



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

---

## [IJERE] Article Review Request

2 pesan

---

Dr. Lina Handayani <ijere@iaesjournal.com>

23 September 2021 10.29

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

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

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

---

Dr Nurussakinah Daulay:

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

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

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

The review itself is due 2021-10-21.

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

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

Submission URL:

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

Thank you for considering this request.

Fakhrunnisa F

[fahruniaes@gmail.com](mailto:fahruniaes@gmail.com)

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

Abstract

ABSTRACT

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

---

International Journal of Evaluation and Research in Education (IJERE)

<http://ijere.iaescore.com>

---

Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

Kepada: Fakhrunnisa F <fahruniaes@gmail.com>

23 September 2021 16.55

Dear Dr. Lina Handayani

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

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

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

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

Thank you very much for your kindness

[Kutipan teks disembunyikan]



Nurussakinah Daulay <nurussakinah@uinsu.ac.id>

---

## [IJERE] Article Review Acknowledgement

1 pesan

---

**Dr. Lina Handayani** <ijere@iaesjournal.com>

5 Oktober 2021 15.52

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

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

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

---

Dr Nurussakinah Daulay:

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

Dr. Lina Handayani

---

International Journal of Evaluation and Research in Education (IJERE)

<http://ijere.iaescore.com>

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

Riyadh Alsalahat<sup>1</sup>, Aznan Che.Ahmad<sup>2</sup>,

<sup>1,2</sup> School of Education, Universiti Sains Malaysia, Penang, Malaysia (9 pt)  
Email 1 [riyadhalsalahat@student.usm.my](mailto:riyadhalsalahat@student.usm.my). 2 [drnan6873@gmail.com](mailto:drnan6873@gmail.com)

## Article Info

### Article history:

### Keywords:

Distance Teaching  
COVID-19  
Autism  
Effectiveness  
Emirates

## 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.

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



## Corresponding Author:

Aznan Che.Ahmad,  
School of Education,  
Universiti Sains Malaysia,  
Penang, Malaysia 11800  
Email: [drnana6873@gmail.com](mailto:drnana6873@gmail.com)

## INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

## LITERATURE REVIEW

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

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

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

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

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

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

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

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

**Commented [A4]:** What does this paragraph mean? Why is there the word I?

## 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.

**Commented [A5]:** If the research is quantitative, it must include a hypothesis. But I have not seen this research hypothesis.

## 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.

**Commented [A6]:** How about testing the validity of this instrument. It is recommended that each instrument be described by its statistical standard

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

Commented [A7]: The discussion should be more clear

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.

## ACKNOWLEDGMENT

I would like to thank my supervisor professor. Aznan Che. Ahmad for unconditional support throughout this study.

## 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.

## REFERENCES

- Alamri, A., & Tyler-Wood, T. (2017). Factors affecting learners with disabilities–instructor interaction in online learning. *Journal of Special Education Technology*, 32(2), 59-69.
- Atiyat, O. & Abu-hamur, A. (2020). Evaluation Of Distance EDUCATION Services For Students of Special Education Centers In Jordan During The (Covid-19) pandemic. *University of Sharjah Journal of Humanities and Social Sciences*.
- Applied Behavior Analysis Edu.org (ABA), *WHAT ARE THE HEALTH PROBLEMS THAT CO-OCCUR WITH AUTISM*.  
<https://www.appliedbehavioranalysisedu.org/what-are-the-health-problems-that-co-occur-with-autism>.
- Bahasooan, A., Thair, S., Ayuandiani, W., Mukhrum, M., & Rahmat, A. (2020). Effectiveness of online learning in pandemic COVID-19. *International Journal of Science, Technology & Management*, 1(2), 100-106.
- Bai, Y., Yao, L., Wei, T., Tian, F., Jin, D. Y., Chen, L., & Wang, M. (2020). Presumed asymptomatic carrier transmission of COVID-19. *Jama*, 323(14), 1406-1407.
- Burns, M. (2011). Distance education for teacher training: modes, models, and methods. *Washington, DC : Education Development Center Inc.*
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.
- Emirates Justice. (2020). Primary governmental efforts to contain COVID-19. <https://u.ae/en/information-and-services/justice-safety-and-the-law/handling-the-covid-19-outbreak/government-efforts-to-contain-covid-19>.
- Eshraghi, A. A., Li, C., Alessandri, M., Messinger, D. S., Eshraghi, R. S., Mittal, R., & Armstrong, F. D. (2020). COVID-19: overcoming the challenges faced by individuals with autism and their families. *The Lancet Psychiatry*, 7(6), 481-483.
- Randi, J., Newman, T., & Grigorenko, E. L. (2010). Teaching children with autism to read for meaning: Challenges and possibilities. *Journal of autism and developmental disorders*, 40(7), 890-902.
- Saeed, T., Tahir, S., Mahmood, N., Tomy, N., Fernando, A. Sy, A. & Mahalingam. A. (2020). The Impact of COVID-19 on Parents of Children with Special Needs *Journal of Anxiety & Depression*, Vol 3 Iss 2.
- Li, C., & Lalani, F. (2020, April). The COVID-19 pandemic has changed education forever. This is how. In *World economic forum* (Vol. 29).
- McDonald, J., & Lopes, E. (2014). How parents home educates their children with autism spectrum disorder with the support of the Schools of Isolated and Distance Education. *International Journal of Inclusive Education*, 18(1), 1-17.
- Schleicher, A. (2020). The impact of covid-19 on education insights from education at a glance 2020. Retrieved from *oecd.org* website: <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020>.
- Simonson, M & Berg, G. "Distance learning". *Encyclopedia Britannica*, 7 Nov. 2016.  
<https://www.britannica.com/topic/distance-learning> [Accessed 18 FEB 2021].
- Stenhoff, D. M., Pennington, R. C., & Tapp, M. C. (2020). Distance education support for students with autism spectrum disorder and complex needs during covid-19 and school closures. *Rural Special Education Quarterly*, 39(4), 211-219.
- UAEG. The United Arab Emirate's Government Portal. (2020). Information and Services.  
<https://u.ae/en/information-and-services/education/distance-learning-in-times-of-covid-19>.
- UNESCO. (2020). Ensuring effective distance learning during covid-19 disruption: Guidance for teachers, Education Sector UNESCO.
- UN. (2020). Policy Brief: Education during COVID-19 and beyond. United Nations. West, E., Jones, P., & Semon, S. (2012). Promoting community for online learners in special education. *Journal of Digital Learning in Teacher Education*, 28(3), 108-116.
- World Health Organization. (2020). *Modes of transmission of the virus causing COVID-19: implications for IPC precaution recommendations: scientific brief*, 27 March 2020 (No. WHO/2019-nCoV/Sci\_Brief/Transmission modes/2020.1).
- Zayed Higher Organization for People of Determination, Zho. (2020). New of organization.  
<https://zho.gov.ae/ar/MediaCenter/news/Pages/30502020.aspx>.
- Zayed Higher Organization for People of Determination, Zho. (2021). *Interviews & Records with the researcher in the distance teaching period March 2020 to April 2021* Alain autism center.

# CERTIFICATE

NO: 22554/IJERE/R1/11/2021

International Journal of Evaluation and Research in Education

is hereby awarding this certificate to

**Nurussakinah Daulay**

in recognition of his/her contribution as **Reviewer** on paper ID:

22554

in this scientific journal

Yogyakarta: November 22, 2021



ISSN 2252-8822

<http://ijere.iaescore.com>

  
**Lina Handayani**  
Managing Editor



Nurussakinah Daulay &lt;nurussakinah@uinsu.ac.id&gt;

---

## [IJERE] Certificate of Appreciation as Reviewer

2 pesan

---

dwi2000022002@webmail.uad.ac.id <dwi2000022002@webmail.uad.ac.id>

23 November 2021 09.57

Kepada: nurussakinah@uinsu.ac.id

Dear Dr. Nurussakinah Daulay,

We are sincerely thankful for your participation in IAES International Journal of Evaluation and Research in Education (IJERE) as a REVIEWER. Through this email, we give an award certificate as appreciation.

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

On behalf of Editor in Chief, thank you.

Regards,  
Dwi Ilham  
IJERE Staff  
on behalf of Editor-in-Chief, International Journal of Evaluation and Research in Education  
<http://ijere.iaescore.com>

---

### UNIVERSITAS AHMAD DAHLAN

*Kampus 1: Jln. Kapas No. 9 Yogyakarta*

*Kampus 2: Jl. Pramuka 42, Sidikan, Umbulharjo, Yogyakarta 55161*

*Kampus 3: Jl. Prof. Dr. Soepomo, S.H., Janturan, Warungboto, Umbulharjo, Yogyakarta 55164*

*Kampus 4: Jl. Ringroad Selatan, Yogyakarta*

*Kampus 5: Jl. Ki Ageng Pemanahan 19, Yogyakarta*

### Kontak

Email: [info@uad.ac.id](mailto:info@uad.ac.id)

Telp. : (0274) 563515, 511830, 379418, 371120

Fax. : (0274) 564604

---

 **IJERE Reviewer Nurussakinah Daulay.pdf**  
312K



24/11/2021, 17:00

Email Universitas Islam Negeri Sumatera Utara Medan - [IJERE] Certificate of Appreciation as Reviewer

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]