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[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).

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Submission URL:

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

Thank you for considering this request.

Fakhrunnisa F

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"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)

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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)

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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

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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).

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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:

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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).

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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(*)
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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2 pesan

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Kepada: nurussakinah@uinsu.ac.id

Dear Dr. Nurussakinah Daulay,

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We hope in the future, you are still giving your contribution as a REVIEWER and other IJERE events.

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23 November 2021 13.23

Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Kepada: dwi2000022002@webmail.uad.ac.id

Dear editor
thank you very much

[Kutipan teks disembunyikan]



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[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>

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Username: nurussakinah
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Thank you,
Lina Handayani
Sincerely yours,
Fakhrunnisa,
Administrator on behalf Managing Editor, Lina Handayani
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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

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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

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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)

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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].

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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).

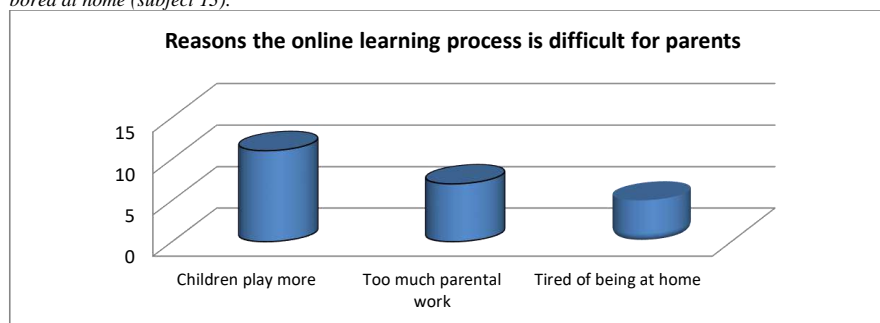


Figure 1. The histogram of reasons the online learning process is difficult for parents

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).

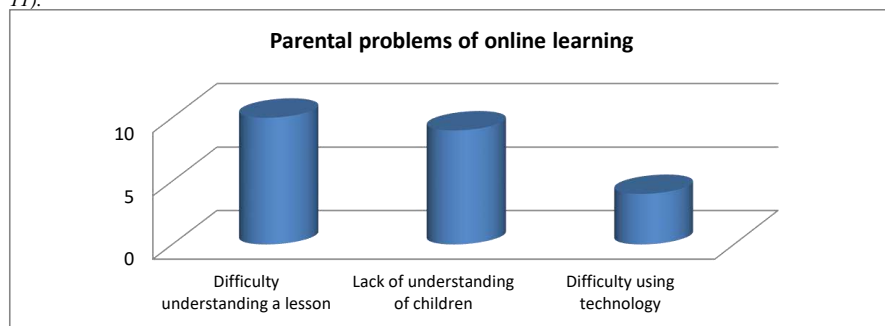


Figure 2. The histogram of parental problems of online learning

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).

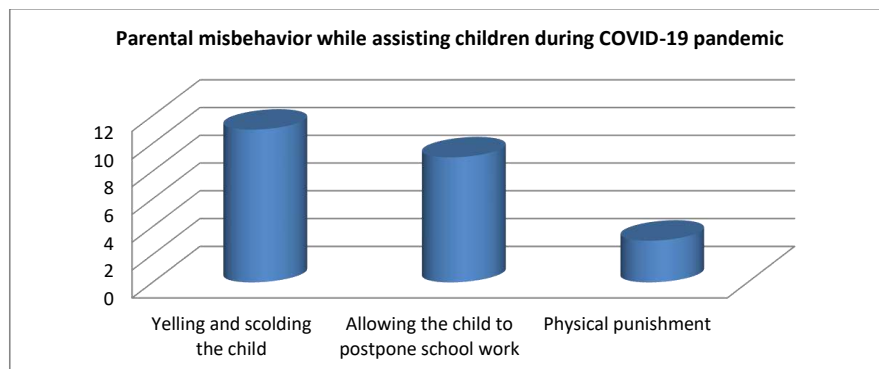


Figure 3. The histogram of parental misbehavior while assisting children during COVID-19

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

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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.

6. ACKNOWLEDGEMENTS





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A Multi-Dimensional Exploration of Spirituality to Empathy Among Indonesian Muslim Pre-Service Teachers**Abstract**

Although many studies have examined the relationship between spirituality and empathy, very few studies have focused on exploring a multi-dimensional relationship between variables, especially in the Muslim pre-service teachers' area. This study examined the influence of spiritual dimensions on empathy for Muslim pre-service teachers by considering the aspects of age, gender, and years of formal education. Empathy has four dimensions; emphatic concern, personal distress, perspective taking, and fantasy, likewise spirituality also has four dimensions; meaning of purpose, innerness, interconnectedness, and transcendence. Using the random sampling technique, the respondents were 376 from 27 universities in East Java, Indonesia. The results showed that the fantasy decreased with increasing age. On the other hand, men have higher score of personal distress and fantasy than women. Amazingly, the empathy in all dimensions and meaning of purpose in spirituality increase with increasing years of formal education. All dimensions of empathy affect some spiritual dimensions. Personal distress on empathy affects the spiritual dimension the most; the meaning of purpose, interconnectedness, and transcendence. Meanwhile, the interconnectedness dimension of spirituality is influenced by the most empathy dimension; emphatic concern, personal distress, and fantasy. This study's findings help plan counseling at universities, especially for Muslim pre-service teachers, by involving spirituality elements to increase empathy. Integrating Islamic values is also an essential alternative in counseling for Muslims.

Keywords: empathy, Muslim, pre-service teacher, spirituality, and university

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A Multi-Dimensional Exploration of Spirituality to Empathy Among Indonesian Muslim Pre-Service Teachers

Abstract

Although many studies have examined the relationship between spirituality and empathy, very few studies have focused on exploring a multi-dimensional relationship between variables, especially in the Muslim pre-service teachers' area. This study examined the influence of spiritual dimensions on empathy for Muslim pre-service teachers by considering the aspects of age, gender, and years of formal education. Empathy has four dimensions; emphatic concern, personal distress, perspective taking, and fantasy, likewise spirituality also has four dimensions; meaning of purpose, innerness, interconnectedness, and transcendence. Using the random sampling technique, the respondents were 376 from 27 universities in East Java, Indonesia. The results showed that the fantasy decreased with increasing age. On the other hand, men have higher score of personal distress and fantasy than women. Amazingly, the empathy in all dimensions and meaning of purpose in spirituality increase with increasing years of formal education. All dimensions of empathy affect some spiritual dimensions. Personal distress on empathy affects the spiritual dimension the most; the meaning of purpose, interconnectedness, and transcendence. Meanwhile, the interconnectedness dimension of spirituality is influenced by the most empathy dimension; emphatic concern, personal distress, and fantasy. This study's findings help plan counseling at universities, especially for Muslim pre-service teachers, by involving spirituality elements to increase empathy. Integrating Islamic values is also an essential alternative in counseling for Muslims.

Keywords: empathy, Muslim, pre-service teacher, spirituality, and university

INTRODUCTION

Empathy has a pivotal role in learning, and prospective teachers are an asset that is the main element in determining education's success. Many teachers cannot perceive learning situations based on students' perceptions or egocentricity, causing learning objectives not to work optimally. Especially during the Covid-19 pandemic, most learning uses online learning approach, various online learning platforms, such as Google Classroom, Facebook, WhatsApp, Google Met, etc. are used in learning (Jannah et al., 2021; Kusumaning Ayu et al., 2019; Ngussa et al., 2021).

Unfortunately, some people mention that online learning causes students to be bored (Fatimah, 2020). Besides, financial problems in the cost of education affect students' psychological condition (Nardha, 2020). This situation requires high empathy, especially for teachers to their students. This is justified by the fact that high scores for empathy correlate positively with low levels of violence in school (Espejo-Siles et al., 2020).

This study defines empathy as understanding thoughts from the other person's point of view and how the other persons feel (Rogers, 1956). Empathy is crucial to use when dealing with unexpected situations. Therefore, teacher need to invite students to do self-talk on how to deal with unexpected situations (Hall & Smotrova, 2013). Through empathizing, prospective teachers can learn to protect students from negative emotions (Jaber et al., 2018; Kurniasih et al., 2020). Therefore,, education is needed for pre-service teachers to get empowered with ability to increase empathy toward the learners (Jaber et al., 2018; Setiyowati et al., 2019; Suryandari et al., 2016; Taufiq & Herdi, 2020). However, not much has been discussed on how educational interventions can improve pre-service teacher's empathy, which is an important aspect for learners to succeed in their academic journey.

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In recent years, there has been an increasing interest in correlation research between empathy and spirituality. Students' spirituality is proven to be able to increase their commitment and professional attitude (Chiang et al., 2020; Ross et al., 2018). This commitment and professionalism are significant in supporting the professionalism of pre-service teachers. In addition, previous research results suggest that spirituality has benefits in increasing well-being which could be a solution to one's psychological problems (DePue & Lambie, 2014; Feizi et al., 2020; Amos Lal et al., 2020; Palmer Kelly et al., 2020; Prosek et al., 2020; Woollacott et al., 2020). On the other hand, spirituality is an essential component in shaping a holistic university curriculum (Cruz et al., 2017). Therefore, it is important to improve not only students', but also that of teachers' spirituality.

When spirituality is associated with empathy, most of previous studies results show a positive relationship (Fitriyah et al., 2020; Hardy et al., 2012; A. Lal et al., 2020; Moloney & Gair, 2015; Stewart & Lawrence, 2020). But researchers have not treated the variables in much detail. However, there is still uncertainty whether each variable's tendency is influenced by their demographic profile such as gender, age, and years of education. According to researchers' knowledge, there has been no detailed investigation of the correlation between spirituality and empathy (Giordano et al., 2014; Hotoleanu & Dumitrascu, 2016), especially in the Muslim community context. This study has been propelled by the fact that religious and cultural backgrounds greatly influence community behavior (Babarin, 1993; Hefti, 2011; Johnson et al., 2011; Counted, Possamai, & Meade, 2018), and therefore, this study's topic was deemed necessary.

This study aimed to: (1) Examine the spiritual dimensions of Muslim pre-service teachers and discuss their relation to demographic characteristics such as gender and age. (2) Test the dimensions of empathy for Muslim pre-service teachers and discuss their relationship with

demographic characteristics such as gender, age, and length of study. (3) Verify whether and to what extent the spiritual dimensions affect the empathy dimensions of the Muslim pre-service teacher.

This study provided new insights into demographics variables roles in relation to spirituality dimensions and empathy. It sought to explore the profile of spirituality and empathy among the Muslim pre-service teachers from 27 universities in East Java, Indonesia. While previous studies only discussed the correlation between variables, they slightly involved the role of gender and age (Giordano et al., 2014; Hotoleanu & Dumitrascu, 2016). Thus, this study adds to the literature by focusing on demographic characteristics' role in the interaction in the context of the pre-service teachers.

METHODS

Procedure

Participants in this study were voluntary without any reward. Ethics approval was sought with ethical clearance number 237 / EC / KEPK / UNUSA / 2020. Muslim pre-service undergraduate students – from a university in East Java, Indonesia filled out an online questionnaire, which was distributed through the WhatsApp group of each university. The researchers asked participants to fill out the questionnaire to measure spirituality, empathy, and demographic characteristic through the google form service for two weeks. Out of 500 expected respondents, 376 completed and returned the questionnaire, and therefore the response rate was 75.2%.

Participants

376 students from 27 universities in East Java were respondents in this study. Most respondents came from the city of Surabaya 46%, and the rest came from other cities in East Java Province.

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2.Add research hypothesis

Commented [A5]: In the research method, important points are made:

1. Research Design
2. Participants
3. Procedure
- 4.Data Collection
- 5.Data analysis

Table 1 shows the demographic characteristics, in terms of age, gender, and years of formal education.

Table 1. Demographic characteristics details of respondents

	n (%)	Age	
		Range	mean \pm SD
Respondents by gender			
Male	65 (17.29%)	17 - 50	21.46 \pm 4.19
Female	311 (82.71%)	18 - 57	21.85 \pm 5.61
Respondents by years of formal education			
13 years	99 (26.33%)	17 – 39	20.16 \pm 3.43
14 years	124 (32.98%)	19 – 45	20.75 \pm 3.42
15 years	112 (119.149%)	19 – 50	22.81 \pm 6.45
16 years	41 (10.90%)	20 – 57	26.00 \pm 8.28

Instruments

The questionnaire package included demographic characteristics. This measuring instrument was chosen because its psychometric properties are equally strong with the Indonesian sample in terms of validity and reliability.

To measure the spirituality variable, we used the Spirituality Assessment Scale (SAS), while to measure the empathy variable we used the Interpersonal Reactivity Index (IRI). Both questionnaires were originally in English, so they needed an adaptation process into Indonesian

before being used. The adaptation process follows WHO standards; forward translation, expert panel Back-translation, pre-testing and cognitive interviewing, and final version (WHO, 2021).

Spirituality

Spirituality dimensions were measured using the Indonesian version of the Spirituality Assessment Scale (SAS), a 28-items questionnaire, separated into four subscales; meaning of purpose, innerness, interconnectedness, and transcendence (Howden, 1992). Previous research had tested the validity and reliability of this assessment tool (Peng & Chen, 2014; Smith & Gordon, 2005). Respondents were asked to indicate how much each item describes them on a 4-point Likert scale ranging from 1 (“does not describe me well”) to 4 (“describes me very well”). The SAS scores showed acceptable reliability with Cronbach's alpha levels as follows: meaning of purpose = 0.71, innerness = 0.78, interconnectedness = 0.68, and transcendence = 0.77. All of Cronbach's alpha levels are greater than R table (0.182) (Heppner, 2008).

Commented [A6]: Add how the results of the validity and reliability test of the construct on the spirituality instrument

Empathy

Empathic dimensions were measured using the Indonesian version of the Interpersonal Reactivity Index (IRI). A 28-items questionnaire separated into four subscales namely empathic concern, fantasy, personal distress and perspective-taking (Davis, 1980). The questionnaire used had been tested for validity and reliability in various countries, such as Italia (Ardenghi et al., 2020), Dutch (Corte et al., 2007), French (Gilet et al., 2013), and USA (Murphy et al., 2020). In this questionnaire, respondents were asked to indicate how much each item describes them on a 4-point Likert scale ranging from 1 (“does not describe me well”) to 4 (“describes me very well”). In the current study, the IRI scores showed acceptable reliability with the following Cronbach's alpha levels: empathic concern = 0.79, personal distress = 0.74, perspective-taking = 0.69, and fantasy

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= 0.75, which are greater than the R table (0.182) and also above from the A suggested minimum score for social science research (Heppner, 2008).

Data Analysis

The quantitative data was analyzed by using IBM SPSS Version 24.0 for Windows. All data was partitioned for skewness and kurtosis to test for normality assumptions (Tabachnick & Fidell, 2000). Demographic characteristics were analyzed through descriptive statistic. Then, the researchers examined the association between study variables by calculating Pearson's partial correlations controlling for gender, age, and years of education. T-test analysis and Cohen's calculations (Cohen, 1977) were applied to explore gender differences in pre-service teachers' spiritual dimension. To test the spiritual dimension's role as a predictor of empathy scores, the researchers performed a separate hierarchical multiple regression for each IRI subscale, adopting a two-block strategy with the enter method. Gender, age and year of completing education were entered in Step 1 of the regression model to control the effect of confounding demographic factors. To avoid the multicollinearity problem, the spiritual dimension (SAS subscale) was entered separately in Step 2 to determine whether the inclusion of the SAS scale in each regression model would increase the total unexplained variance IRI dimension. The statistically significant variation in the F (DF) value and the coefficient of determination (DR2) at Step 2 means that the SAS scale's inclusion in the regression model explains the IRI dimension's additional variance. Results were considered statistically significant at p-value <0.05.

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RESULTS AND DISCUSSION

Results

Demographic characteristics and descriptive statistics for empathy and spiritual dimensions

A total of 376 Muslim pre-service teachers (75.2%) from 27 universities attending a faculty of education in East Java, Indonesia, participated in this study. Table 2 shows the demographics characteristics, the statistics of spiritual dimensions and empathy variables.

Table 2. Summary of means (M), standard deviations (SD), and observed range for study measures.

Aspects	Female (N=311, 82.7%)		Male (N=65, 17.3%)		Total (N=376, 100%)		Observed Range (min-max)
	M	SD	M	SD	M	SD	
Age (years)	21.46	4.19	21.85	5.70	21.78	5.46	17.00 – 57.00
SAS-MP	13.02	1.82	12.74	1.44	12.79	1.51	4.00 – 16.00
SAS-IN	27.02	.24	26.69	3.01	26.75	3.25	10.00 – 36.00
SAS-IT	28.26	3.81	27.89	2.80	27.95	2.99	11.00 – 36.00
SAS-TS	15.09	2.66	15.04	2.01	15.05	2.13	6.00 – 21.00
IRI-EC	18.34	2.40	18.75	1.67	18.68	1.82	7.00 – 25.00
IRI-PD	23.55	3.22	24.52	2.18	24.35	2.41	9.00 – 31.00
IRI-PT	17.77	2.28	17.81	1.80	17.80	1.89	7.00 – 24.00
IRI-FS	18.62	3.07	19.83	2.39	19.62	2.56	8.00 – 27.00

SAS-MP Meaning of Purpose, SAS-IN Innerness, SAS-IT Interconnectedness, SAS-TS Transcendence; IRI-EC Empathic Concern, IRI-PD Personal Distress, IRI-PT Perspective-taking, IRI-F Fantasy.

Gender, age, years of formal education differences in the association of spiritual dimensions and empathy in pre-service teachers

For the overall sample, there was a significant gender effect for IRI-PD ($t = -2.967$; $p = 0.003$) and IRI-FS ($t = -3.547$; $p = 0.000$), with male pre-service teachers being more empathetic than female. Pearson product-moment correlations showed a small but significant inverse correlation between pre-service teachers' age and their IRI-FS ($r = -0.151$; $p = 0.003$). The negative correlation shows that the higher a person's age, the lower the empathy on the fantasy dimension. On the other hand, the study's results proved that the higher the pre-service teacher years' of completing formal education, the higher their empathy ($F = 3.236$; $p = 0.013$). Likewise, in the SAS-MP dimension, the higher the pre-service teacher years' of completing formal education, the higher their meaning of purpose ($F = 2.884$; $p = 0.023$).

Associations between spiritual dimensions and empathy measures

Table 3 shows the partial correlations between spirituality and empathy measures, controlled for gender, age, and years of education variables. The IRI-EC dimension found that the SAS-TS dimension had the highest correlation compared to other spiritual dimensions ($r = 0.235$). Then on the IRI-PD dimension, the highest correlation was obtained in the SAS-TS dimension ($r = 0.776$). In the IRI-PT dimension, it is found that the SAS-IN dimension ($r = 0.455$) and SAS-MP ($r = 0.431$) are the highest spiritual dimensions that correlate to the IRI-PT dimension. The last dimension of empathy is IRI-FS. The highest spirituality dimension of SAS-IT ($r = 0.291$) is connected. Meanwhile, when viewed based on the empathy variable, the IRI-PD dimension has a high correlation value if correlated with the overall spirituality dimension.

Table 3. Partial correlations between spiritual and empathy dimensions controlled for gender and age

Variable	SAS- MP	SAS- IN	SAS- IT	SAS- TS	IRI-EC	IRI-PD	IRI-PT	IRI-FS
SAS-MP	1.000	0.605	0.653	0.401	0.172	0.469	0.431	0.242
SAS-IN		1.000	0.627	0.578	0.188	0.546	0.455	0.244
SAS-IT			1.000	0.393	0.235	0.500	0.383	0.291
SAS-TS				1.000	0.127	0.776	0.289	0.186
IRI-EC					1.000	0.342	0.386	0.379
IRI-PD						1.000	0.436	0.453
IRI-PT							1.000	0.307
IRI-FS								1.000

SAS-MP Meaning of Purpose, SAS-IN Innerness, SAS-IT Interconnectedness, SAS-TS Transcendence; IRI-EC Empathic Concern, IRI-PD Personal Distress, IRI-PT Perspective-taking, IRI-F Fantasy; $p < .001$.

What stands out in table 4 is hierarchical multiple regression analysis, which is accomplished to examine the unique involvement of each of the four aspects of spirituality in explaining the variance of empathy dimensions, controlling for the effect of gender, age and years of formal education.

Table 4. Hierarchical multiple regression analyses summary for spirituality predicting empathy dimensions

	IRI-EC			IRI-PD			IRI-PT			IRI-F		
	ΔF	p	ΔR^2	ΔF	p	ΔR^2	ΔF	p	ΔR^2	ΔF	p	ΔR^2
SAS- MP	5.119	0.896	0.040	39.786	0.056	0.243	28.788	0.001	0.188	15.629	0.399	0.112

SAS- IN	4.935	0.486	0.051	49.599	0.792	0.348	30.512	0.000	0.248	13.392	0.473	0.126
SAS- IT	5.384	0.009	0.068	42.976	0.000	0.367	24.598	0.332	0.249	12.491	0.006	0.144
SAS- TS	4.490	0.767	0.068	120.198	0.000	0.662	20.472	0.719	0.250	10.536	0.373	0.146

SAS-MP Meaning of Purpose, SAS-IN Innerness, SAS-IT Interconnectedness, SAS-TS Transcendence; IRI-EC Empathic Concern, IRI-PD Personal Distress, IRI-PT Perspective-taking, IRI-F Fantasy

The hierarchical multiple regression test results showed that the IRI-EC dimension significantly affected the SAS-IT dimension with an F (ΔF) value of 5.384 and a coefficient of determination (ΔR^2) of 0.068. Furthermore, the IRI-PD dimension has the most influence in the three spiritual dimensions; SAS-MP, SAS-IT, and SAS-TS, with F (ΔF) values of 39,786, 42,976, and 120,198, while the coefficient of determination (ΔR^2) is 0.243, 0.367, and 0.667. The IRI-PT dimension affects two spiritual dimensions; SAS-MP and SAS-IN with F (ΔF) values of 28,788 and 30,512, while the coefficient of determination (ΔR^2) is 0.188 and 0.248. In the last dimension, IRI-FS affects SAS-IT with an F (ΔF) value of 12,491 and a coefficient of determination (ΔR^2) of 0.144.

DISCUSSION

Several reports have shown that spirituality's role in a psychological and social context has been widely studied (Dose et al., 2014; Edwards et al., 2010; Mohan & Uys, 2006). Spirituality in the relationship between educators and students is useful as a critical psychological problem for students, so prospective teachers need to learn it (Espejo-Siles et al., 2020; Hall & Smotrova, 2013). Pre-service teachers' spirituality is one-factor affecting empathy that needs attention,

especially for universities where prospective teachers receive education in preparation for their future career (Jaber et al., 2018).

Previous research has proven that the story of the Prophet Muhammad has an impact on character education (Fitriyah & Djazilan, 2020). This reinforces the assumption that religious values greatly affect success in learning interactions. This also applies to people of other religions such as Hindus and Buddhists who believe in the values of Prince Sutasoma's journey in the Sutasoma's Book (Tantular, 2009), the journey of Jesus Christ to the Gospels, etc.

Gender, age, and years of completing formal education differences in spiritual dimensions of pre-service teachers

As mentioned in the literature review, previous research recommends researching demographic factors that affect spirituality (Frida et al., 2019). Through this research, three demographic factors were discussed: gender, age, and formal education years. Based on the descriptive viewpoint, there is no difference in the score of spiritual dimensions and gender. Similar finding was also reported by previous studies (Gomez & Fisher, 2005; Luna et al., 2018). However, while other studies suggest conflicting results, with men having higher spiritual scores than women (Šilingienė & Škėrienė, 2015), cultural factors from the respondents may influence this difference.

In line with the gender factor, study's results also show that age does not affect spirituality. Although the results of previous studies are in line with this study (Luna et al., 2018), other studies suggest that age has a significant effect on spirituality (Šilingienė & Škėrienė, 2015). Meanwhile, this study proves that only the fantasy aspect of empathy is visible by age, the higher a person's age, the lower the fantasy.

In contrast to gender and age, the meaning of purpose dimension increases with the length of years of formal education in pre-service teachers. This result is in line with previous research that the

Commented [A9]: Add the reasons from the results of this study that there is no difference in the spiritual dimension and gender? Why?

And the reason why the results of this study show that only fantasy is correlated with age.

educational factor has an essential effect on one's spirituality (Šilingienė & Škėrienė, 2015). On the other hand, the type of university does not affect student spirituality (Frida et al., 2019). However, given the lack of information about the study programs of students enrolled in this study, further research should also include various teacher study programs to ascertain the relationship between spirituality and pre-service teachers' study program.

Gender, age, and years of completing formal education differences in empathy of pre-service teachers

From the descriptive viewpoint, male pre-service teachers had more empathy than females, especially in personal distress and fantasy. On the other hand, previous studies show that it is precisely women who have higher personal distress and fantasy than men (Scocco et al., 2020).. Other studies state that there is no difference between empathy for males and females, who have the same instincts in carrying out prosocial behavior (e.g. Kamas & Preston, 2020).

The study findings show that the higher the age, the lower the empathy in the fantasy dimension, meaning that the fantasy aspect of empathy is influenced by age. But in general, the results of previous studies suggest that a person's empathy increases with age (Spenser et al., 2020). Age in this study only affects the fantasy dimension of empathy, whereas previous studies examined all dimensions of empathy, so, naturally, differences in results occur.

The length of time completing formal education influences pre-service teachers' empathic concern, so that the higher the person's education level or the longer a person has formal education, the more level of empathy increases. These findings are consistent with the international works (Bingham, 2015; Can Gür & Yilmaz, 2020; Harrington & O'Connell, 2016; Maselli et al., 2019).

The relationship between pre-service teachers' empathy and spiritual dimensions

Commented [A10]: This section should explain, why are male pre service teachers more empathy than women?

A strong relationship between spirituality and empathy has been reported in the literature (Hardy et al., 2012; A. Lal et al., 2020; Moloney & Gair, 2015; Stewart & Lawrence, 2020). The project's initial objective was to identify whether and to what extent spiritual dimensions influence the dimensions of empathy in prospective teachers. The most interesting finding was that spirituality and empathy are related. The dimensions of empathic concern, personal distress and fantasy significantly predict interconnectedness. On the other hand, personal distress and perspective-taking affect the meaning of purpose. In addition, personal distress also affects transcendence and perspective-taking also affects innerness.

The results show that not a single dimension, neither spirituality nor empathy, is unrelated. Most of the previous studies which examined the relationship between spirituality and empathy (Hardy et al., 2012; A. Lal et al., 2020; Moloney & Gair, 2015; Stewart & Lawrence, 2020), explaining the role of gender, age, education very little (Giordano et al., 2014). The advantage of this study is to analyze more deeply the role of gender, age, and education in the relationship with spiritual dimensions and empathy.

One unanticipated finding was about a fantasy dimension being influenced by gender and age. Men are more likely to have higher fantasies than girls, and the higher the age of a person, the dimension of fantasy in them decreases. This could mean that when the fantasy dimension in a person decreases with age, humans are getting older so that they are more realistic in thoughts and actions. Fantasizing is generally linked to psychopathology and maladaptive coping strategies (Bacon & Charlesford, 2018).

The study outcomes track an initial suggestion of the possible role of spiritual dimensions in expecting self-reported empathy levels among Muslim pre-service teachers and the usefulness of combining spiritual dimensions and assessment in university students' educational curricula. A

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possible suggestion for lecturer in education field might therefore be to introduce spirituality as a significant issue in psychological education at the starting of the educational course.

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In practice, classroom courses and counseling services at universities (Bingham, 2015; Setiyowati et al., 2019; Taufiq & Herdi, 2020; Vescovelli et al., 2017) could be the best educational context in which teacher in training can realize their enhanced spiritual dimension. They need to learn how to manage and use it in overcoming psychological problems. (Harrington & O'Connell, 2016; Kuven & Giske, 2019; Maselli et al., 2019). This means, university students can increase their ability to modulate the cognitive, emotional, and behavioral implications by internalizing the spiritual dimensions within them before becoming teachers who directly interact with students in school.

Commented [A13]: What steps can be taken to increase spirituality and empathy for pre service teachers?

Implications

The main implication of this research is that years of formal education have an impact on empathy and aspects of spirituality (meaning of purpose). So that universities have an essential role in teaching prospective teachers to empathize with their students through learning at universities not only in undergraduate programs but also for professional teacher program after they graduate. In addition, the role of counseling at universities becomes more apparent that the fantasy aspect of empathy naturally declines with age. Besides that, counselors at universities can also make different counseling formulas between men and women, considering that based on this study, men have higher personal distress than women. Another implication is that the spiritual dimensions can be a major force in implementing spiritual counseling at universities, especially in dealing with empathy specifically.

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The implications have not described the results of this study.

Commented [A15]: The fact in Indonesia is that there is a lack of implementation of the counseling role at the university level, how to overcome this?

Limitations

Commented [A16]: This sentence needs to be questioned further:
1. Empirically, counselors do not play a role in universities, how to respond?
2. What are the differences in the counseling formulas between men and women?

Commented [A17]: What are the steps for applying spiritual counseling at universities?

Although Interpersonal Reactivity Index (IRI) is easy to administer and has strong psychometric power such as that tested on Indonesian and international samples. The measurement results are reliable in measuring general empathy for various sample characteristics. Still, they do not specifically describe teacher empathy towards students. It was also generalized that all of the participants in this study were Muslim pre-service teachers from various fields of study. Further research could develop design. Subsequent research can develop counseling strategies at universities based on the information from this study, in order to obtain results of increasing spirituality and empathy effectively by considering the many factors that have been studied.

CONCLUSION

This study examined the influence of spiritual dimensions on empathy for Muslim pre-service teachers by considering the aspects of age, gender, and years of formal education. This study has shown that there is no single dimension of spirituality that is not related to empathy. Instead, the results of this study indicate that spirituality has a significant influence in determining one's empathy. Besides, the age factor affects only one dimension, fantasy, while the gender factor affects two dimensions: fantasy and personal distress. Other dimensions of both empathy and spirituality are not influenced by gender and age. On the other hand, years of formal education factor affects both of these variables. On the other hand, years of formal education affects the increase in all dimensions of the empathy variable and the meaning of purpose dimension in the spirituality variable. The study contributes to our understanding of the importance of spirituality built-in being developed through universities to help students overcome psychological problems and increase their empathy.

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Response to reviewers

Reviewer #1

Introduction:

(A1) The reference used from Jannah and Kusumaning does not accurately describe online learning

Our response: The authors thank the reviewer for the positive comments. We have revised it in the line 31-33.

(A2) It is advisable to cite based on reputable international journals (eg Scopus) for the last 10 years.

Our response: The authors thank the reviewer for the positive comments. We have revised it in the whole of manuscript.

(A3) Same as above, Should cite based on reputable international journals (eg: Scopus) for the last 10 years

Our response: The authors thank the reviewer for the positive comments. We have revised it in the whole of manuscript.

(A4) Add the reason why only revealing the demographics of the respondents, namely gender and age. So it is important to disclose in this study.

Our response: The authors thank the reviewer for the positive comments. We have revised it in the line 83-88.

Add research hypothesis

Our response: The authors thank the reviewer for the positive comments. We have added the hypothesis in the line 74-77.

Methods:

(A5) In the research method, important points are made:

Research Design

Participants

Procedure

Data Collection

Data analysis.

Our response: The authors thank the reviewer for the positive suggestions. We have revised in the line 90-140.

(A6) Add how the results of the validity and reliability test of the construct on the spirituality instrument

Our response: The authors thank the reviewer for the positive comments. We have revised in the line 108-134.

(A7) Add how the results of the validity and reliability test of the construct on the empathy instrument

Our response: The authors thank the reviewer for the positive comments. We have revised in the line 126-134.

Data analysis:

(A8) Data analysis must refer to the research hypothesis

Our response: The authors thank the reviewer for the positive comments. We have revised in the line 136-139.

Discussion:

(A9) Add the reasons from the results of this study that there is no difference in the spiritual dimension and gender? Why?

Our response: The authors thank the reviewer for the positive suggestions. We have revised in the line 187-199.

And the reason why the results of this study show that only fantasy is correlated with age.

Our response: Our response: The authors thank the reviewer for the positive suggestions. We have revised in the line 201-211.

(A10) This section should explain, why are male pre service teachers more empathy than women?

Our response: Our response: The authors thank the reviewer for the positive question. We have revised in the line 201-208.

(A11) Why does this happen? State the reason and strengthen it with the results of the journal.

Our response: Our response: The authors thank the reviewer for the positive question. We have revised in the line 201-208.

(A12) How? What advice can be given so that it can be put into practice

Our response: Our response: The authors thank the reviewer for the positive question. We have revised in the line 201-208.

(A13) What steps can be taken to increase spirituality and empathy for pre service teachers?

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 231-257.

Implication

(A14) The implications described are still only theoretical, how are the benefits of this research, especially practical benefits that can be carried out daily by teachers, counselors?

The implications have not described the results of this study.

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 231-257.

(A15) The fact in Indonesia is that there is a lack of implementation of the counseling role at the university level, how to overcome this?

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 231-257.

(A16) This sentence needs to be questioned further:

1. Empirically, counselors do not play a role in universities, how to respond?
2. What are the differences in the counseling formulas between men and women?

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 231-257.

(A17) What are the steps for applying spiritual counseling at universities?

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 250-257.

Conclusion

(A18) For demographics that are not discussed in more detail in the discussion section, please clarify more so that this research is new.

Our response: The authors thank the reviewer for the positive suggestion. We have revised in the line 246-251.

References

(A19)

1. For the title/publisher/name of the journal in Indonesian to be translated into English
2. There are still a lot of writing references that don't match with APA
3. Many citations used are not appropriate in explaining the sentence

Our response: The authors thank the reviewer for the suggestion. The references have been updated.



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

[IGCJ] Article Review Acknowledgement

1 pesan

IGC Journal <igcjournal@gmail.com>

26 Juni 2021 12.12

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

Dear Dr. Nurussakinah Daulay, M.Psi, Psikolog,

Thank you very much for completing the review of the submission, "A Multi-Dimensional Exploration of Spirituality to Empathy Among Indonesian Muslim Pre-Service Teachers," for Islamic Guidance and Counseling Journal. We appreciate your contribution to the quality of the work that we publish.

We are honored to have you as a reviewer in our journal. Please find attached the online certificate of appreciation for your contribution to the journal. We also have added your name in the Journal Reviewer Pool. <http://journal.iainnumetrolampung.ac.id/index.php/igcj/PeerReviewers>

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Editor in Chief



Nurussakinah Daulay.png

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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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The International Journal of Developmental Disabilities (IJDD) which was formerly the British Journal of Developmental Disabilities has a history of more than fifty years of publishing quality research, review and points of view articles on all practical aspects of intellectual disabilities.

The abstract of the submission is as follows:

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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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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JDD993

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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
Is the standard of English acceptable? Note that authors are now being offered an English language polishing service; thus papers should be rejected if the English is of poor quality.	No: language to be repaired again, to make it easier to understand
Is the preferred terminology used consistently throughout the paper? Acceptable terminology includes: people with intellectual disabilities, persons with intellectual disabilities, children with intellectual disabilities or adults with intellectual disabilities.	Yes
Is the paper clearly written for a diverse readership?	Yes
Is the list of references relevant, appropriate and comprehensive?	Yes
Is there relevant recent work published in IJDD that the authors have omitted to refer to?	No

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Do the title and abstract together, and the conclusions, give an adequate summary of the paper and mention the key concepts?	Yes
Is the submission complete (including all figures, figure captions and tables)?	Yes
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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Is the paper clearly written for a diverse readership?	Yes
Is the list of references relevant, appropriate and comprehensive?	Yes
Is there relevant recent work published in IJDD that the authors have omitted to refer to?	No
Are all figures clear, legible and of good quality?	Yes
Is the paper of direct relevance to habilitation work?	Yes
Will the paper give readers practical help in their work?	Yes
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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Attachments for Manuscript Number 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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International Journal of Developmental Disabilities
Tailoring Remote Special Education to Ensure the Wellness of Children with Down Syndrome during COVID-19 Pandemic in the Philippines
--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.

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.

Commented [A1]: The background of the problem is good and has provided some research on the difficulty of DS children learning online during covid, it is better to add previous research, especially during the pandemic about the difficulty of teachers teaching online for Down Syndrome children during the pandemic

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.

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.

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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.

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

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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	

<p>for their attempts and achievements like stars or educational materials to make them motivated and valued.</p>		
<p>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.</p>	<p>Allowing children to express themselves</p>	
<p>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.</p>	<p>Discuss with parents about behavior of children</p>	<p>Communicate often with families</p>
<p>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.</p>	<p>Mentor parents when learning challenges occur</p>	
<p>I send the parents message through Messenger between twice and thrice a week. I usually ask if their children are cooperating in the</p>	<p>Monitor performance of children with parents</p>	

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	

International Journal of Developmental Disabilities

Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines

--Manuscript Draft--

Manuscript Number:	JDD993R1
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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 (SENDS) 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^a) 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.

Most scholarly works on children and adults with down syndrome during the current novel global crisis focused on their physiological susceptibility to COVID-19 (e.g., see Del Carmen Ortega et al., 2020; Hendrix et al., 2021; Kantar et al., 2020; Huls et al., 2021; Illouz et al., 2021; Malle et al., 2021; Stefanuto et al., 2021). It is not surprising as the down syndrome is associated with immune dysfunction, congenital heart disease, and pulmonary pathology, which make it a risk factor for severe COVID-19 (Clift et al., 2021). While the down syndrome is the most common form of intellectual disability (Ostermaier, 2021) and their education needs of children with down syndrome needs urgent action in this emergency period, it is surprising to observe that there is a scarcity of educational research focused on them.

Furthermore, within the current educational research, the attention has largely been on the difficulties in learning and impact of the novel crisis on the education of children with special educational needs and disabilities (SENDs) amid the COVID-19 pandemic have been documented in general (e.g., see Schuck and Lambert, 2020; Trzcińska-Król, 2020; Averett, 2021; Couper-Kenney and Riddell, 2021; Nasir and Hameed, 2021; Shaw and Shaw, 2021; Yazcayir and 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. Reviewing the body of research concerning particular SENDs, most studies touched on home education of children with autism. 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); Only one study assessed how children with down syndrome were affected by the applied emergency remote education program (Celik et al., 2021). It is also important to draw consideration that the case requires looking into a concerted perspective from the lens of the teachers.

Looking further into the studies above, the perspective has noticeably always been devoted to the experience of the parents. It is vital to draw consideration that the case requires looking into a concerted perspective from the experience of the teachers. UNESCO (2020) stressed the critical role that teachers play in this difficult time when they are not properly equipped on remote learning solutions and are constrained to fulfilling soft elements of teaching such as social rules and empathy. Thus, moving the lens of looking into home-remote education of children with down syndrome, there is this research raises the need to specifically inquire into how the ways teachers tailor remote special education to address not only the educational needs of the children with

~~down syndrome but also enhance their overall wellness. Teachers serve a vital link in boosting the engagement of children with down syndrome in this difficult time. It 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 Given the novelty of the current condition that the teachers are confronted with, it is crucial to understand their lived experiences. Thus,~~ the purpose of this paper is to explore how teachers tailor remote special ~~education to meet the wellness needs of to meet the needs of~~ children with down syndrome in the ~~current~~ changed educational situation restricted by the COVID-19 pandemic. ~~Specifically, it sought to answer the following central question:~~

1. What practices did teachers employ to tailor remote special education for children with down syndrome amid the COVID-19 crisis?

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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 are presented and discussed.

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 intends to describe the lived experience from the perspective of individuals who have encountered the phenomenon (Smith, 2007). A phenomenological approach does not discover causes; its purpose is to

describe the phenomenon from the lived experience of individuals about a phenomenon (Penner and McClement, 2008). Thus, aligned with this purpose, the phenomenological approach is considered 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 needs 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), which in the case of:- phenomenology, is the ability of the participants to explicate a phenomenon (Robinson, 2014). Thus, (The he main criterion considered in selecting the participants of in this research is their experience of the participants with the phenomenon which is the remote special education for children with down syndrome during the COVID-19 pandemic. The participants were chosen regardless of gender, age, educational attainment, and years of teaching experience.

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. It does not represent the population but, which is is still considered adequate for the qualitative purpose of this research. The characteristics of the participants are presented in Table 1.

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The participants of this study are all currently employed in government elementary schools that offer special education programs 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.

Research Tool/Instrumentation

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, six questions were formulated to explore how teachers tailor remote special education to address the wellness-needs 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~~ the subsequent questions. The instrument was content validated by two education professors and a supervisor in special education. It was also piloted to at least one special education teacher who is not necessarily a part of the target participants to further ensure the intelligibility of the questions.

Data collection

The data collection for this research ran from August 02 to 12, 2021. Before the main data collection process, the researcher sent a communication to the target participants. He introduced the purpose and procedure of the research. Following the Department of Education Order No. 16 series of 2017 on Research Management Guidelines, ~~t~~he ethical aspects were ~~also~~ discussed, underscoring that involvement in the study is completely anonymous, confidential, and voluntary. After securing their consent, interviews were arranged at the most convenient time for the participants. commenced.

However, because of the ongoing movement restrictions and structural challenges, an online modality of interview called text-based interviews (Salmons, 2015) was ere adapted to gather the needed data. The researcher sent the interview guide with the questions to the participants through Messenger. When all the questions-interview guide has been were answered and returned by the participants, the researcher reviewed the responses. Another round of text-based interviewsinterviews was conducted as a way to gather more data on responses that need probes. The researcher sent another interview guide with probing questions to the participants through Messenger and the participants expounded their responses. All the data generated from the interviews were automatically saved in the respective accomplished interview guide and 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 and & 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.

A measure in qualitative research called member checking was applied. It is a validation technique for exploring the credibility of the results in which results are returned to participants to ensure accuracy and resonance with their experience (Birt et al., 2016). Thus, a copy of the emerging themes and their descriptions were sent to the participants for review until agreement was reached.

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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 24.

Five themes emerged in the analysis. These are 1.) contextualize individual educational plans (IEPs); 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.

This emergent theme provides insight as regards how teachers redesign the IEPs for children with down syndrome. Considering the COVID-19 restrictions, the elements of IEPs should be adjusted to suit the educational situation without compromising the

development of children with down syndrome. It can be gleaned from the experiences of the special education teachers particularly in the Philippines, that such modifications especially focused on the goals and approaches. The requirements of these elements in the old normal proved to be not workable in the new normal. Thus, IEPs have been carefully reviewed to be relevant, appropriate, and responsive to the needs of children with down syndrome amid the changing times.

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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.

With this theme, the sensory and movement needs of children as a primary consideration in developing remote education are underscored. This case holds true especially for children with down syndrome who have motor skill issues. The constant COVID-19 lockdowns in the Philippines have caused prolonged seclusion and it may have been especially distressing and discomforting for people with down syndrome who may be anxious about not being able to physically move or perform their routines like going to school in the old normal. Hence, with available resources and doable ideas, it is

the duty of the teachers to practically consider sensory and movement needs in planning the remote special education for children with down syndrome.

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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.

It can be implied from this theme that while the emotional and social connection between teachers and students is one issue in remote education, teachers must find ways to establish such a connection in this changed educational situation amid the COVID-19 pandemic. The abrupt shift to remote special education presented barriers to the learning motivation of children with down syndrome especially in developing countries, including the Philippines, where structural resources remain a problem. These barriers are one of the causes of the disengagement of these children. It calls for the teachers to maximize all the possible opportunities to connect with students in a myriad of simple emotional and social ways in remote special education.

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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.

This theme re-emphasizes the role of families in education and teaching. The remote special education for children with down syndrome presented new challenges during the COVID-19 confinements, which required teachers to turn to the families of these children. It is worthy to note that the teachers have increased communication with the families to monitor the learning pace of the children with down syndrome. They have also extended such communication to teach families instructional implementation and behavior management strategies. Particularly in a developing country like the Philippines, these teaching practices were only extolled in policies in the past but have been realized in the present difficult situation that necessitated a new level of involvement of families.

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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.

Given this theme, it can be extrapolated that while community collaboration has long been extolled as an important element in holistic teaching, its role has also been redefined to a new extent considering the COVID-19 crisis. With the perennial difficult access to rehabilitation services in a developing country like the Philippines, teachers have served as a bridge between the indigent children with down syndrome and professional therapists. The teachers have also renewed the link with the community members and officials by enjoining their participation in the successful remote special instructional implementation for children with down syndrome. These collaborations provide that soft element of remote teaching such as generosity and compassion.

Overall, these five themes underlie the phenomenon based on the perspective of the teachers as 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~~ IEPs; 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~~ The first- theme underscores “contextualize IEP” as a primary practice of the teachers to tailor remote special education for children with down syndrome amid the COVID-19 pandemic. ~~As~~ the traditional mortar-and-brick education needed to be

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transformed to remote education to counter the risks posed by the ~~COVID-19~~ pandemic, ~~curricular instructional~~ plans ~~also~~ needed to be adapted ~~in the process~~ (Cahapay, 2021b) 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 current pandemic~~ crisis. These concerns present a challenge for redesigning the ~~IEPs and their~~ learning objectives, teaching strategies, and assessment tasks ~~for~~ remote special education. ~~Within this instructional redesign,~~ ~~the~~ mediation of technology also needs to be considered ~~in this remote special education~~.

This theme is consistent with the practices found in the recent scholarly works in remote special education for children with SENDs, supporting the contextualization of IEPs. Schuck and Lambert (2020) described in their study that teachers first had little idea about how IEPs should be reworked considering the situation and consequently suggested maintaining the supervision of the attainment of goals for children with SENDs. Furthermore, Cahapay (2021a) discussed the contextualization of IEPs, focusing on adaptive learning methods, alignment of learning materials, and various modalities of delivery to cater to the needs of children with SENDs amid pandemic. Giraldo Martinez and Ramos Carvajal (2021) also designed new routines and technological resources to meet the pedagogical needs of children with SENDs. These studies illustrate how IEPs and their elements - learning objectives, teaching strategies, and assessment tasks - are contextualized to meet the needs of children with SENDs during the pandemic.

The second theme expresses “meet sensory and movement needs” as another practice of the teachers to tailor the remote special education for children with down

syndrome. ~~Moreover,~~ Schuck and Lambert (2020) indicated that most children with ~~special needs and disabilities~~ SENDs have distinct sensory and movement needs, which may have been compromised during the COVID-19 pandemic. Toseeb et al. (2020~~1~~) 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.

This theme suggesting the need for promoting sensory and movement needs as an essential part of remote special education for children with SENDs is affirmed in recent related studies. One of the results of the study of Toseeb et al. (2020) showed that the materials and physical equipment to address the additional needs e.g., sensory toys, was one of the support needs articulated by parents to the teachers. Carver and Rowe (2020) noted in their study that not having face-to-face interaction between the teachers was frustrating for children with SENDs and physical materials were seen to be a learning solution. Stenhoff et al. (2020) also studied how children with SENDs can be supported amid the lockdown. Acknowledging the unique sensory and movement needs, they advised that teachers need to prepare materials that are developmentally appropriate, commercially available, and caregiver friendly.

The third theme is “emotionally connect with children” which demonstrates the practice of the teachers in tailoring remote special education for children with down syndrome. Because of the physical movement constraints caused by the COVID-19 pandemic, ~~education scholars also worried about the~~ the socioemotional impact ~~of the situation on~~ was inevitable for children with down syndrome (Garbe et al., 2020). ~~Patel~~

~~(2020) expressed that~~ Thus, it becomes important to keep children with ~~special needs and disabilities~~ SENDs ~~not only physically safe but also~~ psychologically and emotionally safe (Patel, 2020). Despite interventions to manage the changes in routines and unpredictable events brought by the crisis, however, children with ~~special need~~ SENDs 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 the caring and protection of the children with ~~special needs and disabilities~~ SENDs amid the pandemic. The various supports, instructional accommodations, and task motivations help in the remote learning process of children with ~~special needs and disabilities~~ SENDs. ~~They provide the children with an experience of more positive emotions.~~

This theme that promotes the importance of the soft element of emotional connection in remote special education has been put forward in current research on remote special education for children with SENDs. Similar to one of the results of this study, Stenhoff et al. (2020) suggested in their study that behavioral supports e.g., token systems, is one of the remote education supports that teachers can provide to children with SENDs. However, such an element in tailoring remote special education continues to be a challenge. For example, in the study of Trzcińska-Król (2020), it was found out that teachers often designed distance learning materials that did not consider the emotional needs of children with SENDs. As such, in tailoring remote special education for children with down syndrome, teachers should not take for granted the emotional dimension of education despite the migration to a different learning modality.

~~Furthermore,~~ The fourth theme emphasizes the need to “communicate often with families” as another practice of the teachers to tailor remote special education for children with down syndrome. The current COVID-19 pandemic has stressed the role

of parents (Cahapay, 2021c) in the education of children with SENDs. 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 SENDs. Thus, support from teachers to parents through communication must be provided in the process of tailoring remote special education for children with SENDs.

This theme focusing on the communication aspect of tailoring remote special education is evident in present related studies. At the onset of the pandemic, Schuck and Lambert (2020) reported that teachers focused mostly on making contact with families of children with SENDs. All communications were sent to ensure all families feel supported and had access to learning resources. For example, Crane et al. (2021) also highlighted in their study that schools facilitated great quality of communication with parents of children with special needs SENDs. They implemented a policy of weekly calls to families and discussed milestones and challenges. The same approach was reported in the study of Çelik et al. (2021) in which an emergency remote education program was designed for parents of children with SENDs. The teachers virtually meet the parents weekly to encourage continuous communication. These strategies are parallel to the good practice of teachers using digital means to communicate with families of children with down syndrome in this study.

Lastly, The fifth theme articulates “collaborate with the community” as a practice that facilitates the teachers to tailor remote special education for children with down syndrome. It has always been a classical adage in education that “it takes a village to raise a child.” It has never been more desired in the case context of children with SENDs

in the context of the COVID-19 pandemic crisis. Globally, the United Nations (2020) has called for countries to introduce collective actions to assist people with SENDs amid the crisis. Cahapay (2021a) described these collective actions as providing assistive technologies to augment information and communication, critical services to sustain medical and developmental needs, adaptive learning methods to continue education, and other social services to improve access and mobility.

However, this theme stressing the collaborative nature of tailoring remote special education, however, is found challenging in many studies. The research works of Averett (2020), Couper-Kenney and Riddell (2020), Toseeb et al. (2020), and in the study of Yazcayir and Gurgur (2021) revealed several issues on the collaborative nature of remote special education were found including scarcity of support education and care services and lack of communication among teachers and families of children with SENDs 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, Ferri et al. (2020) called for education stakeholders must to make cooperative steps to improve remote education for all children including those with SENDs (Ferri et al., 2020). Relating to the results of this current study, the practices found that emerged such as maximizing the available assistance from the professional therapists in designing educational plans and community officials in delivering instructional materials in this study can be 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~~ IEPs; 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 ways in tailoring remote special education ~~for~~ 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~~ teachers as 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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including online “teacher Mom and Dad” strategy.		
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 activities to develop their environmental awareness, gross and fine motor skills, and self-help skills, especially for children with severe developmental delay.	Give tactile objects and activities	Meet sensory and movement needs
We included learning activities that would allow them to help in some house chores like sweeping the	Embed motor activities in house chores	

<p>floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs.</p>		
<p>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.</p>	<p>Advise physical exercise program</p>	
<p>I stay connected with them like calling them through Messenger so they can see and talk to me even they are not in school.</p>	<p>Calling children via social media</p>	<p>Emotionally connect with children</p>
<p>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.</p>	<p>Giving social and material rewards</p>	
<p>During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is</p>	<p>Allowing children to express themselves</p>	

our way of easing our longing from one another.		
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 activities and following the given tasks.	Monitor performance of children with parents	
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

<p>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.</p>	<p>Seek expert help from professional therapists</p>	
<p>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.</p>	<p>Enjoin community in reaching out children</p>	

List of Changes or Rebuttals

Reviewer Comment	Changes / Rebuttal	Page No.
Editor		
Please use "and" (not "&") in citations and references	All “&” have been changed to “and” in citations and references.	
Reviewer 1		
<p>1. Introduction section</p> <p>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.</p>	<p>Thank you for your review on the potential value of the paper and how it can be further improved. Based on your insightful suggestions, the following revisions have been implemented:</p> <p>I discussed the current research on children with down syndrome in general and pointed out the lack of educational research on children with down syndrome as well as the gaps in the existing related studies. Then, the significance of the research is articulated. These ideas can be found on the Introduction paragraphs 4, 5, and 6.</p>	Page 2-3
<p>2. Method section</p> <p>There is one important thing, it is better to add demographic data for these nine participants in the sampling technique</p>	<p>Table 1 is added in the sampling technique section, showing the demographic profile of the participants. See attached table.</p>	<p>Page 5</p> <p>Page 25</p>
<p>3. Discuss section</p> <p>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</p>	<p>I appreciate this suggestion. Considering also the suggestion of the other reviewer, I thought the novelty of the paper may be highlighted in the results section where I provided extrapolations and implications by explaining the themes in the Philippine context.</p>	Pages 8 to 11

	The discussion section was also enriched by either connecting it to the results of other studies, adding insights on how it can be applied, and or discussing its relevance in informing support for children with down syndrome.	Pages 12 to 16
Reviewer 3		
* Whilst the overall aim is identified, it would be helpful to know the specific research questions. These would contextualise specific points of investigation for pupils with DS; validate the subsequent methodology; and provide a framework for discussion and reflection.	As this study focused on one construct of interest only, one research question was articulated to contextualize the specific point of the paper as follows: “What practices did teachers employ to tailor remote special education for children with down syndrome amid the COVID-19 crisis?”	Page 4
* The research cannot be accurately or reasonably described as phenomenological given it is a one-off/small scale study. A case-study is a more appropriate context.	I appreciate this comment. However, given the intended construct of interest, which is lived experience on a phenomenon, I deemed this paper as a phenomenology. It would be difficult to tweak it as a case study as case study is usually conducted with a sample in a closed system e.g., teachers in one school or multiple schools sharing one system. However, in the case of my paper, the teachers came from different schools and not necessarily sharing the same system. To clarify the intention of this paper as a phenomenology and not confuse readers, a justification on the use of phenomenology as the appropriate design is added.	Page 4
* I would like more detail on sampling and recruitment. It is not clear who these teachers are or where they work. Does the sample include teachers in primary, post primary and/or special schools? What specific selection criteria was applied?	More details about the sampling and recruitment have been added. The demographic profiles of the participants (Table 1), general information about the schools where they come from, as well as the selection criteria have been included.	Pages 4 and 5
* I would also like to read more detail on the research design - how many questions, when/how were interviews conducted, were these written/audio-recorded responses, was interview	These missed details on the instrumentation and data collection have been added: six questions; text-based interviews; pilot interview; ethical approval.	Pages 5 and 6

<p>schedule piloted in advance? What ethical approval was sought and granted?</p>		
<p>* Further detail on how data analysis was applied is needed. Was inter-rater reliability undertaken?</p>	<p>This inquiry is appreciated. There was no inter-rater reliability undertaken but a validation technique called “member checking” was employed. It is described in the data analysis section.</p>	<p>Page 7</p>
<p>* The sample size is small and this has ultimately affected the scope of the thematic findings. The findings themselves are generally descriptive and offer only a partial, superficial insight into what teachers reported. A deeper analysis of each thematic area is recommended - for example, is it possible to extrapolate particular implications for teachers' planning and practice, for parents and for pupils' access to learning?</p>	<p>I agree with the observation of the reviewer on this point. To address this concern, a paragraph discussing the extrapolations and implications for each emergent theme has been added.</p>	<p>Pages 8 to 11</p>
<p>* The discussion provides some insights from relevant wider literature in relation to supporting pupils with SEN during the COVID-19 pandemic. Although the literature is aligned to the research study, the themes these could be connected more explicitly through critical discussion, for example, the relevance/reliability of recent research; the knowledge/insights gained and how this can be applied to teaching and learning; and the relevance of such research to informing support for pupils with DS.</p>	<p>Thank you for this review suggestion. Each theme has been expounded by either connecting it to the results of other studies, adding insights on how it can be applied, and or discussing its relevance in informing support for children with down syndrome.</p>	<p>Pages 12 to 16</p>
<p>* Finally, the paper needs to be thoroughly proof-read throughout for grammatical errors eg on p.7 IEPs are referred to as EIPs.</p>	<p>The entire paper has been reviewed line per line and further subjected to basic Grammarly App.</p>	



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Reviewer Invitation for revised manuscript, Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines

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International Journal of Developmental Disabilities <em@editorialmanager.com>

24 Desember 2021 00.16

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Kepada: nurussakinah daulay <nurussakinah@uinsu.ac.id>

JDD993R1

Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines
International Journal of Developmental Disabilities

Dear nurussakinah daulay

We have received the above revised submission to International Journal of Developmental Disabilities and should be grateful if you could very kindly agree to re-review it and comment on its technical merit and suitability for publication.

Your original comments can be found at the end of this e-mail, along with the author's response. They can also be found online once you agree to re-review this paper.

The International Journal of Developmental Disabilities (IJDD) which was formerly the British Journal of Developmental Disabilities has a history of more than fifty years of publishing quality research, review and points of view articles on all practical aspects of intellectual disabilities.

The abstract of the submission is as follows:

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 for 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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With best wishes,

Brian Salmons, PhD

Editor

International Journal of Developmental Disabilities (formerly the British Journal of Developmental Disabilities)

Previous comments:

Reviewer 1: (Previous Version)

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

Reviewer 3: (Previous Version)

I appreciate the opportunity to read this paper which is timely in its consideration of remote schooling during the COVID-19 pandemic. However, there are some fundamental flaws in the content of the paper and I feel these need to be addressed to improve its academic quality:

* Whilst the overall aim is identified, it would be helpful to know the specific research questions. These would contextualise specific points of investigation for pupils with DS; validate the subsequent methodology; and provide a framework for discussion and reflection.

* The research cannot be accurately or reasonably described as phenomenological given it is a one-off/small scale study. A case-study is a more appropriate context.

* I would like more detail on sampling and recruitment. It is not clear who these teachers are or where they work. Does the sample include teachers in primary, post primary and/or special schools? What specific selection criteria was applied?

- * I would also like to read more detail on the research design - how many questions, when/how were interviews conducted, were these written/audio-recorded responses, was interview schedule piloted in advance? What ethical approval was sought and granted?
- * Further detail on how data analysis was applied is needed. Was inter-rater reliability undertaken?
- * The sample size is small and this has ultimately affected the scope of the thematic findings. The findings themselves are generally descriptive and offer only a partial, superficial insight into what teachers reported. A deeper analysis of each thematic area is recommended - for example, is it possible to extrapolate particular implications for teachers' planning and practice, for parents and for pupils' access to learning?
- * The discussion provides some insights from relevant wider literature in relation to supporting pupils with SEN during the COVID-19 pandemic. Although the literature is aligned to the research study, the themes these could be connected more explicitly through critical discussion, for example, the relevance/reliability of recent research; the knowledge/insights gained and how this can be applied to teaching and learning; and the relevance of such research to informing support for pupils with DS.
- * Finally, the paper needs to be thoroughly proof-read throughout for grammatical errors eg on p.7 IEPs are referred to as EIPs.

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Ref.: JDD993R1

Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines
International Journal of Developmental Disabilities

Dear nurussakinah daulay

Thank you for your helpful comments on the above manuscript. We are most grateful for your assistance.

You can check on the future progress of this submission by logging on to the Editorial Manager site at:

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International Journal of Developmental Disabilities

Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines

--Manuscript Draft--

Manuscript Number:	JDD993R1
Full Title:	Tailoring Remote Special Education for Children with Down Syndrome during COVID-19 Pandemic in the Philippines
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 for 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~~for 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~~for 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 (SENDS) 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 (2021a) 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.

Most scholarly works on children and adults with down syndrome during the current novel global crisis focused on their physiological susceptibility to COVID-19 (e.g., see Del Carmen Ortega et al., 2020; Hendrix et al., 2021; Kantar et al., 2020; Huls et al., 2021; Illouz et al., 2021; Malle et al., 2021; Stefanuto et al., 2021). It is not surprising as the down syndrome is associated with immune dysfunction, congenital heart disease, and pulmonary pathology, which make it a risk factor for severe COVID-19 (Clift et al., 2021). While the down syndrome is the most common form of intellectual disability (Ostermaier, 2021) and their education needs of children with down syndrome needs urgent action in this emergency period, it is surprising to observe that there is a scarcity of educational research focused on them.

Furthermore, within the current educational research, the attention has largely been on the difficulties in learning and impact of the novel crisis on the education of children with special educational needs and disabilities (SENDs) amid the COVID-19 pandemic have been documented in general (e.g., see Schuck and Lambert, 2020; Trzcńska-Król, 2020; Averett, 2021; Couper-Kenney and Riddell, 2021; Nasir and Hameed, 2021; Shaw and Shaw, 2021; Yazcayir and 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. Reviewing the body of research concerning particular SENDs, most studies touched on home education of children with autism. 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); Only one study assessed how children with down syndrome were affected by the applied emergency remote education program (Celik et al., 2021). It is also important to draw consideration that the case requires looking into a concerted perspective from the lens of the teachers.

Looking further into the studies above, the perspective has noticeably always been devoted to the experience of the parents. It is vital to draw consideration that the case requires looking into a concerted perspective from the experience of the teachers. UNESCO (2020) stressed the critical role that teachers play in this difficult time when they are not properly equipped on remote learning solutions and are constrained to fulfilling soft elements of teaching such as social rules and empathy. Thus, moving the lens of looking into home-remote education of children with down syndrome, there is this research raises the need to specifically inquire into how the ways teachers tailor remote special education to address not only the educational needs of the children with

~~down syndrome but also enhance their overall wellness. Teachers serve a vital link in boosting the engagement of children with down syndrome in this difficult time.~~

~~It~~ 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~~ Given the novelty of the current condition that the teachers are confronted with, ~~it is crucial to understand their lived experiences. Thus,~~ the purpose of this paper is to explore how teachers tailor remote special ~~education to meet the wellness needs of~~ to meet the needs of children with down syndrome in the ~~current~~ changed educational situation restricted by the COVID-19 pandemic. ~~Specifically, it sought to answer the following central question:~~

1. What practices did teachers employ to tailor remote special education for children with down syndrome amid the COVID-19 crisis?

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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 are presented and discussed.

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 intends to describe the lived experience from the perspective of individuals who have encountered the phenomenon (Smith, 2007). A phenomenological approach does not discover causes; its purpose is to

describe the phenomenon from the lived experience of individuals about a phenomenon (Penner and McClement, 2008). Thus, aligned with this purpose, the phenomenological approach is considered 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 needs 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), which in the case of:- phenomenology, is the ability of the participants to explicate a phenomenon (Robinson, 2014). Thus, (The he main criterion considered in selecting the participants of in this research is their experience of the participants with the phenomenon which is the remote special education for children with down syndrome during the COVID-19 pandemic. The participants were chosen regardless of gender, age, educational attainment, and years of teaching experience.

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. It does not represent the population but, which is is still considered adequate for the qualitative purpose of this research. The characteristics of the participants are presented in Table 1.

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The participants of this study are all currently employed in government elementary schools that offer special education programs 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.

Research Tool/Instrumentation

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, six questions were formulated to explore how teachers tailor remote special education to address the wellness-needs 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~~ the subsequent questions. The instrument was content validated by two education professors and a supervisor in special education. It was also piloted to at least one special education teacher who is not necessarily a part of the target participants to further ensure the intelligibility of the questions.

Data collection

The data collection for this research ran from August 02 to 12, 2021. Before the main data collection process, the researcher sent a communication to the target participants. He introduced the purpose and procedure of the research. Following the Department of Education Order No. 16 series of 2017 on Research Management Guidelines, ~~t~~he ethical aspects were ~~also~~ discussed, underscoring that involvement in the study is completely anonymous, confidential, and voluntary. After securing their consent, interviews were arranged at the most convenient time for the participants. commenced.

However, because of the ongoing movement restrictions and structural challenges, an online modality of interview called text-based interviews (Salmons, 2015) was ere adapted to gather the needed data. The researcher sent the interview guide with the questions to the participants through Messenger. When all the questions-interview guide has been were answered and returned by the participants, the researcher reviewed the responses. Another round of text-based interviewsinterviews was conducted as a way to gather more data on responses that need probes. The researcher sent another interview guide with probing questions to the participants through Messenger and the participants expounded their responses. All the data generated from the interviews were automatically saved in the respective accomplished interview guide and 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 and & 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.

A measure in qualitative research called member checking was applied. It is a validation technique for exploring the credibility of the results in which results are returned to participants to ensure accuracy and resonance with their experience (Birt et al., 2016). Thus, a copy of the emerging themes and their descriptions were sent to the participants for review until agreement was reached.

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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 24.

Five themes emerged in the analysis. These are 1.) contextualize individual educational plans (IEPs); 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.

This emergent theme provides insight as regards how teachers redesign the IEPs for children with down syndrome. Considering the COVID-19 restrictions, the elements of IEPs should be adjusted to suit the educational situation without compromising the

development of children with down syndrome. It can be gleaned from the experiences of the special education teachers particularly in the Philippines, that such modifications especially focused on the goals and approaches. The requirements of these elements in the old normal proved to be not workable in the new normal. Thus, IEPs have been carefully reviewed to be relevant, appropriate, and responsive to the needs of children with down syndrome amid the changing times.

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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.

With this theme, the sensory and movement needs of children as a primary consideration in developing remote education are underscored. This case holds true especially for children with down syndrome who have motor skill issues. The constant COVID-19 lockdowns in the Philippines have caused prolonged seclusion and it may have been especially distressing and discomforting for people with down syndrome who may be anxious about not being able to physically move or perform their routines like going to school in the old normal. Hence, with available resources and doable ideas, it is

the duty of the teachers to practically consider sensory and movement needs in planning the remote special education for children with down syndrome.

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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.

It can be implied from this theme that while the emotional and social connection between teachers and students is one issue in remote education, teachers must find ways to establish such a connection in this changed educational situation amid the COVID-19 pandemic. The abrupt shift to remote special education presented barriers to the learning motivation of children with down syndrome especially in developing countries, including the Philippines, where structural resources remain a problem. These barriers are one of the causes of the disengagement of these children. It calls for the teachers to maximize all the possible opportunities to connect with students in a myriad of simple emotional and social ways in remote special education.

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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.

This theme re-emphasizes the role of families in education and teaching. The remote special education for children with down syndrome presented new challenges during the COVID-19 confinements, which required teachers to turn to the families of these children. It is worthy to note that the teachers have increased communication with the families to monitor the learning pace of the children with down syndrome. They have also extended such communication to teach families instructional implementation and behavior management strategies. Particularly in a developing country like the Philippines, these teaching practices were only extolled in policies in the past but have been realized in the present difficult situation that necessitated a new level of involvement of families.

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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.

Given this theme, it can be extrapolated that while community collaboration has long been extolled as an important element in holistic teaching, its role has also been redefined to a new extent considering the COVID-19 crisis. With the perennial difficult access to rehabilitation services in a developing country like the Philippines, teachers have served as a bridge between the indigent children with down syndrome and professional therapists. The teachers have also renewed the link with the community members and officials by enjoining their participation in the successful remote special instructional implementation for children with down syndrome. These collaborations provide that soft element of remote teaching such as generosity and compassion.

Overall, these five themes underlie the phenomenon based on the perspective of the teachers as 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~~ IEPs; 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~~ The first- theme underscores “contextualize IEP” as a primary practice of the teachers to tailor remote special education for children with down syndrome amid the COVID-19 pandemic. ~~As~~ the traditional mortar-and-brick education needed to be

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transformed to remote education to counter the risks posed by the ~~COVID-19~~ pandemic, ~~curricular instructional~~ plans ~~also~~ needed to be adapted ~~in the process~~ (Cahapay, 2021b) 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 current pandemic~~ crisis. These concerns present a challenge for redesigning the ~~IEPs and their~~ learning objectives, teaching strategies, and assessment tasks ~~for~~ remote special education. ~~Within this instructional redesign,~~ ~~the~~ mediation of technology also needs to be considered ~~in this remote special education~~.

This theme is consistent with the practices found in the recent scholarly works in remote special education for children with SENDs, supporting the contextualization of IEPs. Schuck and Lambert (2020) described in their study that teachers first had little idea about how IEPs should be reworked considering the situation and consequently suggested maintaining the supervision of the attainment of goals for children with SENDs. Furthermore, Cahapay (2021a) discussed the contextualization of IEPs, focusing on adaptive learning methods, alignment of learning materials, and various modalities of delivery to cater to the needs of children with SENDs amid pandemic. Giraldo Martinez and Ramos Carvajal (2021) also designed new routines and technological resources to meet the pedagogical needs of children with SENDs. These studies illustrate how IEPs and their elements - learning objectives, teaching strategies, and assessment tasks - are contextualized to meet the needs of children with SENDs during the pandemic.

The second theme expresses “meet sensory and movement needs” as another practice of the teachers to tailor the remote special education for children with down

syndrome. ~~Moreover,~~ Schuck and Lambert (2020) indicated that most children with ~~special needs and disabilities~~ SENDs have distinct sensory and movement needs, which may have been compromised during the COVID-19 pandemic. Toseeb et al. (2020~~4~~) 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.

This theme suggesting the need for promoting sensory and movement needs as an essential part of remote special education for children with SENDs is affirmed in recent related studies. One of the results of the study of Toseeb et al. (2020) showed that the materials and physical equipment to address the additional needs e.g., sensory toys, was one of the support needs articulated by parents to the teachers. Carver and Rowe (2020) noted in their study that not having face-to-face interaction between the teachers was frustrating for children with SENDs and physical materials were seen to be a learning solution. Stenhoff et al. (2020) also studied how children with SENDs can be supported amid the lockdown. Acknowledging the unique sensory and movement needs, they advised that teachers need to prepare materials that are developmentally appropriate, commercially available, and caregiver friendly.

The third theme is “emotionally connect with children” which demonstrates the practice of the teachers in tailoring remote special education for children with down syndrome. Because of the physical movement constraints caused by the COVID-19 pandemic, ~~education scholars also worried about the~~ the socioemotional impact ~~of the situation on~~ was inevitable for children with down syndrome (Garbe et al., 2020). ~~Patel~~

~~(2020) expressed that~~ Thus, it becomes important to keep children with ~~special needs and disabilities~~ SENDs ~~not only physically safe but also~~ psychologically and emotionally safe (Patel, 2020). Despite interventions to manage the changes in routines and unpredictable events brought by the crisis, however, children with ~~special need~~ SENDs 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 the caring and protection of the children with ~~special needs and disabilities~~ SENDs amid the pandemic. The various supports, instructional accommodations, and task motivations help in the remote learning process of children with ~~special needs and disabilities~~ SENDs. ~~They provide the children with an experience of more positive emotions.~~

This theme that promotes the importance of the soft element of emotional connection in remote special education has been put forward in current research on remote special education for children with SENDs. Similar to one of the results of this study, Stenhoff et al. (2020) suggested in their study that behavioral supports e.g., token systems, is one of the remote education supports that teachers can provide to children with SENDs. However, such an element in tailoring remote special education continues to be a challenge. For example, in the study of Trzcińska-Król (2020), it was found out that teachers often designed distance learning materials that did not consider the emotional needs of children with SENDs. As such, in tailoring remote special education for children with down syndrome, teachers should not take for granted the emotional dimension of education despite the migration to a different learning modality.

~~Furthermore,~~ The fourth theme emphasizes the need to “communicate often with families” as another practice of the teachers to tailor remote special education for children with down syndrome. The current COVID-19 pandemic has stressed the role

of parents (Cahapay, 2021c) in the education of children with SENDs. 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 SENDs. Thus, support from teachers to parents through communication must be provided in the process of tailoring remote special education for children with SENDs.

This theme focusing on the communication aspect of tailoring remote special education is evident in present related studies. At the onset of the pandemic, Schuck and Lambert (2020) reported that teachers focused mostly on making contact with families of children with SENDs. All communications were sent to ensure all families feel supported and had access to learning resources. For example, Crane et al. (2021) also highlighted in their study that schools facilitated great quality of communication with parents of children with special needs SENDs. They implemented a policy of weekly calls to families and discussed milestones and challenges. The same approach was reported in the study of Çelik et al. (2021) in which an emergency remote education program was designed for parents of children with SENDs. The teachers virtually meet the parents weekly to encourage continuous communication. These strategies are parallel to the good practice of teachers using digital means to communicate with families of children with down syndrome in this study.

Lastly, The fifth theme articulates “collaborate with the community” as a practice that facilitates the teachers to tailor remote special education for children with down syndrome. It has always been a classical adage in education that “it takes a village to raise a child.” It has never been more desired in the case context of children with SENDs

in the context of the COVID-19 pandemic crisis. Globally, the United Nations (2020) has called for countries to introduce collective actions to assist people with SENDs amid the crisis. Cahapay (2021a) described these collective actions as providing assistive technologies to augment information and communication, critical services to sustain medical and developmental needs, adaptive learning methods to continue education, and other social services to improve access and mobility.

However, this theme stressing the collaborative nature of tailoring remote special education, however, is found challenging in many studies. The research works of Averett (2020), Couper-Kenney and Riddell (2020), Toseeb et al. (2020), and in the study of Yazcayir, and Gurgur (2021) revealed several issues on the collaborative nature of remote special education were found including scarcity of support education and care services and lack of communication among teachers and families of children with SENDs, 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, Ferri et al. (2020) called for education stakeholders must to make cooperative steps to improve remote education for all children including those with SENDs (Ferri et al., 2020). Relating to the results of this current study, the practices found that emerged such as maximizing the available assistance from the professional therapists in designing educational plans and community officials in delivering instructional materials in this study can be 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~~ IEPs; 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 ways in tailoring remote special education ~~for~~ 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~~ teachers as 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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including online “teacher Mom and Dad” strategy.		
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 activities to develop their environmental awareness, gross and fine motor skills, and self-help skills, especially for children with severe developmental delay.	Give tactile objects and activities	Meet sensory and movement needs
We included learning activities that would allow them to help in some house chores like sweeping the	Embed motor activities in house chores	

<p>floor, wiping the table, and grooming themselves that provide opportunities to meet movement needs.</p>		
<p>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.</p>	<p>Advise physical exercise program</p>	
<p>I stay connected with them like calling them through Messenger so they can see and talk to me even they are not in school.</p>	<p>Calling children via social media</p>	<p>Emotionally connect with children</p>
<p>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.</p>	<p>Giving social and material rewards</p>	
<p>During our phone conversation I let my pupils talk about their feelings, sentiments, and daily experiences. This simple phone conversation is</p>	<p>Allowing children to express themselves</p>	

our way of easing our longing from one another.		
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 activities and following the given tasks.	Monitor performance of children with parents	
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

<p>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.</p>	<p>Seek expert help from professional therapists</p>	
<p>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.</p>	<p>Enjoin community in reaching out children</p>	

List of Changes or Rebuttals

Reviewer Comment	Changes / Rebuttal	Page No.
Editor		
Please use "and" (not "&") in citations and references	All “&” have been changed to “and” in citations and references.	
Reviewer 1		
<p>1. Introduction section</p> <p>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.</p>	<p>Thank you for your review on the potential value of the paper and how it can be further improved. Based on your insightful suggestions, the following revisions have been implemented:</p> <p>I discussed the current research on children with down syndrome in general and pointed out the lack of educational research on children with down syndrome as well as the gaps in the existing related studies. Then, the significance of the research is articulated. These ideas can be found on the Introduction paragraphs 4, 5, and 6.</p>	Page 2-3
<p>2. Method section</p> <p>There is one important thing, it is better to add demographic data for these nine participants in the sampling technique</p>	<p>Table 1 is added in the sampling technique section, showing the demographic profile of the participants. See attached table.</p>	<p>Page 5</p> <p>Page 25</p>
<p>3. Discuss section</p> <p>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</p>	<p>I appreciate this suggestion. Considering also the suggestion of the other reviewer, I thought the novelty of the paper may be highlighted in the results section where I provided extrapolations and implications by explaining the themes in the Philippine context.</p>	Pages 8 to 11

	The discussion section was also enriched by either connecting it to the results of other studies, adding insights on how it can be applied, and or discussing its relevance in informing support for children with down syndrome.	Pages 12 to 16
Reviewer 3		
* Whilst the overall aim is identified, it would be helpful to know the specific research questions. These would contextualise specific points of investigation for pupils with DS; validate the subsequent methodology; and provide a framework for discussion and reflection.	As this study focused on one construct of interest only, one research question was articulated to contextualize the specific point of the paper as follows: “What practices did teachers employ to tailor remote special education for children with down syndrome amid the COVID-19 crisis?”	Page 4
* The research cannot be accurately or reasonably described as phenomenological given it is a one-off/small scale study. A case-study is a more appropriate context.	I appreciate this comment. However, given the intended construct of interest, which is lived experience on a phenomenon, I deemed this paper as a phenomenology. It would be difficult to tweak it as a case study as case study is usually conducted with a sample in a closed system e.g., teachers in one school or multiple schools sharing one system. However, in the case of my paper, the teachers came from different schools and not necessarily sharing the same system. To clarify the intention of this paper as a phenomenology and not confuse readers, a justification on the use of phenomenology as the appropriate design is added.	Page 4
* I would like more detail on sampling and recruitment. It is not clear who these teachers are or where they work. Does the sample include teachers in primary, post primary and/or special schools? What specific selection criteria was applied?	More details about the sampling and recruitment have been added. The demographic profiles of the participants (Table 1), general information about the schools where they come from, as well as the selection criteria have been included.	Pages 4 and 5
* I would also like to read more detail on the research design - how many questions, when/how were interviews conducted, were these written/audio-recorded responses, was interview	These missed details on the instrumentation and data collection have been added: six questions; text-based interviews; pilot interview; ethical approval.	Pages 5 and 6

<p>schedule piloted in advance? What ethical approval was sought and granted?</p>		
<p>* Further detail on how data analysis was applied is needed. Was inter-rater reliability undertaken?</p>	<p>This inquiry is appreciated. There was no inter-rater reliability undertaken but a validation technique called “member checking” was employed. It is described in the data analysis section.</p>	<p>Page 7</p>
<p>* The sample size is small and this has ultimately affected the scope of the thematic findings. The findings themselves are generally descriptive and offer only a partial, superficial insight into what teachers reported. A deeper analysis of each thematic area is recommended - for example, is it possible to extrapolate particular implications for teachers' planning and practice, for parents and for pupils' access to learning?</p>	<p>I agree with the observation of the reviewer on this point. To address this concern, a paragraph discussing the extrapolations and implications for each emergent theme has been added.</p>	<p>Pages 8 to 11</p>
<p>* The discussion provides some insights from relevant wider literature in relation to supporting pupils with SEN during the COVID-19 pandemic. Although the literature is aligned to the research study, the themes these could be connected more explicitly through critical discussion, for example, the relevance/reliability of recent research; the knowledge/insights gained and how this can be applied to teaching and learning; and the relevance of such research to informing support for pupils with DS.</p>	<p>Thank you for this review suggestion. Each theme has been expounded by either connecting it to the results of other studies, adding insights on how it can be applied, and or discussing its relevance in informing support for children with down syndrome.</p>	<p>Pages 12 to 16</p>
<p>* Finally, the paper needs to be thoroughly proof-read throughout for grammatical errors eg on p.7 IEPs are referred to as EIPs.</p>	<p>The entire paper has been reviewed line per line and further subjected to basic Grammarly App.</p>	



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Dr. Diana-Lyn Baptiste
Nursing Open

MANUSCRIPT DETAILS

TITLE: Care burden, Coping styles and Involvement in care in Mothers of Autistic Children in pandemic of COVID-19

ABSTRACT: Aim: The aim of the present study was to investigate the burden of care, coping styles and involvement in the care of mothers of autistic children in pandemic of COVID-19 in Iranian society.

Design: A cross-sectional study

Methods: 134 mothers completed questionnaires online. Data were analyzed by SPSS software version 22.

Result: Findings showed that burden of care has a strong and direct correlation with involvement in care ($p < 0.001$, $r = 0.78$) and strongly and indirectly correlated with coping styles ($p < 0.001$, $r = -0.82$). Variables of coping styles, involvement in care, mothers' occupation, and number of children, age and functional level of autism can predict 81.27% of the variance in care burden in these mothers.

Conclusions: Mothers of autistic children reported high caring burden and low coping in pandemic of COVID-19, but despite the high burden of care, they have continued to be actively involved in caring for autistic children.

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Caregiver Burden, Coping, Child

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Revise

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Confidential Comments to the Editor

The focus of the manuscript on coping styles is certainly an issue of interest in the current context. There are several parts that must be revised and clarified so that readers can better understand this paper.

Comments to the Author

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Author's Response

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Care burden, Coping styles and Involvement in care in Mothers of Autistic Children in pandemic of COVID-19

Journal:	<i>Nursing Open</i>
Manuscript ID	NOP-2021-Aug-1354
Wiley - Manuscript type:	Research Article
Search Terms:	Caregiver Burden, Coping, Child
Abstract:	<p>Aim: The aim of the present study was to investigate the burden of care, coping styles and involvement in the care of mothers of autistic children in pandemic of COVID-19 in Iranian society.</p> <p>Design: A cross-sectional study</p> <p>Methods: 134 mothers completed questionnaires online. Data were analyzed by SPSS software version 22.</p> <p>Result: Findings showed that burden of care has a strong and direct correlation with involvement in care ($p < 0.001$, $r = 0.78$) and strongly and indirectly correlated with coping styles ($p < 0.001$, $r = -0.82$). Variables of coping styles, involvement in care, mothers' occupation, and number of children, age and functional level of autism can predict 81.27% of the variance in care burden in these mothers.</p> <p>Conclusions: Mothers of autistic children reported high caring burden and low coping in pandemic of COVID-19, but despite the high burden of care, they have continued to be actively involved in caring for autistic children.</p>

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Key words: care burden, coping styles, involvement in care, mothers, autistic Children COVID-19

1. Introduction

Autism is one of the most important developmental-behavioral disorders of the last decade that with its growth more than 6% in the world, has been caused a large number of families in the population of any society confronting to the challenges of caring for these children (Feldman & Werner, 2002; Sarabi, 2011). This issue will face organizations providing health care services to many challenges in the near future (McGuire, 2016). Because children with autism have many problems in the fields of cognition, movement and interaction (Greenspan & Wieder, 2006) that affect the behavioral development, verbal development and social interactions of these children in different situations (Ingersoll & Hambrick, 2011; Suzuki et al., 2015). Inability to self-care and dependence on the caregiver has been suggested as one of the most important problems for children with autism (Bal, Kim, Cheong, & Lord, 2015; Jasmin et al., 2009). It is clear that parents, and especially mothers, are the primary caregivers of children with autism (Al-Farsi, Al-Farsi, Al-Sharbati, & Al-Adawi, 2016; Jenaro et al., 2020), who are in a difficult situation due to the many problems of these children and bear a heavy care burden that affects various aspects of their life (Greenspan & Wieder, 2006).

The care burden is referred to a set of psychological, emotional, social, and economic challenges experienced by the caregiver of physical and mental diseases that leads to psychological problems, poor quality of life, low energy level, fatigue as well as physical disorders (Akram, Batool, & Bibi, 2019). However, caring for children with autism is difficult and tedious, and requires a structured program and a lot of energy and time (Mohammadi, Rakhshan, Molazem, Zareh, & Gillespie, 2020). Therefore, caring for and educating these children imposes a lot of care burden on mothers (Mohammadi, Rakhshan, Molazem, & Zareh, 2018). The care burden imposed on the mothers of children with autism has led them to find strategies to cope with

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existing conditions in order to control caring stresses and cope with existing conditions (Brown, Whiting, Kahumoku-Fessler, Witting, & Jensen, 2020; Dobre & Topalá, 2020). There are two general types of problem-based coping in these mothers (strategies aimed at solving a problem or doing something to change stress) and emotions-based coping (strategies aimed at reducing or managing the anxiety caused by stressors) (Bozkurt, Uysal, & Düzkaya, 2019). These strategies have been identified as important mechanisms in controlling stress, fatigue, care burden, and improving health level of these mothers (Furrukh & Anjum, 2020), which causes to promote the mothers' involvement in the care of these children. Parental involvement is one of the key elements in providing quality care (Ygge & Arnetz, 2004), ranging from the passive presence of parents to full involvement in care (Abdelkader, Arabiat, Holmes, & Hamdan-Mansour, 2016). However, parental involvement in child care is considered as one of the major challenges for health care providers, who seek to enhance parental competence, self-confidence, and improve mother-child interactions (Aein, Alhani, Mohammadi, & Kazemnejad, 2009). Regarding to this matter that children with autism need the basic cares of parents, especially mothers, it is important to examine the factors affecting parental involvement in caring of these children (Wang et al., 2020). However, fathers are often less involved in caring for their children due to work commitments (Rankin, Paisley, Tomeny, & Eldred, 2019), so research shows that fathers of children with autism spend less time to care their children (Wang et al., 2020). While the studies have shown that there is a significant negative relation between fathers' involvement and mothers stress in families having children with autism (DeMontigny, Gervais, Pierce, & Lavigne, 2020; Hu et al., 2017). However, the emerging disease of COVID 19 can affect the care burden and coping styles methods of these parents.

The emerging coronavirus disease has been started in China in 2019 and changed in to a pandemic in many countries, including Iran. And it has caused illness and death of many people around the world(jamaicaobserver, 2020). Accordingly, more than 143 million people worldwide have currently infected with this disease, and more than 3 million of them have eventually died(jamaicaobserver, 2020; Wu & McGoogan, 2020). However, in Iran, the spread of COVID-2019 is complicate. Iran is currently facing with fourth wave of pandemic(Nemati, Ebrahimi, & Nemati, 2020; Wu & McGoogan, 2020). About 2 million people in Iran have been infected with COVID-2019 and more than 67,000 of them have lost their lives(Colizzi et al., 2020; Harapan et al., 2020), this is while the governments have performed unprecedented measures due to the rapid spread of this virus, including imposing quarantine on citizens.

The experience of being quarantine provides a wide range of psychological problems in a significant number of people. It seems that having a psychiatric background during quarantine leads to worse and more unpleasant results, and these people need more support during quarantine(Alhuzimi, 2021). Meanwhile, it seems that COVID19 pandemic severely affect people with special needs, including children with autism and their families, so that parents of children with autism during the COVID19 crisis are likely to bear high care burden due to ambiguous economic situation, limited access to treatment and medical procedures, as well as long delays in accessing care programs and experience more stress and decrease their capacity to care for their children(Lin, Iao, Lee, & Wu, 2020). However, one of the most important tasks of the treatment team, especially pediatric nurses, is helping the mothers of autistic children in coping with the disease of autistic child, controlling stress and parenting tensions, and helping them to provide care for these children and reduce care burden. So that these mothers can better understand the behavioral

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and developmental conditions and characteristics of their autistic children and control and manage their parenting stress(Alhuzimi, 2021; Furrugh & Anjum, 2020).

Therefore, due to the close and reciprocal relationship of the care burden with coping strategies and involvement in caring mothers of children with autism, we decided to design and implement a study with the general purpose of investigating the relationship of parenting stress with care burden and coping strategies in mothers of children with autism.

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2. Methods

2.1. Study design and setting

This study is a cross-sectional research. The conducted investigation is based on the strengthening the reporting of observational studies in epidemiology statement (STROBE), that is checklist for observational research, from April to June 2021. The two following aims were examined in study “evaluation of care burden, coping styles and involvement in the care in mothers of autistic children” and “investigating the relationship between care burden, coping styles, involvement in the care and demographic characteristics in in mothers of autistic children”.

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2.2. Participants and sampling

In this study 134 of mother autistic children, that had the inclusion criteria were invited and selected via convenience sampling to participate in the study from 3 center of autism center affiliated with University of Medical Sciences in the west of Iran. Inclusion criteria were as follows: age between 6 and 16 years old; high or moderate performance based on the psychiatrist's report and the Diagnostic and Statistical Manual of Mental Disorders (DSM V) Guideline; no other physical, cognitive-developmental or mental disorder and the desire and consent of their parents to participate in this study. The participants who failed to answer more

than half of the items on their questionnaires or did not return their questionnaires were excluded. The participants were asked to complete and submit the questionnaires—a personal (demographic) characteristics questionnaire, a care burden, coping styles and involvement in the care scales—online. The researchers sent emails and reminder messages to the participants; so that the majority of the questionnaires (90%) were completely gathered in June.

2.3. Questionnaire

2.3.1 Demographic information questionnaire

Included age, sex, economic status, number of children, number of sick children, number of children with autism and their severity of autism, parents' age, parents' educational level, parents' occupation, and living with parents.

2.3.2 Burden Assessment Scale (BAS)

The *Burden Assessment Scale* (1994) has been designed by *Reinhard & Horowitz*. This questionnaire (scale) assesses the care burden and physical and psychological challenges imposed on caregivers of patients with neuropsychiatric disorders. This tool consists of 19 questions and is ranked on a 4-point *Likert* scale (score 1: not at all to score 4: high). Higher scores indicate more care burden. Face and content validity as well as the reliability of this scale were examined in the study of *Reinhard* (1994), so that the face and content validity was appropriate and the reliability of this scale was estimated 0.89 % by *Cronbach's alpha* method. In this study, the reliability of the tool was estimated 0.91(Reinhard, Gubman, Horwitz, & Minsky, 1994).

2.3.3 Parental Bonding Instrument (PBI)

The *Parental Bonding Instrument* was developed in 1979 by *Parker et.al* and is used to assess parental involvement in caring for their child. It includes 25 items and 2 subscales of care (12 questions) and extreme support (13 questions). It is scored on a 4-point Likert scale (very high: 0 to very low: 3). It should be noted that 1, 5, 6, 8-13, 17, 19 and 20 items are scored conversely. Higher scores indicate a positive bonding of the child with the parent. Face and content validity as well as the reliability of this scale were examined in the study of *Shayeghian et.al* (2011), so that it has a very good internal homogeneity with a reliability coefficient of 0.88 for the care subscale and 0.74 for the extreme support subscale by split-half method (Shokri, Khanjani, Hashemi, & Esmailpuor, 2017).

2.3.4. Coping Strategies Questionnaire (CSQ)

The *Coping Strategies Questionnaire* (1980) was designed by *Lazarus & Folkman*. It is a tool to study how people cope with tensions. This questionnaire consists of 66 questions and has 8 components (direct coping, avoidance, self-control, seeking social support, responsibility, escape and avoidance, managerial problem-solving and positive re-evaluation). Questions are scored on a 4-point Likert scale (from score 0: I have not used at all to score 3: I use a lot). In this questionnaire, if the calculated score is between 0 and 66, it is a sign of using low level of coping style in the person, if the calculated score is between 66 and 110, it is a sign of using moderate level of coping style in the person, and finally, if the calculated score is 110 or higher, it is a sign of using high level of coping style in the person. Face and content validity as well as the reliability of this scale were examined in *Attaran* study in 2012, so that face and content validity is appropriate and the reliability of this questionnaire has been in scales from 0.61 to 0.79 by Cronbach's alpha method (Fadaei, Dehghani, Tahmasian, & Farhadei, 2011).

2.4. Statistical Methods

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In this study, the collected data will be analyzed with SPSS software version 22. For this purpose, descriptive statistics (frequency, percentage, mean and standard deviation) were used. Independent t-test and ANOVA were also used to investigate the relationship between caring burden, and demographic information. The significance level was considered $P < 0.05$. Then the coping strategies and parental bonding and demographic characteristics ($p < 0.25$) were entered into the multiple linear regression model with a backward strategy. The researcher evaluated before performing multiple linear regression, hypotheses including normality of data, homogeneity of variance, and independence of the residual.

2.5. *Ethics approval and consent to participate*

The study design was approved by the Ethics Committee of the ██████ University of Medical Sciences ██████. Also at the beginning of study the researcher introduced herself and explained the goals of the study and assured that all information would remain confidential and that they could withdraw from the study at any time. Finally, the written informed consent was obtained from all the participants after providing them with sufficient information on the study.

3. **Results**

110 of the subjects completed and returned the questionnaires via e-mail or a social network. Thus, the response rate was 82.089%, the mothers' reasons for not being participated in this study were high prevalence of COVID2019 in Iran, heavy workload, also infected with COVID2019.

3.1. *Demographic Information*

Of the 110 mothers who participated in the study. The range of the participants' ages was between 24 and 55 years with the mean of 34.74 ± 3.16 years. The majority of the participants

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88.18% were married, 40.90% of whom had two children. Also, most of the participants had a diploma 59.10%, were housewife 50. %, had boy child 70.90%. The findings of the study showed that there was a statistically significant relationship between *caring burden with* mother's job, number of children, children's age and level of autism in children .So that, employee mothers with 3 or more children that had children with low-functioning autism and autistic children age 12-14 years reported more care burden.

3.2. Caring burden, coping strategies and parental bonding in the participants

The *caring burden* means score of the mothers who participated in the present study was 64.74 ± 2.57 , the coping strategies means score was 68.81 ± 2.76 . Also, the parental bonding means score was found to be 45.51 ± 1.88 during the COVID-19 crisis (Table 2).

3.3. The relationship between caring burden, coping strategies and parental bonding in the participants

The findings of the study show that there is a strong and direct correlation between caring burdens with parental bonding in mothers of children with autism in pandemic of COVID-19 ($p < 0.001$, $r = 0.78$). Also, a more strong and indirect correlation was found to exist between caring burden with coping strategies ($p < 0.001$, $r = -0.82$).

3.4. The predictor variables of caring burden in mothers of children with autism in pandemic of COVID-19

The variable of coping strategies, parental bonding, mother's job, number of children, children's age and level of autism in children which had a p-value of smaller than 0.25 were entered into multiple linear regressions with the backward technique. These variables remained in the model

and accounted for about 81.27% of the caring burden variance in the mothers of autistic children in pandemic of COVID2019 (Table 3).

4. **Pembahasan**

This study showed nurses have reported high levels of caring burden, low levels coping strategies and high levels bonding in mothers of children with autism. There is a strong and indirect correlation between caring burden with coping strategies but strong and direct correlation between caring burden with parental bonding. Although a few studies have addressed the work stress, knowledge, and awareness in these mothers during COVID 2019, there are not any studies of caring burden, coping strategies and parental bonding to gather during COVID 2019 in this group. Therefore, the researchers had to use articles which measure caring burden, coping strategies and parental bonding in these mothers separately before incidence COVID 2019.

The care burden score reported by mothers of children with autism as the primary caregiver of these children in this study was 2.57 ± 64.74 , which indicates the high care burden that mothers bear in caring for these children. However, the care burden is one of the most challenging issues in the care and maintenance of these children. The findings of this study show that the number of children, maternal occupation, age and performance level of children with autism strongly affect the care burden imposed on these mothers. In line with the findings of this study, other studies have shown that parents, especially mothers of children with autism, have reported a high care burden for these children (Bozkurt et al., 2019; Marsack-Topolewski & Maragakis, 2021; Marsack-Topolewski, Samuel, & Tarraf, 2021). *Topolewski et.al* (2020) also stated that mothers of children with autism have reported a high care burden for these children. They also stated that the severity of autism disorder and subsequently, behaviors and care needs of these children

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significantly affect the care burden imposed on these parents, which is consistent with the present study (Marsack-Topolewski & Maragakis, 2021). Although *Bozkurt et.al* (2019) also stated in their study that parents of children with autism experienced a high care burden that is consistent with the present study, they reported that care burden has been more on parents with one child compared to several children and having a girl compared to a boy, which is contrary to the above study (Bozkurt et al., 2019). This difference may be due to diversity in the cultural and supportive context governing the two societies. Because in Iran, due to unfavorable economic conditions, it is not possible to provide wide and comprehensive support from these parents, who may affect the severity of the care burden imposed on these parents. Consistent with the findings of this study, *Topolewski et.al* (2021) reported a higher care burden for children with autism and stated that care burden for these children depends on their ability to perform daily activities and self-care. So that, whatever developmental disorders in children are more, their dependent on parents and subsequently care burden reported by the parents of these children will be higher.

On the other hand, in this study, care burden score was reported high and coping strategies score was reported low, and there was a strong and inverse relationship between care burden and coping strategies in mothers of children with autism. Consistent with the findings of this study, *Bozkurt et.al* (2019) stated that there is a strong and inverse relationship between care burden and coping strategies in the parents of children with autism, so that, whatever the care burden was high, the coping strategy was weaker and coping strategies were explained and described 42 % variance of care burden imposed on the parents of autistic children (Bozkurt et al., 2019). The reason for this similarity could be the use of the same tools to assess coping strategies in mothers of autistic children. *Ang et.al* (2019) also stated in their study that parents' coping of autistic children was strongly and inversely related to the rate of behavioral problems and the severity of

autism in their children. So that, whatever children's behavioral problems has been more, the parents have had more stress and depression and less coping; and stress and coping strategies have explained 51% of mental disorders and depression in these parents. The low level of coping with the increase of autism and behavioral problems in this study is consistent with the present study(Ang & Loh, 2019). On the other hand, *Samadi et.al* (2020) also reported low coping and good-feeling in parents of autistic children and stated that low coping due to behavioral problems, conditions of autistic children and poor formal and informal support from these parents in Iranian society has caused that good-feeling has been extremely low in these parents, which is in line with the present study(Samadi, 2020).

However, in the present study, the coping score in parents of autistic children has been reported lower than similar studies. This difference could be due to the occurrence of the Covid-2019 pandemic and imposing the traffic restrictions and quarantine. Because all educational centers for autistic children in Iran are closed and there are work restrictions, sometimes parents even prefer to keep their children at home because of Covid-19, but these restrictions have caused the mothers to involve with autistic children all day and night and impose higher care burden for parents, and they have less time for their other tasks and unconsciously their coping becomes less.

In the present study, the score of mothers' involvement in the care of autistic children has been reported high and there was a strong and direct relationship between care burden and mothers' involvement in the care of autistic children. Consistent with the present study, several studies have expressed that the involvement of mothers with autistic children in the care of these children is high(Flippin & Crais, 2011; Mello, Rivard, Terroux, & Mercier, 2019; Mo et al., 2020). In this regard, *Wang et.al* (2020) stated that mothers of autistic children have a wide role

and involvement in the care of these children. So that , whatever the life skills and self-care in these children is lower, actually the care burden imposed on parents is more and they have had more active involvement in the care of autistic children(Mo et al., 2020). Also, *flippin et.al* (2011) stated that mothers of autistic children are primarily responsible for the care of these children in the family who have a high care load and active participation in child care and there is a strong relationship between the burden of caring for autistic children and the participation of their mothers in care, which is in line with the findings of the present study(Flippin & Crais, 2011).

Coinciding with this study, *Mello et.al* (2019) also reported that mothers of children with autism are most involved in caring for these children, and that whatever the care burden for these children is more, their involvement in care is the wider(Mello et al., 2019).

Finally, it can be stated that according to the findings of this study, mothers of children with autism, although carrying a high burden in caring for their children, and do not adapt well to existing conditions but are still actively involved in caring of their autistic children. Therefore, it is necessary basic planning and extensive support to reduce caring burden and subsequently improve coping strategies in these mothers.

Limitations

One of the most important limitations of the present study was the non-return of questionnaires. This is probably due to the busy mothers in the Corona crisis. On the other hand, the studied variables have been measured during 12 months involving with Coronavirus. Accordingly, it is suggested to evaluate the care burden, coping strategies during Corona in different societies and with larger sample size to achieve more accurately estimation about the care burden of autistic

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children' mothers in Corona crisis, and subsequently, based on these findings ,managers and policymakers can make more comprehensive measurements and planning for this crisis or similar crises.

Conclusions

The care burden for mothers of autistic children during Covid-2019 pandemic was reported high in this study. However, coping strategies, involvement in care, mother's job, the number of children, age and functional level of autistic child affected the care burden imposed on these mothers, so that, the variance of 81.27% for care burden was predicted in these mothers .

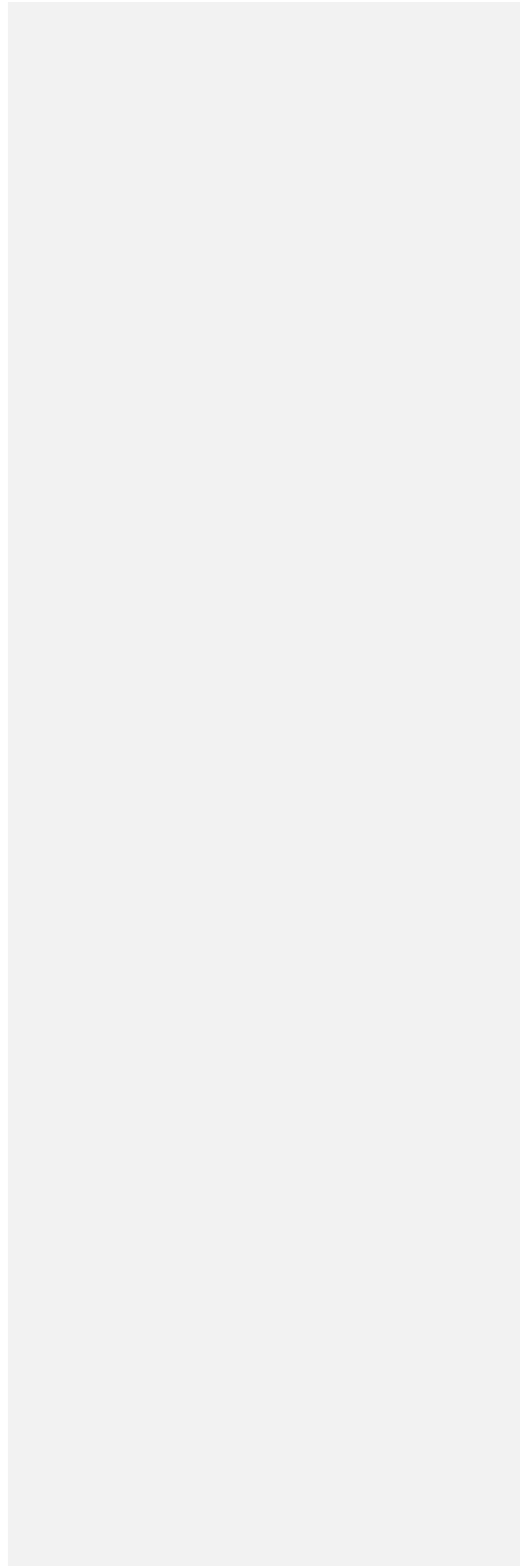
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Table1. The participants' demographic characteristics and caring burden scores

Demographic variables		Number (%)	Occupational burnout Means \pm SD	P. value
Mother's age (Year)	24-33	31(19.10)	65 \pm 1.31	0.721**
	34-44	72(65.45)	64 \pm 1.63	
	45-55	17(15.45)	64 \pm 1.57	
Mother's education	illiterate	3(2.73)	62 \pm 1.26	0.892**
	Primary	7(6.37)	62 \pm 1.78	
	Diploma	65(59.10)	62 \pm 1.43	
	Bachelor	23(20.90)	62 \pm 2.01	
	Master's degree and higher	12(10.90)	62 \pm 2.42	
Mother's Job	Self-employed	31(28.18)	61 \pm 1.65	0.021**
	Employee	24(21.82)	69 \pm 1.39	
	housewife	55(50.00)	60 \pm 1.37	
Marital status	Married	97(88.18)	62 \pm 2.01	0.82*
	Divorce	13(11.82)	63 \pm 1.72	
Number of children	1	38(34.55)	64 \pm 1.97	0.017**
	2	45(40.90)	69 \pm 1.31	
	3 and more	27(24.55)	73 \pm 1.32	
Number of children with autism	1	96(87.27)	69 \pm 1.47	0.92*
	2	14(12.73)	70 \pm 1.87	
Sex of children	boy	78(70.90)	67 \pm 1.53	0.77*
	girl	32(29.10)	69 \pm 1.97	
Children's age	6-8	37(33.64)	67 \pm 1.67	0.018**
	9-11	47(42.73)	71 \pm 1.24	
	12-14	26(23.63)	74 \pm 1.86	
Level of autism in children	High performance	58((61.82)	64 \pm 1.76	0.012*
	Low performance	42(38.18)	72 \pm 1.38	

*Independent t-test
**ANOVA test

Table 2. The means and standard deviations of the participants' caring burden, coping strategies and parental bonding scores

<i>Variable</i>	<i>Dimension</i>	<i>Means ±SD per dimension</i>	<i>Total Means ±SD</i>
<i>Caring burden</i>	physical	64.32±1.88	64.74±2.57
	mental	65.16±2.63	
<i>Coping strategies</i>	Direct confrontation	67.31±3.22	68.81±2.76
	Self-control	69.98±2.13	
	Seeking social	68.87±3.41	
	Support	71.21±2.33	
	Responsibility	70.24±2.61	
	Avoidance	68.18±2.27	
	Problem-solving	66.31±3.45	
	Positive re-evaluation	68.42±2.33	
<i>Parental bonding</i>	Caring	44.31±1.42	45.51±1.88
	Extreme support	46.71±1.78	

Table 3. The predictor variables of caring burden in mothers of children with autism in pandemic COVID-19

<i>Variable</i>	<i>Unstandardized coefficients</i>		<i>standardized coefficients</i>	<i>T</i>	<i>P-value</i>
	<i>B</i>	<i>Standard deviation</i>	<i>β</i>		
<i>Coping strategies</i>	-0.744	2.62	-0.794	-3.42	0.001
<i>Parental bonding</i>	0.708	2.21	0.768	3.28	0.001
<i>Mother's job</i>	0.313	2.27	0.377	2.98	0.031
<i>Number of children</i>	0.295	2.76	0.310	3.21	0.034
<i>Children's age</i>	0.642	2.31	0.661	1.87	0.042
<i>Level of autism in children</i>	0.651	1.53	0.672	1.43	0.039
Adjusted R2: 81.27%					

For Review Only



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Thank you for submitting your review of Manuscript ID NOP-2021-Aug-1354 for Nursing Open [email ref: ENR-SW-6-f]

1 pesan

Diana-Lyn Baptiste <onbehalf@manuscriptcentral.com>

1 Desember 2021 16.16

Balas Ke: dbaptis1@jhu.edu

Kepada: nurussakinah@uinsu.ac.id

01-Dec-2021

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