

Shadow Teaching Scheme for Children with Autism and Attention Deficit-Hyperactivity Disorder in Regular Schools

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Abstract

This study aimed to determine the place of shadow teaching in the education and training of children with special needs (CSN). The study reveals that shadow and regular teachers agree that shadow teaching helps improve the academic performance, psychosocial skills, and independence capabilities of CSN. Shadow teachers believe that their most important responsibility is team working with regular teachers, whereas regular teachers think that their most important task is curriculum planning. Shadow teachers rated themselves most proficient in team working and least proficient in curriculum planning. Regular teachers rated the shadow teachers most proficient in behavior management and least proficient in curriculum planning. There are no significant positive relationships between regular and shadow teachers' evaluations of the overall importance of shadow teachers' competence. Problems identified include parents' unrealistic expectations and interference in managing the child, shadow teachers' inability to prepare and/follow lesson plans and task analyze, and lack of coordination between regular and shadow teachers.

Keywords: mainstreaming, shadow teacher, shadow teaching, curriculum planning, instruction, behavior management, social skills management, team working

Children with special needs (CSN), together with their parents, have been struggling to be accepted in society and have been aspiring to be given a chance to develop their skills and become the persons that they can or want to be. Special Education has been helping children with special needs actualize their potential for becoming productive members of their communities. With the advent of various kinds of learning environments, special education has evolved into an integral part of the general education continuum. Vigorous advocacy for

the normalization perspective has led to the formation of different paradigms (e.g., regular education initiative, mainstreaming, inclusion), with focus on the provision of a least restrictive environment.

Mainstreaming as a placement option requires the fulfillment of specific eligibility criteria for admission and is open to the shadow teaching scheme (Dizon, 2001). There are instances where another teacher is inside the classroom. Depending on the kind of arrangement, one teacher may introduce and teach the lesson while the other teacher assists the students with their seatworks or exercises. This is a case of team or collaborative teaching. Assistantship plans are types of teaching arrangements where teachers or other support individuals help each other to facilitate their teaching tasks. In the Philippines, the commonly practiced assistantship plan is the shadow teaching scheme. Here, the CSN is placed in a regular class together with his/her home therapist or special education teacher otherwise known as shadow teacher.

The five areas under which the functions of the shadow teacher fall are curriculum planning, instruction, behavior management, social skills management, and team working (Dizon, 2002).

The first responsibility of the shadow teacher is curriculum planning. Implementation of the regular school's curriculum applies to all children. Regular revision of curricular contents is mandatory and needs to be proactively followed for CSN. In doing so, the shadow teacher must learn how to structure and task analyze contents in adapting the regular school curriculum. For a smooth implementation of the curriculum, the shadow teacher obtains the lesson from the regular teacher, simplifies the lesson for the CSN and produces the appropriate instructional materials before or during seatwork. It is important, however, that the shadow teacher informs the regular teacher of the modifications that he/she has done to ensure consistency in teaching the lesson.

Instruction of the child is the shadow teacher's second responsibility. Instruction refers to the actual teaching, managing, guiding, or coaching of the CSN in the regular classroom. Lazear (1991) suggests integrating alternative techniques in regular classroom instruction by simplifying study methods to increase the child's concentration, lessen frustration, improve his/her patience and memory. The shadow teacher directs the child's attention to the regular teacher during the lesson, then, explains the lesson and checks if the child understands it through activity sheets. A shadow teacher also teaches the child to be independent by allowing him/her to copy board work by himself/herself and answer activities on his/her own. The shadow teacher works with the child in a non-attention getting manner so as not to disrupt the class.

Management of the child's behaviors is the third responsibility of a shadow teacher. Behavior management refers to various techniques employed by the shadow teacher to help the child extinguish his/her inappropriate behaviors and shape/enhance appropriate ones. The shadow teacher teaches skills such as lining up, waiting for one's turn or raising one's hand before answering. He/She also assists in group activities like circle time, board games and

physical education and makes sure that the child has ample time to finish his/her activities on his/her own with the least prompting or assistance.

Increasing social skills is the fourth responsibility of the shadow teacher. Due to the child's inability to correctly interpret signals and cues of successful communication, the integration of the child in groups becomes a difficult task. Szatmari (2004) said that some high functioning children with disability, anxiety disorder, and delayed language or visual-motor coordination are shy and have poor social skills. Because they have nobody to play with, they develop a restricted range of interests that are pursued in isolation. When this happens, the child fails to develop the ability to intuitively understand other people because he/she does not know how to put himself/herself in the situation of another person and see the environmental context from a social perspective. So, with knowledge of the difficulties that a special child experiences, the shadow teacher helps the child to interact appropriately with other children. In doing so, he/she learns to identify the situations that trigger a child's tantrums and inappropriate behaviors.

Team working is the fifth responsibility of the shadow teacher. The shadow teacher, while keeping a record of the child's behaviors and developmental progress, collaborates with the team that handles the child's progress. The team consists of the regular teacher, special education teacher, therapists, doctors, parents, and other personnel working for the child's development. The shadow teacher, being the one in direct contact with the child, must inform the other team members about the child's progress. This involves frequent communication with the regular teacher about the child's progress and modifications done in helping him/her understand the lesson better. Since the shadow teacher is co-responsible for the child's cognitive development, he/she must know how to consult with the regular teacher and other professionals by seeking suggestions from them.

To perform effectively as a shadow teacher, Kilduff (2002) said that one must have: (1) sufficient knowledge and experience in behavior management or applied behavior analysis therapy; (2) experience working with children with disabilities; (3) the ability to encourage or enhance peer association and play; (4) the ability to recognize opportunities when the child can be independent in performing activities or when he needs to be prompted; (5) the ability to tell how much prompting is needed by a special child; (6) the ability to promote communication with the regular teachers and the child's classmates; and (7) the ability to adapt in class while closely supervising the child. Figure 1 presents the conceptual framework of this study.

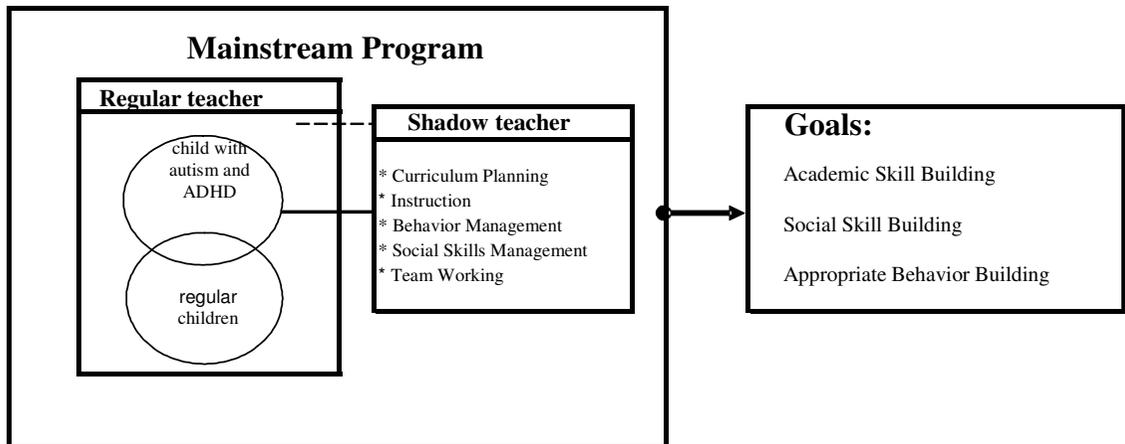


Figure 1. Shadow teaching scheme in the mainstream program

There are two kinds of teachers found in the mainstream program: the regular teacher and the shadow teacher. The regular teacher is responsible for the academic instruction of the regular children and the child with autism and attention deficit-hyperactivity disorder (ADHD). Both groups of students, handled by the regular teacher are found inside the larger rectangle (Figure 1) illustrating their area of responsibility. Inside this rectangle, regular children and the CSN learn together as shown by the two overlapping circles. Their relationship is evidenced by their constant interaction with each other in the class. This interaction may be formal: situations where they are grouped together for a project, a game or an activity; or, it may be informal, where they talk to one another or mingle while on breaks or even during class hours. The regular teacher coordinates with the shadow teacher as indicated by the broken lines. They work hand-in-hand in the provision of instruction to the child with autism and ADHD.

The CSN has a direct relationship with the shadow teacher as signified by a bold line connecting each other. The box of the shadow teacher which indicates his/her responsibilities to the school and to the child is found inside the realm of the school's mainstream program. The shadow teacher has five major duties and functions related to the education of the child with autism/ADHD.

It is envisioned that with the correct implementation of the school's mainstream program, the goals for the development of the CSN will be constructively achieved. These goals are: academic skill building, social skill building, and appropriate behavior building/modification.

Objectives of the study

This study aimed to evaluate the shadow teaching scheme as rated by the shadow teachers themselves and the regular teachers. The study sought answers to these items: (1) the objectives and importance of the shadow teaching scheme; (2) the importance of the functions of the shadow teachers in curriculum planning, instruction, behavior management, social skills management and team working; (3) the shadow teachers' proficiency in the aforementioned areas; (4) significant relationships between the regular teachers' and the shadow teachers' evaluations of the overall importance of the shadow teachers' area preparedness; (5) significant relationships between the regular teachers' and the shadow teachers' evaluation of the overall proficiency of the shadow teachers; and, (6) problems and concerns of the shadow teachers and the regular teachers in the implementation of the shadow teaching scheme.

The following hypotheses were tested in this study. (1) There are significant positive relationships between the regular teachers' and shadow teachers' evaluations of the overall importance of the shadow teachers' area preparedness in mainstream classes. And (2) there are significant positive relationships between the regular teachers' and shadow teachers' evaluations of the overall proficiency of shadow teachers in mainstream classes.

Significance of the study

The shadow teachers will benefit from this study for they are the ones who directly attend to the child. Through the study, the shadow teachers will know what the specific tasks and duties they need to perform properly and their different shadow teaching functions in identified areas. Knowing this, they will be able to prepare the curriculum and lessons well. They will employ the behavior and social skills management techniques appropriate for the child. The shadow teachers will likewise realize the different team working skills they need to adopt to improve their relationships with regular teachers, parents of the child, and other professionals working with the child for his progress and development. The CSN will also benefit from the study. The shadow teacher, upon knowing his/her various duties and responsibilities will be able to instruct the child confidently. It is expected that a child with a proficient shadow teacher can develop much more cognitively, socially, emotionally and independently. The parents, aware that the shadow teacher is competent in performing his/her tasks, can be assured that their child will be able to adjust smoothly in the regular school. They will be certain that though their child has limitations, the shadow teacher will be capable of helping their child overcome hurdles and eventually learn much more receptively and effectively. With the assistance of a skilled shadow teacher, the regular teacher can teach with minimal distractions and interruptions. He/She can concentrate on managing the class and devote individual time to each learner, including the CSN. The regular teacher and the shadow teacher, knowing their respective responsibilities, can improve their team working skills and teach the class and the special child well. Learning the aspects of collaboration and consultation will aid the regular teacher in working hand-in-hand with the shadow teacher.

Methodology

This descriptive study evaluated the shadow teaching scheme for Filipino children with autism and ADHD in regular schools in San Juan and Quezon City. The study entailed both qualitative and quantitative methods of data-gathering. Quantitative data were gathered through researcher-designed and validated questionnaires answered by both regular and shadow teachers. The item pools were evaluated by selected SPED practitioners and thereafter, the questionnaires were evaluated by three experts and tried out on eight regular and shadow teachers. For qualitative data, 30 hours of daily observations were conducted to check and compare the answers of the regular and shadow teachers in the questionnaire and those from the actual survey. In this study, the shadow teaching plan adopted the conceptualization done by Dizon (2001) and supplemented thereafter by Kilduff (2002). The study involved 15 shadow teachers and 15 regular teachers handling children with autism and ADHD in five schools. The shadow teachers and the regular teachers were all college graduates. The study utilized a normative survey alongside observation to determine the importance of shadow teaching and the proficiency of the shadow teachers in five areas. The children whose ages ranged from 5 to 12 were mainstreamed in preschool to Grade 3 classes. An open-ended questionnaire was used to elicit responses on the objectives and importance of the shadow teaching scheme and on the concerns of the shadow teachers and the regular teachers. Observation of the shadow teachers at work in the classrooms was conducted to clarify, confirm and/or supplement the results of the evaluation of the respondents.

Results and discussion

The shadow teachers and the regular teachers believe that shadow teaching scheme has four general objectives: (1) to offer assistance to the child to improve his/her academic performance; (2) to help the child improve and modify his/her behaviors and eliminate inappropriate behaviors in class; (3) to teach the child to be independent; and (4) to improve the child's interactions with others. The shadow teachers also believe that they are important in guiding the child in his/her school activities and tasks, managing the child's behavior, modifying and teaching the lessons to the child, and helping the child interact with others and achieve independence.

Regular teachers believe that the shadow teachers are helpful in managing the child's behavior, reminding the child to finish assigned tasks, reporting the child's performance to the SPED coordinator and his/her parents, assisting in lesson modification, prompting the child to participate in class activities, assisting the child to have smooth relationships with others, and attending to the child when the regular teacher is attending to other children.

Shadow teachers consider most of the tasks of curriculum planning very important and only one item important. According to the shadow teachers, the most important task of curriculum planning is programming the lessons depending on the child's needs. The regular teachers, on the other hand, believe that all the items are very important. They regard choosing functional and relevant skills related to the lessons and based on the child's needs very

important. Both the shadow teachers and the regular teachers believe requesting for the lessons in advance to be the least important.

Shadow teachers and the regular teachers consider most of the tasks in instruction very important. The most important task for the shadow teachers is explaining the lessons further to the child, if necessary. The least important for them is the interspersing of light or reward activities into difficult ones during lessons. The regular teachers think that the most important task is teaching the child to answer activity sheets independently and the least important is providing drills for the child to answer during lessons or free time.

Shadow teachers and the regular teachers believe that almost all of the tasks in behavior management are very important. Both groups of teachers consider assisting the child to comprehend and follow school rules as the most important task. Least important for them is pulling out the child for focused skill-building.

Shadow teachers consider all the tasks in social skills management very important. The most important task, according to shadow teachers, is teaching the child social greetings and polite expressions while the least important is physically and verbally prompting the child to play appropriately with other children. The regular teachers think that most of the tasks are very important. Most important is guiding the child in participating in programs and using appropriate reinforcers to help shape positive behaviors. Least important for them is assisting the child in group activities.

Shadow teachers believe that all the tasks in team building are very important while the regular teachers think that almost all of the items are very important. Both groups of teachers consider reporting to the family about the child's performance and progress as most important and discussing with regular teachers about curricular modifications done least important.

The succeeding five tables present the proficiency of the shadow teachers as rated by the shadow teachers themselves and the regular teachers.

Table 1
Shadow teachers' curriculum planning proficiency

Curriculum planning	Shadow teacher		Regular teacher	
	Mean	Rank	Mean	Rank
1. Choosing functional, relevant and meaningful skills related to the lessons and based on the assessment report.	3.43	2	2.73	5
2. Requesting from the regular teacher the lessons and topics in advance at least a week ahead.	2.87	7	2.13	7
3. Simplifying the curricular contents.	3.40	4	3.07	1
4. Organizing and task analyzing skills (breaking them into behavioral component) for mastery learning.	3.40	4	2.93	3
5. Programming the lessons depending on the child's needs.	3.67	1	3.00	2
6. Preparing helpful activity sheets in implementing the contents.	3.40	4	2.80	4
7. Differentiating test formats depending on the child's needs.	3.20	6	2.67	6

Note. VP (Very Proficient) 3.51-4.00; P(Proficient) 3.01-3.50; SP (Slightly Proficient) 2.51-3.00; NP (Not Proficient) 2.00-2.50

The shadow teachers think that they are proficient in a majority of curriculum planning tasks. They believe that they are most proficient in programming the lessons based on the needs of the child. The regular teachers regard the shadow teachers as slightly proficient in most of the curriculum planning tasks. They consider shadow teachers most proficient in simplifying curricular contents. Both groups of teachers regard the shadow teachers least proficient in requesting for the lessons and topics in advance.

Table 2
Shadow teachers' instructional proficiency

Instruction	Shadow teacher		Regular teacher	
	Mean	Rank	Mean	Rank
1. Working with the student in a non-attention getting manner	3.53	3	3.00	3
2. Explaining the lessons further whenever needed	3.60	1	3.13	2
3. Using appropriate instructional materials	3.7	5.5	2.73	5
4. Assisting in teaching the child to take notes/copy board work	3.53	3	3.20	1
5. Teaching the child to answer activity sheets independently	3.53	3	2.87	4
6. Interspersing light or reward activities into difficult ones during lessons	2.93	7	2.47	7
7. Providing drills during lesson/free time	3.27	5.5	1.60	6

Note. VP (Very Proficient) 3.51-4.00; P(Proficient) 3.01-3.50;

SP (Slightly Proficient) 2.51-3.00; NP (Not Proficient) 2.00-2.50

The regular teachers find themselves very proficient in most of the instruction tasks. They think that they are most proficient in explaining the lessons further, if necessary. The regular teachers see the shadow teachers as slightly proficient in the different tasks. They are considered most proficient in assisting in teaching the child to take notes and copy board work on his/her own. Both groups of teachers believe that shadow teachers are least proficient in interspersing light or reward activities during difficult tasks.

Table 3
Shadow teachers' behavior management proficiency

Behavior management	Shadow teacher		Regular teacher	
	Mean	Rank	Mean	Rank
1. Directing the student's attention to the classroom teacher	3.79	1	2.73	6
2. Assisting in teaching the child to comprehend and follow school rules	3.64	2.5	2.93	3
3. Assisting in teaching the child to put things in their proper places after use	3.57	4.5	3.13	2
4. Assisting in teaching the child to complete a task before moving on to another one	3.64	2.5	3.27	1
5. Pulling out the child for more focused skill-building	3.57	4.5	2.73	6
6. Pulling out the child to cool him/her off in times of tantrums	3.50	6.5	2.87	4
7. Physically/verbally prompting the child to perform in circle time, recitations and other group activities	3.50	6.5	2.73	6

Note. VP (Very Proficient) 3.51-4.00; P(Proficient) 3.01-3.50; SP (Slightly Proficient) 2.51-3.00; NP (Not Proficient) 2.00-2.50

The shadow teachers consider themselves very proficient in most of the behavior management tasks. They regard themselves most proficient in directing the child's attention to the regular teacher. The regular teachers, on the other hand, believe that the shadow teachers are only slightly proficient in accomplishing the tasks. They think shadow teachers are most proficient in assisting the child complete a task before moving on to another one. Least proficient, according to both teachers, is physically and verbally prompting the child to perform in circle time, recitations, and other group activities.

Table 4
Shadow teachers' social skills management proficiency

Social Skills Management	Shadow teacher		Regular teacher	
	Mean	Rank	Mean	Rank
1. Teaching the child social greetings and using simple polite terms.	3.79	1	3.13	1
2. Prompting the child to participate in class recitations.	3.64	2.5	0.87	4
3. Physically/verbally prompting the child to play appropriately with other children.	3.57	4.5	2.93	2
4. Physically/verbally prompting the child to join in play.	3.64	2.5	2.87	4
5. Assisting the teacher in socializing the child in group activities.	3.57	4.5	2.67	6.5
6. Using appropriate reinforcers in shaping positive social skills.	3.50	6.5	2.87	4
7. Guiding the child in participating actively in programs and school organizations.	3.50	6.5	2.67	6.5

Note. VP (Very Proficient) 3.51-4.00; P(Proficient) 3.01-3.50; SP (Slightly Proficient) 2.51-3.00; NP (Not Proficient) 2.00-2.50

The shadow teachers think that they are very proficient in social skills management while the regular teachers consider them slightly proficient in almost all of the tasks in this area. They similarly consider shadow teachers to be most proficient in teaching the child social greetings and simple polite terms and least proficient in guiding the child to participate actively in school programs and organizations.

Table 5
Shadow teachers' team working proficiency

Team Working	Shadow Teacher		Regular Teacher	
	Mean	Rank	Mean	Rank
1. Attending meetings with teachers, parents, and other professionals to discuss and plan the improvement of the child's performance.	3.57	6	3.00	3
2. Providing the regular teacher helpful information about the child.	3.71	2.5	2.47	7
3. Conferring with regular teachers, parents, and other professionals about the child's progress.	3.64	4.5	2.60	5
4. Seeking suggestions from teachers and other professionals regarding the child's behaviors.	3.71	2.5	2.87	4
5. Reporting to the family about the child's school performance and progress.	3.86	1	3.27	1
6. Coordinating/collaborating with the family and other home members regarding important concerns about the child.	3.64	4.5	3.20	2
7. Discussing with the regular teacher about curricular modifications done.	3.54	7	2.53	6

Note. VP (Very Proficient) 3.51-4.00, P(Proficient) 3.01-3.50, SP (Slightly Proficient) 2.51-3.00, NP (Not Proficient) 2.00-2.50

The shadow teachers consider themselves very proficient in team working while the regular teachers regard them only slightly proficient. They both see the shadow teachers as most proficient in reporting to the family about the child's progress. The shadow teachers find themselves least proficient in discussing with regular teachers modifications that they have done while regular teachers find them least proficient in providing them helpful information about the child.

Table 6
Relationships of shadow teachers' and regular teachers' ratings of the importance of shadow teachers' area preparedness

	Shadow teachers		Regular teachers		X ² test	
	Composite mean	Rank	Composite mean	Rank		
Curriculum planning	3.66	4	3.66	1	2.07	reject H
Instruction	3.56	5	3.62	3	2.14	reject H
Behavior management	3.69	3	3.60	4	2.07	reject H
Social skills management	3.72	2	3.63	2	0.74	reject H
Team working	3.90	1	3.13	5	2.00	reject H

The findings show that the shadow teachers regard team working to be their most important task. They regard themselves as the link between the mainstreamed child, the regular teachers, the parents and fellow professionals. In his study, Ebersold (2003) discovered that regular teachers, parents and other professionals consider the assistant (shadow teacher) the connection between the child's school, his family, and other institutions involved with the child. The shadow teachers, on the other hand, ranked instruction to be least important among all their duties. They regard modifying the child's behaviors and improving his/her social skills as their immediate priorities.

The study demonstrates the high regard that regular teachers have for curriculum by ranking it first in terms of importance. They regard teaching the child social skills (i.e., greetings and polite expressions) necessary for it helps the child establish relationships in the regular schools. Instruction and behavior management are the next priorities as indicated by their rankings. According to the regular teachers, team working is least important. Findings from the study conducted by Tsang (2004) showed that although regular teachers perceive it to be the shadow teachers' duty to instruct the child with special needs, they are still willing to work collaboratively with them. Based on the results, there are no significant positive relationships between the regular and the shadow teachers' evaluations of the importance of the shadow teachers' preparedness in shadow teaching implementation. Research hypothesis 1, therefore, is not accepted.

Table 7
Relationships of shadow teachers' and regular teachers' ratings of shadow teachers' area proficiency

	<i>Shadow teachers</i>		<i>Regular teachers</i>		X^2 test	
	Composite mean	Rank	Composite mean	Rank		
Curriculum planning	3.34	5	2.76	5	1.12	reject H
Instruction	3.38	4	2.86	2.5	0.83	reject H
Behavior management	3.60	2.5	2.91	1	1.12	reject H
Social skills management	3.60	2.5	2.86	2.5	0.83	reject H
Team working	3.67	1	2.85	4	2.76	reject H

The results indicate that shadow teachers consider themselves most proficient in working with the regular teachers, the parents of the child and fellow professionals. Regular teachers, however, see the shadow teachers most proficient in behavior management. For this item, the shadow teachers ranked themselves second thus, showing a slight relationship in their overall evaluation.

A significant difference in the overall proficiency ranking of the teachers is in instruction. The shadow teachers consider this item fourth in ranking for they prioritize team working, behavior management and social skills management of the child higher. Regular teachers, however, consider the shadow teachers as their helpers in the instruction of the child; therefore, ranking instruction second.

Based on the results, there are no significant positive relationships between the regular teachers' and the shadow teachers' evaluations of the overall proficiency of shadow teachers in shadow teaching implementation. Research hypothesis 2, therefore, is not accepted.

The identified problems and concerns of shadow teachers and regular teachers in the implementation of the shadow teaching scheme in mainstream classes are as follows:

Curriculum planning. The concerns of the shadow teachers are lessons unrelated to the assessment of the child, difficult topics for both child and shadow teacher, and failure of some regular teachers to follow lesson plans. The regular teachers' concerns are shadow teachers' failure to request for the lessons in advance, and shadow teachers' inability to prepare activity sheets appropriate for the child.

Instruction. The concerns of the shadow teachers are difficulty in teaching the child due to his/her inappropriate behaviors; difficulty in breaking down lessons according to the child's abilities; and, difficulty in communicating with the regular teacher to ensure synchronicity in teaching the lessons. The concerns of the regular teachers are shadow teachers' habit of copying notes and board work for the child, and sometimes dictating the answers to the child; distracting and harsh behavior management techniques; and, inability to provide drills and materials for mastery of lessons and skills.

Behavior management. The concerns of the shadow teachers include the child's behaviors (e.g., short attention span, tantrums, distractibility) which are sometimes difficult to handle; the need for the shadow teacher to be consistent in managing behaviors; regular teacher's inability to handle the child during activities or tantrums; involvement of parents and nannies and, in behavior modification. The concerns of the regular teachers, on the other hand, are inconsistent use of behavior management techniques by some shadow teachers; shadow teachers' failure to teach proper classroom routines; shadow teachers who prompt too much and use light "threats" to control the child; and, the need for shadow teachers to pull out a child during tantrums.

Social skills management. Shadow teachers consider difficult classmates; the child's difficulty in relating with other children; child's speech disability; and, child's refusal to socialize as their major social skills management concerns. Regular teachers, however, note that shadow teachers should remind the child not to hurt his/her classmates during group activities and encourage him/her to recite in class and interact with others while minimizing prompting.

Team working. The concerns of the shadow teachers are: difficulty in dealing with the child's parents (e.g., too high expectations from shadow teachers, demanding and insistent parents); unrealistic goals of other professionals; and, regular teachers who do not know how to deal with the CSN. The team working concerns of the regular teachers are: a few shadow teachers who lack initiative in adding own input during lesson planning; some shadow teachers' failure to attend conferences with other professionals working for the child; shadow teachers' failure to communicate child's concerns; high expectations of other professionals from the child; and, child's parents who are in denial.

Conclusions and recommendations

The shadow teaching scheme answers the needs of regular schools in helping the CSN succeed and smoothen transition to mainstream programs. The scheme facilitates the teachers' goal of increasing the learners' academic performance, psychosocial behaviors and independence skills, while promoting sound team working relations with the parents, therapists and other service givers. The scheme helps the school accomplish its pedagogical tasks for all learners while at the same time offering CSN the venue for developing their psychomotor, psychosocial, language-cognitive, and self-care skills.

Regular teachers and shadow teachers consider customizing the curriculum important. Careful planning, choosing and preparing for relevant and functional skills related to the lessons are important aspects of curriculum planning for children with special needs.

In instructing the CSN, the goal of the shadow teacher is for the child to understand the lesson being discussed in the classroom and doing so entails further explanations of the lesson to him/her. Regular teachers, on the other hand, aim that the child learns to be independent in the regular school. The child is, therefore, encouraged to do things on his/her own in activities such as: answering tests and work sheets, copying board notes, following routines and

participating in class discussions. They are allowed to be mainstreamed on the premise that they follow school rules and regulations. Regular teachers depend on the shadow teachers to help the child understand and comply with these rules through varied behavior management / modification techniques.

The socialization of children with special needs, especially with their peers, has taken a backseat over the program's educational and behavioral goals. The children's social needs – to build meaningful relationships with others – is an area of the child's education that needs more planning, practice and application.

Consultation and collaboration among the regular teachers, shadow teachers, parents of the child, and other professionals working for the child's progress and development are considered important but need to be strengthened further. The relationship between the shadow teachers and the regular teachers can be enhanced by exerting much more effort to improve such team work.

The differences in the ratings of the shadow teachers of themselves and the ratings of the regular teachers are a result of their different educational priorities and points of view. Shadow teachers believe themselves very proficient in doing their jobs as assistants to the mainstreamed child due to their regular one-on-one direct contact with the child. The regular teachers, on the other hand, suggest that shadow teachers exert more effort in performing their duties in helping the child to cope with the different areas of mainstreaming as indicated by their slightly proficient rating. Observations and ratings done by the researcher in evaluating the shadow teachers' area proficiencies indicate that there is a need to polish further the shadow teaching scheme in regular schools with mainstreamed CSN.

The awareness and recognition of difficulties and incongruencies serve as the strong foundation for the improvement of the shadow teaching scheme by finding solutions and pursuing further collaboration to address such.

Based on the conclusions, it is recommended that: (1) shadow teachers utilize behavior management strategies that will lessen and extinguish the child's inappropriate behaviors such as: hyperactivity, impulsivity, inattention, self-stimulation, and self-injury; (2) shadow teacher employ a system of social skills management strategies that addresses the child's difficulties in socializing with others, feelings of low self-esteem and isolations; (3) regular teachers include curricular inputs from the shadow teachers, professionals working for the child, specific educational aims in the child's individualized educational plans, and parent concerns when planning the child's curriculum. Shadow teachers should create their own short-term curricular plans for the child and should be regularly evaluated to ensure the child's mastery of skills, topics, and lessons; (4) regular teachers coordinate frequently with the shadow teachers on how to integrate the child in the class to boost his/her confidence and help other children recognize his/her worth and contributions to the class; (5) administrators conduct regular trainings for the regular teachers and shadow teachers to encourage learning of effective and applicable teaching strategies that they can use together for the benefit of the mainstreamed child; (6) administrators lead by involving parents and teachers in presenting the

mainstreaming program to the librarians, cafeteria workers, security guards, laboratory personnel, maintenance staff, and other school employees to ensure proper understanding of the objectives and importance of mainstreaming and the shadow teaching scheme to allow consistency of services; (7) administrators, together with the mainstreamed children's parents and other civic organizations set up a special funding unit that will allow shadow teachers and regular teachers to attend trainings and seminars (at least one per year) focusing on children with special needs to help them learn varied curricular modifications, instructional intervention, behavioral and social management techniques that will target the specific needs of the CSN in the regular schools; (8) administrators conduct regular evaluation of the implementation of mainstreaming and the shadow teaching scheme to ensure proficient and effective strategies followed and employed by the regular teachers, shadow teachers, and other school personnel; (9) parents be more actively involved in hiring qualified shadow teachers and conferring with them regularly to ensure that the CSN learn consistently and effectively in the mainstream class; (10) teacher training institutions and agencies plan and implement an effective program that will train prospective teachers achieve proficiency in implementing the shadow teaching scheme; and (11) the community and the Philippine society in general provide the materials, manpower and moral support toward the normalization of children with special needs in order that they may achieve the best they can and access community services they equally deserve.

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