Within

this vulnerable segment, children with down syndrome even face a more challenging situation (Courtenay, 2020). The present COVID-19 infection is specifically devastating for individuals with down syndrome who typically exhibit a higher prevalence of respiratory tract infections, immune system irregularities, and potentially serious complications (Illouz et al., 2021). Thus, if these children should be educated in the ideal least restrictive social environment, additional care and support should be placed (Simons, 2021).

Different individuals and advocacy groups have called for the inclusion of children with down syndrome in the movement to promote the wellness of people during and beyond the COVID-19 pandemic. Cahapay (2021) noted that initiatives such as adaptive learning methods through remote special education to ensure the wellness of children with special educational needs and disabilities in general are still to be fully realized. They are nevertheless expected to trickle down more efforts toward the development and attainment of relevant, appropriate, and responsive programs toward a new normal that is inclusive for all people regardless of circumstances.

Scholarly works on the education of children with special educational needs and disabilities amid the COVID-19 pandemic have been documented (e.g., Schuck & Lambert, 2020; Shaw & Shaw, 2021; Yazcayir & Gurgur, 2021). While the down syndrome is the most common form of intellectual disability and their education needs urgent action in this emergency period, it is surprising to observe that there is a scarcity of educational research focused on them. Furthermore, while the focus in the current studies is the experiences of the parents (e.g., see Cahapay, 2020; Daulay, 2021; Fadare et al., 2021 on home education), it is also important to draw consideration that the case requires looking into a concerted perspective from the lens of the teachers.

Moving the lens of looking into home education of children with down syndrome, there is a need to specifically inquire into the ways teachers tailor remote special education to address not only the educational needs of the children but also enhance their overall wellness. Teachers serve a vital link in boosting the engagement of children with down syndrome in this difficult time. Research delving into this particular interest will provide practical knowledge as regards the enabling special remote education practices that teachers employ to sustain the wellness of children with down syndrome amid the present situation.

Thus, the purpose of this paper is to explore how teachers tailor remote special education to meet the wellness needs of children with down syndrome in the current changed educational situation restricted by the COVID-19 pandemic.

Methods

The following methods are employed to achieve the stated purpose of this study. The research design, sampling technique, research tool, data collection, and data analysis.

Research design

A phenomenological approach to qualitative research was employed in this study. Creswell (2007) defined phenomenology as a qualitative research approach that allows for an exhaustive manner of inquiring into how the participants experience the phenomenon through the lens of lived experience. It is an appropriate research design to address the interest of this research that revolves around the phenomenon of how teachers tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic.

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Commented [A2]: Add research during the pandemic, especially for DS children, quite a lot has been done. Then what makes it different from this research, so you want to explore this research further.

Sampling Technique

A purposive sampling, specifically, a criterion sampling strategy was employed to select the participants of this study. It is a sampling strategy in which the participants are selected based on a defined criterion (Patton, 2001). The criterion in this research is the experience of the participants with the phenomenon which is the remote special education for children with down syndrome. Moreover, a modest guideline for the sample size in phenomenology is offered by Morse (1996) in which a minimum of six participants is needed. Because of the COVID- 19 constraints, however, this study only involved a sample of nine participants, which is still considered adequate for the purpose of this research.

The participants of this study are all currently employed in government schools in two cities in Mindanao, Philippines. Their age range is between 28 and 42 years old. Most of them are females, have graduate units in special education, and at least eight years of teaching experience.

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Research Tool

An interview guide was designed for the purpose of gathering data for this study. It consists of an introduction, a short survey of participant information, questions, and a conclusion. Particularly, questions were formulated to explore how teachers tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic. The central question revolved around: What does it mean to tailor remote special education to address the wellness of children with down syndrome amid the COVID-19 pandemic? It served as the basis for the discussion points for other questions. The instrument was content validated by two education professors and a supervisor in special education.

Data collection

Before the main data collection process, the researcher sent a communication to the target participants. He introduced the purpose and procedure of the research. The ethical aspects were also discussed, underscoring that involvement in the study is completely anonymous, confidential, and voluntary. After securing their consent, interviews commenced. However, because of the ongoing movement restrictions and structural challenges, text-based interviews were adapted to gather the needed data. The researcher sent the questions to the participants through Messenger. When all the questions were answered and returned by the participants, the researcher reviewed the responses. Another round of text-based interviews was conducted as a way to gather more data on responses that need probes. The researcher sent probing questions to the participants through Messenger and the participants expounded their responses. All the data generated from the interviews were organized in a master transcript.

Data analysis

As prescribed in phenomenological research, the experiences of the participants were analyzed through thematic analysis. It is a systematic process of coding data, examining meaning, and providing a description of the social reality through the creation of a theme (Berg & Latin, 2008). The researcher initially acquainted himself with the data in the master transcript, noting down codes relevant to the phenomenon of interest in this study. Then, the codes were grouped into themes based on their differences and similarities. The researcher repetitively reviewed the codes and themes, returning to the master transcript until final results were generated.

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Results

Addressing the overall purpose of this study, the following themes emerged from the analysis of the responses of the participants. They are presented in Table 1.

Five themes emerged in the analysis. These are 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. They are further discussed below.

Contextualize the IEPs. With the sudden and forced change to remote education due to the COVID-19 pandemic, the instructional plans for children with down syndrome needed to be contextualized. As a result, the teachers find themselves reviewing and revising the IEPs for each child. They had to reconfigure the instructional elements like the objectives, strategies, and assessment. This theme is evident in the following selected responses of the teachers:

“We revisited the IEPs and identified teaching strategies in facilitating online self-learning modules. We made adjustments in teaching strategies like the including online “teacher Mom and Dad” strategy” -Teacher 3.

“The original targeted goals in the IEPs have been more simplified to align with the most essential learning competencies in special education in such way that we could still meet their educational needs despite the pandemic.” -Teacher 7.

Meet sensory and movement needs. The COVID-19 pandemic has brought children with down syndrome often locked within the confines of their homes, restricting opportunities for physical movement. Thus, the teachers had to provide resources and devise activities to augment the sensory and movement needs of the

children. Some of the significant statements of the teachers on this theme are the following:

“We included learning activities that would allow them to help in some house chores like sweeping the floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs” -Teacher 1

“I encourage the parents to take some time in a day for physical exercises with their children. They record and send dance performances of their children using TikTok app” -Teacher 8.

Emotionally connect with children. Together with the limited physical movement, the COVID-19 pandemic also impaired the opportunities for socioemotional development of children with down syndrome. While face-to-face classes are not allowed, the teachers make it possible to emotionally connect with their students with down syndrome through technologies. This theme can be gleaned in the following responses of the teachers:

“When I retrieve or distribute printed self-learning modules, I give out simple praises and rewards for their attempts and achievements like stars or educational materials to make them motivated and valued” -Teacher 4.

“During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is our way of easing our longing from one another” -Teacher 5.

Communicate often with families. The role of parents in the planning, implementing, and evaluating remote special education during this COVID-19 pandemic has been underscored more than ever before. The teachers frequently talk to parents to develop a home education program and monitor the performance of the students. The teachers indicated this effort in the following responses:

“We call the parents every day during the class time, if possible. We frequently discuss about the behavior of their children during their learning session at home” - Teacher 8

“I talk to the parents and families at least twice a week to keep track of the development of my learners. If and when there are challenges, I coach parents on the strategies that they can apply” -Teacher 2.

Collaborate with the community. The remote special education for children with down syndrome amid the COVID-19 pandemic demanded the involvement of the entire community. Hence, the teachers ask the assistance of relatives and neighbors of their students, professional therapists in the field, and the community as a whole to deliver remote special education. This theme is reflected in the following quotes:

“Some of my students do not have access to professional help to look into their home program. So, I consult therapists in planning remote learning activities” Teacher 6.

“I ask the assistance of our village captain in delivering materials to the homes of children, especially those children who live in far-flung areas. We identify retrieval locations or find means to deliver them door-to-door” -Teacher 9.

Overall, these themes underlie the phenomenon of the participants in this study. Set in the context of the COVID-19 pandemic, they constitute the lived experience of the teachers in tailoring the remote special education to meet the wellness needs of children with down syndrome.

Discussion

Considering the general purpose of this research, the following themes emerged: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. They are discussed as follows.

First, as the traditional mortar-and-brick education needed to be transformed to remote education to counter the risks posed by the COVID-19 pandemic, curricular plans also needed to be adapted in the process to prevent risks of further inequality and vulnerability. Ferri et al. (2020) asked an important practical question on what schools should do with children with mental or physical impairments in the light of the pandemic. Similarly, Daniel (2020) posed a critical question on what kind of curriculum should teachers use for remote learning during the COVID-19 crisis. These concerns present a challenge for redesigning the learning objectives, teaching strategies, and assessment tasks of remote special education. Within this instructional redesign, the mediation of technology also needs to be considered.

Moreover, Schuck and Lambert (2020) indicated that most children with special needs and disabilities have distinct sensory and movement needs, which may have been compromised during the COVID-19 pandemic. Toseeb et al. (2021) articulated that one of these sensory and movement needs of this group of children is the materials and physical equipment to meet their continuous development e.g., sensory objects or arts and crafts materials. Thus, it is an area of concern which teachers and schools must address. During this time of lockdowns, teachers should assist parents and families on how to turn some practical home chores and materials into a springboard to meet the sensory and movement needs of their children with down syndrome.

Because of the physical movement constraints caused by the COVID-19 pandemic, education scholars also worried about the socioemotional impact of the situation on children with down syndrome. Patel (2020) expressed that it becomes important to keep children with special needs and disabilities not only physically safe but also psychologically and emotionally safe. Despite interventions to manage the

changes in routines and unpredictable events brought by the crisis, however, children with special needs in general may still struggle (Barker, 2020). As such, teachers should devise strategies to emotionally connect with the learners. According to Redenius (2021), the socioemotional connection from a teacher shows caring and protection of the children with special needs and disabilities amid the pandemic. The various supports, instructional accommodations, and task motivations help in the remote learning process of children with special needs and disabilities. They provide the children with an experience of more positive emotions.

Furthermore, the current COVID-19 pandemic has stressed the role of parents in the education of children. Within the field of special education, however, Shaw and Shaw (2021) reported that, with the needed parent involvement, hindrances were encountered such as perceived lack of ability, challenging relationships, and mental condition. These hindrances are on top of the unique range of difficulties that they already encounter as parents of children with special needs. Thus, support from teachers to parents must be provided in the process of tailoring remote special education. For example, Crane et al. (2021) highlighted in their study that schools facilitated great quality of communication with parents of children with special needs. They implemented a policy of weekly calls to families and discussed milestones and challenges.

Lastly, it has always been an adage in education that “it takes a village to raise a child.” It has never been more desired in the context of the COVID-19 pandemic. However, in the study of Yazcayir, and Gurgur (2021), several issues on the collaborative nature of remote special education were found including lack of support education services and communication among teachers, families, and students. This case may be real in the context of this study as well. As an approach to lessen the

negative results of the crisis, education stakeholders must make cooperative steps to improve education (Ferri et al., 2020). The practices found in this study are contextual examples of these steps that must be instituted to make remote special education a corporate social responsibility.

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Conclusion

Drawing from the lived experience of teachers, the main purpose of this research is centered on exploring how remote special education is tailored to meet the wellness needs of children with down syndrome amid the COVID-19 pandemic. This study hoped to provide insights about the facilitating actions that teachers apply to improve the wellness of children with down syndrome amid the global disruptive period.

The analysis of the responses of the participants indicated five themes. These themes express the phenomenon as follows: 1.) contextualize individual educational plans; 2.) meet sensory and movement needs; 3.) emotionally connect with children; 4.) communicate often with families; and 5.) collaborate with the community. These themes describe the lived experience of teachers as they tailor remote special education to address the wellness of children with down syndrome. It provides practical knowledge about the remote special education of children with down syndrome from the perspective of the teachers and set in a novel situation.

This paper may be one of the first studies to explore this phenomenon of interest through the lens of the lived experience of the participants. However, some limitations must be noted. While the sample size met the guidelines in the phenomenological study, the researcher found the data not reaching a saturation point. The data collection approach used in this study was also constrained by structural challenges, thus the data may be affected by biases related to personal perceptions of the participants. Thus, when circumstances would allow, it is suggested that future related studies should

involve a larger sample size and multiple data collection techniques to obtain a more comprehensive picture of the remote special education of children with down syndrome during a global crisis.

Disclosure Statement

The author confirms that there are no relevant financial or non-financial competing interests to report for this paper. It also has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere.

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Table 1. Result of thematic analysis

| Sample significant statement | Code | Theme |
|--|--|---------------------------------|
| We revisited the IEPs and identified teaching strategies in facilitating online self-learning modules. We made adjustments in teaching strategies like the including online “teacher Mom and Dad” strategy. | Adapt remote teaching strategies in the IEPs | Contextualize the EIPs |
| I frequently do formative assessment but I adjusted the frequency of summative evaluation in the IEPs. I assess every three months to allow the pupils to fully master the competencies. | Adjust student assessment in the IEPs | |
| The original targeted goals in the IEPs have been more simplified to align with the most essential learning competencies in special education in such way that we could still meet their educational needs despite the pandemic. | Simplify learning goals in the IEPs | |
| We provided resources like tactile objects and video-recorded | Give tactile objects and activities | Meet sensory and movement needs |

| | | |
|--|--|-----------------------------------|
| activities to develop their environmental awareness, gross and fine motor skills, and self-help skills, especially for children with severe developmental delay. | | |
| We included learning activities that would allow them to help in some house chores like sweeping the floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs. | Embed motor activities in house chores | |
| I encourage the parents to take some time in a day for physical exercises with their children. They record and send dance performances of their children using TikTok app. | Advise physical exercise program | |
| I stay connected with them like calling them through Messenger so they can see and talk to me even they are not in school. | Calling children via social media | Emotionally connect with children |
| When I retrieve or distribute printed self-learning modules, I give out simple praises and rewards | Giving social and material rewards | |

| | | |
|--|---|---------------------------------|
| for their attempts and achievements like stars or educational materials to make them motivated and valued. | | |
| During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is our way of easing our longing from one another. | Allowing children to express themselves | |
| We call the parents every day during the class time, if possible. We frequently discuss about the behavior of their children during their learning session at home. | Discuss with parents about behavior of children | Communicate often with families |
| I talk to the parents and families at least twice a week to keep track of the development of my learners. If and when there are challenges, I coach parents on the strategies that they can apply. | Mentor parents when learning challenges occur | |
| I send the parents message through Messenger between twice and thrice a week. I usually ask if their children are cooperating in the | Monitor performance of children with parents | |

| | | |
|--|---|----------------------------|
| activities and following the given tasks. | | |
| Aside from the parents and families, I ask assistance from the relatives and neighbors of my pupils in getting and returning the printed self-learning modules from the school. | Ask relatives and neighbors in delivering materials | Collaborate with community |
| Some of my students do not have access to professional help to look into their home program. So, I consult therapists in planning remote learning activities. | Seek expert help from professional therapists | |
| I ask the assistance of our village captain in delivering materials to the homes of children, especially those children who live in far-flung areas. We identify retrieval locations or find means to deliver them door-to-door. | Enjoin community in reaching out children | |

1. Introduction section

First, thank you for the opportunity to review this manuscript. This paper is well written.

However, this potentially valuable paper is lengthy and hampered by the challenge of clearly articulating its rationale and theoretical background. The background of the problem is good and has provided some research on the difficulties of DS children learning online during the covid period, researchers should add to previous research, especially during the pandemic about the difficulties of teachers teaching online for Down Syndrome children during the pandemic.

Furthermore, it can be added to the last paragraph to add some research during the pandemic, especially for children with DS, which has been done quite a lot. Then what distinguishes this research from previous research, so that you want to explore this research further.

2. Methode section

There is one important thing, it is better to add demographic data for these nine participants in the sampling technique

3. Discuss section

In the discussion section, It is better in the discussion section to be able to reveal the novelty of this research, especially related to the culture in the Philippines



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[IJERE] Article Review Request

2 pesan

Dr. Lina Handayani <ijere@iaesjournal.com>

23 September 2021 10.29

Balas Ke: Fakhrunnisa F <fahruniaes@gmail.com>

Kepada: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

Dr Nurussakinah Daulay:

I believe that you would serve as an excellent reviewer of the manuscript, "Effectiveness of Distance Teaching for Autism Spectrum Disorder Students in The Emirates During the Covid-19 Pandemic," which has been submitted to International Journal of Evaluation and Research in Education (IJERE). The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2021-09-30 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation. The web site is

<https://ijere.iaescore.com/index.php/IJERE>

The review itself is due 2021-10-21.

If you do not have your username and password for the journal's web site, you can use this link to reset your password (which will then be emailed to you along with your username).

<https://ijere.iaescore.com/index.php/IJERE/login/resetPassword/nurussakinah?confirm=a406bc364a7008eda84b89ad2a38dc7f116b13bc58f3a3d0cbb8fe2fd3ff1dcd%3A1632374952>

Submission URL:

<https://ijere.iaescore.com/index.php/IJERE/reviewer/submission/41459>

Thank you for considering this request.

Fakhrunnisa F

fahruniaes@gmail.com

"Effectiveness of Distance Teaching for Autism Spectrum Disorder Students in The Emirates During the Covid-19 Pandemic"

Abstract

ABSTRACT

The present study aimed to investigate the effectiveness and level of distance teaching services provided to students with autism spectrum disorder inside the United Arab Emirates, Emirate of Abu Dhabi (from point of view of the teachers and parents). To achieve the study goals, the distance education services assessment tool was built in two forms. Teachers' image consists of (N=42), and the parents' image, which consists of (N= 26), while the study sample consisted of (N=43 teachers), and (N= 80 parents& students). The data collection for this study was performed by distributing online questionnaires to all participants. The results of the study indicated an evaluation of distance teaching services in a "high" level from the teachers 'point of view with a total average (4.16 of 5), and the parent's point of view indicated their evaluation of these services in a "high" level with a total average (4.18 of 5). The article introduces suggestions related to the study, as conducting more studies directly targeting the challenges and difficulties during the distance teaching for parents and teachers of students, Include or limit other programs to evaluate the distance teaching among parents and teachers of autism spectrum disorder students of severe degrees.

International Journal of Evaluation and Research in Education (IJERE)

<http://ijere.iaescore.com>

Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Kepada: Fakhrunnisa F <fahruniaes@gmail.com>

23 September 2021 16.55

Dear Dr. Lina Handayani

Editor in Chief in International Journal of Evaluation and Research in Education (IJERE)

I express my deepest gratitude for the trust placed in me.

I will be happy to review the manuscript with the title **"Effectiveness of Distance Teaching for Autism Spectrum Disorder Students in The Emirates During the Covid-19 Pandemic"**

I will review it seriously and soon I will send it back to the journal.

Thank you very much for your kindness

[Kutipan teks disembunyikan]



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[IJERE] Article Review Acknowledgement

1 pesan

Dr. Lina Handayani <ijere@iaesjournal.com>

5 Oktober 2021 15.52

Balas Ke: "Dr. Lina Handayani" <linafkm@gmail.com>

Kepada: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

Dr Nurussakinah Daulay:

Thank you for completing the review of the submission, "Effectiveness of Distance Teaching for Autism Spectrum Disorder Students in The Emirates During the Covid-19 Pandemic," for International Journal of Evaluation and Research in Education (IJERE). We appreciate your contribution to the quality of the work that we publish.

Dr. Lina Handayani

International Journal of Evaluation and Research in Education (IJERE)

<http://ijere.iaescore.com>

Effectiveness of Distance Teaching for Autism Spectrum Disorder Students in The Emirates During the Covid-19 Pandemic

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ABSTRACT

The present study aimed to investigate the effectiveness and level of distance teaching services provided to students with autism spectrum disorder inside the United Arab Emirates, Emirate of Abu Dhabi (from point of view of the teachers and parents). To achieve the study goals, the distance education services assessment tool was built in two forms. Teachers' image consists of (N=42), and the parents' image, which consists of (N= 26), while the study sample consisted of (N=43 teachers), and (N= 80 parents& students). The data collection for this study was performed by distributing online questionnaires to all participants. The results of the study indicated an evaluation of distance teaching services in a "high" level from the teachers 'point of view with a total average (4.16 of 5), and the parent's point of view indicated their evaluation of these services in a "high" level with a total average (4.18 of 5). The article introduces suggestions related to the study, as conducting more studies directly targeting the challenges and difficulties during the distance teaching for parents and teachers of students, Include or limit other programs to evaluate the distance teaching among parents and teachers of autism spectrum disorder students of severe degrees.

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INTRODUCTION

The COVID-19 pandemic has found the most important difficulty of teaching systems in history, affecting 1.6 billion newcomers in over one hundred ninety international locations and all continents.” (United Nations [UN], 2020). It directed faculty closures as a part of public health efforts to include the resolve of COVID-19 from February 2020 in maximum international locations (Schleicher, 2020). Education structures around the sector are going through a remarkable challenge (Li & Lalani, 2020). Governmental businesses are running

Commented [A1]: Please pay attention to the translation, especially the use of grammar, it is quite difficult to understand.

with worldwide organizations, non-public region partners, and civil society to supply schooling through a mixture of technology to make sure continuity of curriculum-primarily based and mastering for all. (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020).

The COVID-19 pandemic has obstructed the activities of students in various situations, resting not simply on their degree and course of study but also on the position they have made in their programs (Daniel, 2020). For persons with autism spectrum disorder (ASD), the center can handle a range of functions from the delivery of academic teaching to the improvement of communication and social skills. The center may be the only accessible source of access to trained and manifest-based programming in rural contexts (Stenhoff et al., 2020).

Studies have indicated the possibility of transmission of infection from people infected with the virus, mainly from one person to another through small droplets that the person infected with the virus stimulates from his nose or mouth (World Health Organization [WHO], 2020). When sneezing or pumping air and people can contract COVID-19 if they breathe in these droplets from an individual, he is infected with the virus, and these droplets may land on things and surfaces surrounding a person, such as tables and door handles, and individuals can then be infected by touching these objects or places and then touching their eyes, nose, or mouth. (Bai et al., 2020).

As reported in (Applied Behavior Analysis Edu.org [ABA]), that students with autism spectrum disorder, are more likely to have diseases than normal students or those with other special needs, as this report talks about several diseases that may affect students with autism such as eczema and other skin diseases, food allergies, asthma, seizures, sleep disorders, feeding disorders.

In the context of not knowing what Covid-19 disease and its effects on people are, and the possibility of endangering the lives of students to danger or injury more acutely and considering the need for students with autism spectrum disorder to therapeutic or physical intervention in educational or treatment emergencies (Eshraghi et al, 2020). It was the recommendation of the UAE Ministry of Health to all schools and centers included Zayed Higher Organization that direct education is suspended for the present time (THE UNITED ARAB EMIRATE'S GOVERNMENT PORTAL[UAEG], 2020).

In a wide understanding, distance learning is generally compatible with online learning, e-learning, remote studies, flexible learning (Dahawan, 2020). The common elements of distance learning are spatial and /or physical partition, and the use of media and technology to facilitate communication and transfer during the learning process (Simonson & Berg, 2018). Distance learning is known as an educational process in which all or most of the teaching takes place from a person far away in space and time from the learner (Burns, 2011). with an emphasis on That communication between teachers and learners takes place through a specific medium, whether electronic or printed, or this all definitions agree that distance learning is based on two basic principles: means of communication, and the existence of spatial boundaries separating the teacher from the learner (UNESCO, 2020).

On other hand, the researcher has called (distance teaching) on his study because students with spectrum disorder are a unique case, that they are in normal situations take training, teaching, instructions, guidance, and helping from the teacher or any assist, to do their goals (Randy et al, 2010). And in the distance teaching process, they most likely will not be able to do the learning process on their own at home, as they need the presence of the parents or someone accompanying them during the process of teaching them by the teacher remotely (McDonald & Lopes, 2014).

Because of these previous risks, all governmental educational institutions in the UAE have taken all preventive precautions for the disease, the first of these procedures was the suspension of active study in schools and centers until further notice, depending on the nature of the situation (Emirate's justice, 2020). But with related to the Zayed Higher Organization, the matter was completely different, as the complete transformation to distance teaching was issued since the beginning of March 2020 and it has continued the date of conducting this study in April 2021, more than a year, with the decision to continue studying at a distance until the end of the current academic year in July 2021(ZHO, 2020).

Commented [A2]: This should no longer need to be explained because readers already know a lot about what Covid-19 is. We recommend the following order:
1. Explain the impact of covid 19, especially in the fields of education and distance learning
2. Explain the impact of covid 19 on the education of NDD children, especially ASD
3. Explain the impact of covid 19 for ASD teachers and parents

LITERATURE REVIEW

Because of the novelty and specificity of the study topic, the two researchers faced the lack of previous studies related to people of determination in general and those with autism spectrum disorder specifically, but the researchers have reviewed the theoretical literature and presented some studies related to the study in general:

A study conducted by West and Semon (2012), aimed to assess the level of satisfaction teachers to use distance education with students with disabilities. As the number of participants in the study reached 19 teachers have graduated with a Master of Special Education, and the study used the questionnaire to collect data, as the questionnaire focused on the contents of distance teaching, and on the factors that contribute to increasing the level of satisfaction of students with disabilities on the use of distance learning, in addition to the factors that contribute to the spread of distance education among the community, namely: (Communication, a safe environment, a supportive teacher), and the results of the study indicated that the level of teachers' satisfaction with the use of distance education for students with disabilities was at a good level, and they also felt an appropriate level of comfort at Working remotely with students with disabilities.

In a study by Alamri and Tyler (2017), the aim was to research the factors associated with students with disabilities who learn from a distance. The sample consists of 40 male and female students with disabilities who are profiting from distance learning services. The sample was sent an electronic questionnaire consisting of 20 questions, and the results indicated that the factors of social interaction were related to academic achievement, and the study also showed the availability of facilities and continuous technical support for students with disabilities who have benefited from distance learning services, which affected the advance of the level of achievement for them.

A study by Bahasoan et al., (2020), This study aimed to determine the effectiveness of online learning during the Covid-19 pandemic. This is a quantitative descriptive study using online survey methods. The sample collection process uses simple random, and the sample of this study is an active student in the management study program, Faculty of Economics, University of West Sulawesi; data collection in the study was got by distributing questionnaires online to 115 respondents. The results of data analysis received from filling student questionnaires can be confirmed that the online learning process carried out during the COVID-19 is effective and inefficient. Effectively completed because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures.

A study conducted by Saeed et al. (2020), aimed to understand the effect of COVID-19 on parents of children with determination/Special Needs. The researcher used a questionnaire with a 5-point Likert scale was developed by a team of psychologists at Kidsheart Medical Center, Abu Dhabi, UAE. The questionnaire was circulated using social media platforms, and 44 individuals responded. Most of the respondents were residents of the UAE. The findings indicated that regardless of the diagnoses, child gender, age of diagnosis, type of the school the child attends, parents' gender, age of parents, child age, marital status, number of special kids in the family, parents of children with determination invariably experienced significant levels of stress during COVID-19. Among varied types of procedures to reduce the level of stress encountered by the parents, they found being involved in activities with their children as the most efficient.

A study of (the United Arab Emirates ministry of education, 2020), It is aimed to evaluate the distance education services provided for students with special needs enrolled in comprehensive education services inside The Emirate of Dubai and the Northern Emirates in the United Arab Emirates, considering the number of variables, cities, and efforts Each of the teachers of special education on the one hand, and the families of students with disabilities who receive services, cities, effort, etc.

The study tool consisted of two questionnaires that were distributed to the target sample through an electronic link. The study consisted of (356) teachers who were special education teachers, and (4870) I had a headteacher, cities, boys, girls, boys with Disability. The results of the study indicated that the evaluation of distance education services is from the point of view of both teachers and parents. The matter came at a medium level (Atiyat & Abu-hamour, 2020).

Commented [A3]: It is recommended that the relevant research used is distance learning on ASD during this pandemic, so it is clear what the novelty of this research is.

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PROBLEM OF THE STUDY

During these instances and for a duration afterward, learners regularly are barred from getting the right of entry to instructional facilities. Students and their parents are faced with potential struggling associated with the disaster and the ensuing abrupt alteration in each daily routine (Stenhoff et al., 2020). Based on the newness of distance teaching methods at Zayed Higher Organization for People of Determination and with autism spectrum disorder in particular, which got here in reaction to the united authorities' methods inside the United Arab Emirates, the brand-new Coronavirus (Covid-19).

And because the Zayed Higher Organization's decision, under the instructions of the UAE Ministry of Health to stop direct teaching in the centers, was inevitable, but difficult, because of the contradiction in the health situation of students, with the urgent educational need: as the facts indicate the difficulty of Covid disease, the lack of knowledge of what it is, and the sensitivity of students with autism disorder to infectious diseases and others. Quite the opposite, students with autism spectrum disorder are among the groups that most need direct teaching, as most of their learning is through physical aids and guidance (ZHO, 2021).

As a result that after passing the last period of implementing the distance teaching techniques with our students, an assessment for the satisfaction degree among teachers and parents to distance teaching must be conducted, Besides, to assessing the effectiveness of the distance teaching tools and their implementation services, and verification of using those services; To improve and develop the educational process and seek to solve the problems and obstacles that may prevent them achieving the required level of these services.

The problem of the study appeared to the researcher through his practical experience working as a teacher for students with autism spectrum in a governmental organization called Zayed Higher Organization for people of determination [ZHO]–Alain Autism Center, the location of this study For many students with ASD, especially those with extensive support needs their teaching depends mainly on supplying physical help and physical contact by the specialists according to a specific sequence and system. On other hand, many of them are accustomed to a training and teaching routine with the same people, the same tools, places, and organization.

The direct and whole transfer to distance teaching for the students of determination, mainly autism spectrum disorder, has created high-quality troubles for the parent, instructors, and administration. The maximum affected facet is the parents, mainly the parent of intense cases. Applying the space teaching gadget has brought about the emergence of many troubles from parents refusing to sign up their children in the center or leaving after a short duration of usage. As Al Ain Autism Center records show that 36 families have withdrawn from distance teaching services from the start of the pandemic until April 2021(ZHO, 2021).

QUESTION OF THE STUDY

1. What is the level of assessing the distance teaching services provided to students of ASD from the teacher's point of view?
2. What is the level of assessing the distance teaching services provided to students of ASD from the parent's point of view?

METHODOLOGY

This study is a descriptive design method, where a quantitative analysis using a survey conducted online. The sample of the study is persuasively selected, in which all active parents and teachers in Al Ain Autism Center participated. The data collection for this study was performed by distributing online questionnaires to all participants.

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PARTICIPANTS

The study sample consists of Al Ain Autism Centre - affiliated to the Zayed Higher Organization for People of Determination, represented by students' parents and teachers. And the sample (N= 80) active parents, with (N= 66) responses for the questionnaire and (N= 43) active teachers for students of ASD with (N= 43) responses for the questionnaire. Considering that the parents' responses were an expression of the condition of their child and the degree of his disorder. Therefore, since the number of parents is the same as the number of students and for the purposes of the study, the sample was calculated based on the student's gender variable, not the parents.

Table. 1 Frequencies and percentages of participants according to the study

| Variable | Category | Frequency | Percent | Variable | Category | Frequency | Percent |
|-------------------|----------|-----------|---------|------------------|----------|-----------|---------|
| gender of teacher | Male | 12 | 26.2 % | students' gender | Male | 54 | 81.8% |
| | Female | 31 | 73.8 % | | Female | 12 | 18.2% |
| Total | | 43 | 100.0 % | Total | | 66 | 100.0% |

INSTRUMENTS

Two electronic questionnaires were conducted by researchers. The first is the teacher's questionnaire includes in total (N= 42 items), They are classified into 4 categories as follows, Part 1: Technical System and Arrangements, Part 2: Communication and Collaboration with Parents, Part 3: Student Performance Progress, Part 4: Administration Performance.

The second is the parent's questionnaire in total (N=24 items) were classified into 3 categories as follows, Part 1: Technical System and Arrangements, Part 2: Communication and Collaboration from the teachers and center administration, Part 3: Student Performance Progress.

STATISTICAL STANDARDS

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one score out of five degrees (strongly agree, agree, neutral, disagree, strongly disagree) and are represented numerically (5, 4, 3, 2, 1) on Ranking, and the following scale has been adopted to analyze the results: From 1.00 - 2.33 Low - From 2.34 - 3.67 Medium - From 3.68 - 5.00 High

The scale was planned by using the following equation:

The upper limit of the scale (5) - the lower limit of the scale (1)) / the number of required classes (3) = (5 - 1) / 3 = 1.33 And then add the answer (1.33) to the end of each category.

PROCEDURES

4 weeks of instructions and implementation for the study, from the last of march till the last of April 2021, before the beginning the researcher took the Zayed Higher Organization consent and ensures the validity and reliability of the study tools. Both of the two groups, the parents and the teachers went through a pre-test, and the reliability factor was also calculated by the internal consistency method according to the Cronbach alpha equation. And to measure validity the questionnaires were presented to 9 judges, including instructors at the university, experts in special education, and educators from the UAE Ministry of Education, in addition to calculation the validity of the internal construction. The following section shows the details about that.

Teachers Tool

To extract the indications of construct validity for the scale, the correlation coefficients of each paragraph and the total score, and between each paragraph and its correlation with the field to which it belongs, between the domains and the total score, in an exploratory sample from outside the study sample consisted of (14) With the tool as a whole between (0.45-0.82), and with the range (0.45-0.96), Table 2 below shows that.

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Table. 2 Correlation coefficients between the paragraph, the overall score, and the domain to which it belongs.

| Paragraph's number | Correlation coefficient | | no | Correlation coefficient | | no | Correlation coefficient | |
|--------------------|-------------------------|---------------|----|-------------------------|---------------|----|-------------------------|---------------|
| | With the domain | With the tool | | With the domain | With the tool | | With the domain | With the tool |
| 1 | .91(**) | .73(**) | 15 | .84(**) | .82(**) | 29 | .48(*) | .70(**) |
| 2 | .71(**) | .60(**) | 16 | .82(**) | .47(*) | 30 | .92(**) | .80(**) |
| 3 | .90(**) | .69(**) | 17 | .45(*) | .63(**) | 31 | .96(**) | .81(**) |
| 4 | .52(*) | .47(*) | 18 | .63(**) | .45(*) | 32 | .45(*) | .63(**) |
| 5 | .88(**) | .78(**) | 19 | .89(**) | .73(**) | 33 | .52(*) | .60(**) |
| 6 | .82(**) | .67(**) | 20 | .81(**) | .64(**) | 34 | .90(**) | .71(**) |
| 7 | .53(*) | .46(*) | 21 | .69(**) | .48(*) | 35 | .92(**) | .75(**) |
| 8 | .80(**) | .80(**) | 22 | .80(**) | .80(**) | 36 | .96(**) | .82(**) |
| 9 | .81(**) | .81(**) | 23 | .51(*) | .48(*) | 37 | .57(**) | .53(*) |
| 10 | .54(*) | .80(**) | 24 | .92(**) | .53(*) | 38 | .95(**) | .80(**) |
| 11 | .61(**) | .81(**) | 25 | .96(**) | .49(*) | 39 | .95(**) | .81(**) |
| 12 | .68(**) | .46(*) | 26 | .57(**) | .61(**) | 40 | .70(**) | .77(**) |
| 13 | .87(**) | .61(**) | 27 | .45(*) | .48(*) | 41 | .93(**) | .80(**) |
| 14 | .77(**) | .56(*) | 28 | .53(*) | .70(**) | 42 | .90(**) | .81(**) |

* Statistical function at the significance level (0.05).

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable scores and statistically significant, and therefore none of these paragraphs was omitted.

To ensure the reliability of the study tool, the test-retest method was verified by applying the scale and re-applying it after two weeks to a group from outside the study sample consisting of (14), and then the Pearson correlation coefficient was calculated between their estimates on both times.

Table. 3 Cronbach's internal consistency coefficient, alpha, and repetition constant for fields and scores

| Field | reliability of repetition | Internal consistency |
|--|---------------------------|----------------------|
| Communication and cooperation with parents | 0.79 | 0.90 |
| Administration Performance | 0.76 | 0.86 |
| System & Technical Arrangements | 0.81 | 0.89 |
| Student Performance Progress | 0.77 | 0.88 |
| Total | 0.87 | 0.89 |

Parents Tool

To extract the indications of construct validity for the scale, the correlation coefficients of each paragraph and the total score in an exploratory sample from outside the study sample consisted of (20) With the tool as a whole between (0.53-0.88). Table 4 shows that.

Table. 4 Correlation coefficients between the paragraph and the overall score of the scale

| Paragraph's number | Correlation coefficient | no | Correlation coefficient | no | Correlation coefficient |
|--------------------|-------------------------|----|-------------------------|----|-------------------------|
| 1 | .55(*) | 9 | .62(**) | 17 | .83(**) |
| 2 | .76(**) | 10 | .81(**) | 18 | .78(**) |
| 3 | .69(**) | 11 | .83(**) | 19 | .82(**) |
| 4 | .83(**) | 12 | .82(**) | 20 | .53(*) |
| 5 | .84(**) | 13 | .68(**) | 21 | .53(*) |
| 6 | .86(**) | 14 | .60(**) | 22 | .63(**) |
| 7 | .58(**) | 15 | .73(**) | 23 | .88(**) |
| 8 | .66(**) | 16 | .86(**) | 24 | .72(**) |

* Statistical function at the significance level (0.05).

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable scores and statistically significant, and therefore none of these paragraphs was omitted.

To ensure the reliability of the study tool, the test-retest method was verified by applying the scale and re-applying it after two weeks to a group from outside the study sample consisting of (14), and then the Pearson correlation coefficient was calculated between their estimates on both times, it was (0.88), The reliability coefficient was also calculated using the internal consistency method according to the Cronbach alpha equation if it reached (0.81), and these values were considered appropriate for the purposes of this study.

THE RESULTS

To answer the first question, which he stated, what is the level of assessing the distance teaching services provided to students of ASD from the teacher's point of view? The means and standard deviations were extracted, and Table (5) below illustrates this.

Table. 5 The means and standard deviations of the teachers' responses

| Rank | Field NO. | Field | Means | Standard deviation | Level |
|-------|-----------|--|-------|--------------------|-------|
| 1 | 2 | Communication and cooperation with parents | 4.31 | .474 | High |
| 2 | 4 | Administration Performance | 4.31 | .674 | High |
| 3 | 1 | System & Technical Arrangements | 4.30 | .392 | High |
| 4 | 3 | Student Performance Progress | 3.79 | .372 | High |
| Total | | | 4.16 | .337 | High |

Table (5) shows that the Means ranged between (3.79-4.31), where both communication and cooperation with parents (the student's companions) and administration came first with the highest average of (4.31), while the student's performance development came in the rank the last, with a mean of (3.79), and the mean of the whole tool (4.16), with "High Level".

To answer the second question, which is stated, what is the level of assessing the distance teaching services provided to students of ASD from the parent's point of view? The means and standard deviations were extracted, and Table (6) below illustrates this.

Table. 6 The Means and Standard deviations of parent's responses

| Rank | No | Paragraph | Mean | Standard deviation | Level |
|------|----|--|------|--------------------|-------|
| 1 | 4 | The teacher was keen to communicate with me and answer all my questions. | 4.73 | .449 | High |
| 2 | 5 | The flexibility of the teachers and the administration showed in scheduling the sessions as appropriate for the parent and the student | 4.71 | .456 | High |
| 3 | 16 | I am provided periodically with the educational plan for the goals of my son/daughter. | 4.65 | .480 | High |
| 4 | 17 | The educational plan and the way to implement it with my son/daughter is explained appropriately and periodically | 4.62 | .489 | High |
| 5 | 13 | I see the cooperation of all concerned parties for the success of the distance learning process for my son/daughter. | 4.61 | .579 | High |
| 6 | 19 | I am provided with a periodic report on the development of my son/daughter and the extent to which he has achieved the goals. | 4.55 | .502 | High |
| 7 | 15 | I am provided with a schedule of the teaching and remedial sessions by the specialists. | 4.52 | .728 | High |
| 8 | 12 | The concerned parties are keen to activate direct communication channels to follow the progress of the distance teaching process for our children. | 4.50 | .588 | High |
| 9 | 11 | Responsible response to complaints and suggestions is prompt and effective. | 4.48 | .504 | High |

| Rank | No | Paragraph | Mean | Standard deviation | Level |
|------|----|---|------|--------------------|--------|
| 10 | 18 | I provide all the needs and tools necessary to implement the teaching session effectively. | 4.38 | .449 | High |
| 11 | 12 | I have provided all the necessary technologies and equipment to ensure that my son /daughter's teaching process can be monitored remotely. | 4.30 | .456 | High |
| 12 | 23 | The behavior modification plans are designed appropriately for my son /daughter during the distance teaching period. | 4.21 | .795 | High |
| 13 | 10 | The distance teaching system provides the possibility of using educational aids to serve the educational goal and commensurate with the capabilities of my son /daughter. | 4.15 | .881 | High |
| 14 | 14 | My son /daughter receives support services sessions (speech, occupational therapy, physiotherapy) according to his / her treatment plan. | 4.12 | 1.013 | High |
| 15 | 3 | Technical support services are available in the center when needed by specialized technicians and in a quick time. | 4.11 | .806 | High |
| 16 | 1 | Students' accompany has the knowledge necessary to use distance teaching techniques. | 4.09 | .854 | High |
| 16 | 8 | The continuous communication with my son /daughter's teachers reflected positively on the level of achieving their educational goals. | 4.09 | .799 | High |
| 18 | 6 | The distance teaching system achieves the objectives stated in the individual educational program as it should. | 4.06 | 1.036 | High |
| 24 | 19 | I am satisfied with the distance teaching services provided to my son /daughter. | 4.05 | .983 | High |
| 9 | 20 | The educational technologies used in distance education are compatible with the characteristics of my son/daughter. | 4.03 | 1.022 | High |
| 7 | 21 | The distance teaching system creates greater opportunities for direct and continuous communication with my son/daughter's teachers. | 3.94 | .975 | High |
| 20 | 22 | I faced many problems in training my son /daughter during the teaching session and dealing with him properly. | 3.67 | 1.181 | Medium |
| 22 | 23 | The behavior of my son /daughter is negatively affected by the distance teaching period through the increase in behavioral problems inside and outside the home. | 3.00 | 1.289 | Medium |
| 21 | 24 | My son /daughter's performance is going down compared to previous direct teaching periods | 2.77 | 1.322 | Medium |

Table (6) above shows that the averages ranged between (2.77-4.73). Paragraph No. (4) which states, "The teacher is keen to communicate with me and answer all my questions," in the first place, with an average of (4.73), Paragraph No. (5), which states that "The flexibility of the teachers and the administration showed in scheduling the sessions as appropriate for the parent and the student," came in second place with an arithmetic average of (4.71), and Paragraph No. (16) came which states: "I shall be provided periodically. The teaching plan for the goals of my son /daughter "ranked third, with an arithmetic average of (4.65), while paragraph No. (21), which reads, " My son /daughter's performance is going down compared to previous direct teaching periods, "ranked last, with an average of (2.77). The mean of the overall whole score was (4.18).

DISCUSSION

The present study aimed to investigate the effectiveness of distance teaching services used among students with autism spectrum disorder inside the United Arab Emirates. The results of the study related to the first question, which states "What is the level of assessing the distance teaching services provided to students of ASD from the teacher's point of view? Where indicated that the teachers' evaluation of distance education services has reached a high level. The evaluation of all four parts of the teacher's questionnaire came at a high level, as the items related to communication and cooperation with parents and the administration's performance were at the higher, and to a lesser extent the student's progress. With related to subparagraphs came in the first rank the paragraph that states "Teachers assumed more tasks and

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responsibilities during the distance teaching period compared to face-to-face teaching. And the last rank paragraph was that states "Student achievement of the goals contained in the IEP was negatively affected during the distance teaching period.

This means that: the big efforts & responsibilities from teachers and the support for him from administration in first & parents in second make his assessment for distance teaching is high, and in real effect positively in student's progress. The question study result is in line with all West & Semon (2012), Bahasoan et al., 2020, and Saeed et al., 2020.

With related to the second question, which states "What is the level of assessing the distance teaching services provided to students of ASD from the parent's point of view? Where indicated that the parent's evaluation of distance education services has reached a high level. When looking in paragraphs assessing we find that paragraph NO.4 which is "The teacher was keen to communicate with me and answer all my questions. came in the first rank. And in the last rank paragraph NO.21, which is "My son /daughter's performance is going down compared to previous direct teaching periods. This means that effective communication by the teacher had a positive impact on the student, and parents' evaluation of distance teaching was excellent. The question study result is in line with all Saeed et al., 2020 and MOE (2020)

CONCLUSIONS

The findings revealed that the effectiveness of the programs, services, and strategies provided during the distance teaching period was highly effective, and this is what appeared in the evaluation of parents and teachers. The tasks of special education teachers and activities were affected during the distance learning period and the training burden increased on them, as it came the first rank. The degree of student achievement and progress during the distance teaching period was not negatively affected, and far from the effectiveness of strategies and effective communication, this may be due to the most of those currently enrolled in distance teaching are those with mild and moderate disorders. Distance teaching may not be the best way to teach ASD students with severe disorders, and this appears through the withdrawal of 36 parents, from distance teaching, and the presence of only 9 students with a severe degree. The high rate of communication and interaction between teachers and parents, which led to an increase the working in participation and recognition of mutual challenges, as well as an increase in parents' awareness of dealing with and teaching their child, according to the responses on communication section of the two questionnaires. The high assessment for distance teaching period from parents & teachers, does not mean is the best choice for students with ASD, and that appears through that percentage 78.8 % of parents & 71.4 % of teachers prefer a return to direct teaching. And the high rank for the next paragraph "teachers assumed more tasks and responsibilities during the distance teaching period compared to face-to-face teaching". In light of these conclusions, we recommend, conducting more studies directly targeting the challenges and difficulties during the distance teaching phase for parents and teachers of students with autism spectrum disorder. Include or limit other programs to evaluate the effectiveness of distance teaching among parents and teachers of autistic students of severe and very severe degrees. Take more precautionary measures within the center to give students with a severe degree of disorder at least a return to direct teaching programs instead of their condition deteriorating over a period. Not to rely on a single technical application or program to provide a remote teaching system to relieve pressure on the network and its problems. Continuous the high degree of communication and its strategies between the administration, teachers, and parents with equal strength even after the end of the distance teaching period.

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CONFLICT OF INTEREST

The authors witness that there is no conflict of interests with any party negatively or positively. This article is not funded by any organization that might cause conflict.

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[IJPHS] Registration as Reviewer with International Journal of Public Health Science (IJPHS)

1 pesan

Lina Handayani <ijphs@iaescore.com>

29 September 2021 17.03

Kepada: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

The following message is being delivered on behalf of International Journal of Public Health Science (IJPHS).

In light of your expertise, we have taken the liberty of registering your name in the reviewer database for International Journal of Public Health Science (IJPHS). This does not entail any form of commitment on your part, but simply enables us to approach you with a submission to possibly review. On being invited to review, you will have an opportunity to see the title and abstract of the paper in question, and you'll always be in a position to accept or decline the invitation. You can also ask at any point to have your name removed from this reviewer list.

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Thank you,
Lina Handayani
Sincerely yours,
Fakhrunnisa,
Administrator on behalf Managing Editor, Lina Handayani
International Journal of Public Health Science (IJPHS)

International Journal of Public Health Science (IJPHS)
<http://ijphs.iaescore.com>



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[IJPHS] Article Review Request

1 pesan

Lina Handayani <ijphs@iaescore.com>

29 September 2021 17.06

Balas Ke: Fakhrunnisa F <fahruniaes@gmail.com>

Kepada: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

The following message is being delivered on behalf of International Journal of Public Health Science (IJPHS).

Dr Nurussakinah Daulay:

I believe that you would serve as an excellent reviewer of the manuscript, "Parental overload: between caring and educating children during the COVID-19 pandemic," which has been submitted to International Journal of Public Health Science (IJPHS). The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2021-10-06 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation. The web site is

<http://ijphs.iaescore.com/index.php/IJPHS>

The review itself is due 2021-10-27.

If you do not have your username and password for the journal's web site, you can use this link to reset your password (which will then be emailed to you along with your username).

<http://ijphs.iaescore.com/index.php/IJPHS/login/resetPassword/nurussakinah?confirm=1d5c02b6e0172e301190172f50945bd0354bba226d5be12ce8137f051c9283a3%3A1632917178>

Submission URL:

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Thank you for considering this request.

Sincerely yours,

Fakhrunnisa,

Administrator on behalf Managing Editor, Lina Handayani

International Journal of Public Health Science (IJPHS)

fahruniaes@gmail.com

"Parental overload: between caring and educating children during the COVID-19 pandemic"

Abstract

There are fundamental changes regarding the role parents must play in educating their children during the COVID-19 pandemic. They do not only act as caregivers, but they must also replace teachers' duties to teach subject matter. This role raises problems related to the process of mentoring children. This study aims to describe and explore parents' various issues with assisting children. The researchers obtained participants from 23 parents of students with specific considerations. The participants are those who send their children to state elementary school 01 and 02 in Batu City, Indonesia. Data obtained through observation, interviews, and questionnaires were analyzed by phenomenological analysis. The analysis results showed that parents were unprepared for their role in assisting children at home. This unpreparedness is due to a lack of understanding children's psychological conditions and a lack of knowledge of the subject matter that children must learn. This condition gives rise to errors in providing treatment to children during the learning assistance process at home. This research implies that child welfare is due to the lack of parental understanding of psychological conditions and a parental lack of subject matter knowledge to teach during the pandemic COVID-19.

International Journal of Public Health Science (IJPHS)

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[IJPHS] Article Review Completed

1 pesan

Lina Handayani <ijphs@iaescore.com>

5 November 2021 21.36

Balas Ke: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Kepada: Veronique Gucht <degucht@fsw.leidenuniv.nl>, Ellina Lytvyak <lytvyak@ualberta.ca>, Jennifer Spencer <jennifer_spencer@unc.edu>

The following message is being delivered on behalf of International Journal of Public Health Science (IJPHS).

Veronique Gucht:

I have now completed my review of "Parental overload: between caring and educating children during the COVID-19 pandemic" for International Journal of Public Health Science (IJPHS), and submitted my recommendation, "Revisions Required."

Dr Nurussakinah Daulay

International Journal of Public Health Science (IJPHS)

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Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[IJPHS] Article Review Acknowledgement

1 pesan

Lina Handayani <ijphs@iaescore.com>

12 November 2021 14.18

Balas Ke: "Dr. Lina Handayani" <ijphs@iaescore.com>

Kepada: Dr Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

The following message is being delivered on behalf of International Journal of Public Health Science (IJPHS).

Dr Nurussakinah Daulay:

Thank you for completing the review of the submission, "Parental overload: between caring and educating children during the COVID-19 pandemic," for International Journal of Public Health Science (IJPHS). We appreciate your contribution to the quality of the work that we publish.

Dr. Lina Handayani

International Journal of Public Health Science (IJPHS)

<http://ijphs.iaescore.com>

Parental overload: between caring and educating children during the COVID-19 pandemic

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ABSTRACT (10 PT)

There are fundamental changes regarding the role parents must play in educating their children during the COVID-19 pandemic. They do not only act as caregivers, but they must also replace teachers' duties to teach subject matter. This role raises problems related to the process of mentoring children. This study aims to describe and explore parents' various issues with assisting children. The researchers obtained participants from 23 parents of students with specific considerations. The participants are those who send their children to state elementary school 01 and 02 in Batu City, Indonesia. Data obtained through observation, interviews, and questionnaires were analyzed by phenomenological analysis. The analysis results showed that parents were unprepared for their role in assisting children at home. This unpreparedness is due to a lack of understanding children's psychological conditions and a lack of knowledge of the subject matter that children must learn. This condition gives rise to errors in providing treatment to children during the learning assistance process at home. This research implies that child welfare is due to the lack of parental understanding of psychological conditions and a parental lack of subject matter knowledge to teach during the pandemic COVID-19.

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1. INTRODUCTION (10 PT)

Since the start of the COVID-19 pandemic, family living conditions have suddenly changed significantly. The role of parents in assisting children while studying at home has become standard practice [1]. Children rely on parental support and direction for school tasks, especially in kindergarten and primary school-age children [2]. Parents' tasks are not only in terms of education, but in general, as the care of children usually assisted by domestic servants becomes unavailable due to social distancing protocols. Entering the new school year, which began in June 2020, the government established a school closure policy learning system. The policy of closing schools to keep children at home is necessary to suppress COVID-19 infection victims, but the consequences of this policy on family welfare are hardly considered [3].

Several studies on the role of parents in raising and educating children have indeed been carried out. These studies focus on parenting styles and their effects on children in normal conditions [4], [5] There are four types of parenting studied. The first type is democratic parenting, namely parenting that applies treatment to children by prioritizing children's interests. Children have the freedom to act but must be responsible for what they do [6]. The second type is authoritarian parenting which places parents as people who best understand their children's needs to feel appropriate to impose rules on children [7]. The third type is permissive parenting style characterized by low demands with high responsiveness [2], and the fourth type is responsive parenting, namely

parenting, where parents try to meet their children's needs. In contrast, this study focuses its survey on responsive parenting in the context of the COVID-19 pandemic.

[This paper is based on three basic arguments: 1) Parents' unpreparedness in dealing with the COVID-19 pandemic has caused various problems in raising and educating children, characterized by a lack of understanding of the characteristics of children and a lack of understanding of their role as educators; 2) A parent's duty that is too heavy will result in mistakes or mistakes in treating children; and 3) Being a responsive parent can create a comfortable atmosphere for the child, which in turn can generate welfare for the child.

This study aims to describe the problems of parents who assist their children at home during the COVID-19 pandemic. The first research area focuses on parents' opinions about online learning and identifies key difficulties parents face in mentoring children. The second research area focuses on the challenging factors parents experience while providing learning assistance. The third research area focuses on parents' misbehavior towards children during the mentoring process.

The role of parents in educating children

Many parents are required to work and manage their time effectively to raise their children, which can be a problem. Even though parents' time spent with children increases during the quarantine period, this can be a significant burden for parents because they must take an educational role while continuing their daily work with full commitment. Such conditions create new problems that require resolution from various parties [8]. This problematic situation significantly increases the risk of parents experiencing stress and negative emotions due to the inability to adjust to the demands that must be faced. Such parental conditions will potentially affect the child's condition; in other words, the child's welfare quality will decrease.

Parents' mental health is an essential and primary variable in building resilience in facing difficulties and pressing conditions [9], [10]. Mentally healthy parents tend to have a responsive parenting approach, namely parenting to understand and meet children's needs and support the success of a healthy development process [5], [11]. In addition, research shows that a responsive approach to parenting can support the development of children's resilience [12]. The higher level of children's resilience in facing stressful conditions, the easier it is for them to adapt and still feel psychologically prosperous even in difficult and stressful situations. Parenting style is a pattern of behavior, beliefs, and attitudes of parents shown by parent-child interactions and specific parenting behaviors that parents use to socialize with their children.

The understanding of children

The child development period is critical as it influences adult development success. Childhood is a golden age, namely the stage where children experience the most optimal and vital period of brain development to enhance further development. In this golden age, the parents' role is significant and strategic in educating children. The research found that children who receive scholarly attention tend to have an adequate level of physical and psychological well-being, impacting academic achievement, social and emotional wellbeing [13]. Furthermore, the educational process contributes to their success in continuing to the next level of education [14].

There are several reasons why this study is essential. First, early childhood development is more critical than in subsequent periods as it determines developmental success in adulthood [15]. Second, early childhood is the golden age, the stage where children experience the most optimal and vital period of brain development, reaching 50% at age 4 and 80% by age 8. Third, at the golden age, children who receive scholarly attention early tend to have a level of physical and psychological wellbeing. It can impact increasing academic achievement, social and emotional wellbeing, and productivity so that children can be independent and develop their potential as much as possible [16].

Responsive parenting and children's psychological wellbeing

The relationship between parents and children is unseparated in everyday life. What parents do will significantly affect children's behavior. However, the reality on the ground is that many unhealthy parental behaviors have a negative consequence on children. Result of a 2020 study by Ng et al (2020) shows that parents tend to behave rigidly and harshly in educating their children, which will lead to a conflict between parent-child relationships [18]. As a result, the child becomes depressed, experiences confusion, and fears the current crisis [19]. In turn, this condition will cause post-traumatic syndrome associated with the COVID-19 pandemic [20].

Commented [A1]: Add reasons why researchers only focus on responsive parenting

Commented [A2]: Give the reasons for these three basic arguments, why these three basic arguments appear, because the paragraph only mentions covid 19 and parenting styles. It is better to add the latest research that confirms that parental overload is felt by parents during this pandemic.

Responsive parenting is defined as parenting in which parents are aware of the emotional and physical needs of their children and respond appropriately and consistently to their needs. The results showed that responsive parenting was effective with children because their characteristics were susceptible to stimuli from the environment [21]. The impact of implementing responsive parenting on child development indicates that children are happy, confident, and develop more optimally [5]. These previous studies were focused on children with special needs. Thus, Nomaguchi & Milkie [22], said that if applied to a COVID-19 pandemic situation, responsive parenting will significantly help children face worries and lack of clarity.

2. RESEARCH METHOD

This research was a mixed-method study. Primary data were obtained from the research subjects' parents, while secondary data from the local village heads, principals of the state elementary schools 01 and 02, and teachers from both schools. This research was conducted in Tlekung Village, Junrejo District, Batu City, Indonesia. Geographically, Tlekung village has the largest area in the Junrejo sub-district. The topography of Tlekung village consists of hills and mountain slopes which attracts tourists to the region. The current population is approximately 4,150 people, a small village. The geographical and topographical conditions create potential for agricultural development; therefore, most of the Tlekung villagers choose agriculture as a livelihood. From the data presented by the Central Statistics Agency of Batu City, it shows that 90% of the population in this village are farmers. In the educational aspect, Tlekung village only has a kindergarten level school and two elementary schools. Approximately 80% of Tlekung village children currently receive primary education in both schools.

This study's research subjects were parents who have school children in the state elementary schools in Tlekung Village. The selection of subjects was performed via a purposive sampling technique with the following criteria: 1) living in Tlekung village; 2) children currently attending the state elementary schools 01 or 02 Tlekung, 3) parents indicate they have psychological problems in educating children, and 4) willing to be the subject of research. The selection of research subjects is also based on the principal and teachers' recommendations. Based on the criteria and considerations above, 23 parents were selected for this study.

The instruments used to obtain research data were the provision of open and semi-closed questionnaires, observations, and interviews. Open questionnaires were completed after the research subject was selected based on predetermined criteria. The process of filling out the questionnaire was carried out in a school assisted by several teachers from the two schools. The questionnaire contents included three questions related to online learning during COVID-19; (1) What do you think about online learning process? And why do you think like that?; (2) Do you have problems with the online learning process? And what kind of problems did you have?; and (3) Have you ever made mistakes when assisting children during COVID-19 pandemic? What types of mistakes were made?. In this process, the authors conducted in-depth observations and interviews about the three problems in a semi-closed and open questionnaire.

The data obtained through these three techniques were analyzed using a phenomenological approach. This approach focuses on studying the parental role during the COVID-19 pandemic as a phenomenon that can be analyzed and interpreted. The data collected through open and semi-closed questionnaires, were analyzed quantitatively, while the data in the form of a narrative were analyzed by categorizing them based on the three problems, which were the focus of the study. Furthermore, data obtained through observation and interviews, were analyzed to add, strengthen, and clarify the results of the questionnaire data. The data is displayed in tabular form followed by an explanatory narrative.

3. RESULTS

The research subjects were parents who have school children in the state elementary schools in Tlekung Village. Table 1 indicates that the parent research subjects, most of whom had low education levels, were over thirty years old, and had more than one child. Furthermore, most parents work as a farm laborer. In other words, the research subjects are those with middle to lower social status.

Table 1. Characteristics of research subjects

| No | Educational level | Gender | | Age | | children | | Job | |
|-------|--------------------|--------|-------|------|------|----------|-----|--------|------------|
| | | Man | Women | < 30 | > 30 | 1 | > 1 | Farmer | Non-farmer |
| 1 | Elementary school | 4 | 10 | 4 | 10 | 1 | 13 | 10 | 4 |
| 2 | Secondary school | 0 | 7 | 0 | 7 | 0 | 7 | 3 | 4 |
| 3 | Senior high school | 0 | 2 | 2 | 0 | 1 | 1 | 1 | 1 |
| Total | | 4 | 19 | 6 | 17 | 2 | 21 | 14 | 9 |

Commented [A3]: The method consists of: research design, participants, procedures, data collection, data analysis. The explanation is made a point.

Commented [A4]: This research is devoted to responsive parenting, are the characteristics of parents here also confirmed by parents who implement responsive parenting?

The key findings of parental challenges are presented by the three primary research questions: the process of online learning, the problem of online learning, and parents' mistakes in assisting children during COVID-19 (table 2).

Table 2. Research result

| No | The Question Topics | The Result | Σ | % |
|----|---|--|----------|-----|
| 1 | The process of online learning | a. Children play more | 11 | 48% |
| | | b. Too much parental work | 7 | 30% |
| | | c. Tired of being at home | 5 | 22% |
| 2 | Problem of online learning | a. Difficulty understanding a lesson | 10 | 44% |
| | | b. Lack of understanding of children | 9 | 39% |
| | | c. Difficulty using technology | 4 | 17% |
| 3 | Parental mistakes in assisting children during COVID-19 | a. Yelling and scolding children | 11 | 48% |
| | | b. Letting children learn on their own | 9 | 39% |
| | | c. Physical punishment | 3 | 13% |

Table 2 indicates that 1) parents experience challenges in carrying out the online learning process caused by three things, namely the child's habit of playing more than learning, too much parental work that must be completed both in the form of duties as caretakers and as teachers, and they feel bored at home; 2) online learning has also caused problems for parents because they experience difficulties in understanding school lessons, they lack understanding of children's psychological conditions, and they struggle with technology; and 3) the conditions above give rise to inappropriate parental behavior in educating children, such as yelling and scolding children, letting children learn on their own without guidance, and delivering physical punishment.

The process of online learning

During the COVID-19 pandemic, parents have experienced challenges with the online learning process. The analysis results showed that online learning has been difficult of the 23 research subjects, only 3 (13%) people stated that online learning was fun; the remaining 20 people (87%) stated that online learning has been more unpleasant. Those who thought that online learning was fun had adequate time to supervise and educate their children. Parents who consider online learning unpleasant noted that children play more than study (48%), they are overwhelmed with work demands (30%), and they are bored at home (22%).

The data obtained from observations and interviews strengthens parents' opinions about online learning. One of the subjects said that: *"The ongoing online learning is boring because children prefer to play rather than study, are not disciplined, and sometimes even invite fights with parents (subject 02)."* This opinion is also supported by another subject who stated that: *"... online learning is boring because there is too much to do at home, I often feel tired..." (subject 04). Likewise, the opinion states that it is saturating because I am tired and bored at home (subject 13).*

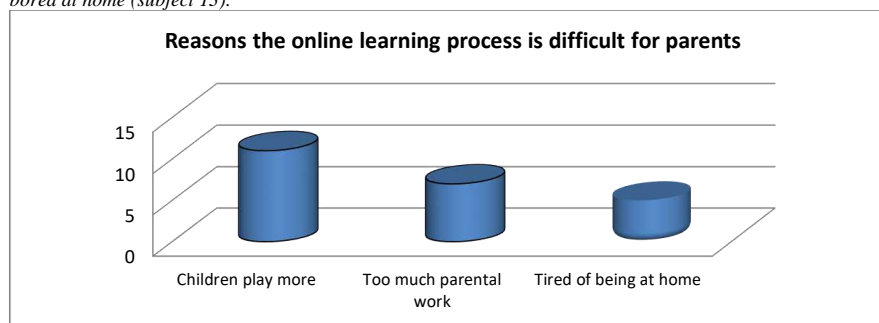


Figure 1. The histogram of reasons the online learning process is difficult for parents

Parental problems in online learning

Parents have difficulty organizing the online learning process. The results indicated that parents frequently experienced problems. Parents' various challenges in assisting their children are mostly due to three things. First, there is a lack of knowledge about the subject matter. Ten people (44%) stated that it was difficult to understand and explain school lessons to children. Second, the lack of parental understanding of the characteristics of school-age children. There were 9 people (39%) who stated that they had difficulty understanding and treating children appropriately based on their psychological conditions and needs. Third, 17% of the parents' experienced difficulties in using information and technology, especially internet use.

Observations and interviews data support the questionnaire data. For example, one of the subjects said that: *"I find it challenging to explain the subject matter, maybe because of my education limitations"* (subject 10). Another subject's opinion indicated a lack of understanding child behavior: *"the process of online learning is difficult because my child prefers to play than study"* (subject 13). Likewise, the opinion which states that: *"... I have difficulty doing my son's homework, because I don't know more how to use internet"* (subjects 6 and 11).

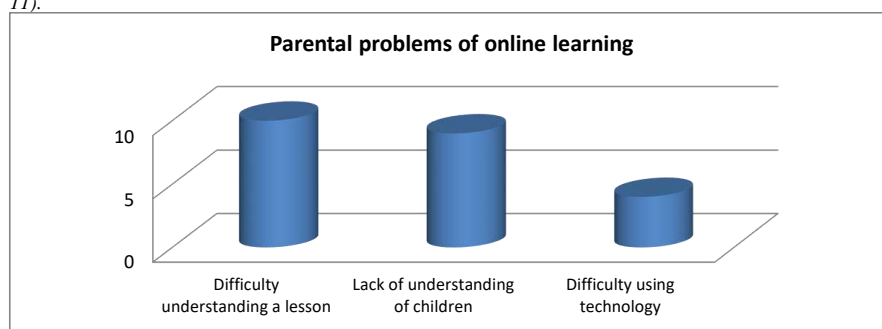


Figure 2. The histogram of parental problems of online learning

Parental misbehavior while mentoring children

The COVID-19 pandemic has caused parents to spend more time at home to assist their children. This condition causes new problems to arise in the form of mistakes in treating children. The analysis results indicate each of the 23 research subjects experienced errors in treating children including, yelling and scolding the child when the child plays instead of studies (48%); allowing the child to postpone school work (39%); and physical punishment through hitting or pinching (13%).

The data obtained from observations and interviews strengthens the opinion that parents make mistakes in treating children. One of the subjects said: *"because I was tired, I often scolded the child"* (subject 05), *sometimes I yelled at the child because I was impatient* (Subject 13), *Sometimes I let my child put off homework because I'm busy* (subject 04). Another subject stated: *"Sometimes I physically punish my child using pinching"* (Subject 12).

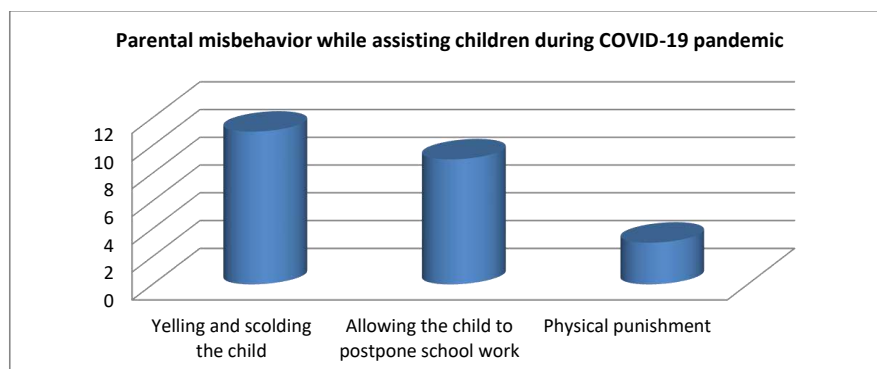


Figure 3. The histogram of parental misbehavior while assisting children during COVID-19

4. DISCUSSION

This study shows that parents' challenges with the online learning process during the COVID-19 pandemic has caused various problems related to child care and education [8]. Contributing factors are the low level of understanding of the child's psychological condition and the low level of mastery of the subject matter studied by children [23]. Because the parents' educational backgrounds are sometimes limited to elementary school, this situation has become a factor in online learning ineffectiveness implemented so far [24], [25]. Furthermore, this condition has become a trigger for the emergence of misbehavior in caring for and educating children during the COVID-19 pandemic. Therefore, online learning that is taking place has not been optimal as it can lead to deprivation of children's welfare due to mistreatment by parents [4].

These results reflect the existence of child well-being concerns due to parental lack of understanding of children, an increase in the workload that must be carried out, and low mastery of the use of information technology. Parents' conditions like this will potentially cause stress due to the heavy burden of life they face [11]. This study indicates that education is a very strategic factor to be taken into consideration in efforts to improve society. Research shows that low socioeconomic levels correlate with lower levels of children's psychological wellbeing [26]. Other studies have shown that low parental economic income levels correlate with lower levels of children's mental health [27]. The description above explains that children's psychological problems can be prevented by providing parents with proper knowledge in assisting children.

Children are not small adults, but children are the future generation who still need parental guidance and direction as role models in behavior. The research showed that a child learns from his environment, including from his parents through modeling [10], [28]. This means parents must be an example for their children in thinking, expressing emotions, and acting in everyday life. A study shows that parents who always think positively will perform effectively and have direction in carrying out their lives [24]. Research shows that parents' inability to manage emotions will affect children's psychological condition [7], and other studies show that stressful parents will result in children's psychological problems [4].

Several previous studies on parenting styles have been conducted with various approaches and specific focuses. For example, several studies on the role of different parenting styles on children's psychological conditions have been conducted. This research has examined the effects on children's mental health [15], psychological wellbeing [5], depression [29], and children's learning [30]. Likewise, research on Covid has been carried out. For instance, research on Nepalis' stress was obtained from online survey results [31]. Unlike previous studies, this study uses a qualitative approach by focusing its investigation on parents' various problems assisting children during the Covid pandemic.

The findings presented indicate that online teaching and learning activities have created problems for parents in assisting their children to study at home. These problems are related to the condition of children as learners and the use of technology. Ignoring the problems faced by parents will result in low academic and psychological quality of children as a consequence of the inability of parents to carry out their roles.

5. CONCLUSION

Commented [A5]: It is better to add in the discussion section the influence of culture in Indonesia on parental overload during the pandemic. This is the novelty of this research.

Commented [A6]: This study focuses on responsive parenting, but why in the discussion section there is no explanation and is associated with the results of this research.

The results of this study provide an important contribution in the field of educational and developmental psychology, especially regarding parenting patterns during a pandemic. Given the importance of these findings, policy makers need to think about ways to develop cognitive abilities and parental skills by involving academics and professionals to provide assistance to those in need. This research was conducted on parents as actors in educating children, while children who felt the direct consequences of their parents' behavior were not included in the study due to COVID-19 restrictions. For further research, it would be beneficial to include data from children.

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