



**An Exploratory Study on Shadow Teachers' Provision in
Mainstream Schools in Dubai:
Parents' Perspectives**

دراسة استكشافية حول خدمات معلمي الظل في المدارس النظامية في دبي:
وجهات نظر أولياء الأمور

by

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of the requirements for the degree of
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Abstract

Inclusive education is a growing priority on an international and Dubai level. Central to inclusive education is the provision of necessary supports to students with Special Educational Needs or Disabilities (SEND) to ensure they access quality education and reach their fullest potential. In Dubai, shadow teachers' provisions arise as a common response required by schools to match the obligation to include students with SEND in mainstream schools and provide them with the necessary supports. And within Dubai context, parents are the ones held responsible to employ a shadow teacher for their children.

The purpose of this qualitative phenomenological study is to explore and understand the experiences of parents of children with SEND with regards to shadow teachers' provision through conducting in-depth semi-structured interviews with 7 parents. Themes emerging from this study will unfold what the parents are experiencing throughout their journey, the success factors and challenges that emerge and their recommendations to improve the practice of shadow teachers' provision. The findings from this study which reflect the voice of parents would have implications on a policy and practice level in the area of inclusive education in general and shadow teachers' provision in particular.

Key words: inclusive education, SEND, shadow teachers, paraeducators, parents

نبذة مختصرة

يعتبر التعليم الدامج أولوية متزايدة على المستوى العالمي والمستوى المحلي في إمارة دبي. ومن ضمن المقومات الرئيسية للتعليم الدامج توفير الدعم اللازم للطلاب من ذوي الاحتياجات التعليمية الخاصة أو الإعاقات لضمان حصولهم على تعليم ذات جودة والوصول بهم إلى أقصى إمكانياتهم. في دبي، يتمثل توفير معلمي الظلّ من المتطلّبات المشتركة لدى المدارس النظامية لتلبية مهمّة ومسؤولية دمج الطلاب من ذوي الاحتياجات التعليمية الخاصة أو الإعاقات وتزويدهم بالدعم اللازم. وفي إطار دبي، يعتبر أولياء الأمور هم المسؤولون عن توفير معلم الظلّ لأبنائهم.

الغرض من هذه الدراسة النوعية المبنية على منهجية دراسة الظواهر هو اكتشاف وفهم تجارب أولياء الأمور في ما يتعلق بعملية توفير وخدمات معلمي الظلّ لأبنائهم من خلال إجراء مقابلات متعمّقة شبه منظمّة مع 7 من أولياء الأمور. ستكشف المواضيع والأفكار المنبثقة من هذه الدراسة ما الذي يختبره أولياء الأمور خلال رحلتهم مع عملية دمج أبنائهم في ظلّ شرط توفير معلم ظلّ بما في ذلك عوامل النجاح والتحديات التي تنشأ وتوصياتهم لتحسين عملية توفير معلمي الظلّ. على أن تنعكس النتائج من هذه الدراسة والتي تعكس صوت أولياء الأمور على مستوى وضع سياسات الدمج وعلى مستوى الممارسة والتطبيق في مجال التعليم الدامج بشكل عام ومحور معلمي الظل على وجه الخصوص.

الكلمات الرئيسية: التعليم الدامج ، الطلاب من ذوي الاحتياجات التعليمية الخاصة أو الإعاقات، معلّمو الظلّ، معلّمو الدعم، أولياء الأمور

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1. Introduction

1.1. Research problem

Inclusive education means that all children, irrespective of their educational needs, learn together with the provision of the needed support (O'Connor, 2006). Central to this definition is the recognition that the problem does not reside in the child but rather in the learning environment which exemplify a shift from a medical model of disability to a social and right-based model (UNCRP D2006). Hence, to make inclusive education a reality, there ought to be a systemic and continuous transformation of the education system to remove barriers to learning and ensure all students have access to quality education and have their needs met. This transformation entails policy development and enforcement, allocation of funds, training, and the appropriate school workforce (UNESCO 2009).

Inclusive Education is occupying a growing priority on the global and local agendas. In fact, the United Arab Emirates (UAE) signature and ratification in 2010 of the United Nations Convention on the Rights of persons with disabilities (UNCRPD, 2006) has an obligation to report the Government's tangible actions towards the implementation of this legally binding convention including reporting on the article (24) pertaining to inclusive education. More recently, and on a local Dubai level., the law (2) for the year (2014) concerning the "Protection of Rights of Persons with Disabilities in the Emirate of Dubai" affirmed the right of individuals with disabilities to access inclusive education on an equal basis as others and puts penalties for any form of discrimination. Furthermore, the Dubai Disability Strategy 2020 translated this law into strategies

and directives pertaining to five main pillars: inclusive health, inclusive education, inclusive employment, universal design and social protection.

With this solid legal framework, Dubai is witnessing a shift in the education of students with Special Educational Needs or Disability (SEND) where schools have an obligation to include them. And in this context, shadow teachers' provision arises as a response from the community to accommodate the needs of students with SEND in the mainstream schools.

The literature reports debates on the subject of paraeducators (shadow teachers in the context of Dubai) (Marks et al. 1999) and although numerous studies explored the paraeducators support (Abbott, McConkey & Dobbins 2011, Blatchford et al. 2009, Webster et al. 2010, Butt 2016) very few addressed it from the perspectives of parents (French & Chopra 1999; Chopra & French 2004). Paucity in the literature on shadow teachers is even more noticeable in the UAE where only one unpublished Master thesis by Hassanieh (2016) addressed paraeducators qualification and training. However, a statement in the School Inspection Supplement (KHDA 2017) directing private schools in Dubai to withhold the use of the term of "shadow teacher" as a professional category in schools and to shift to the use of the term "learning support assistants" (LSAs) and emphasizing the primary responsibility of the teacher in the teaching of all students where LSAs should work collaboratively with teachers to support the inclusion of students with SEND, indicate an awareness from the education authority that "shadow teacher provisions" is a phenomenon that ought to be considered and addressed.

The literature documents the central and conclusive role of parents in advocating the inclusion agenda of their children and the related inclusive practices and provisions (Engelbrecht et al.

2005) namely paraeducators' support seen by parents as a key factor to the success of inclusion of their children (French & Chopra, 1999; Giangreco et al., 1999). Furthermore, Bennett, Lee & Lueke (1998) argue that parents have a different perspective on inclusion compared to the perspectives of professionals. In fact, they suggest that parents are able to view the bigger picture of inclusion that goes beyond the boundaries of the classroom and the school as they envisage the future of their children, which would shed the light on vital issues.

In the context of Dubai and with the direct involvement of parents in shadow teachers provision given that they are the ones who employ shadow teachers, it is central to explore and understand their journey and their perspectives.

Consequently, this study seeks to fill the gap in the literature and raise outcomes that will inform the inclusion of children with disabilities on a policy and practice level.

1.2. Purpose statement and scope of the study

The purpose of this study is to explore and understand the experiences and perspectives of parents' of children with SEND on shadow teachers' provisions in the context of the supports provided to their children with SEND included in Dubai mainstreams schools. At this stage in the research, the parents' experiences of shadow teachers' provisions will be defined as parents' description of their journey, the success factors and challenges that arise from this journey and the recommendations they would have to enhance shadow teachers provision.

The study will use a qualitative approach employing phenomenological research design as it seeks to understand a shared experience by a group of parents with regards to the phenomena of shadow teachers' provision (Creswell 2014).

1.3. Research questions

To explore parents' experiences and perspectives, the study aims at addressing the following questions:

The central question:

- What is the experience of parents with students with Special Educational Needs or Disabilities (SEND) with shadow teachers' provision in Dubai mainstream schools?

The associated sub-questions

- How do parents with students with Special Educational Needs or Disabilities (SEND) describe their experience with shadow teachers' provision in Dubai mainstream schools?
- What success factors emerge for these experiences that parents perceive as enablers to successful shadow teachers provision?
- What challenges emerge from these experiences?
- What recommendations to improve shadow teachers' provision arise from parents' experiences?

1.4. Definition of key terms

This section ensures the audience and the users of this dissertation infer to the same meaning when referring to a specific term within this document.

1.4.1. Mainstream school

Mainstream school refers to the regular school in the general education system (public and private) that is accessible to all students (Butt 2016) as opposed to special education or special needs schools that are segregate settings enrolling students presenting specific disabilities or needs.

1.4.2. Students with Special Educational Needs and Disabilities (referred to henceforth as SEND)

Based on the definition outlined in the “United Arab Emirates Inspection Framework 2015-2016” (Ministry of Education 2015), students with SEND refers to the students presenting “educational needs that are different from those of the majority of students which arise from the impact of a disability or recognized disorder”, and who would necessitate further support to access and participate in the curriculum and demonstrate advancement in the school in the school system. The same document elaborates on the most common categories falling under SEND including social-emotional and behavioral needs, health-related disability, sensory impairments including visual and hearing impairment, physical disability, general and specific learning

disabilities, speech and language disorders, disorders pertaining to social communication and interaction such as Autism Spectrum Disorders and Asperger's Syndrome.

1.4.3. SEN provisions

SEN provisions refer to the range of support and arrangements made by schools to meet the educational needs of students identified with SEND to help the student learn and progress towards the anticipated gains. SEN provisions encompass support provided by professionals and specialists in the area of SEND, individualized planning and instruction, and curriculum adaptations or modification (Ministry of Education, 2015).

1.4.4. Community service provider

In the context of Dubai and this dissertation, the term “community service provider” covers the range of agencies, centers, clinics in the public and private sectors that provide a range of services for students with SEND and their families including and not limited to: diagnostic assessment and evaluation, intervention/habilitation/rehabilitation in the area of speech and language therapy, occupational therapy, physical therapy, behavioral therapy and special education, counseling, consultations, trainings....

1.4.5. Shadow teacher

The term “Shadow teacher” will be defined at this stage in the context of its use in Dubai, UAE. It describes the job of a person assigned to support the inclusion of students with SEND in the mainstream schools.

Section (2.2) in the literature review is allocated to elaborate on this concept.

1.5. Structure of the dissertation

This dissertation will start with an introduction giving background information for the research problem and outlining its significance, identifying the research questions, indicating the purpose of the study and its scope and stating the definitions of relevant keys terms. The second section is the literature review that will document the significance of the research problem, and guide and inform the research questions through locating relevant literature. The third section will elaborate on the research methodology. The fourth section will present the findings from the study. Then the fifth section will discuss and interpret these findings in relation to the literature. Lastly, the conclusion will provide a recapitulation of the study, indicate the limitations, the implications and suggest avenues for future research.

2. Literature Review

2.1. Introduction

This study is exploratory; hence, there is no postulated theoretical framework or a hypothesis to be tested. In fact, the literature is reviewed to document the significance of the research problem, to guide and inform the research questions and to provide a reference to evaluate corroboration or incongruity with the potential findings from this study (Creswell 2014).

Before proceeding, it is important to make a note about the term “shadow teacher”. The exercise of locating and researching studies and literature using the term “shadow teacher” generated limited resources (refer to an unpublished thesis by Shu Hui NG 2015) since there are different and diverse terminologies utilized across countries and education systems to address this concept and to describe the work of a paraprofessional that supports students with SEND in mainstream schools; for example, the term “educational assistant” is used in Canada (Hoyano, Woodyard & Diane Koch 2012), the terms “paraprofessional”, “paraeducator”, “teacher aide”, “Learning Support Assistant (LSA)”, “educational technician”, “instructional assistant” are used in the United States (Department of Education, No Child left behind), the terms “teacher assistant (TA)”, Learning Support Assistants (LSA)” but also “teacher aides, paraprofessionals and special support officers” are used across different territories in Australia (Butt 2016), and the terms “Education Assistant”, “classroom assistant”, “Teaching Assistant (TA)” and “Learning Support Assistant (LSA)” are terms used in the UK with “teaching assistant” representing the chosen umbrella term employed in the UK (DfES 2002, DfE 2010), “support teachers” in Italy (Devecchi et al. 2012).

The different terminologies found in literature would reflect potential differences in the roles and responsibilities carried out by this category of personnel but also how this category of workforce is perceived by respective communities or education systems, echoing Alborz et al. (2009) on the issues pertaining to the definition and concept of the staff supporting students with SEND in mainstream schools.

In the literature review, the term “paraeducator” will be used for uniformity to describe the job of a person assigned to provide support to students with SEND in the mainstream schools.

The literature review will have three main pillars. The first pillar will explore the concept of “paraeducator” in terms of role and utilization, characteristics, training, preparedness and supervision, hiring and retention. Then, the second pillar will address the perspectives of parents of children with SEND towards paraeducators’ provisions. And the last section will review key research-based recommendations and considerations to effective paraeducators provision.

2.2. Paraeducators

2.2.1. Role and utilization of paraeducators:

With the international drive towards inclusive education and the obligation to educate students with SEND in mainstream school along their typically developing peers with the appropriate support aligning with a right-based perspective to disability (UNCRPD 2006), data suggest a rise of the numbers of students with SEND enrolled in mainstream schools with reported statistics of 50% of all students with SEND are enrolled in the mainstream schools in the UK (Department of education 2011), 89.1% in Australia (ABS 2013) and 95% in the United states (National Center for Education Statistics 2011). To accommodate the provisions needed by students with SEND, education systems relied on paraeducators to support these students which led to a

growing number of paraeducators in schools across countries (Abbott, McConkey & Dobbins 2011, Butt 2016, Devecchi et al. 2012, Blatchford et al. 2009, Webster et al. 2010). In fact, in Australia, Butt (2016) reports that the number of paraeducators has doubled between the year 2000 and 2011 reaching a number of 80,4000 with an expected ongoing increase (DEEWR 2012). Data from the UK affirms that the number of paraeducators has tripled and constitute a quarter of the school personnel (Blatchford et al. 2010, Webster 2010). Correspondingly, in the United States, the number of paraeducators have remarkably increased since 2007 and has quadrupled by 2014 (Bureau of Labor Statistics 2014). Based on these figures, it is noticeable how the reliance on paraeducators to support students with SEND is a growing tendency. This increase has been also attributed to the pressure from parents on the education system to provide the appropriate supports to their children and to the general education teachers' request to be supported (Giangreco & Edelman 1997) as they affirm facing difficulty in meeting the needs of students with SEND (Abbott, McConkey & Dobbins 2011),

Despite a reported ambiguity on the role occupied by paraeducators especially with regards to differentiating between their role and the teachers' role, their role in teaching and their role with students with SEND (Webster et al. 2011), a number of authors addressed this aspect.

The role of paraeducators is theoretically reported in the literature as the provision of support to the teacher, the students, the curriculum and the school (DfES 2002).

Giangreco (2009) advanced that the instruction coming from paraeducator should supplement the teacher's instruction and not replace it, positioning the teacher as the sole responsible person to decide on the pedagogical aspects. Furthermore, Devecchi et al. (2012) argue that, theoretically,

general education teachers should oversee the work of the paraeducators when they engage with students with SEND.

Nevertheless, when it comes to the practice, Webster et al. (2011) affirm that paraeducators spend the majority of their time teaching and supporting directly students with SEND or students that did not achieve the anticipated progress. It was also noticeable that teachers provided less support to these students; moreover, the more complex and severe the needs of students, the less contact was provided by the main teacher with these students and the more support provided by paraeducators. Devecchi et al. (2012) concur by stating that paraeducators are left alone to work with students with SEND.

It is evident that a gap exists between what paraeducators are supposed to do and what they are doing practically. The findings from the literature position paraeducators as the primary educators for students with SEND and as the dominant response to the inclusion agenda.

In line with paraeducators' applied role with students with SEND, Giangreco (2010) questions how the least qualified and under-trained workforce are assigned to work and teach students who present complex needs while qualified and certified teachers focus on students with typical and advanced educational attainments level concurring with the idea of "double standard" advanced Giangreco (2003).

As for the quality of the instruction received by students with SEND, Webster et al. (2011) report lack of systematic and longitudinal research that is representative of the range of students with SEND in mainstreams school in order to demonstrate the impact of paraeducators on students' outcomes. Nevertheless, Webster et al. (2011) report the findings of a comprehensive study

conducted in the UK titled the Deployment and Impact of Support Staff (DISS) by Blatchford et al. (2009) that aimed at mapping all support staff including paraeducators and their impact on the students' outcomes. While the findings demonstrated that paraeducators had an overall positive contribution on alleviating teacher's load and on managing children's behaviour and fostering their emotional development, academic contribution was minimal. (Blatchford et al. 2009b). Moreover, studies by Webster & Blatchford (2013, 2014) concluded that quality of instruction was lesser for students with SEND paralleled to their peers who have typical educational attainment.

This solicits questions on how appropriate it is to have the paraeducators lead the provision of support to students with SEND and calls to having the teacher lead the delivery of high-quality instruction to address the complex needs of students with SEND (Webster 2014).

2.2.2. Characteristics

Butt (2016) points out that paraeducators are “unqualified” staff assigned to support students with SEND. And this is the case in the majority of the education systems worldwide except in Italy where paraeducators referred to as “support teachers” present postgraduate qualification in the field of SEND, psychology, psychiatry and pedagogy following their primary teacher training (Devecchi et al. 2012).

When looking at what schools look for to employ paraeducators, Butt (2016) affirms that schools' principals do not consider the qualifications of the paraeducators as an important factor. They would rather employ a person that is willing to join immediately and it reported that the

candidate would have completed year 10 only. Another study by Devecchi & Rouse (2010) re-emphasizes that employment of paraeducators is not contingent on their training and qualification; however, this study advances other factors such as the candidate's capacity and previous experience in working with children.

From the paraeducators' perspectives, Cockroft & Atkinson (2015) concluded that paraeducators considered previous experience gained through volunteering, being a mother and having some personality traits such as being flexible, patient, considerate caring, and having a genuine willingness and interest to work with children contributed to a more effective practice.

2.2.3. Training, preparedness and supervision

Because of the diverse and complex range of needs associated with students with SEND (sensory, behavioral, academic...), the roles and responsibilities of paraeducators have changed and expanded and consequently, their training needs as well. However, data suggest that paraeducators lack adequate training and supervision that are necessary for them to fulfill their responsibilities (Giangreco, Broer & Edelman 2001). The same findings were validated by Butt (2016) who concur that paraeducators don't have access to joint planning with the teacher, preparation time, supervision, feedback and guidance and are not involved in attending relevant meetings concerning the students with SEND that they work with.

2.2.4. Hiring and the retention of paraeducators:

In Australia, paraeducators are employed based on the schools' needs where the government provides additional funding to schools to recruit paraeducators to support students with SEND and teachers and the allocation of funds depending on the school needs with this regards (Butt 2016).

It is reported that schools find difficulties hiring and retaining para-educators because of the low wage, limited professional development opportunities, limited professional path progression, lack of respect and recognition of the position, inadequately defined job description and assigned duties that are somewhat risky and beyond their capabilities or realistic expectations. All these reasons led to a high turnover of para-educators.

2.3. Parents' perspectives

Studying parents' perspectives towards inclusive education is an area that is remarkably under-researched (De Boer, Pijl, & Minnaert 2010), And this observation is even more evident when it comes to exploring parental perspectives on paraeducators' support in the context of the inclusion of students with SEND in mainstreams schools.

Giangreco, Suter & Doyle (2010) reported, in a paper where they reviewed research in the literature between the year 2000 and 2007, a substantial increase of the research on paraeducators in inclusive schools signaling the relevance of this issue in the field of inclusive education. A number of studies investigated the school's personnel perspectives on the paraeducators' support, including perspectives from teachers, special education teachers, school administrators and principals (for example Abbott, McConkey & Dobbins 2011, Blatchford et al.

2009, Webster et al. 2010, Butt 2016); other studies explored the paraeducators' views (for example Breton 2010, Cockroft & Atkinson 2015, Lacey 2001, Patterson 2006). Few others investigated the perspectives of students with SEND (Tews & Lupart 2008; Broer, Doyle & Giangreco 2005). Notwithstanding, there is a paucity in the literature exploring the perspectives of parents on paraeducators' support (French & Chopra 1999; Chopra & French 2004).

Despite a scarcity in the literature exploring the perspectives of parents with regards to paraeducators support, this section will elaborate on the relevant findings that were located in the literature involving parents.

There is evidence that the quality of paraeducators' provision is enhanced when there is collaboration and team work involving three players: paraeducator, teacher and parents (Devecchi et al. 2012). Consequently, parents are part of the team. While it is suggested that the majority of paraeducators felt valued and respected by parents which motivate them do their job effectively (Chopra et al. 2004), they also signaled that it is a significant challenge to work with parents when they accuse them of not exerting enough work and hold them responsible of their children's poor progress (Devecchi at al 2012).

French & Chopra (1999) conducted an exploratory study on the paraeducators' role and employment conditions from the perspectives of mothers of children with SEND receiving paraeducators' support in the context of their inclusion in mainstream schools. In this study, they concluded that parents perceive paraeducators as assuming four main roles; the first role which is the most relevant to parents is identified as "connector" where parents acknowledged that paraeducators were the main link between them and the school since paraeducators

communicated to them detailed and daily information about how their children are doing in school and were easily accessible, which was not the experience of parents with the teacher; This finding is reported as well in Bennett et al. (1997), Marks et al. (1999) and Chopra & French (2004).

Parents also stressed the importance of the role paraeducators assume in facilitating peer interaction and connecting their children with their classmates. In the context of this role, all parents raised concerns about the paraeducators' close proximity to the child's which leads to unwarranted dependency on the paraeducator which hinders the child's interaction with peers but also minimize the involvement and the responsibility the teacher should be assuming in teaching their children.

The second role is "team member" where parents perceive the paraeducator as a team member with equal contribution as others; nevertheless, parents had real concern on the lack of communication and joint planning with the paraeducator and highlighted how the paraeducator is not involved as such; which lead them to question to what extent the paraeducator is respected and recognized as a team member in the school.

The third role is "instructor" where parents were cognizant that the paraeducator was the person who delivers instruction and modify the curriculum to make it accessible for their children.

While some parents were assured of the pedagogical role assumed by the paraeducator, others were concerned about the quality with the lack of supervision from the teacher and the lack of joint planning and requested ownership and supervision from a qualified teacher.

And the fourth role is “provider of physical care”; in this role where children’s safety and dignity as at stake, parents had serious concern about the skills paraeducators have in this area and uniformly requested separating this role.

The same study concluded on three main administrative problems that concerned parents. Parents were frustrated about the lack of training received by paraeducators mainly in the area of behavior management which reflects on their work with the children. Also, parents were discontent about the low wage received by paraeducators which was the main cause of the turnover that parents were so anxious about.

This study affirmed the close relationship between parents and paraeducators as well as the parents’ acknowledgement of the contribution of paraeducators in the area of social interaction and teaching; parents were all in agreement about the personal qualities that are common to paraeducators represented in their love to what they are doing.

However, parents identified administrative problems that had negative repercussion on the paraeducators’ practice and employment.

As for the relevant literature and research done in the UAE context, no studies have addressed as of yet the parents’ perspectives on paraeducators support. However, a number of studies addressed parents’ attitudes towards inclusion. Gaad (2004b) reported that parents had apprehensions that their children might be subject to bullying. Alborn & Gaad (2014) indicated that parents had concerns whether the appropriate support will be delivered to their children and whether the general education teachers had the necessary skills to deal with their children.

2.4. Recommendations for effective practice

This section will summarize research-based key recommendations to enhance the quality of paraeducators' provision and ensure effective practice.

- Role differentiation and capacity-building:

Studies converge on a key recommendation that teachers should be the primary educator for the child orchestrating the teaching process with all involved members to ensure delivery of high-quality education and in the case where the paraeducators are working with students with SEND, teachers should monitor them closely (Webster et al. 2011; Blatchford et al. 2009). the interaction. The same authors expand on this recommendation by indicating that the requirement of empowering teachers and building their capacity in the area of supervisory, management and coaching skills.

- Paraeducator model of support:

A noteworthy finding by Giangreco, Broer & Edelman (2001) convey that the teacher's involvement with a student with SEND decreased whenever the paraeducator is assigned individually to the student while teacher's engagement increased with the assignment of the paraeducator to the whole classroom. Hence, the recommended model of paraeducators' support is a classroom-based model where the paraeducator is assigned to a class or a group of children and is not "glued" to a particular child. Similarly, this model would allow more opportunities for the teacher to supervise and train paraeducators. Additionally, this model promotes children's independence and avoid overreliance and dependency (Lacey 2011).

Butt (2016) advances another model for paraeducators' utilization that he refers to as "Teacher Assistant As Facilitator" (TAAF) Model. In line with this model, the existing practice of assigning paraeducators to work individually with students with SEND while the teacher delivers instruction to typically-attaining students is reversed. In this model, teachers are responsible of the teaching and learning process for all children but exert a focused effort with students with SEND while the paraeducator facilitates implementation of the instruction that was planned by the teacher to the children who can perform the work in a relatively independent manner. In this model, the qualified teacher is support the children who needs the most support.

- Teamwork and multidisciplinary support

Devecchi at al. (2012) recommends a team approach between teachers, paraeducators and parents as well as support provided by a multidisciplinary team of specialists to enhance the quality of the provisions.

- Paraeducators qualification and professional development

Breton (2010) concurs with the literature's findings on the poor qualification, training and professional development opportunities offered to paraeducators and recommends putting in place a "competency-based qualification standards" for paraeducators. This should go hand in hand with offering the necessary training as well as supervision.

Furthermore, adopting a “nationally recognized and accredited training programme” for paraeducators has been recommended by UK DfEE (1999).

3. Research Methodology

3.1. Introduction

The purpose of this study was to explore the experiences of parents of children with SEND with shadow teachers’ provision. This chapter describes the research framework and methodology selected to fulfill this purpose.

This study employs a qualitative research approach framed within the constructivist and to some extent transformative worldview. It uses phenomenology as a research design.

The first section identifies the characteristics of the qualitative research design in general and the phenomenological research design in particular highlighting the rationale behind the selection of this design. The second section outlines the data collection procedures by exploring semi-structured interviews as a research method employed in this study. The third section addresses data analysis and interpretation by highlighting Moutakas’ (1994) approach used to analyze the data in this study. Then the fourth section discusses validity and reliability. And the last section concludes with the ethical considerations anticipated throughout the research process.

3.2. Qualitative research design

Creswell (2007) affirms that qualitative research represents a reliable and authentic approach to explore social and human science where the intent of the researcher is to acquire and construct an

understanding about the research problem from listening to individuals and apprehending what they have to say about this problem.

Shadow teachers' provision is a growing trend in the area of inclusive education in Dubai with a unique and multifaceted context and scope of practice where parents are directly involved in this process. Additionally, and as elaborated in the literature review section, shadow teachers' provision and more specifically the experiences of parents with shadow teachers' provision in the mainstream schools in Dubai have not been studied nor addressed yet in the literature which warrant the need of exploring, investigating and understanding this phenomenon by listening to the different perspectives of the involved individuals.

Hence, qualitative research would best address the research problem in this study and the related research questions reiterating Creswell's statements (2009, p. 39) "we conduct qualitative research because a problem or an issue needs to be explored" and continues by stating "we also conduct qualitative research because we need a complex, detailed understanding of the issue".

Moreover, Creswell (2007) addresses an operational definition of qualitative research emphasizing more the research process and procedure in which the researcher starts by framing the research within a set of philosophical assumptions, and a set of beliefs or worldview(s) with a central intent to study the research problem based on the participants' perspectives. Creswell continues the definition by outlining the main characteristics of qualitative research: the evolving nature of the research design that he refers to it as "emergent design", the data collection process in the natural setting with direct interaction with participants, the inductive approach used in data analysis, and the write-up of the final report based on participants' voices and perspectives,

researcher's reflexivity, the holistic and complex account and interpretation of the research problem by including different sources of data and perspectives and identifying the multiple factors that come into play in the research problem. Creswell concludes his description for qualitative research by stating the end-goal of the research lying in supplementing the literature or providing a call for action.

As for the research design in this study, I have employed phenomenology and more specifically transcendental phenomenology advanced by Moustakas (1997).

As a rationale for the selection of phenomenology, I refer to Kvale (1996, p. 52) defining phenomenology as “understanding social phenomena from the actors’ own perspectives, describing the world as experienced by the subjects, and with the assumption that the important reality is what people perceive it to be” and I specifically rely on Moustakas (1997) stance elucidating that phenomenology allows a description of “what” the individuals experienced about a phenomenon and “how” they experienced it which yield to generating the “essence” of their experience.

In this study, shadow teachers’ provision is identified as the phenomenon that I seek to explore from the experiences of parents, namely “what” parents experienced and “how” they experienced it which will result in developing an overall complex portrayal of the “essence” of the individuals’ shared experience of this phenomenon. It would be central to comprehend the common experiences of parents of children with SEND with regards to shadow teachers’ provision to address the different facets of this phenomenon and potentially inform related practices and policies.

With the focus on reflecting the “experienced meanings” of the individuals and elucidating the “essence of their experiences” of a social phenomenon, it is expected that phenomenology as a research design achieves what this study intends to capture which is the parents’ perspectives of shadow teachers’ provisions through their real- life experience in the context of their journey with their children in inclusion in education. As suggested by Kvale (1996), phenomenology makes the “invisible visible”.

Phenomenological research stems from psychology and philosophy (Creswell, 2007) in which the transcendental perspective is based on Moustakas’ model (1994) and the hermeneutical approach is based on van Manen’s model (1990).

In the study, I will opt to follow Moustakas’ transcendental phenomenology as it allows a systematic approach to data analysis and interpretation; despite the noticeable difficulty of separating the researcher’s interpretations. However, my role as a researcher will be explicitly addressed in the next section.

As I opted for the transcendental phenomenology, I recognize the philosophical underpinnings of phenomenological research, that is the congregation between the objective reality and the individual conscious experiences towards the phenomenon with an endeavor as researchers to “bracket out” to the maximum extent possible their own views and experiences (Creswell 2007); also I attempted to mirror the specific design and approach to research across the different aspects of the research (purpose statement – research questions...).

The proposed research is framed within the social constructivism and transformative worldviews. In fact, Creswell (2007) notes that researchers may use multiple paradigms that are congruent. The social constructivism is characterized by the reliance to the maximum extent possible on the views of participants regarding a specific topic or situation. Then the researcher produces an interpretation of the findings reported from participants, and this interpretation is shaped by the researcher's own experience and background; and this is why qualitative research is an interpretive by nature. The constructivist worldview is noticeable in phenomenology in which individuals provide description of their experience (Moustakas, 1994). Another worldview that framed the research is the transformative paradigm, in which a call for change in practice is advocated aligning. In fact, Denzin & Lincoln (2005) state that qualitative research yield to a social impact and a social transformation. The sections below will elaborate how the key characteristics of qualitative research in general and transcendental phenomenology in particular shaped this study's design.

3.3. Role of the researcher

In qualitative research where the researcher is involved in direct interaction with participants and positioned as such as the main data collection tool and where the research is interpretative by nature (Creswell 2014), this brings into play a number of ethical and personal considerations pertaining to the researcher role that impact the research process.

Despite my selection of the transcendental phenomenology as a research design over Van Man hermeneutical approach, I am aware and as stated by Moutakas (1997), “bracketing out” is a position that is rarely flawlessly attained.

Before proceeding with the analysis and interpretation of the data from the experiences of the participants, I would like to reflect and explicitly ascertain, as a researcher, my biases, my beliefs, my background and work experiences and how these elements may shape the interpretations in this study.

My background and work experiences in the area of disability and more specifically in a government authority advocating the rights of people with disabilities and their inclusion across the different aspects of life (education, employment, social life...) and ensuring they access their rights and services on an equal basis as others, provided me with several opportunities to liaise and interact with parents of children with SEND and listen to their views, struggles and experiences including their journey with the inclusion of their children in education. I have had the chance to participate in numerous focus groups as well one-on-one interactions with different stakeholders (parents, service providers, teachers, shadow teachers ...) which led to establishing insights and assumptions with regards to the research problem. This may theoretically shape the interpretations by demonstrating preferences for certain specific themes or conclusions and persistently examining evidences to support them.

On the other hand, my personal and professional background facilitated the task of accessing participants through the personal connections I have with the “gatekeepers”. Nevertheless, and to avoid interference of powers disparities, I was explicit that this study is not part of work

requirements; it is for educational purpose as part of the completion of a thesis required for my Master's degree. And this was supported by a university letter shared with the gatekeepers (refer to Appendix 1) to get their permission. I also made sure in the selection of participants that I had no direct connection with them to ensure that data collection is not compromised.

3.4. Data collection procedures:

This phase of the research process intends to gather information to answer the research questions under study.

In line with the phenomenological research design, interview is reported as the main research method utilized in phenomenology (Creswell 2007). Data was collected from participants through conducting one-on-one semi-structured interviews. As stated by Bryman (2004, p. 321), semi-structured interview allows “an element of structure without compromising the participants’ freedom to elaborate on topics of interest to him/her”.

Multiple interrelated steps were considered in the data collection phase.

The first step involved gaining access and establishing rapport with the participants. And this step was facilitated through “gatekeepers” that I had connection with given my work context. As mentioned in the previous section and adhering to ethical considerations, the purpose of the study was clearly explained to gatekeepers and was not linked in any way to my work to ensure mitigation of any issue related to power imbalances.

In accordance with the principle that phenomenological inquiry is best conducted by studying individuals who have had the experience being examined and explored and are keen and capable

to describe it (Polkinghorne, 1989), the second step aimed at recruiting participants based on a purposeful sampling strategy. Creswell (2007, 2014) refers to purposeful sampling as an activity of intentionally selecting individuals that will best guide and enlighten the researcher about the research problem in the study and enable the researcher to gain the understanding of the central phenomenon and answer accordingly the research questions. In this context, I have employed a criterion sampling whereby the sample includes individuals who have all experienced the phenomenon; hence, participants were (a) parents of children with SEND included in a mainstream school in Dubai, (b) had children who received shadow teachers' services or provisions c) had all experienced interacting and dealing for at least 1 academic year with one or several shadow teachers supporting their children in a mainstream school in Dubai. While these criteria warranted a shared experience among all participants and is consistent with the approach of phenomenological research design, the diverse context existing in Dubai in terms of inclusive schools' practices including shadow teachers' deployment scenarios and population demographics, the sample included participants from different nationalities, having children with different ages and types of disability included in private or public schools, and with different condition of recruitment of shadow teachers. While this might pose a potential difficulty in generating common themes, it can also enhance producing a complex anticipated description of the phenomenon taking into consideration the unique Dubai context. Participants were recruited from multiple sites as I have approached different "gatekeepers" who runs or oversee programs or school settings involving children with SEND with shadow teachers' provision.

As for the sample size and as advanced by Creswell (2014) and Polkinghorne (1989), the sample size for phenomenology study can range between 5 to 25 participants.

I have aimed at a sample size of 7 participants (mothers of 9 children with SEND from the age of 5 till 14 receiving shadow teachers provision as part of the educational provisions received in their inclusion in mainstream schools in Dubai); no fathers participated in the interviews.

Participants were given the freedom to select the date, timing and place of the interview that suit them best, to maximize willingness to participate and ensure participant is comfortable with the interview's logistics.

Before proceeding with the interviewing process, I was well informed of and anticipated potential challenges associated with the qualitative interviewing process specifically the issue of phrasing interview questions that are directional to some extent and prompt specific responses from participants as suggested by Suoninen & Jokinen (2005), and the issue of unbalanced power distribution between the interviewer and the interviewee outlined by Kvale (2006).

When available, and upon parents' approval, documents related to parents' experience with shadow teachers provision such as compiled CVs, contracts with centers, schools or shadow teachers were collected as an additional form of data for document analysis validation strategy.

Furthermore, and for the purpose of data validation and triangulation, one focus group interview was conducted involving providers who have accompanied parents throughout their experience with shadow teachers' provision. With this method. I saved time for data collection but mostly I gained insightful information due to the group interaction needed to yield such information (Creswell 2007).

Among the limitations of this research method that might arise and that were anticipated is that participants' s responses might be biased by the physical presence of the researcher and direct interaction or that participants might not feel comfortable addressing details with the researcher who is a complete stranger or less articulate and shy to provide rich information; all of these factors would lead to inadequate and poor data. However, it is expected with the ethical measures taken for confidentiality and anonymity and the logistical arrangements guided by the interviewee's wish, that these factors will be mitigated; Moreover, the spontaneous flow of the semi-structured interviews and the flexible and open-ended style of interview questions will contribute to establishing a rapport with the participating and creating a relaxed atmosphere encouraging the participants to express and voice out their views freely and be an active player in the interview.

Refer to Appendix 2 for a summary table outlining the participants' profile and interviews' details.

3.5. Data recording procedures

An interview guide (refer to Appendix 3) was developed to ensure consistency in the interviewing process and support data collection. It includes the following components as highlighted in Creswell (2014) and Kvale (1996):

- A heading section including necessary information about the interview (date – duration – interview language – interview site- interviewee...)

- An introductory section aiming at building rapport with the participant, explaining the purpose of the study and gaining the participant's informed consent on his/her participation in the study and granting his/her signature on the informed consent form (refer to Appendix 4)
- an ice-breaking question seeking background information about the participant and his/her child,
- 5 open-ended interview questions allowing a spontaneous flow of the conversation and emerging from the research questions but with more focus. The first two questions (What is your experience with shadow teachers' provision? How do you describe your experience with the shadow teachers' provision across the different stages you have been through?) are broad questions allowing to steer data collection towards developing a *textural description* (the "what") and a structural description (the "how") of the participants' experiences with shadow teachers' provision (Creswell 2007). And the remaining questions attempt to gain more information about these experiences.
- Probes and follow-up questions: whenever participants were not articulate and did not elaborate on their experiences, the interview protocol included instructions in the form of probes and follow-up questions rephrasing in a more specific way the targeted question.
- A final statement to thank the participant and acknowledge his/her participation
- A log to note down any document collected from participant for analysis.

- Space between questions to record responses and field notes.

Questions were constantly shaped throughout the process of data collection seeking a deeper understanding of the research problem which highlights the emergent design of qualitative research (Creswell 2014).

Interviews were audiotaped after participants' approval and then transcribed to prepare for the analysis of the raw data (refer to Appendix 5).

During interviews, my main focus was on gaining understanding of the participants experiences; handwritten notes were limited to prominent statements and quotes from participants and tracking historical journey.

Interview guide was piloted to improve the questions and test the interviewing procedures.

3.6. Data analysis and interpretation

The potential outcome of this study is reaching a multifaceted understanding of the experiences of parents with SEND of the shadow teachers' provision including a description of this experience and the context in which it happened.

Taking into consideration the general data analysis strategies and guidelines employed in qualitative research (Creswell 2007, 2014) and based on the particular characteristics and the structured approach inherent to phenomenological research data analysis presented by Moustakas (1994), the following steps were followed for data analysis in this study.

- The first step consists of a description of my personal experience of the phenomenon as a researcher through a process called “epoche” or “bracketing” aiming at suspending all my predetermined and defined experience about the phenomenon and concentrating to the maximum extent possible on the description of the participants’ experiences. In fact, one of the main issues of data analysis in transcendental phenomenology is this process of “bracketing” or “epoche” referred to by Moustakas (1994) as setting aside and holding off all interpretations and conclusions from the researcher’s perspectives and focusing on the participants’ experiences which is challenging to be achieved flawlessly.
- Verbatim transcription of the audio-recordings and typing of all the field notes to ensure data is prepared and organized for analysis (Appendix) – I listened to the interview just after its completion and very frequently before the next interview happened. This allowed me to use probes that with the following interviews that I have not included in the original interview protocol; which mirror the emerging design of this qualitative study.
- Reviewing and reading through the transcripts several times to obtain a general sense of the interviews as a whole before dissecting them. Concurrently, noting down thoughts in the margins for each interview helped producing initial themes.
- Underlining “significant statements” or key quotes from participants that provide description on how the participants are experiencing shadow teachers’ provision; this stage is referred to as “Horizontalization of the data” by Moustakas (1994) reflecting

- the equal weight of each statement. The product at this stage is a list that compiles relevant statements. At this stage, there is a need to “winnow” the data which is a process of focusing on meaningful data and disregarding other parts in preparation for the aggregation of data into a number of themes (Guest, MacQueen, & Namey, 2012).
- Categorizing the significant statements into larger clusters of information to generate themes referred to as “meaning units” (Moustakas 1994) addressing the individual experiences and the context of these experiences. Creswell (2007) refers to this process in qualitative research as “categorization or “coding” and defines it as the reduction of the data by assembling it into significant portions and attributing a name or a label for these portions. Creswell continues by outlining that the number of themes in qualitative research can range between 5 to 7 themes. As for the type of codes, this stage will employ emerging codes stemming from participants’ accounts as opposed to pre-determined codes which aligns with the participants’ experiences’ driven approach to data analysis and interpretation. Furthermore, the actual exact words of the participants called “in vivo” codes will be utilized when applicable,
 - Writing a description of “what” the participants experienced with shadow teachers’ provision, referred to as “textural description”. This description is supported by literal quotes from participants. Creswell affirms the need to incorporate lengthy accounts and quotes by participants to provide the evidence that validate the reported findings and to portray different perspectives (Creswell 2009).

- Writing a description of “how” the experience occurred including the context, the setting, the factors that influenced the participants’ experiences, referred to as “structural description” (Moustakas 1994).
- As a final stage, writing a complex description of the central meaning of the experience shared by all participants referred to as “the essence” of the phenomenon (Moustakas 1994).

It is clear that data analysis and interpretation in this study which aims at making sense of the information will progress on two levels blending the general approach to qualitative data analysis and the specific strategy within the phenomenological study; it will adopt an inductive approach working on the data from the specific details entailed in the raw data to more general categories (Creswell 2014) with different level of analysis and abstraction and with constant interconnection between data collection, data analysis and findings write-up (Creswell 2007).

3.7. Strategies for validation of the findings

Creswell & Miller (2000) refer to validity as one of the assets of qualitative research that consists at verifying whether the findings are accurate and credible from the perspective of the participant, the researcher and the reader and recommends employing multiple strategies to achieve this.

Apart from adhering and embedding the core characteristics of the qualitative approach to research namely the emergent design, the demonstration of multiple experiences, and the central focus on the participants’ views and from employing a recognized research design “the

phenomenological research design”, and in order to ensure that the study’s findings resonate with the participants’ views and reflect accurately their perspectives, and to warrant rigor in data analysis and interpretation, I have engaged throughout the research process in the following validation strategies explicitly outlined in Creswell (2014).

- Data Triangulation: as part of the interview process, I have requested if participants would share with me any relevant document pertaining to their experiences with shadow teachers’ provision such as shadow teachers’ CVs, contracts signed with shadow teachers or schools or agencies, reports from schools etc... and I have employed document analysis as one triangulation strategy (Refer to Appendix 6 for the log of documents and Appendix 7 for samples of documents).
Lastly, I have conducted as a final step in the data collection 1 individual interview and 1 focus group involving representatives of parents’ association and providers who have directly interacted with parents and accompanied them in their journey with shadow teachers’ provision. The strategies mentioned would allow logical confirmation of the themes based on the convergence of different sources of data which will support the validity of the research (refer to Appendix 8 for the service providers’ interview guide, Appendix 9 for the service providers informed consent form, and Appendix 10 for the service providers interviews transcriptions).
- Member checking: as part of the interview protocol, I have asked if participants would be willing to provide comments on the major findings from the interview after analysis and interpretation are completed from my side through a follow-up phone interview. And based on their approval, contacts have been made and validation of the findings completed.

- Use of dense and elaborated description supported by quotes from participants to report the findings
- Continuous self-reflection on the bias I bring to the study and how my background and experience might affect the interpretations of data. This has been outlined in the sub-section “role of the researcher” but also a separate paragraph at the beginning of the Findings section.
- Presenting of contradictory information: when applicable, I portrayed information that were incongruous with the general theme. Themes were consistently supported by evidences in the form of literal statements and quotes from participants.
- Peer debriefing: to enhance further the validity of the findings, I have requested the input of a peer adding another perspective to the analysis and interpretation.
- As for demonstrating the reliability of this study to ensure a consistent research approach, and as suggested by Gibbs (2007), I have examined and scrutinized the interview transcripts to make sure there are no errors in the transcription. Additionally, a constant comparison and back-and-forth check between the data and the emerging codes to confirm alignment and consistency in the definition of codes supported the research reliability.

Lastly, Gibbs (2007) addresses generalization in qualitative research affirming that the qualitative research does not aim at generalizing findings. Rather, the significance of qualitative research remains in the unique descriptions and themes emerging from specific participants and experiences. With this, this study aims at shedding the light on the uniqueness of the experiences of parents with shadow teachers’ provision.

3.8. Ethical considerations

As mentioned by Creswell (2014), qualitative research encompasses a range of ethical issues irrespective of the adopted research approach and most authors highlight the prominence of these ethical considerations. Particularly, Kvale (2007) considers interviewing which is the research method employed in this study as a “moral” investigation emphasizing furthermore the importance of addressing ethical considerations across the different stages of the research process. Throughout the process of research, I was conscious of the related ethical considerations with a focus on the responsibility to protect the rights of participants and I have anticipated and addressed the following ethical considerations, aligning with the guidelines and standards set by the American Psychological Association (2010) and Mertens & Ginsberg (2009).

Prior to beginning the study, and as a student at the British University in Dubai, I considered the codes of ethics adopted by the university for conducting research and I received the university’s necessary approvals on the research proposal and subsequent research steps.

In the sampling and participants’ recruitment process, I reached out to “gatekeepers” and gained their approval on recruiting families through them based on a letter issue by the university disclosing the purpose of the research. Once approval was granted by the gatekeepers, parents were contacted initially by the gatekeepers for initial approval for participation. And accordingly, I contacted the participants to explaining further the purpose of the study and their participation level to get their verbal approval. Additionally, participants were given the freedom to select date, timings and location of the interview that best suit their preferences to prevent any vested

interest and power imbalances in the selection of the interview site but also to prevent any discomfort for the participants. While there were no immediate benefits for the participants in this study and this was explicitly noted in the consent form, the research problem that was being investigated is a key concern for the participants and therefore, this enhanced their willingness to be part and active participant in the research. When beginning the study, I have developed an informed consent form for the participation in the research based on the guidelines by Sarantakos (2005). My priority was to obtain their informed consent based on a proper knowledge of the study purpose making sure participants are at no risk by participating in this study without pressuring them to sign the form.

During data collection, interviews' visits occurred at places and timings convenient to parents and chosen by them; an anticipated communication about the extent of disruption and duration I adhered to the questions as per the interview protocol avoiding any leading questions, respecting the cultural context and unique experience of each parent, refraining sharing any personal opinions or experiences to adhere to the requirement of "bracketing" which is vital to constructing the meaning from participants in phenomenology (Moustakas 1994). Moreover, reiterating the purpose of the study and how the data will be used prevented deceiving the participants. an acknowledgment of the valuable contribution of participants and genuinely thanking them for participating and convey how you will be sharing the findings from the study ensured that participants do not feel exploited.

During data analysis, privacy and anonymity of the participants were respected. an objective approach to report and describe their experiences in full, regardless of my inclination as a

researcher and irrespective of the emergence of contradictory perspectives not aligning necessarily with the general theme.

Findings were reported based on an objective and systematic interpretation without any falsification. This has been supported by validation strategies mentioned earlier. Use objective and clear language and adhering to the three guidelines of unbiased language by APA (2010) pertaining to the use of specific language, sensitive to labels, and acknowledgment of participants in the study. Also. Referencing and citing other works.

As per the university's guidelines, and in adherence to the educational purpose of conducting this research which the completion of a Master's degree in Education, special and inclusive education, copies of the dissertation will be available in the library as hard copy and soft copy database.

As for the data storage, interviews' recordings and data transcripts will be kept and stored for 5 years (APA, 2010).

4. Findings

Following the analysis of the interviews' transcriptions, this section will elaborate on the themes and related sub-themes generated as major findings from this study and that would describe what parents experienced with regards to shadow teachers provision and how they experience this phenomenon.

The term "shadow teacher" will be used throughout the findings section as this is the term commonly used by participants and by most families in Dubai context.

Following themes' identification, and descriptions, this section will conclude with a multifaceted description of the experience of the parents by establishing connections between the different themes, which is the ultimate product of phenomenology and subsequently, answering the research questions.

Before proceeding with the findings from participants, and as part of "bracketing out" which is central to transcendental phenomenology (Moustakas 1997), I will start with unfolding my perspective and interpretation of shadow teachers' provision.

4.1. Researcher perspective

As a professional working in the area of disability with a focus on the inclusion of persons with disabilities from a right-based perspective and with an understanding of the disability from a social model lens, I believe that systems, policies, programs should be transformed and barriers should be removed to ensure the access, the participation and the inclusion of persons with disabilities. Comparatively in the context of shadow teachers' provision and its implication on the inclusive education agenda, I see that readiness of the education system on a policy, programs, workforce, and capacity-building is one of the main barriers. These deficiencies have led to adopting interim solutions and "quick fix" responses such as the phenomena of "shadow teachers" with its unique context and implementation in Dubai given the immature sector of "special educational needs provisions", the business-driven trend in this sector and the lack of regulations, standards of practice, accountability and monitoring mechanisms. And within this context, parents and children are the most vulnerable and seem to be paying the price.

4.2. Findings from participants

The table below is a visual representation of the themes and sub-themes that emerged from the data analysis based on the participants' significant statements outlined in the interviews transcriptions.

Central themes and subthemes:

Themes	Subthemes
Parents' perceived roles and responsibilities of shadow teachers	Shadow is a necessity
	Understanding of the role
Parents' journey with the employment of shadow teachers	Multiple hiring scenarios and related administrative issues
	Uncertainty on the appropriateness of the choice of shadow teacher: "is it the right choice"
	Affordability and financial burden
	Retention and turnover

	Shadow characteristics that matters to parents
Shadow teachers' impact	Value, respect and acknowledgment
	Contribution to the inclusion
	Role of "protector"
	Role of "medium" between the school and the parents
	Overreliance and dependency
	Culture and language
Recommendations emerging from parents' experiences	Regulatory framework of the profession of shadow teacher
	Shadow teachers' training
	Government funding
	Schools' responsibilities

4.2.1. Theme 1: Parents' perceived roles and responsibilities of shadow teachers

This theme sheds the light on how the parents were introduced to the idea of employing a shadow teacher for their child and how they understood and experienced her role from the stage of pre-recruitment to the stage of providing the support in school.

4.2.1.1. Shadow teacher is a necessity

When parents talked about the reasons that drove them to get a shadow teacher, they uniformly expressed that the assignment of a shadow teacher to their child was a requirement by schools and that their child's admission to school was contingent on meeting this requirement.

P1: *"it was the school policy"*

P2: *"the school insisted to get a shadow or they will put the triplets out of school"*

P3: *"we need a shadow or else he can't be accepted even in FSI"*

P4: *"of course they asked for a shadow; the first year I couldn't find one and I told them to try her first and that not all kids are alike; the school said that my child cannot be in a mainstream school; she should be in a school for disabled... and that the teacher cannot allocate time for her only; you have to get a shadow"*

P6: *"First the nursery's principal said that my child needs to repeat the same class for a second year so I went crazy; then she said I can only put him in the following class if you get a shadow"*

P7: *"the school said someone needs to come to help us... they called her a support worker not a shadow"*

Some parents experienced a rejection from the school even when they offered recruiting a shadow teacher:

P5: *"we offered them to pay for a shadow teacher or even to accept their shadow if they had one or we will find one by ourselves. They just replied sorry to inform you that your child is immediately rejected". P4 continues by stating: "there was nothing to do, we tried everything. They just didn't want her; they didn't want to meet her or see her. I was too new to Dubai to know that I could fight it. I was overwhelmed".* The child was at home for a year before going to

another school again: *“they asked us to hire somebody who could take care of her because they had a lots of kids and she couldn’t use her hands anymore”*

With three of the parents, another reason that led them to this decision is the professional recommendation from the community service provider that was delivering therapy services to their children.

P3: *“the center where he is taking therapy told us he cannot go to school without someone helping him how to communicate with the kids, to give him instructions and tell him what, when and how to do it.”*

Furthermore, some parents were explicit about their awareness and belief that their child would need help in the form of shadow to be able to go to school.

P1: *“there are some children of determination that do not need a shadow but I know my child’s abilities”*

P5: *“both things: a child like my child cannot go to school without a shadow. She cannot do anything by herself. She cannot stand up, eat, go to the toilet alone. She needs help. She needs somebody who can be her hands, her feet sometimes and her voice. It is also a requirement from the school that a child with disability is welcomed but need to have an assistant.”*

A parent voiced out that she employed a shadow seeking the feeling of “normalization” as she perceives that employing a shadow would allow this.

P2: *“one reason is my eagerness to feel that my kids are normal”*

4.2.1.2. Understanding of the role

There was a variability among parents on their initial standpoint towards employing a shadow teacher and their understanding of the expected role that shadow teacher should carry out with their children.

P2: *“at first, the idea of shadow was not clear for us. What does it mean? Does it mean a nanny from home? Shall I send the nanny? But it won't be enough as I have three kids.”*

P2 continues: *“so I got the nanny trained to be a shadow and got her into school but the child sees her at home washing his hands, showering him, feeding him and then he sees her in school like she is all the time following him and he doesn't have any boundaries and the kids' behaviors deteriorated; also they told me that I'm doing something wrong asking too much from her beyond her capacity; whenever she is outside she's doing fine but then she comes back home and she has house chores. After all she is a human and I was wrong at that time.”*

P7: *“I refused at the beginning employing a shadow because I thought that any child even a child with no special needs who would receive a big assistance such as the help that shadow provides in the sense she will be his shadow (the literal meaning of the word shadow), doing the tasks for him, would rely and depend on her. This is why I refused at the beginning as I was not aware of her role. I will not get someone who instead of making him progress and be independent would hold him back. I got him into school because I want to include him and support him to live independently in the society. I thought that if I put someone, my son will be dependent on that someone his whole life. But then the school clarified to me that this will not be the case and that the shadow will not be “glued” to him and she will only step in when he needs it”*

It is noticeable how the parents' understanding of the expected role of the shadow teacher was shaped progressively and has evolved throughout their journey sometimes with the support and guidance of the school and some other time after they learnt their lesson by trials and errors.

Another aspect pertaining to the understanding of shadow teacher's role is the parents' understanding of the differentiated roles between the shadow teacher and the teacher.

Some parents were very aware about this aspect.

P1: *“(the child’s name) takes the instruction from the teacher and the shadow steps in whenever she sees that (the child’s name) did not understand; there are signs; she would look up or play with her eyeglasses ... but the contact is direct with the teacher.”*

A parent reported she went and talked directly to the teacher to set these boundaries clearly and explicitly where P7 reports what she said to the teacher:

P7: *“my child is your responsibility. The shadow, from my side, is just there “theoretically/apparently”. I want my child to depend on you. I don’t want you to depend on the shadow teacher. You can consider her an assistant for you in class for all the children not only my child. Don’t let her be “glued” to him”*

The same parent voices out that she sees the main role of the shadow to address behavioral problems and the academic aspect is not her responsibility

Nevertheless, the parents reported that the practice depended on the teachers’ skills.

P1: *“although they accept special needs but the teacher did know how to deal with her.”*

P2: *“still there is no direct instruction from the main teacher.”*

And some other parents explain the role transfer to the shadow teacher is due to the teacher workload and class size.

P6: *“this year, the teacher is not supportive. She is not very much involved. She saw there is a shadow so she is relying on her. She said she had 30 kids in class and she has 18 kids who need some kind of support and she can’t give my child what he needs. we felt in the IEP meeting that the teacher can’t put much. Maybe year 1 is difficult as the children are moving from the foundation stage to the primary. She has a lot to handle and I do agree that doesn’t have the time to care for my child”*

While “teacher - shadow teacher” role differentiation might be theoretically clear and established in the understanding of the majority of parents, putting it into practice is reported to be difficult due to the lack of teachers’ knowledge and confidence and in engaging in that role, which questions again to what extent the teacher is empowered to take on the role of the primary educator for all children including children with SEND. Also, parents’ statements and experiences reflect their worries on two levels: the transfer of the teaching responsibility from the teacher to the shadow and the overreliance and dependency of the child on the shadow’s support.

A parent shared how her experience with the teachers was difficult and how it reflected on the role of the shadow.

P4: *“I’m the kind of person who overlook and let pass things because I did not want them (the teachers) to get annoyed from me or my child. There are some teachers who get annoyed from these cases and I don’t know why. But I understand them. So I told the teachers that it is not necessary for them to do anything with my child. The shadow deals with her. The teacher would focus on all the remaining students and the shadow on (child’s name).”*

Another aspect emerged from a parent's experience where the mother employs the shadows beyond school hours to provide support in the home for school-related homework as well as self-help and caregiving tasks, and attend therapy sessions. This scenario shed the light on the stretched role of the shadow to go beyond the support provided in the mainstream school.

P2: "they (the 3 shadow teachers) are with them in school and in the afternoon till 6 p.m. where they attend therapy session with them and when they (the triplets) don't have sessions, the shadows go back home with them and do some homework with them"

4.2.2. Theme 2: Parents' journey with the employment of shadow teachers

This theme addresses the process of employment the parents go through to recruit a shadow teacher and is very unique to Dubai context.

4.2.2.1. Multiple hiring scenarios and related administrative issues

Findings showed that parents encountered different routes to recruit shadow teachers. The sample of participants selected is not representative of all possible hiring scenarios.

The first scenario that emerged from the experiences of six parents is a direct recruitment of the shadow teacher by parents under a contractual agreement of a "nanny/housemaid" where the shadow's residency visa/status is under the sponsorship of the parents. In this scenario, both parties signed the contract that is typically issued for a nanny by the General Directorate of Residency & Foreigners affairs.

While this scenario is less costly, parents voiced out a number of contractual and administrative issues such as deciding on the pay, the working hours in school and for some after school, the leaves during the school holidays and summer break, the sick leaves, the compensations and

allowances...all these aspects are not taken into consideration under the signed contractual agreement of a nanny.

P5: *“It is actually complicated. I wanted to employ her as a shadow teacher. It turned out that we cannot. By Dubai law only schools can do that or special needs center. And the school cannot employ her as a shadow because she is not a teacher. So we just employed her as a nanny and we pay her more...*

You have to find an agreement with the person. The school closes for 3 weeks for winter break this year. What to do? It is almost a full month. In my case we decided that we are going to make her help (child’s name) at home and she has one week off for Christmas and one other week off for spring break. It is our agreement because we have a 10-month contract.”

One parent raised another concern pertaining to the liability she is holding when she is recruiting a shadow teacher under the contract of a nanny with the fact that the shadow does not stay in her sponsor’s house. In this case and if she is caught by the police for any potential violation, a penalty of 50,000 AED can be issued against the sponsor. The mother managed to recruit the shadows under other job categories “vocational teacher/private teacher” or “nurse” (refer to Appendix 7).

P2: *“I said how can I protect myself? I went and I told them she is not a housemaid; here are her qualifications. This is paper that she is requested from the center and the school and she does not stay at my place so they said they will give the visa of private teacher.... I fought to get the other one a “nurse” visa”*

With the gaps in the contractual terms associated with this hiring scenario, one parent had to develop a written agreement with the shadow outlining job description, reporting and communication requirements, termination terms, salary, working hours, leaves, working sites... (refer to Appendix 7) indicating in this case a relationship of an employer and an employee; while others had only a verbal agreement.

Another challenge experienced by parents in this first hiring scenario is where to find the candidates for the job of shadow and how to make sure that this candidate is qualified for the job. Findings showed that parents tried out every possible avenue to find a shadow teacher: personal network, mothers “WhatsApp” groups, Facebook pages for mothers in general and for shadow teachers in particular, online websites with shadow teachers’ job advertisements, putting advertisement in the newspaper, labour supply agencies, by word of mouth, schools database, community service providers database.

P7: “and at this point the ordeal started. The suffering of looking for shadow. It is like a “sea”. You put an advertisement and you pay for it. You receive hundreds of CVs. Once a lady who was interested in the job contacted me and asked me what is Down Syndrome? So I told her why you are calling for a shadow job for a child with Down Syndrome if you don’t know what Down Syndrome is. Another lady asked me what is wrong with my child? And some requested unrealistic salaries. Tons of frustrations. To find a shadow is the biggest challenge”

And sometimes parents found a shadow by pure chance like this mother:

P3: “the shadow used to work in my child’s school with another boy. So I gave her my number and I told her to contact me if she finds a shadow for my son. 2 months later, she called me and told me I don’t have a job because the family I am working with are not good, they are not paying me. If you accept me I will come to work with you.” And when I asked mum what was the background of the shadow, she said: *“she only worked as a nanny before shadowing that first boy.”*

While the situation with P3 might reflect a relatively smooth and easy experience in finding a shadow, a common concern to all parents is whether they made the right selection of the shadow.

For them it is the unknown and it is a risk they are taking. This sub-theme was remarkably articulated by all the parents and will be discussed in the subsequent paragraph.

As for the second scenario, two parents experienced the recruitment of the shadow teacher through a community service provider that they contracted to offer the service of shadowing. While one parent was extremely satisfied from the performance of the shadow teacher namely being part of an integrated and comprehensive plan designed for the child by the service provider and supported by training and supervision, the cost was a real problem as well as the transparency in the contracting process. Nevertheless, parent felt helpless and had no other choice but to keep paying given the poor quality of this service in the market.

P6: "I'm paying 15000 AED per month but I don't know how this amount is split between shadow fees, supervision and everything else. It was only a verbal quotation, she (the center director) never asked me to sign anything. And if I remind her of this thing (written quotation with fees breakdown), she seems as if she did not hear what I'm asking for. Maybe it is easier for them this way."

One parent who tried both scenarios had to end her contract with a community service provider contracted by her for the shadow teacher provision because she felt that they were exploiting her financially.

P7: "when we reached the point where my child needed only partial shadowing time, we agreed with school to have the same shadow work with two children in school. But the center still requested us to pay the same amount of 6000 AED for each family. So I said it is not fair. I'm sorry"

4.2.2.2. Uncertainty on the appropriateness of the choice of shadow teacher: “is it the right choice”

Irrespective of the hiring scenarios, the majority of parents had concerns about the suitability of the choice of shadow they made.

P1: *“anyone can write a CV. We are taking a risk. But what to do? I have no better option. We don’t know the background of the shadow. Maybe she is a criminal. There are plenty of mental problems. The shadow spends all the day with the child, goes with the child to the bathroom and we don’t know what could happen. The government should protect our children.”*

P2: *“the challenge I faced is not having an authority to tell me where is the pool that I can choose shadow teachers from. It was all personal effort. I’m not sure how accurate these CVs are. I’m not a CID (Criminal Investigation Department).*

P3: *“I ask myself did I choose the right person or not?”*

These findings raise serious liability and legal issues.

4.2.2.3. Affordability and financial burden

Another common burden for all the parents is the shadow’s pay. Findings showed a significant variability in the market for shadow teacher’s salaries with no control nor monitoring from any authority. As per the participants in the study who mentioned what they are paying, the following figures came out: AED2500, 3000, 5000, 6000 and 15000 per month. Findings also demonstrated that shadow salary was related to the hiring scenario where the employment of a shadow through a community service provider or a school seemed to be the costliest.

P6: *“The parents who do not have enough money, do they leave their child? There are already school expenses. Some centers charge up to 300 000 AED. There is no insurance for the therapy and for the shadowing services. As an expatriate and if a family don’t have enough income, are we supposed to pack our things and leave?”*

4.2.2.4. Retention and turnover

Parents did not feel safe and always had concerns whether the shadow will leave them.

P2: *“I want to have the shadow on my own visa to have more control. If a shadow is on her husband’s visa, it is less costly but she can quit anytime. I feel I should maintain measures for the turnover.”*

P4: *“now I’m thinking about next year. What will happen”*

Some parents shared an experience filled with frustration when a shadow leaves with no notice and they are left with no other options but to restart the process all over again and have their child during this time out of school, unless school would allow it. Findings from parents showed that in this case child continuity in school is on a case-by-case basis and depends largely on the school’s flexibility and even the teacher’s decision.

P1: *“I still remember that day, 30th of august. It was Eid holiday and the shadow was supposed to come back from her leave on this day. On the same day. She sent me an email to inform me that she is not coming back. Imagine the school is starting in four days. I felt I was “torn”. People were happy because it was Eid and I was depressed. I was crushed.*

4.2.2.5. Shadow teacher’s characteristics that matters to parents

A number of parents emphasized the importance of the personal qualities of the shadow and they considered these characteristics are the main reason for their selection and even for the successful experience with the shadow. They looked at having a caring person, someone who

would love their child and their child would love her back, a mother, someone approachable and they would feel comfortable in dealing with. For these parents, previous experience and educational qualification were not articulated as the conditions for choosing a shadow.

P1: *“I felt relaxed with her. She loves my child and the proof is my child loves her too. She wanted my child’s best interest. She used to be a secretary/clerical work. I relied on the fact that she is a mother of five.”*

P3: *“A kind person who worked with kids before even if she doesn’t have experience in being a shadow, being a mother. She is a mom of two. I think it is important because she will know what I’m going through. Take her and teach her your own way and your child’s way. She is an extrovert person and this is what my child’s need”*

P5: *“we only had this lady and she is caring. She was not experienced and she is fond of my daughter. And she was willing to learn. I gave her books. She studied by herself. I was lucky because this lady was willing to learn with us and she was attentive to my daughter. Yes, caring for the child, seeing the child behind the disability. I mean not looking at the disability but at the child and trying to see the potential the child has and trying to work on that”*

With P3 and P5, another shadow’s characteristic seemed to matter to parents which is the shadow potential and exerted effort to learn for the best interest of the child. Again, in these scenarios, professional and educational background did not count for the parents.

Another aspect was the age. P1 wanted someone who is mature and has a stability in her family’s life.

P1: *“age plays a role. A younger shadow would have some negatives. Like dating. Shadow teacher has to have a familial stability. She should have a husband and kids because she would think like a mother and she would feel what I’m going through as a mum. Of course there are exceptions.”*

A parent had minimum selection criteria pertaining to the shadow teacher's education, background and experience.

P2: "I was looking for someone who studied at a university or college level, with "a little bit of background in the field of education, not necessarily special needs field, maybe with some work she has done in nurseries or schools back in her country"

Some other parents left the selection on the community service provider's decision given that they were the expert.

P6: "for the recruitment, (the center director) would know better as she has all the requirements. I can only judge the shadow after she works with my child"

It is evident the differences in parents' perspectives with regards to shadow teacher's characteristics in the recruitment process and how these differences are related to the hiring scenario adopted by parents but also to individual preferences. Some parents who hired directly the shadow teacher were part of or even led the decision-making and had explicit expectations and requirements for choosing a shadow; other parents worked collaboratively with their community service provider to be able to validate the choice made and some other thought that their input was not relevant at this stage and left the responsibility to the contracted community service provider.

4.2.3. Theme 3: Shadow teacher's impact

This theme reflects the parents' perspectives on how the shadow teacher contributed to the inclusion of their children, what roles she has engaged in to support the child's inclusion and what are some of drawbacks emerging from their experience with the shadow teacher provision.

4.2.3.1. Value, respect and acknowledgment

The majority of parents valued and acknowledged the shadow teacher's central role in the inclusion journey of their child.

P5: *"this lady turned out to be an amazing help, an amazing person and a great shadow. We learned together about "our" child without a piece of paper that qualifies her. We had her she had us."*

This parent exemplifies how valuable the shadow is for this family.

P3: *"thank God she was there honestly or else I don't know what my son is doing"*

Only one parent questioned the value added by the shadow teacher.

P2: *"I asked her to define the value of her time spent with my kid. Most of the time is lost during transportation, school activities, and attending therapy sessions. Wat is your actual time with my kid? She was not able to answer me. Even in the classroom, they (the shadow teachers) need to deliver minimum support to my kids so they are asked to support other kids. Thank God my kids are advanced. "*

4.2.3.2. Contribution to inclusion

The majority of the parents highlighted the remarkable contribution of the shadow in the areas of social inclusion, social interaction with peers and communication with peers and teachers, which was the main area of contribution highlighted by parents.

P5: *“she is definitely my child’s hands and voice. She helped her to play with others like throwing the ball. And whenever the teacher asks a question to my child, my child can communicate somehow by making choices with the flashcards she offers her. And most of the time the answers’ options are right. And because she is so nice with the children, they love her so they stay close to her and she teaches them how to interact with my child/ she also explains to them how to deal with my child”*

P1: *“the shadow facilitated communication between my child and the other classmates since my child did not have initially a lot of vocabulary. Also the shadow introduced my child to the other kids and pushed her to socialize. And in fact, she made friends.”*

A parent also acknowledged shadow teachers’ contribution in managing child’s behavior and in the toilet training.

P7: *“she decreased 40% of the behavioral issues and tantrums and also helped in the bathroom training”*

Another parent acknowledged the shadow teacher’s contribution in teaching her child academics.

Furthermore, one mother stated how the shadow gives tips to the teacher who is not involved with her child because she doesn’t have the skills and she doesn’t know how.

P6: *“she taught him phonics.”*

A parent acknowledged how the shadow advocated her child’s participation in class and with her peers.

P4: *“during teaching time, the shadow tells the teacher to involve the child and give her a turn on the teaching board and she puts her in the group with the girls and make sure she is always with them in class and not outside of the class.”*

The same mother who questioned the value added of the shadow teacher did not see a direct contribution yet on the inclusion of her triplets.

P2: *“I don’t know. For me they are still not getting the direct instruction from the teacher. I would say they are included when they don’t need a shadow.”*

4.2.3.3. Role of child’s protector

A noteworthy finding is that many parents expressed how their children’s safety and emotional well-being is safeguarded by the presence of the shadow teacher in school. Which raises a question about the trust the parents have with the general education learning environment to ensure all children are safe and emotionally well.

P3: *“my child might be even abused. There are kids that are abused in year 1. And I think my son is protected because there is someone after him especially that my child cannot tell you if he is being abused, because of the shadow nobody can touch him, I feel safe.”*

P1: *“she used to protect my child from naughty kids. Even I’m psychologically more relieved knowing that there is someone with my child protecting her from bullying. One incident can affect my child’s future”*

P7 reports how she got to know from the shadow that the Arabic teacher disregarded her son in the class and did not treat him as others which impacted his emotional well-being.

P7: *“my child was put as a chair in the class and he was devastated. The shadow was my eye there and she told me.”*

4.2.3.4. Role of “link” between the parents and the school

All parents reported daily exchanges with shadows to check how their child is doing in school. Some of them used communication via WhatsApp; others communicated at drop off and pick up timings. Parents value the link the shadow assumes between them and the school.

P3: *“the good thing about it I know what is happening in school. I have pictures and videos.”*

4.2.3.5. Overreliance and dependency

While most of the parents acknowledged the contribution of the shadow teacher in their children’s inclusion, the majority were worried about the dependency of their child on the shadow and worked hard with the school and with the shadow to plan fading out, to set roles between teacher and shadow teacher. This dimension encompasses elements pertaining to role definition and differentiation, training, supervision, monitoring and ethical considerations.

P7: *“I noticed that my child kept saying no I can’t. I went to school and they told that the shadow is glued to my child and he is depending on her to do everything for him.”*

P2: *“she needs to be more trained when to step back. But also, if the child is independent, she would think I might not need her any longer and she would fear this.”*

P2 statement includes another ethical dimension and raise a question about performance monitoring to ensure shadow are performing for the best of the child and not their best.

Parents were so happy when the shadow was assigned to the whole classroom and not to their child only. This practice was rarely reported in the parents' experience. However, it does reflect parents' awareness and eagerness to help their child be independent.

P2: I was so happy to hear from one of the teacher that the shadow is not assisting my child anymore. She is assisting other kids. Teacher, shadow teacher and assistant teacher made kids rotate on different stations/counters in class. My child was able to generalize and was not obsessed with the shadow's presence”

4.2.3.6. Culture, language and gender

All the shadow teachers reported by participants were female. And the majority were from the Philippines. Only one shadow was from an Arab country. Parents experienced some difficulties pertaining to culture, language and gender.

A parent highlighted the poor English language skills of the shadow.

P2: “even though she has a nursing certificate, she can form a full correct sentence. I thought she barely can deliver the message to me, how can my kid get the information from her?”

She also highlighted the gender issue that was brought to her attention by the father of the triplets.

P2: “he said to me they are boys and their private parts should not be seen by a female. And he was right”

Another parent mentioned some cultural differences that she had to address directly with the shadow.

P1: “Don't allow her to kiss boys as part of socializing. It is ok with girls but not with boys”

4.2.3.7. Training, supervision and team work

Findings showed discrepancies in the level of training and supervision received by the shadow and the teamwork functioning between the school, parents and shadow teacher. And there were three main factors that shaped these variables: the hiring scenario, the involvement of an additional community service provider to assume this role and the active role and responsiveness of the school's learning support unit.

However, parents thought that these elements are key factors for a successful experience and an effective practice.

P6: *“the experience was successful because the shadow is part of a comprehensive program with proper training and supervision, she is part of the package”*

P2: *“when therapists used to come to observe in class and at home, they were giving the shadow the rules and the procedures. Now I'm lacking this with the new provider. I wish I can replicate (name of the service provider)”*

P1; *“(the community service provider) told me I need to get a shadow before the beginning of the academic year so they can train her... the therapist used to give the shadow tips.”*

4.2.4. Recommendations emerging from parents' experience

Based on the journey that parents experienced with shadow teachers provision, they have advanced recommendations and suggestions to address the deficiencies they have faced throughout the process and to improve the effectiveness of shadow teachers' practice. These

recommendations feed into four main areas: regulatory framework of the profession of shadow teacher, training, schools' roles and responsibilities and funding

4.2.4.1. A regulatory framework for the profession of “shadow teacher”

Parents uniformly called for measures to regulate the profession and the employment of shadow teachers. These measures include:

- Establishing a government authority to oversee the hiring and the recruitment process of shadow teachers

P2: *“a process similar to the KHDA overseeing private schools and how they recruit teachers and nurses”*

- Identifying providers or entities that are recognized and supervised by a government authority to serve as providers for qualified and trustworthy “shadow teachers”.

P1: *“since the ministry of education is going forward with the inclusive education, they have to tell us who are the trustworthy and the guaranteed entities to go to, to get shadow teachers.”*

P2 suggested to have a portal to go search for certified shadow teachers instead so parents can subscribe and access this portal instead of going to business-oriented websites.

- Control of the market price for shadow teachers

P1: *“the ministry needs to control the prices. The range of prices present significant variability”*

P6: *“work on the cost because it is a tragedy”*

- Setting clear roles and responsibilities

P1: *“the minority should set the responsibilities and the duties for both parties. So it is fair for both (meaning shadow and parents)*

- Performance monitoring and quality check mechanisms

P1: *“very similar to the schools’ inspection done by KHDA. As a parent, I’m not aware how the shadow is performing. Is she doing a good job? There should be inspection on the shadows so they commit because they know that there is a body following up and monitoring. At least I would know who did well and who didn’t, shadow? School? And I take the necessary actions”*

- Establishing minimum standards to qualify for the job of shadow teacher

P2: *“as a start to get a certification in order to get the label of a shadow”*

4.2.4.2. Shadow teacher’s training

The majority of parents emphasized the importance of shadow teachers’ trainings and they emphasized on the “quality” of the trainings covering the broad range of needs of students with SEND.

P5: *“there should be training in each different syndrome because not all children are the same. A child with down syndrome has different needs than a child with autism. Here they just get a diploma after attending one or two weekends of training”*

4.2.4.3. Government funding

Some parents recommended that the government should fund all or part of the cost of shadow teacher.

P3: *“we pay a lot of money. At least the expense of a shadow to be taken out of our chest.”*

4.2.4.4. Schools' responsibilities

The majority of parents recommended schools to take more responsibility towards the provision of effective support to children with SEND.

A mother highlighted the importance of having teacher assistants in public schools which could replace the shadow teacher.

P4: *“if each classroom has an assistant teacher, this would solve the issue of shadow teacher”*

Another option suggested by a parent is to have the shadow teacher as part of the school support package.

P2: *“instead of putting the parents in the hassle of looking for shadow teacher, let the school provides shadows within the package. If shadows are registered within the school, they will get training and many advantages.”*

The themes and sub-themes identified and described above shed the light on the perspectives of parents with regards to their experience with shadow teachers' provision, including the nature of this experience, the success factors and challenges that emerged and the recommendations that they advanced. The following description take all the input and generate the “essence” of this experience.

Parents' experience with shadow teachers' provisions is not an easy journey. Although each experience unfolds its own components, a shared essence lies at the heart of these experiences which is the parents' determination to enable their children reach their fullest potential and access an inclusive education alongside their peers. While providing shadow teacher was their

ticket to include their children in mainstream schools, it involved challenges that they tried to overcome. But it also generated a sense of fulfilment and normalization. In a way, shadow teachers' provision, for parents, is a double-edged sword.

From one side, parents had to engage in a constant and ongoing troubleshooting of the deficiencies in the education system that is lagging in providing uniformly the necessary support to meet the needs of all students. Parents in this journey demonstrated resilience that enabled them to travel the education system, advocate their children's right to inclusion and problem-solve to come up with necessary measures to mitigate the challenges and address the drawbacks that exist in the education system. This is the onus associated with this experience. Nevertheless, parents took in this burden to witness the other side of the coin.

The other side of the coin is the unique success story of each and every child that gives validation to parents that their children are recognized as valuable and capable individuals which make all their exerted efforts in this journey worth it.

5. Discussion

The primary purpose of this study was to explore and understand the experiences of parents of children with SEND with shadow teachers' provision in the mainstream schools in Dubai.

Despite the unique context of paraeducators' provision in Dubai (mainly in the area of hiring/employment procedures and related contractual aspects as well as funding scheme), data disclosed that parents' experiences and perspectives encompass themes that concur with a number of key findings from the literature on paraeducators' support. Nevertheless, particular

themes emerged that were highly linked to the cultural context but also to the immature sector in the area of inclusive education in Dubai.

This section aims to elaborate on these aspects.

This study validated that shadow teachers' provision is "the solution" and the common "quick-fix response" adopted by the schools to meet the obligation to include children with SEND especially with the legal framework that exists in support of inclusive education; which concur with the literature findings (Abbott, McConkey & Dobbins 2011, Butt 2016, Devecchi et al. 2012, Blatchford et al. 2009, Webster et al. 2010). The difference is that, worldwide, it is the government and the schools' responsibilities to employ and fund paraeducators. This is not the case in Dubai where parents are required to assume this responsibility. This shift in responsibility had serious implications on the parents' experiences and revealed additional layers of challenges and burdens that are unique to Dubai context.

Among these challenges, the most prominent one pertains to the employment and hiring process of shadow teachers and the related contractual and administrative issues as well as the associated financial burden.

An additional component associated to this shift in responsibility is the constant worry parents face regarding the suitability and the safety of the choice they made for selecting a particular shadow teacher. For parents, it is a risk they are taking and they don't have any reference authority that could guide them in this process of selection and provides them with warranties for qualified and trustworthy shadow teachers. One of the interviewed service providers validated

this finding and commented on it by stating: “it is a gambling game.” Furthermore, parents sometimes have to accept poor quality

As for parents who opted to employ shadow teacher through a contracted community service provider (the second hiring scenario), they face exploitation as agencies tend to be business-driven and parents are intimidated to ask for their rights as they feel they have limited or no other choices and can’t jeopardize losing the shadow teacher putting again their child at risk of being out of school. A striking quote from an interviewed service provider describe the situation of the parents in this scenario: “parents are at gun point”.

The unrecognized and un-regulated status of this profession explains both scenarios echoing a quote from an interviewed service provider: “this is not a profession that is listed. This is an “under” the carpet profession.”

Moreover, this study revealed another dimension to the problem of retention and turnover. While other studies have highlighted the problem of paraeducators’ retention and turnover (Giangreco, Suter & Doyle 2010), this study revealed again an associated additional burden on the parents on an emotional level as this means that their child will be out of school again till recruiting another shadow teacher as well as having to go through the hassle of finding a shadow teacher with no prior notice and on a financial level with the market’s demand and competitiveness for shadow teachers.

To end with the implications stemming from the shift in responsibility of employing shadow teacher, a distinct type of parent-shadow teacher relationship emerged from the study and was not described in the literature which represents an employer-employee relationship.

As for the role and utilization of shadow teachers, shadow teachers in Dubai are assuming the main responsibility of dealing with and teaching students with SEND which corresponds with the findings from the literature (Webster et al. 2011) and role differentiation between shadow teacher and general education teacher seems equally problematic. However, there is an additional feature associated to shadow teacher's utilization that emerged from this study and was not described in the literature, which includes, in some instances, the shadow teacher's assuming afterschool duties as well duties during school breaks alongside the assigned child with SEND. These duties can take the form of attending therapy sessions, accompanying the child and the family in trips and outings, and caregiving hours. This factor increases the role confusion associated to paraeducators (Butt 2016) and warrants to be addressed in the context of the recognition and regulation of the profession including defining roles and responsibilities. Continuing on the role of shadow teachers, this study highlights a new role perceived and highly valued by parents in Dubai which is the role of the protector. In line with the finding by Gaad (2004b) reporting parents' concerns regarding bullying their children in schools, some parents consider that the presence of shadow teacher ensures that their children are protected and not bullied. This raises questions on the poor trust parents have in the school system. This study has also found that most parents value and acknowledge shadow teachers' contribution in the inclusion of their children and think that the personal qualities of shadow teachers being caring and kind is considered as a factor contributing to the success of their experience with shadow teachers, corresponding to the findings by Chopra et al. (2004). However, some challenges pertaining to culture differences and language skills characterized

Dubai context given the background and nationalities of shadow teachers that in most cases differed from the parents' background. This perspective has not been mentioned in the literature. To continue on the success factors, there was also concurrence with the literature about some other success factors that enabled a successful experience with paraeducators' provision, namely teamwork including collaboration and communication involving parent-teacher-paraeducator (Devecchi et al 2012), as well as training, support and supervision of the paraeducator (Alborz et al. 2009; Webster et al. 2011).

As for the recommendations advanced by parents, they were all unique to Dubai context given the uniqueness of the shadow teachers employment scenarios.

This research studied individuals who have all experienced the same phenomenon which is the shadow teachers' provision with the aim of understanding the nature of their experience, the success factors, the challenges and the recommendations associated to their experience. While a number of findings from this study concurred with the literature, the unique cultural context in Dubai and the shift of the responsibility of employing shadow teachers to parents generated new themes pertaining mainly to additional challenges on parents.

The findings from this study shed the light on questions pertaining to the accountability of the education system as well as the regulatory bodies.

6. Conclusion

This study is a preliminary inquiry to explore and understand parents' perspectives on shadow teachers' provision and its findings should be considered carefully. The sample consisting of 7 mothers of students with SEND cannot possibly represent all different scenarios and experiences; To reiterate the purpose of this study and based on the specific research design adopted in this study (phenomenology), the purpose of this study is not to generalize findings but rather to reflect the essence of the experience of a particular group of parents with shadow teachers' provision.

This study has its limitations.

In fact, Creswell (2009) suggests that qualitative research should not be considered as a replacement for quantitative inquiry. Recommendations for future research incorporating a quantitative inquiry would allow a systematic analysis of the current situation.

Moreover, field observation of the practice in schools over a period of time as well as longitudinal case studies would bring significant insights to what is happening in reality.

Furthermore, studying the perspectives of all stakeholders (shadow teachers, service providers, schools' workforce, education authorities, students with SEND...) would enable building a more cohesive and compact description and analysis of the situation. Another avenue for research would be assessing objectively the outcomes of students with SEND that are receiving shadow teachers' provisions' to assess the effectiveness of shadow teachers' provision.

Despite these limitations, it is hoped that the findings from this study enhance our understanding of parents' experiences and perspectives on shadow teachers' provision. This study sheds the

light on a number of ethical issues and on an accountability element that cannot be disregarded. Hence the transformative lens of this study would call for action on a policy and practice level to protect children with SEND and their parents.

- Is shadow teachers provision with the current practice or model “the solution” for supporting children with SEND in mainstream schools? As argued by Giangreco (1997) and Butt (2016), we should challenge the status quo and think about more sustainable and efficient options to support the inclusion of children with SEND.
- To what extent the education system is taking the responsibility of meeting the needs of all students? To what extent general education teachers are involved in the teaching and learning of students with SEND rather than “hosting” these children in their classroom? Answering these questions has implications on the restructuring and the capacity building of the school workforce
- In the meantime, and with the fact that shadow teachers’ practice is happening, what measures should be taken to regulate the practice (standards of practice – regulation – monitoring and inspection mechanisms...)
- And lastly how can we alleviate the financial burden on families?

In many ways, I see this research study as opening doors to rethink shadow teachers’ provision but also inclusion in Dubai.

I would like to end with a quote from two mothers; one mum questioned at the end of the interview with her: *“Is inclusion really happening in Dubai or is it just an “ink on the paper”* (verbatim translation – meaning only in theory and on paper). Whereas another mum ended her interview with a more optimistic note *“there is a thing I like about this place (Dubai), things change. When we moved here 5 years ago, almost no children with special needs were in schools... things are changing very quickly and I have a lot of hope that this will benefit all the society.”*

WORDS COUNT: 17810

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Appendices

Appendix 1: University letter



9/25/2017

To whom it may concern

This is to certify that Ms.Nancy El Karaan with Student ID number 2014101171 is a registered part-time student in the Master of Education (Special and inclusive education) offered by The British University in Dubai since September 2014.

Ms. El Karaan is currently collecting data for her thesis (The lived experiences of families with children with Special Educational Needs/Disabilities (SEND) about shadow teachers' provision in mainstream schools in Dubai).

She is required to gather data through conducting face-to-face interviews that will help her in writing the final thesis. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.El Karaan's request.

Yours sincerely,

Amer Alaya
Head of Student Administration

Appendix 2: Summary table of participants’ profile and interviews’ details

Participant’s identifying initials	Participant profile including child’s profile	Interview details (duration – setting)
P1	<p>An Emirati mother of a girl with Down Syndrome aged 7 years and a half currently included in a private mainstream school in Dubai following the British curriculum in Year 1 with the support of a shadow teacher recruited directly by parents.</p> <p>Mother experienced dealing with 2 shadow teachers so far both employed by parents as per a contractual agreement of a “nanny” (by the General Directorate of Residency and Foreign Affairs – GDRFN) under the visa sponsorship of the family – 1 shadow teacher who supported the child for three consecutive years (Pre KG- KG1 and KG2 in a private mainstream school following the American curriculum) and then a second shadow teacher currently with the child for the academic year 2017-2018.</p>	<p>Interview lasted for 52 minutes and was conducted at the participant’s home</p>
P2	<p>Emirati mother of triplets diagnosed with Autism Spectrum Disorder aged 6 years and a half currently included in a private mainstream school in Dubai in KG2 with the support of 3 shadow teachers (each assigned to one child) recruited directly by parents.</p> <p>Mother experienced dealing with a total of 7 shadow teachers so far since her triplets were aged 4 and started attending nurseries. All 7 shadow teachers were employed by the parents as per a contractual agreement of a “nanny” (first batch of shadow teachers) or “private teacher” or “nurse” (second batch) under the visa sponsorship of the family (by</p>	<p>Interview lasted for 1 hour 12 minutes and was conducted at the mother’s workplace (in a quiet and private meeting room)</p>

	<p>the General Directorate of Residency and Foreign Affairs – GDRFN).</p> <p>Mother tried first using her existing nannies as shadow teachers – then move to employing allocated persons for the job of shadow teachers.</p>	
P3	<p>An Emirati mother of a boy aged 5 years diagnosed with Autism Spectrum Disorder currently included in Year 1 in a private mainstream school in Dubai following the British curriculum and he is supported for the second year on a row by a shadow teacher recruited directly by parents.</p> <p>The current shadow teacher is employed by parents as per a contractual agreement of a “nanny” (by the General Directorate of Residency and Foreign Affairs – GDRFA) under the visa sponsorship of the family.</p> <p>The mother experienced dealing first with her existing nanny that she used to send her with her son when he attended a mainstream nursery; and then she employed an allocated person for the job of shadow teacher who accompanied her son in FS2 and now in Year 1.</p>	<p>Interview was conducted at a public bookshop café (reserved quite area) and lasted for 28 minutes</p>
P4	<p>An Emirati mother of a girl with Down Syndrome aged 14 years included in Grade 8 in a mainstream public school in Dubai with the support of a shadow teacher recruited directly by parents.</p> <p>The mother experienced dealing with 2 shadow teachers- 1 from grade 2 till grade 4 and a second one from grade 5 to date. Both were employed by parents as per a contractual agreement of a “nanny” (by the General Directorate of Residency and Foreign Affairs – GDRFA) under the visa sponsorship of the family.</p>	<p>Interview was conducted at the child’s school where the mother is a volunteer in a quiet meeting room and lasted for 38 minutes</p>
P5	<p>An expatriate mother (originally from Italy) of a girl aged 7 years diagnosed with Rett’s syndrome included in year 1 in a mainstream private school in</p>	<p>Interview was conducted at the parent’s home</p>

	<p>Dubai with the support of a shadow teacher recruited by parents.</p> <p>The same shadow supported the child for two full years since the age of 5 years when the child started attending an early learning center/ nursery and now this is the third year supporting her in primary school.</p> <p>The shadow is employed by parents as per a contractual agreement of a “nanny” (by the General Directorate of Residency and Foreign Affairs – GDRFA) under the visa sponsorship of the family.</p>	and lasted 37 minutes
P6	<p>Mother from Lebanon of a boy aged 5 years and a half diagnosed with autism and included in a private mainstream school in Dubai in Year 1 with the support of a shadow teacher who accompanied him for three consecutive years and this is the fourth year since he was enrolled in an early learning center and then FS1 and FS2.</p> <p>Shadow is employed by a center/community service provider that offers mainly ABA and shadowing services. And parents contracted her through the center as part of the treatment plan of the child provided by the center.</p>	Interview was conducted at the parents’ home and lasted for 30 minutes.
P7	<p>An expatriate mother (originally from Tunisia) of a boy aged 8 years with Down Syndrome included in year 2 in a private mainstream school in Dubai following the Canadian curriculum with the support of a shadow teacher.</p> <p>Mother experienced dealing with 3 main shadow teachers as part of the support provided to her son since he was enrolled in the school in KG1 so this is the fourth year, with different scenarios of shadow teachers recruitment (shadow contracted through a community service provider and then the same shadow working as a “freelancer” directly employed by parents under her own visa - shadow recruited by</p>	Interview was conducted at a public bookshop café (reserved quite area) and lasted for 1 hour 34 minutes

	parents directly – shadow) and while searching for shadows dealing with 1 for a brief period up to 1 weeks -	
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Section 2: Interview Questions

1. Can you give me some background about yourself, your child and his/her journey in general and in school in particular? (ice-breaking question)

Probe: child age, diagnosis, main needs, schooling history and current schooling status, different provisions offered to the child including shadow teacher provisions (number of shadows throughout the child schooling experience and how long each shadow stayed with the child...)

If the participant started to elaborate and talk freely about his/her experience with shadow teachers provision, allow all the time required

2. What is your experience with shadow teacher's provision?

Probe: What drove you to get a shadow teacher?

3. How do you describe your experience with the shadow teacher provision across the different stages you have been through?

Probe: if positive experience, ask why?

if negative experience, ask why?

What factors/situations influenced your experience with shadow teachers provision?

How does the shadow teacher contribute to the inclusive education of your child?

(role of the shadow)

4. In your experience, what are the factors that enabled a successful experience with shadow teachers' provisions?

5. In your experience, what are the challenges you have faced with shadow teachers' provision?

Probes for question 4 and 5: In the case where participant was not articulate and did not elaborate on specific details, elicit participant's views on the following aspects:

- *the hiring or recruitment process*

- *the cost of hiring a shadow teacher*
 - *shadow teacher's educational background, skills set, experience, age*
 - *School collaboration and support*
 - *the extent and the level of training and supervision received by shadow teacher*
 - *other external providers*
 - *Does the gender factor of the shadow pose any challenges?*
 - *What about the language of the child and the language provided by the shadow?*
6. Do you have any suggestions and recommendations to improve shadow teachers' practice in Dubai schools?
7. Do you have any other comments?

Section 3: wrap-up

A thank you note and end the interview.

Explanation of next steps:

- follow-up phone interview to check the accuracy of the findings from the interview
- sharing the major findings after the thesis completion

Section 4: any supportive documents

Log of any documentation provided to be used as document analysis strategy

Appendix 4: Parents' informed consent form

Parents' Consent Form for Participation in a Research Study

An Exploratory Study on Shadow Teachers' Provision in mainstream schools in Dubai: Parents' Perspectives

Introduction

My name is Nancy ElKaraan and I'm conducting a research study on **Shadow Teachers' Provision in Mainstream Schools in Dubai from the Perspectives of Parents**, as a requisite component of the dissertation that I will be submitting to the British University in Dubai in Partial Fulfilment of the Requirements of a Master's Degree of Education in Special and Inclusive Education at the end of October 2017.

You are invited to participate in this study because you are a parent of a child with special educational needs or disability who has had or is currently having a shadow teacher working with his/her child.

Before agreeing to participate in this research study, it is important that you read the information in this research consent form so you are aware of relevant details about the study and your participation.

This research consent form provides in a written format an explanation about the study and your participation if you choose to participate. You are not bound to any legal obligations nor waiving any legal rights by signing this informed consent form. Your signature means that you have received the explanation and information needed about this research study, as well as answers to your questions and that you agree to participate in this study.

You will obtain a copy of this form.

Purpose of the research:

This research study aims at exploring and understanding the parents' views about shadow teachers' provision in mainstream school in Dubai, including a description of their experience with shadow teacher (s), the potential factors that contribute to a successful provision, the potential challenges that parents might have faced throughout the process, their views on how shadow teaching contributes towards their child's inclusive education and what recommendations they would like to advance to improve the practice of shadow teachers in Dubai schools.

As part of this research study, I will be interviewing 8 participants who are parents of students with special educational needs or disability who had one or several shadow teachers working with their child in Dubai Mainstream schools.

Participation level and Guarantee that participant can withdraw at any time

Participation in this study is voluntary. And you can withdraw at any time you choose without stating the reasons.

If you agree to participate, you will take part in the following activities:

- An interview of maximum one-hour duration that will take the format of a conversation around the following key questions included in an interview guide:
 8. Can you give me some background about yourself, your child and his/her journey in general and in school in particular?
 9. What drove you to get a shadow teacher?
 10. How do you describe your experience with the shadow teacher provision across the different stages you have been through?
 11. In your opinion, what are the factors that enabled a successful experience with shadow teachers' provisions?
 12. In your experience, what are the challenges faced with shadow teachers' provision?
 13. In your experience, how does the shadow teacher contribute to the inclusive education of your child?
 14. Do you have any suggestions and recommendations to improve shadow teachers' practice in Dubai schools?

- If you agree, the interview will be recorded with an audio-recorder so the information you mention during the interview is accurately captured and analyzed at a later stage.
- If you wish, you can have a copy of the transcription of the interview.
- Following the data analysis and interpretation, you will be contacted via phone to have your confirmation on the findings.
- If you wish, the major findings and conclusions of the study can be shared with you after the dissertation completion and necessary university approvals.

Risks of the study

There are no probable risks to participating. However, depending on the experience you have encountered, you might be uncomfortable when communicating specific details or you might experience fatigue at any stage of the interview. You have the right to interrupt the interview or withdraw of the study at any point of time.

Benefits of the study

You will not have direct or immediate benefits from being in this study.

However, we hope that this study will shed the light on the views of parents on shadow teachers' provision and would contribute to a call for an improvement of shadow teachers practice.

Confidentiality

Be assured that all information will be treated with confidentiality and anonymity. There will be no mentioning of identifying information and pseudonyms will be used in reporting quotes and findings from the interview. The interview's information, transcriptions and the recordings will be stored in a password-protected laptop. Access to this information will only be done by the researcher and will be deleted after dissertation completion.

Contacts

In the case where you have any further questions or queries, you may contact:

- Nancy ElKaraan (the researcher), email: nancykaraan@gmail.com or mobile number: +971 50 568 39 78
- Professor Eman Gaad, Dean, faculty of Education, The British University in Dubai, the dissertation advisor and supervisor, email: eman.gaad@buid.ac.ae or Tel: +971 4 279 1400 Ext: 436

Appendix 5: Parents' interviews' transcriptions

P1:

Section 1: Interview information

Interview date: 17-10-2017

Interview site: Participant's home

Interviewer: Nancy / the researcher

Interviewee/participant: P1

Relationship to child: mother

Interview duration: 52 minutes

Interview language: Arabic/English

Section 2: Interview transcription

خلفية: متلازمة ال 7-down-سنوات ونص، دخلت الحضانة سنة وشيء - (nursery name) حضانة بريطانية تمت سنتين بعدين مدارس منهج بريطاني ما قبلها فاضطرينا ندخلها لل (child's first school name) هو امريكان curriculum فنظراً للاختلاف المنهجي كان لازم تعيد فضلت عندهم Pre-K و KG 1 and 2. ثلاث سنوات تقريباً الحمد لله she did fine ما سولها أي تعديل في المنهج أو شيء كانت عادي و حتى لما كانت ضمن الإختبارات كانت ضمن الأطفال العاديين ما كانت the lowest متوسطة فكان شيء حلو بإستمرار يسون معانا إجتماعات و يعطونها fine pull out she was fine كل حد يعرفها كانت مشهورة بالمدرسة و حتى they were sorry that we left. بعدين نظراً لإرتفاع أسعار المدرسة الشيء الوحيد إلي خلاني أنقلها، إنتقلنا إلى (child's current school name) منهج بريطاني. حسب العمر حظوها صف ثاني بعدين سوا transition time يسون فيها تقارير إطلعت صراحة 1 year في آخرها وايد صعب ما بالك إذا (child name) بتروح

year 2 . كلمتهم إنه ما يهمني مستوى عمر بنتي الزمني أبغى بنتي تكون ضمن قدرتها تقدر تطور مو بتحصيل حاصل فهم وافقوني و الحين هي في year 1 .

بهل مسيرة وين كان في شادو؟ بدت في الصيف قبل ما إبتدت ب(child's first school name)ضمن الشروط إنه لازم يكون عندها شادو. يعني قبل ما يشوفو البننت؟ هم يقبلون إلي هو special needs الحلو فين يشكرون عليه المدرسة لما سوا أول assessment (child's speech and language therapist from a community service provider) كانت موجودة . (child's name) ما عملت نتيجة منيحة قالتلي (speech and language therapist)الغرفة كانت كثير

زغيرة. Support team عندهم قدروا هالشي (speech and language therapist)قالتلي I know she has potential سولها group assessment and she did well. بعدها قالولي تحتاج شادو و هيدي عنا الpolicy . من ورا التقييم أما بغض النظر عن التقييم؟ هي سياستهم هيك. يمكن في أطفال ذوي الهمم ما يحتاجون شادو بس أنا أعرف قدرات بنتي حتى هم الشادو مش ملاصقة لها أو she will do everything يحثون على الإعتماد على النفس بس هي أمانة عن خوف just in case في مرات تطلع من الصف بس تكون لما تعوزها. المدرسة و مساعدتها عندهم واجباتهم, (child's name) يكون شيء صعب...

بقيت نفس الشادو من prek يعني من 4 سنين لهلق؟ لما (speech and language therapist) قالتلي لازم تجيبني الشادو من يناير بالقليلة لندريها بس ما حصلت. (name of another of a child with SEN) قللتها أدور على شادو قالتلي سويت مقابلات أنا إخترت وحدة و هاي تبينها بعطيكي رقمها. الحمدالله بقت مع child name 3 سنوات. عملتي معها مقابلة؟ نعم.

شو جنسيتها؟ فيليبينية. كيف صار التعاقد معها؟ إشتغلت هني و راحت و رجعت على visit visa إرتحتها و جبتها لعند (Child's speech and language therapist) و قالتلي يلا توكلي و عملتها الإقامة على أساس إنها ناني. بدت في nursery يعني كان في بعض الملاحظات إنه دايماً gossiping with other shadows, not paying attention أنا بحب المواجهة ما بحب اللف و الدوران و المدرسة كانت تخبرني فكنت أنقلها ملاحظاتي بطريقة حازمة بنفس الوقت لطيفة فكانت تحس إنني بحترمها كإنسان و لكن بدني تقدر وضع بنتي و وظيفتها. و أنا من النوع إلي بقدرها و flexible كان الإتفاق معاها إنها تكون مع بنتي (child's name) for an all school days and after school she has to review with

خلاص في assistant teacher و (child's name) is doing fine و ممكن تاخدينها قبل فكانت supportive فقعدت عندهم 4 أيام بدون شادو. (another mum's name) تشكر صراحة تعطيني cv , تطر شلي شادو أسامي teacher name) كانت بال support team at إخترت هاي ضمن الكل هاي الفيزا أنا سويتها. في عقد بينك و بينا؟ لا بس حكي. كيف بتقييمي تجربتك مع الشادو؟ بالنسبة لحالة (child's name) بقلك لكن أقلك الطفل في الحضانة هو و زغير يمكن ما يحتاج بس حد caring لكن لما يروح مدرسة كبيرة يعني بنتي تحتاج شادو هيدا شيء أنا ما أقدر أنكره ما أقدر أعاند نفسي و أقول لا. رغم إنها she did well in the school بعد عندها distractions الشادو تحد هذا الشيء يمكن في حالات ما تحتاج لكن (child's name) بلا. صح ال shadow load علي أنا, الأهل و في يمكن مشكلة بالنسبة للثقافات متلا أقلها لا تخليها kissing boys ضمن ال socializing مش مشكلة مع بنات.

عوامل النجاح مع الشادو؟

السن له تأثير. البنات لو قعدت معاها و من خلال التجارب اللي عشتها مع الباقيين, صغر السن له أمور سلبية dating لازم الشادو تكون مستقرة عائلياً عندها زوج تكون تركز على الطفل أكثر لأنها she thinks as a mother أكيد في إستثناءات. الشادو اللي عندي في ال 40 تحسبها ناضجة, عندها زوج, ام تحس بي أنا كأ أم تعرف كيف تتفاهم و تتصرف. المرونة بيني و بينها يعني ما في حواجز بيننا: عاملتها كصديقة مش كشادو و قتلتها أنا بعترك كأ ل((child's name, إذا عندك مشكلة أو أي شيء شففتيه عند (child's name) قوليلي. يعني إذا أنا حاسة بشيء ما خليه يتراكم. مرات تطلب nap أو تطلع قبل الوقت. في مرة طلبت تروح على تخرج ولدها قتلها سيرى ما قتلها عندي بنتي. سياسة المدرسة إن (child's name) will stay home for 1 week بس (school principal) قالتلي جيبها و فضلت الأسبوع بروحها and it was . ok

صحيح هاد الشيء الوحيد اللي سوته بس إلي يؤخذ عليها إنها ما عطنتي notice متلا كان عنا عرس و هي مدعوة فقالتلي I will take care of (child's name) شو عاملة؟ ما عندها خبرة بال special needs هي سكرتيرة و إعتمدت إنها أم لخمسة. مين كان يدرجها؟ كانت (Child's speech and language therapist) موجودة من شهر 4 حصلتها و لجهزت الفيزا لشهر 6 within summer break she got her training لما نروح مردف كانت موجودة و (Child's speech

(tips and language therapist) . هل تدريب ساهم بإنجاح التجربة؟ مفروض لنجاح العملية التأهيلية ضمن الوزارة يسوون تدريب لمعلمات الظل و تكون like a must يعني الوزارة ضمن ال break تسوي دورات حق المدرسات لازم بعد الشادو. في (child's first school) يسوون دورات حق الشادو لسته أسابيع. حتى ياي إنتو جايينين؟ قالتلها حضري. هني ما عندن خدمة الشادو مش هني مقدمين. 4 till 2h15 Free training for all the shadows from . لما شوف غيو أولاد و شوف (child's name) و أسمع العائلات صراحة أحمد ربي. على ما أعتقد حتى (child's current school) بتعطي تدريب لأنو الشادو الجديدة قالتلي بيقدمون و أنا أبغى أحضر.

التحديات؟

لحسن حظي ما كان في وايد مشاكل بيني و بينها. الشادو يعتبر مشكلة يعني burden على الأهل بشكل عام. Child's name daddy's little girl, I used to be a teacher and a housewife and now we have only one income مفروض تقدم من الدولة شي يلي يعطونه it is not enough لازم تاخذ جلسات, عندها شادو, بتروح المدرسة. إذا المدرسة 50000 أو 75000 و الجلسة ب450 يعني في حدود 900 أسبوعياً. هيدا كله على كتف الأهل. اللغة و الثقافة تأثر بس هي كانت تسوي إلي أبغيه. شو قصدك عن اللغة her English is not fine ؟ أنا بالبيت أتكلم معاها عربي لكن بالمدرسة و الساعة دعم في البيت بعض الظهر كلو إنكليزي. ما مان في cv لعرب؟ ال salary وايد مرتفع تاخذ ضعف الفيليبينية.

كيف ساهمت الشادو بدمج (child's name) ؟

من الناحية الإجتماعية (child's name) إجتماعية لكن بدا حد يشجعها her shadow used to , to push her , introduce the other kids and push her to socialize و فعلاً إستوى عندها أصدقاء. في مرة ماشيين في queue يروحون الصف أكيد صف للأولاد و صف للبنات و كان في ولد ماشي مع البنات (child's name) قالتلو يمشي بصفه. ما كانت رح تعمل هيك لو ما الشادو وعتها. يسألوها الأطفال عن سبب وجودها مع (child's name) و هي تشرحلهم. قبل (child's name) كان عندها wide vocab which caused a lack of communication بوقتها الشادو سوت صلة الوصل بين الأطفال و (Child's name) مثل المترجم.

من ناحية كانت تنقلي أي شيء تشوفه يمس ((child's name)) مثلا ليوم المدرسة في الكمبيوتر ما عطت ((child's name)) وقت أو ما فسر تلها. في اليوم الثاني أنا و رايحة عند miss.

داخل الصف accent المدرسة غير مألوف فكانت الشادو تعيد الinstructions عشان تساعد (child's name) في فهم المدرسة. يعني وايد مساعدة في العملية التعليمية و أكيد تدخل when she is in need و كانت تراقب و وجودها ساعد to (name of another shadow teacher for naughty kids. مثلا prevent incidents with boys. كانت تحميها من another child) قال لأمه عند ما سألتها إذا تعرف شادو "بتحصل عشان child's shadow ما كانت بتسوي شيء" عشان (child's name) سهلة و ما عنها سلوكيات. حتى أنا راحتني النفسية لما يكون في حد مع ((child's name)) كون مطمئنة أكثر bullying في كل مكان ممكن حادث واحد يآثر على مستقبلها. يشجعون الاستقلالية كانت تطلع و تسيير. المعلمة تقلا متى تقرب و تبعد أو هي وحدها بتعرف؟ بالرغم من إنهم بيستقبلوا special needs بس لا المعلمة الأولى كانت تعرف كيف تتعامل معاها. ((Child's speech and language therapist)) كانت تحضر school sessions خلاص هي تشوف و بعد ما تخلص الجلسة تتصل في و تقلي كل شيء أنا أعطيتها نفس التعليمات هيك بتعرف كلنا على نفس الموجة.

وجود الشادو أثر على علاقة (child's name) بالمعلمة؟ (child's name) تاخذ التعليمات من المعلمة و الشادو تدخل إذا شافت إنها ما فاهمة و في signs : يا تطلع فوق, يا تلعب بنظارتها هني هي تعيد بس لا الإتصال مباشر مع المعلمة.

توصيات؟

أول شيء من الوزارة ما دام إنتو سويتو دمج مفروض يكون في جهة خاصة يعلمون الأهل من وين يجيبون شادو الجهات المضمونة اللي ممكن تعتمد عليها. أي إنسان ممكن يعطيك cv أنا ممكن أكتب أي شيء we are taking a risk but what to do? I have no better option. بالقليلة الجهات الي إنتو تنصحوا فيها تشرفون عليها, تكون معتمدة. الوزارة تسوي تخفيض: تقاسم المسؤولية, when you take your share when this kid is young you make a benefit for the country. إذا ولي الأمر ياحد الشادو على كيفه ما نعرف الbackground يمكن يكون مجرم, في عقد نفسية هاي يتم وقت طويل في المدرسة يروح الحمام معاه إنت ما تعرف. حفاظا على عيال الوطن و كمنظور أنساني كوزارة

لازم أول شيء إنكم تشرفون على الجهات الي تجيب الشادو من ناحية الbackground ما نجبر الأهل بس نعطي خيارات بالجهات.

حتى تتحكم بالأسعار. فيليبينيات تاد 8000 و في حد ياخذ 5000 الأسعار متفاوتة. الوزارة تحدد الأسعار و يمكن بعد المسؤوليات مال الشادو يعني الواجبات لا تظلميني ولا أظلمك في مصلحة طفلك.

مفروض متابعة للشادو. أنا كولية أمر ما بعرف إذا الأمور تمام إلا لأخر العام الدراسي إذا نجح الطفل و بردو ما نعرف إذا النجاح سببه وجود الشادو أو لا. الجهة المختصة بتقلي إذا الشادو is he doing a good job? مثل في هيئة المعرفة يسوون رقابة على المدارس ليش ما في رقابة على الشادو بصير يلتزم لما يعرف أنه في جهة تراقبهم. بالقليلة أنا بعرف من وين الخلل هل المدرسة ما قامت بواجبها؟ أو الشادو؟ بدل ما يفضل الشادو 4 سنوات معه و ما يفيدده خلاص أعرف he is useless و بتدارك الأمر.

Section 3: log of documents provided by participant

N/A

P2:

Section 1: Interview Demographics

Interview date: 15-10-2017

Interview site: Participant's office at workplace

Interviewer: Nancy / the researcher

Interviewee/participant: P2

Relationship to children: mother

Interview duration: 1 hour 12 minutes

Interview language: Arabic/English

Section 2: Interview transcription

Background

أنا أم 6 أطفال أولاً و triplets they came into my second pregnancy

up to 2 years they were fine

بعدين مثل ما يقولون ناقوس الخطر دق يعني ناديلهم باسمهم they were not responding we felt not

similar things but same features يعني ولدي الأول عبدالله ما كان يتكلم فعلى هالشياء نحنا قلنا يلله نتفادى

هالشياء إنه في speech delay في العائلة لاحظنا أنو في تأخير في النطق فقلنا يلله نلحق على هالثلاثة ندخلهم

nursery شوي أبكر فمن سنة و نص تقريباً سنتين دخلناهم في nursery في أول term يعني خلال أول شهر بعدنا ما

دخلنا و لا أي psychiatrist و لا أي دكتور بس في ال nursery قالوا في شيء there is something different

they are not behaving well they are being in a corner they are just drinking their milk they

they increased our concern at home. هالشياء هي just interested in one kind of toys

الشيء الثاني كان الصريخ و الصياح متواجد بكثرة فكنا مو بعارفين كيف نوقف هالشياء بعدها من إختي أنا تعرفت على مركز (Name of the)العصرية which is along with our budget so I used to take them first community service provider to deliver therapy for the triplets

فهاي أول مركز أبدأه فخلال 6 شهور أنا عيالي بس تعلموا high 5 فتعرفين ال frustration إلي كنا نعيشها و ما كنا نعرف لا كل زود يعني أفضل ساعتين برا و أنا حامل في الطفل إلي بعده فإنو في شيء غلط. كنت أنا من النوع إلي أحب أسوي research I read a lot through websites وقتها طلعتي موقع (the name of a particular government agency)

فقلت يالله نسجل فسجلنا فكان بس ضربة حصا. I was just trying my luck everywhere. فلما سجلت و خلصت خلاص أنا نسيت هالباب أصلاً بعدين كملنا ال sessions في (Name of the first shadow community service provider) المدرسة أصرت إنه نطلع الأولاد sorry nursery أو نجيب shadow فكرة ال shadow أول ما كانت واضحتلنا إنو شو يعني shadow يعني shall I send the nanny? one nanny from home also will not be enough I have 3.

أول كانوا الثلاثة في نفس ال classroom فقلت يمكن they are copying each other فقلت في البيت نفس الشيء بعد في ال nursery نفس الشيء فقلت إفضلوهم فصلناهم كل واحد class فكل ال observation the same each teacher has the same observation somehow near to each other nursery not willing to coop let's move to the next step so we started looking for a psychiatrist we went to the government root we have done the hearing test we were at least in the right track.

ساعات أنا أحس إنو الأهالي they live the frustration they want to try everything الحمية و في نفس الوقت أنا بعطي مثال إختي فهي إلي جربت كل شيء في ولدها فقلتلها كل هاي الوقت ليش ما أمنتني بشيء اسمه

ABA. يعني أنا من دخلت في (second community provider) و عرفت عن ال ABA و شو يعني الأهل يكونوا موجودين في الجلسة غيرتلي منظور الحياة و هناك I was asked again to bring a shadow وحدة من القوانين في (second community provider) إنه إذا الأم و الأب ما يقدرين يحضرون الجلسة we can afford a shadow تحضر الجلسة و تعمم نفس الشيء في البيت في المركز أو في أي مكان ثاني عشان ال concept they cannot stay all day with the child so I bring someone and they will train her and I can use her somewhere else.

ما كانوا بالمدرسة nursery قديش ضلوا؟

لا ما كانوا. كمان shifting nurseries تمون لعمر 4 , 5 سنين.

من 2.5 لل 5 سنين. I have tried different nurseries on-off.

كانت shadow موجودة معاهم.

يعني وقت ال nursery قالتلك طلعيهم أو جيبي shadow جبتي shadow وقت تعرفتي على (second

community service provider) أو لا؟

لا وقتها رحنت (first community service provider) كملت 6 شهور عندهم كان one on one جلسات ما

كانوا طالبين منا shadow وين التغيير؟ في فرق أو ما في فرق.

بداية ال shadow وقت تعرفتي على (second community service provider), قديش كانوا أعمارهم؟

تقريباً 4 سنين.

هون قالولك لازم تجيبي shadow?

نعم حتى بعد ما وقتهم من هاي ال nursery وديتهم واحدة ثانية و هاي قبل ما وديهم (second community

service provider) كان إسمها (nursery name) حد الجسر الجديد ال owner ساعدتني و ايد صراحة جاتلي

للبيت قبل (second community service provider) she was working with special needs kids

back in UK بس هي معرسة مواطن فعندها ال feeling فجائتا كذا tip: حاولي تحطين كل واحد فراشه

separate لا تلصقين فبعض كل فراش حطي أمامه كرسي و اللبس يعني خلاص لازم يعرفون يبدلون فنفسهم يعني

4 سنين .how many nannies you will put at the

.end you have to make them ready

بعدهاها it was more one on one sessions 16 session with extensive therapy. فقلتلها ما دام هاي إلي

يصلح why would I fight for school let I make them ready then I shift them to the nursery

set up. يعني كنت حاطة زمام الأمور ب(second community service provider) فهم إلي شافوا الوقت

الأنسب إلي we need to include them in this nursery whenever we have put them in a

nursery we asked for a shadow teacher.

بعدين أنا إنتقلت (Nursery name) I went to 3 different branches فقلت هاي الفرع بيقبل ولدي و قبله

الفرع هاي بيقبل ولدي ليش هاي ما يقبل؟ please do some effort from your side I will put on a

shadow teacher بس أبغى المدرسة بعد تعاوني فما قصرُوا هم بعد they offered me a shadow from

their side كان costly

يوم ما أنا جيت nanny to be trained و دخلوها المدرسة فكان conflict of interest عند الطفل in a sense

of he sees the teacher as a nanny at home washing his hands showering him feeding him.

بعدين في المدرسة بعد يشوفها barrier يعني he doesn't have that يعني هي موجودة موجودة وراي وراي يعني

صارت الحركات تزيد بالأولاد. قالوا (the participant name) إنتي تسوين شيء غلط you are

giving her first of all more than her capacity you are asking her to do different things

يعني البني أدمية ترجع البيت لازم تغسل و تسوي فيعني وراها شغل for me whenever she is outside

house chores but I was wrong at that time يعني ما عندها the home she's doing fine

meaning sometimes every human being has a capacity.

قديش ضلت ال nanny معهم ك? shadow?

تمت سنة و نص تقريباً وقت كانوا ب.nursery

وقتها I started interviewing through (online website for classified ads for jobs)

شو كانوا حاطين ب (the online website) ؟ إعلانات shadow أحياناً ال search spam الي طلعتها

(online website) عشان إستوى financial إنه 30 cv's you have to pay some dollars,

10dollars only for 30 cv's I said ok

I went to (Names of two other alternative online website for السوق في بديل في

advertisement of shadow teachers jobs)

ففي كذا موقع بوفرلك shadow teacher.

أول مرة باسمع فيا أنا. أنا بعد لكن عرفت فيها بال searching you just go and register yourself as an

employer and you put your criteria and they will start sending you cv's

فكلمة shadow بيعرفوها هالمواقع.

One of the other part I was still searching was the maids agency فمن عندهم كنت أطلب واحدة

عندها background دارسة جامعية سنة سنتين أو عندها شوي background مو في ال special needs as

such بس في ال educationمشتغلة في nursery في بلدها مو من هني بس إذا باحد حد من هني assistant

teacher يكونون غالبيين و كان حدي في الرواتب أن أدفع 2000, ال nanny لم بديت معاها كان ال salary 1000

بس لم بدت تسيير المدرسة وصلت راتبها ل 2000 فقلت ما يستوي أزيد ال task و ما زيد الراتب وين ال

reinforcement.

I tried converting the nanny into a shadow it didn't work out getting someone with a

medical background, nurse assistant teacher working in educational field converting her

to a shadow didn't work.

قد يشق بقت معك هاي؟ هي بعدها معاي بس ثم features did not modify much in her يعني هي خلاص
متعلمة على هاي الولد أباه تعلملي ولد ثاني خلاص منصور he was ok without a shadow for last term
so the shadow was faded out from his daily routine last 2 months الحين منعلق فيها بشكل
فطبيع يعني أطلب منها تابع (name of the 4th sibling/ brother) أخوهم الرابع لنصف المدة هو بعد
delay.

شو أعمارن هلق؟ الحين هم 6.5

(name of the 4th sibling) الحين 4 هو الحين في (second community service provider) ياخذ
service.

(name of the eldest sibling) almost 8.

I have tried different flavors of shadows and in the meantime I was also securing my
future interviewing many nurseries
إن عيالي ما ينظردون بعد 6 سنوات I need to make plan b يعني وين المركز إلي ينفع عيالي و أنو
(name of the similar features of (second community service provider) فطحت في وحدة إسمها
(director of the third community service provider) ما قصرت ساعدتني she was forwarding
cv's who were applying for positions in her center ما تبي توظفهم فتنزل cv's حق الأهالي.
فوحدة من هال candidates I appointed her as a shadow teacher she was having pure inclusion
or special need teacher in Philippines and she had a special need kid there she was
following.

إنت عندك الحين واحدة للثلاثة؟ لا 3 و هاي لحدن منهم (name of one of the triplets S) المسكين وايد إتاثر من
ال shadows I have tried for him a flavor of nannies converting into a shadow teacher first

I brought from Africa sometimes I think I don't want to bring a philippino gang in my

سرلنكية, واحدة من يوغندا واحدة فلبينية فلما السرلنكية خلص ال term مالها فجبت بدلها غير جنسية. هاي السرلنكية كانت kg teacher, she was here in a visit visa and she was looking for a job and she was introduced to me by one of the other shadow teachers who was working as a part time with me. I decided whenever I want to hire a teacher I wanted to have her on my visa to have more kind of control. If a shadow is on her husband's visa true it is less costly for me but again anytime she can quit I felt I am not in a stage shadow ثانية أو

ثالثة. I should maintain the turnover.

I had too many organisation at home 2 nannies 3 shadows and one driver so I was having small contract with the shadows, putting some closes for them (their time in and time out)

again I asked the government I have those 3 special needs kids مع بطاقات الأعاقة إلي عندي what kind of visa I could offer I cannot give them housemaid visa because they are not staying inside the home they will be using the transport they will go out إذا حد من الهجرة مسكهم برا يقولون إنتي وين كفيلك؟ why you are travelling outside there is another fine on the parents 50000 dirhams if she was caught outside doing anything.

فقلت كيف نحمي عمرنا من هالخمسين ألف الغرامة لما صرت عندهم قلت هاي ال qualification هي مو بخدمة هي مطلوبة عندي من المدرسة تروح المدرسة بس ما تم عندي في البيت كم shadow بحط عندي بيتنا ما يكفي فقالوا بعطيك فيزا مدرس خاص because we are not a school we are not an organization we are a family they are supposed to give us a nanny visa, driver visa, housemaid visa and cook these visas are allowed for local family.

Nurse, teacher تنعطا إذا في حالة معينة مثل حد كبير في السن. شو قدمتي documentation لتثبتي إنو عندك

هالحاجة؟ شهادات تثبت إنها مدرسة و بطاقة معاق للطفل و كانما يعطون رسالة من (second community

shadow for the kid. service provider) إن محتاجين

واحدة منهم الbackground عندها nurse so I fought to get her a nurse visa according to her

I managed to get her a nurse visa just to match qualifications عشان لا أنا و لا هي نتوهق فبعدين

the qualification with the visa.

So currently you have 3 shadows one under nurse visa and 2 under shadow teacher visa

and all through interviews and then I applied هني كانوا عايشين هون أو جبتيين من برا؟

الممرضة كانت عايشة هون فيزة زيارة بتدور على كفيل. نفس الحال السرلنكية بعد أما الفليينية بس جبته من برا.

الحين عندي 3 فيليبينيات هيدا كان previous nationalities.

Long journey! تقريباً كم? shadow in all?

Almost 7.

Contract من مكتب الهجرة أو من عندك؟ هو صح في من مكتب الهجرة الأجازات اللي لازم تاخذها و ال return

ticketيعني معاملة خدمة بس ال, day in day out, كيف وقتها , كيف تعطيني updates من المدرسة مو موجود

في ال. contract.

Only to analyze the documents can I have a copy of these contracts? yes sure

هني معاهم في المدرسة مش بالبيت؟ للساعة 6 في المدرسة بعدين يحضروا معاهم جلسات في المركز و يتموا

للساعة 6 المغرب و يروحوا عني. في أيام ما يسيرون المركز ف they need to do some homework within

the facility in home في ساعات أنا أبي أطلعهم يعني أخبرهم تتأخرون و يوم السبت off on Saturday they

don't work full day only 4 hours even this distribution of hours is in the contract.

قلت إذا طلبت منك ساعات زيادة either I pay you extra as a part time or I deduct hours from

coming days.

Salaries ok?

الحين أدفع 3000 كل واحدة. غير عيل. salaries way above ours they go up to 7000.

أختي روحها كانت دافعة 7000 من أفريقيا.

What drove you to get a shadow if we can recap the reasons?

I am not being able to be around them for that long time and as a parent I might not be accepted

to shadow my kid in school and considering the case of having 3 kids with special needs

which is still not very clear as أقسم نفسي بين ثلاثة و الشيء الثالث shadow لازم تعرف دورها متى ينتهي

shadow role.

قبل كان عندي الفكرة إن هي بتعلمني كل شيء عن الولد حتى لو ساعات أنا حطتها أهداف يكون الهدف غير محقق اقلها يمكن

في شيء غلط هذا الشيء يمكن لازم أنا كأ أم أدربهم عليه. مرات زوجي يقول they are boys their sensitive parts

should not be seen by a female أقله صبر لسا للحين صغار. يقول إذا الحين عمرهم 6 سنوات إنتي متى بتعلمينهم.

Pass that age it will be ok for them to show their parts to anybody, in public places like in

so we فقنلته إنت معاك حق swimming they directly remove their halves in front of everyone

introduced some kind of barrier like what's your body we are not to show in front of everybody

some things I am still struggling with even I tell shadows that when you teach them how to

shower let them wear underwear still. صح الباب مخلوع بس.

الشيء الثاني عشان أدفع أكثر من ميزانيتي. is my eagerness to feel my kids to be normal.

يعني إذا حد يطلب مني شيء علماً إنه شيء مهم لتقدم الولد لما لا .

المدرسة كانت كمان عم تصر على ال shadows ?

Yes and this one too. Actually the fourth point I would say any kid with special needs to put him in an inclusion set up they will need a shadow. They do not use peer to peer a student the same age to help support and prompt shadow
الحين توالأفكار بتجي في المدارس
him.

As an overall experience how do you describe the experience with shadow teachers?

It is not an easy one and I don't have anywhere as authority to give you a warranty of 3 months to return and take for a shadow I don't have anybody to tell me if it is the right one for my child, if her qualifications are right or fake I am just interviewing her and getting her on my own capacity and knowledge. One of the shadows I am really happy with her work and I really want to get her certified again all are commercial institutes no government authority that tell me we have a pool to choose from plus

أخاف يكون السعر وايد مكلف و صعب الأهالي يوفرون . I was in touch with agencies who offer real

shadow teachers the expense was way beyond my limit they take percentage of the

salary. I know a couple of 18000 فلبينية, 14000 إندونيسية, 4000 من المكتب

charges in the labor agencies but as a shadow they take a % of her salary plus ticket

saying 20000 15000 بالمكاتب يطلبون بال shadows. plus... even the agencies

the one we will get for you she مثل, شو بتجيبون إنتوا ملاك؟

potential they start playing around this. هيدا السيناريو في الإمارات بسرعة بس يشوفون إن في

الحين إذا بتشوفين الدعايات في ال (online website) في فايسبوك حق shadow teachers,

how true is that fb account? People are looking for jobs through that account. Which authority is overseeing that? There are many many fake points أنا واعية شوي بزيادة بس ساعات الوعي الزايد is making me more nervous, am I the only one who التفكير الأهل الثانيين يفكرون؟

What are the factors that enabled a successful shadow teacher experience?

Both parents should be there interviewing أنا شوف أشياء زوجي ما يشوفها يمكن زوجي عنده نظرة كشخصية يشوفها أنا ما أنتبه لهذا الشيء. Because at the end who will know the right fit for my child? The parents not an agency that would not fit واحدة سمرة و ضخمة my child. Parents should be more aware should be asking questions. The other good thing is starting with a lower salary and increasing it. إذا أنا بأبدأ ب 5000 إلي هو الأقسى الي أقدر عليه وين أقدر أحفزها زيادة or probation period not that I am keeping them under threats but sometimes it helps to prove herself more. at least for 3 months I will look into your performance then I would fix your ikama. Meaning whatever it take if I need to change you I will change you. Asking for reviews: أنا مش معاها طول الوقت المدرسة معاها (is she looking after my son ok?) sometimes the school says almost all the time she is on her mobile so I can add a clause no mobile during working timing. Those kinds of things I learned throughout experience asking people, teachers, therapists working with my kids. The therapist has a visit once a week to the school هي ما تعرف إن المعالج عين أخرى للأم. The therapists في (second community service provider) they were so into teaching the shadow other centers are lacking that.

Another challenge would be not knowing much about her background.

U have cv's right? I am not sure how accurate these cv's are. i am not CID to go look for information.

What do they put in a cv? bachelor or diploma in special needs?

inclusion for special need kid or center so what I do sometimes I go and research ^{عندهم} those centers they are based outside UAE and have no experience in emirates. When I go back and check the names inno at least they put the name right I should have the feeling that don't underestimate anybody and move in the next step she might not be the right fit

بس إبلعيها شوي شوي. ساعات كأمهات نحنا لازم نتغاضى عن بعض الأشياء يعني مش شغالة عليها CID 24

perfect nobody is perfect in this world. ^{أبها} hours ^{بنتغلط بس يعني بحد المعقول.}

وحدة من التحديات اللي حاليا بواجهها الحين مع ال shadows هي progress update لازم يكون عندهم built in progress update. I have created the whatsapp group having 3 shadows the father and the mother together in a whatsapp group so at least one of the shadows when she puts updates it is a reinforce for the others to put also updates about the kid before they used to send me all separately bas told her the other one doesn't know that this one sent me why

Besides it makes my life easier if there is a driver ^{بعض} wouldn't I pressure them

coming or late some kind of communication.

Another challenge is when I ask them why it has been long since you last updated me she

this is one of the ^{أنا أعطيك الراتب وين تصرفينه؟} would answer I did not have enough credit.

silly answers I get do u wait for me to give you 30 dirham to get credits?

We have wifi access at home for nannies and teachers and therapists, anybody has access but you are in a work zone you are here to finish a couple of hours and go so don't spend most of your time chatting having leisure time.

إنتي بظرف شغلك و أوقاتك فيكي تشوفيهم يومياً؟

مع الجلسات في (the actual third service provider center) no only on Saturdays or home sessions and on Mondays and Thursdays they go early at 4 إنتي.

في البيت يشتغلون معهم فردياً؟ نعم

بكملا مع البرنامج الموضوع في المركز؟ نعم و إذا في أي. homework or reading.

One of the shadows told me time is not allowing us to do so because of the back to back sessions the full schedule all week so told them use the (the actual third community shadow u إنتي 6 لل 3 من وقتك وأصلاً service provider) sessions take the homework with them.

have no sessions to give

they used أكيد الوقت طويل One shadow told me the timing is long from 7h30 at school till 6.

to have an hour nap after lunch but now the schedule changed I don't want to put the So I asked to sessions during the day ما خرب اليوم المدرسي فالحين ما يحصون وقت البريك. define the value of her time spent with my kid most of it is lost during transportation, school activities, sessions and what is your actual time with my kid. She was not able to answer me. Even in the classroom they need to deliver minimum support to my kids so they are asked to support other kids thanks god they are advanced, one of my triplets was the first one to count till 100 only 3 students did the shadow said you should be happy, I

I am not putting pressure on their minds. Who الله ما تنسين إني أنا نزلتهم سنة الحمد الله
told me to have this idea? Only me I decided to reduce one year I fought and raised the
grade 1 so they accepted the fact that at ABC 123 ما تخطوها كيف نوديهما issue
least one year less effort on me on their mind they will be more mature. Thanks god there
are many factors in favor of a success story for the triplets.

One of the nurses she is finishing in april this year so it would be in the middle of the
school year so she was arguing asking for a vacation during spring break 2 weeks and
will extend 2 more weeks. So I said what will happen to the school? How can I find a
replacement? She answered I didn't take my leave I said plan it properly go 2 weeks
Christmas and then 2 weeks spring she answered she cannot afford that much and me I
cannot afford having my son without a shadow.

في النهاية هم بعد بيطمحون للأكثر راتب أعلى I cannot satisfy دربك واسع يعني الله ساعدني كل هالوقت ما
يساعدني أجيب shadow ثاني؟

كلغة صادفتي مشكلة معهن؟ نعتمد ال إنغليش بس تعرفين الفلبينيات عندهم هاي المشكلة مثلا عندها شهادة ممرضة و
لكن ما تقدر تسوي جملة كاملة.

Trainings? how are you training them?

و لا مكان. المركز؟ Looking is different than they are only attending the sessions looking. Looking is different than
somebody giving you hands on even when they have home sessions they don't interfere
or explain to the shadow. She is available because parents can afford her.
نحتاج shadow عادي ترشين الأطفال من غيرهم. بس المدرسة؟ بيون. shadow it is a must for them.

How is the relationship of the school with the shadow?

Now the learning support in the school this year made an initial meeting with the parents and all LSA. They asked the parents when is the proper time for you to pull out the shadow in order to train her twice a month because the child needs to be accompanied by shadow **بعضة** somebody else. **هالسنة موفرين حق كل** teacher LSA's kit. This kit has laminated paper according to the need of each child there is a set of reinforcers in each pocket (collecting stars, what comes now and next, for transitioning, different shadow stickers). One of my triplets has lots of problems in transitioning so at least now it has been moved away.

So at least this year there will be a training for the shadows. Yes even last year.

The school has no problem if the shadow was appointed by the parents? No

كيف تشوفي علاقة ال shadow with the teacher?

They have a bond. One of the teachers told me she is no more assisting (one of the triplets) she is assisting other kids. The made a rotation, desk rotation like the shadow teacher is here the assistant teacher there the main teacher there and another shadow is here. So she is not always with (one of the triplet) . **How do you see this?**

Positive surely because she is generalizing and he is going from counter to counter without being obsessed with only her.

كيف تشوفي الدور of the shadow in inclusion?

She needs to be more trained when to step back. If the kid is no more dependent for her I might not be needed any longer that kind of fear happened with the nurse who is shadowing (one of the triplets) . He has been without a shadow for the last 2 months in

the last term she felt she might not be needed any longer but I never told her I will stop your salary or will not need you because I don't know when my child would have that tantrum or go back and need her support and eventually they have asked a shadow for my 4th child who has been a bit aggressive In the classroom and had behavioral issues I redirected her instead of getting a 4th shadow that I cannot afford. Can I bring my 4th child in the prek? They answered no we are full already she told them the 4th child is not a special need not an autistic but he is copying and having a behavior because he is not having the right environment to copy from.no you have to wait until Christmas break last year and there was almost one term left for school January till april. They told me to meet with the director. I answered no problem because I feel that my kid should move to this school as I cannot transport my shadow going back and forth I don't know when Mansour would need his shadow at least one is here to support 2. So I was able to shift my fourth child and she was overseeing him at that time she was not the right fit for him because the training she got the sequencing how autism works she was trying to implement the same on omar. We stayed on and off until omar was settled some sessions were carried out. Training a shadow who is today with my child but later with another kid so she must have flexibility like a cameleon. يعطيه كذا ساعة و بيروح و عندي feedback on other shadows of other kids 5 دقائق عشان تقوم So being active .الطفل اللي تحتك نشيط يتحرك و إنتي لي ما تمشين و لما سبتي الولد خلص طلع برا الصف . being physically fit is another factor.

How do you see the shadow contribution for your kids inclusion?

I don't know عشان بعدني ما وصلت أنا عيالي كل مرحلة يوصلونها أنا أتعلم منهم فمرحلة الدمج لسا. بس هني
direct instruction from the main teacher using the shadow as a بصف عادي؟ نعم بس لسا ما في
peer but when would I say that my kids are well behaved in school it is when they don't
need a shadow. Still the expenses I am willing to do this for the rest of my life but I want
for the a لمتى بتضل هاي مع ولدي؟متى يبطلع يشتري بروحه؟ بيمشي في الفريج بروحه؟
future plan we need to set ourselves in

If the shadow is on sick leave what would you do?

It happened to me a couple of times I ask from the teacher if it is fine they accept.
It happened this year with one of the shadows I wanted to pull her earlier for her to attend
a session with my fourth child so the teacher did not approve because it was still early
only one month and she doesn't know (one of the triplets) much and she had 9 special
needs kids in a classroom.

So I have been meeting with the shadows once a month for an hour before they leave
asking them about the kids how they are doing the challenges they have which will help
me reorganize the schedule add some extracurricular activities for the kids. they have a
bad language trying to explain for me so I thought she barely can pass the message to me
how can my kid get the information from her.

Do you have any suggestions or recommendation?

Fade out: When u make the kid ready to be in a classroom setup u should not need that
extra body behind him. There should not be a shadow teacher considering the .positive
some went through so much of bad problems through thing بس مو كل حد يصير إيجابي فيهم

hiring a shadow getting one so they put an x on the shadow
في معمعة يدورون خلي المدرسة توفر. ما يخلون الأهل
within the package don't add up anything else on families.
If they are registered within the school they will get their training and many advantages
and parents will have a secure shadow but one downside to it is the timing it finishes
when the school is over. I don't believe the shadow can sit only for school hours because
the child will need her beyond these hours. The person replacing that shadow the nanny
or the mother should be able to control the kid.

Without additional fees?

We cannot say this. it is an extra cost on the school they will cover their back from
anywhere adding to their fees but let it be average. Anyway they are using the shadow as
an assistant teacher in the classroom. The shadow more focused on one child than the
assistant teacher so we should not pamper her too much with the salary.

Another recommendation is creating an authority that oversees hiring and recruiting

KHDA now overseeing private schools
يعني كيف الprocess

يعني اليوم كيف يوظفون المدرسين و الممرضات؟

who is to see if they fit down syndrome, autism and are up-to-date
other suggestion: train parents not to be a shadow I can be a shadow for somebody else's
son and she can be a shadow for somebody else.

As a start to have a certification in order to get a label as a person with special need
background not only for autism.at least to know the ABC that basic knowledge to qualify
as a shadow. When I went to Ras Al-Khaimah I was eager to learn about my kids case

and I wasn't having much. Dr (Doctor name) he is a doctor overseeing my kids case from al Jalila he said why don't you attend the course and see you will feel the difference when he put me in touch with the ladies I asked when is the most recent course she answered at Ras AlKhaima in 2 weeks so I was there for it. They made later a focus group and there we talked much about our frustration from shadows.

And why wouldn't there be a portal to go search for shadows instead of using online website and such to give access or subscription it will help the parents to get the pool of certified shadows.

I don't know how the emirates are doing but we hear rumours that in Abu Dhabi they for the price of 5000 at least that support is there for the family وزارة التعليم offer shadows they don't have the hassle to fund it. I would like to see it generalized on all the emirates

why only one emirate. One of the videos that was presented during ta3alouf program showed shadow teacher from government. واحدة بالنهار و ثانية العصر عشان هي نفسها ما تقدر طول

So the government should find a second fit to take over in الوقت 10 ساعات ورا الولد إذا نشيط. the afternoon.

Section 3: log of documents provided by participant

- Shadow teachers' CVs
- Shadow teacher written agreement with parent
- Shadow teacher contract
- Shadow teacher visa
- Shadow teachers daily roster developed and monitored by the mother

P3:

Section 1: Interview Demographics

Interview date: 24-10-2017

Interview site: public bookshop (reserved private area)

Interviewer: Nancy / the researcher

Interviewee/participant: P3

Relationship to child: mother

Interview duration: 28 minutes

Interview language: English

Section 2: Interview transcription

Background

First I noticed that (Child's name) was different maybe less than 18 months. At 14 months I noticed that he is different that he doesn't respond to his name that was a trigger for me. So I started to find out where to go who to talk to until I found that I am supposed to meet a pediatric psychiatrist at (name of a government hospital) and by the time we got the appointment which was very late unfortunately because she was the only one, he was 2 years we did the test and it came to be that he might be autistic but it is early to diagnose because of his age.

We thought we cannot stop we have to act. We started ABA therapy and occupational therapy when he was 2 years and a half exactly. At the time he used to go to a nursery but there was no shadow teacher it was his nanny with him and the nanny never had an interest to talk she is an introvert person, nice person but not into social life.

In the nursery when I was asking the teachers because I had the doubt that he might have autism they said well he doesn't mix with the kids at all, plays with himself. The only one he could talk to and mix with is the teacher herself no one else.

Then it came to be that he had to go to school when he was 4 year old and it was the time we thought we need a shadow.

Why? The center where he is taking the therapy in told us he cannot go to school without someone helping him how to communicate with the kids, give him the instructions and tell him what, when and how to do it. The question was should we go for an arab or an English. (Child's name) only speaks English he has nothing to do with Arabic language at all. Also should we take him to a government Arabic school or like his brothers to an english school. We know that the government they are inclusive they include everyone and we know they would be more encouraged and I know a lot of teachers in gov schools they told me take him we will take care of him. But the question was again the Arabic language he cannot speak at all the language. **At home you spoke with him in English?** Yes. Therapy in English, the house in English everything. It was a big challenge again so we thought let's try with his brothers british school. He was accepted for FS2 directly from the first test. **They knew he had a diagnosis of autism?**

No

After they accepted him they were surprised that he had ASD we told them we want him in FS1. They said no academically he is fit at FS2 if you take him to FS1 all kids are younger and I said I am not sure how he will act there, they said all he needs is a shadow. Then there was also the school asking we need shadow or else he cant be accepted even in FS1.

By chance I know a shadow in the school she is Filipino because I have seen her with a child that I know he is not normal because I am a doctor I can easily recognize him and maybe because I am a mother of one. But that guy was really severe. I gave her my number and told her if u find a shadow please let me know. So she called me after 2 months I told her I wanted her for the new academic year. So she called and said march that was way before the academic year telling me I don't have a job because the family I am working with are not good they are not paying me if you accept me I will come to work for you. Asked her do you have any experience in shadow, I know that you are working with a child she herself doesn't know if the child has autism or not. The family didn't take him anywhere it is only the school told them that the child cannot work alone in the school and they brought her to work with him. It is like a nanny not a shadow for him. **What was her background?** Nothing she only worked as a nanny before in some families and she came back to Dubai to find a job and found this family looking for a shadow in the school time only and after school she goes home. That is what she is looking for. Her visa on her? No on them supposedly but she came with a visit visa and they were supposed to transfer the visa to them. There was the problem because she was to be sent away the visa couldn't be renewed again she stayed for 6 month on a visit visa. She said if you are going to transfer the visa I will come. I called the center and told them I have someone who doesn't have any experience in being a shadow she is only a nanny but she talks a lot and they said that is what (Child's name) needs someone who talks a lot. And then bring her over we will train her. So we transferred the visa everything as a nanny because they don't give a shadow and that is a problem because if we bring anymore nanny to the house we cant we are a small family. As an

emirati family we are eligible for 2 nannies. But then we brought a paper that say that our child is a special need so they said ok you can have an extra one. We have 3 nannies under our name while actually the 3rd one is not a nanny she is a shadow but her contract is a nanny's unfortunately. Since april 2016 she started with (Child's name) in the center, goes every morning and she learned from the ABA therapist and occupational therapist what to do. She was happy not paid much by me because she knows in her cv she will write she has been trained by a therapist how to act as ABA or occupational. At the same time I wanted them to tell me is she good or not so I wanted an expert people to tell me about it. I don't want the school to tell me she is good or not the school will tell me she is nice she is taking good care of him but I want someone who tell me she knows how to act the right way. They told me she was very quick to learn and they used even to put one extra hour in the center alone, shadow with (Child's name) alone so they see how she is acting with him. That was great for me.

She started with (Child's name) in September 2016 and this is the second year (Child's name) in grade 1 with the same shadow.

how would you describe your experience in general with the shadow?

The good thing about it I know what is happening in the school. Actually a lot of mothers now they like to know me and they made a group and I am in it as a main person because they want to know what their kids are doing so she is not taking care of (Child's name) alone but the whole class. All the kids in the class love her and because of that (Child's name) found it easy to make friends. People wanted to be with (Child's name), (Child's name) became very famous because of (shadow teacher's name). They are really linked to each other, they love both of them

together. I know what is going on in the school I get pictures of what (Child's name) is doing I get videos which was a very great evidence for me to put (Child's name) in year 1 when the school were saying how about make him repeat FS2.it was a very good evidence that (Child's name) is the most fit child in the class to go to year 1 and they couldn't answer these.

Hamdulillah she was there honestly or else I don't know what my son is doing. This is the main thing I think for me. How he is progressing and a lot of time I find difficulty now to make homework with (Child's name) because I am not good in ABA, she is good in ABA. She doesn't come to the house by the way she is only at school. I believe that I have to take care of him in the house, the therapy in the house has to be different. So when I find difficulty doing homework I call her and she says don't worry we will do it. She knows by ABA style how to set and make him do the homework and go, do it happily no crying even. I don't have experience in ABA so I think that is a good thing about her.

what are the elements of success?

First, choosing the right person. **But u didn't know!** Yes as I told the therapists she talks a lot they said ok this is the person you should choose. Extrovert person, (Child's name) had a nanny that was introvert she never ever talked to him she never harmed him she loves him and I know that she has been with him for 4 years very good woman but that is her personality I cannot change it. I remember even in the therapy they were telling me change the nanny I said I will not change her just because her personality is introvert it is not fair but I think if it was for a shadow she has to be extrovert someone who is gona talk to him, sometimes when she talks to me she gives me a headache so inside me I say please I want a break. That is the person u need for your

child who can talk talk because autistic who do not have people that talk they will be quiet. A kind person who worked with kids before even if she doesn't have experience in being a shadow, being a mother before. She is mom of 2. I think this is important because she will know what I am going through. I think don't take the experience of others, I mean not because she has been a shadow for someone she will be good for your kid. Each kid in autism is unique, everybody knows that.

Take her and teach her in your own way and your child own way. The training from the therapists contributed. I wouldn't be good at teaching her to be honest and now she is being trained with the speech therapist so different therapists, being taught in a different way so that is what I want at the end of the day for my kid. She might stay for my kid for one or 2 more years I don't think more than that honestly maybe one more year. Because the school themselves think that he can be better in the future. Right now what they do with her in FS2 she was with him all the time, in grade 1 she stays in the class but a bit away and let him work but when he goes out of the task she brings him in. so things are getting better.

How is she guided in the class? Who tells her that? She knows from the therapist center they come to the class by the way twice a week to watch what she is doing with the kid and this is very important that you have someone who is watching you shadow how they are acting like the school they are good with special needs kids I know that but still they were happy that the center are coming to teach the teacher and the shadow what to do.

Do they have a learning support unit? Yes they have a special need unit and they do call the shadow and follow everything. **Do you think this helps?** Of course, last year it wasn't helpful

because it wasn't good but this year they changed the whole department the new people they are really good she is herself saying that I am learning from them. I know that some people they leave the shadow and that's it and I think this means nanny in the school not shadow. People need to understand there is a big difference between shadow and nanny. Nanny takes care a little but she is not going to correct the child but the shadow knows how to correct it, not only correct because you can correct in the wrong way by saying I will do it for you.

The school didn't mind that your shadow doesn't have qualifications? They asked but I told them she had been trained in the center and they were amazed because a lot of them think that they are more nannies than shadows. They are so happy with her they are saying she is amazing.

challenges?

The main challenge was me asking myself did I choose the right person or not. Language? She speaks English and as I said (Child's name) speaks only English and his school yes it is a british school but there is an Arabic curriculum and till now nobody is helping (Child's name) in Arabic. I don't have ABA experience, I am trying my best and the school too they have a special need teacher in Arabic who teaches him as well but this is a big challenge. The question I ask myself shouldn't I choose someone who can speak both languages and trained her but at the time it was and still very hard to find an Arabic speaking shadow.

No other challenges?

Right now no maybe because it was only 2 years, (Child's name) is doing great.

how did the shadow contribute to the inclusion of (Child's name)?

A lot. She helps him for of all in the class itself academically at the beginning when they had the carpet time he wouldn't sit so she would tell him how to sit what time he will move so giving him all these instructions. So he used to learn how to sit in the carpet it used to me 5 min and later 15 minutes and now 45 min without moving and this is really extreme. She taught him how to sit and do the task: u have to finish and then I will take you and u can play one of the games and in the playground she taught him of to be with his friends, play, learn their names and call each guy with their name and say thank you excuse me sharing waiting for his turn. All these things that I think (Child's name) would not have learned by himself. He might be even abused there are kids being abused in year 1 and I think my son is protected because there is someone looking after him especially he cannot tell you if being abused. Because (shadow teacher's name) is there nobody can touch him I feel safe.

I am in a group of these mothers and I can hear them talking about their kids being harassed by older kids. I am reading what they are saying and smiling because (Child's name) is fine because they are all kids, 5 years. In year 1 they are independent but badly treated in the school. I don't want my kid to be independent now he has his whole life to be independent but not now now he will learn how to be and I am happy that she is teaching him how to be.

suggestions

If we have like institute where they can bring for us well trained shadow teacher not a name of shadow but someone who has a certificate like in the usa who will be a shadow ? someone who studied ABA in the college as a student needing money they practice their ABA on the kids. If we can have this I think everybody can be happy. It is a win win situation. This is what I told

(shadow teacher name) I said I will not pay you much because I don't have much money, some parents pay 10000 a month I don't have this money so you will learn and I will benefit out of your learning as well. So if we can have something like that and the government maybe play a big role in this. **What do u think the government role is?**

They should provide us with the shadow I don't think that we should pay for shadow and as I said before finding a shadow, we need an institute teaching these people a simple ABA occupational speech therapy and then give them to us I don't think that costs much it is better than having a child who will never learn and that will cost the government god knows how much when they will going to be a useless adolescent or youth.

Institute for training and providing the pool? Both. Like the center that (Child's name) is going to now I know that people there are expert because the government wouldn't hire anyone. These people we can use them to train some people to be a shadow. Give them certificate for that and of course it would be great if the government at the end of the day pay us for a shadow. I mean u can't imagine we are paying for a shadow for speech therapist, I am lucky because I got the ABA for free from the government but most of the people I know are paying money for ABA. A lot of money at least the expense of shadow to be taken out of our chest. U can tell us ok u want shadow ok don't go to private schools we will provide it for you in the government school, happy. And then it is my choice. It has to be regulated. Some of the people they come to the school and do nothing but watch the kid not to be harassed this is not her job.

Any other recommendation? Maybe more campaigns about autism and shadow teachers this might encourage even people who only finished high school who doesn't have a job yeah let me

go and do a course of 1 or 2 month and then I will walk out as a shadow teacher or a mother who is a housewife who doesn't want to work for a long time but I can do this for a few hours when my kids are in the school, I can be a shadow teacher in my kid's school. I think these things that we can work in as a community people don't know what we are talking about a lot of people I talk to they ask me what is a shadow. So it is a good job for people who don't want a hard job.

Section 3: log of documents provided by participant

N/A

P4:

Section 1: Interview information

Interview date: 26-10-2017

Interview site: child's school where the participant (mother) is a volunteer

Interviewer: Nancy / the researcher

Interviewee/participant: P4

Relationship to child: mother

Interview duration: 38 minutes

Interview language: Arabic

Section 2: Interview transcription

background: child's name أول ما سجلتها في (name of the third community service provider) أبوها هو

يلي توصل و يياهم واجولنا البيت والصراحة أنا وايد فرحت بهل شيء لأن في حد عندو هل أد أهمية يعني يشوف الأطفال ويراعيهم و الحمدالله كان النيم إلي جاني وايد رائع وكنت الأمور وايد سهلة في البداية الأم لازم يكون عليها صعب بس مشنة الحل وأنا متجاوبة وياهم وهم متجاوبين وياي إذا احتاجتهم ببلي عطلول مافي مجال انهم يقولون لا . بعدن دخلناها عندهم في المركز وسولها تقييم وتميت وياهم من عمر 4 سنين للصف الرابع ابتدائي. هم عطوها أكثر من يلي تحتاجه عادةً ياخذون للتسع سنين. child's name الحين 14 سنة.

أول شي دخلتها (first community service provider) كان عمرها سنتين ضلت سنة بعدين سمعت عن (another second community service provider/special needs centre) وديتها هناك سولها تقييم وقالولي اصبري لحد 4 سنين فضلت في (the second community service provider/special needs centre) 3 سنين على الأقل وبعدين لأنني ما حصلت مكان كنت بخليها أي مكان ولا اني خلها في البيت لحد ما حصلتالها الروضة (name of the public KG)

كانت في السنة الأولى عندهم كمستمعة يعني في الاسبوع تروح مرتين ومع (special needs centre) وبعدن سمعت عن (second public KG) كانت 5 سنين. **طلبوا شادو؟** فالبداية لا ، ممكن طلبوا بس أنا قتلهم بدايةً يمكن ما حصلها .قالولي جيبني البنات إذا شفناها اوكي نخليها بلا شادو وذا كانت حالتها صعبة المدرسة يمكن عندها 40 طالب أو 30. قتلهم مافي مشكلة انتو شوفوها وحكموا بعدين. الحمدللة سولها إمتحان اجتازت في نفس الوقت سولها إمتحان مع وزارة التربية وجاتته. طبعاً المدرسات في الأول متخوفات لكن أنا قعدت وياهوهم وفهتهم يعني هي الفئة إذا يلي امامهم أوك بكونو تمام . قالولي إن هي أول حالة خاصة هيك. كان عندن حالة مثل child's name بس كانت كثير.ضلت عندن سنتين وبلا شادو بعدن عن طريق name of the third community service provider of the first public school حاولنا ندخلها .المدارس صعبة يعني لا المدرسة كانت متقبلة كذا مدرسة و الإدارة ما كانت مسيطرة على المدرسات مثل إن تجتمع معاهم، تعطوهم نبذة عن الولد. أنا كولية أمر حاولت اتطوع في المدرسة وحاولت أفسر لهم مش بس عن child's name كنت أحاول أقول لهم مو كل الاولاد مثل بعض **طلبوا شادو؟** أكيد طلبوا أول سنة ما قدرت جبلها بس قتلها جربي child's name لأنني حسيت إنو child's name تتقبل أي كان إذا كان تعودت عليه.

قالوا لش ما تجيبها وحدة في الروضة نفس الشيء ، المشرفة هي إلي قالت child's name ما مفروض تكون هون، child's name لازم تكون في مدرسة معاقين. قتلها أنا لو ما أعرف بنتي ما جبنا بعدين الناظرة يلي وقفت وياي صراحة. ثاني سنة في first public كانت عندها special educatorمختصة من المركز مش شادو. تجيلها مرات في الاسبوع. **مشو الحال بلا شادو؟** كانت المدرسة كثير متعاونة أنا قتلها يمكن صف أول المدرسة ما كانت متقبلة لكن إنت شوفها وحكيها عليها. مش بس واحدة تتين تبع التربية الاسلامية والعربي ، والثانية رياضيات وعلوم في الأول كانت شوي بس بعدين قالولي ظنينا إن child's name ما بتكمل معنا بس الحمدلله أنا قتلهم ما تعطوها نفس إمتحان باقي الصف بس أخف صور تلوين توصيل. **كان عندها خطة فردية أو إنت قتلهم.** جينا على الصف الثالث كانوا نفس المدرسات ما تعبت معاهم. بس مدرسة التربية الخاصة ما استفادت منا شي ما كانت يمكن متقبلة البنات الله أعلم. أنا و child's name كنا كثير متجاوبين معها شو ما تطلب نلبيه. **كنتي طول هيدا الوقت متطوعة؟** 5 سنين في المزهروهاي السنة 3 هون name of the second public

school. مش لأنو متطوعة بنتي بتكون معي طول الوقت من لم تدخل الصف لا تطلع بروحها. لش تطوعتي؟ أنا حبيت
وبتعر في يلي كان يشتغل بيشتاق و child's name اخر بايبي. امتن بلشتو مع الشادو؟ من الصف 2 أو 3 بظن 3 مع انجلا.
المدرسه طلبوا؟ اه قالولي لازم لأن المدرسة تقول ما أقدر اتفرغ إلها بس. في البداية في مدرسات عارضو لأنو ما بدن حدة
معن بالصف. قتلها إنتي مثل ما بدك وقت يلي بدك داخلها. مدرسات العربي ما كانو يطلعوها.

كيف جبته شادو؟ كلو عن طريق name of the طلغولي name if the third community service provider
assigned family service coordinator تمت وياي سنتين و child's name كثير تحسنت والمدرسات كانو كمان
مرتاحين إن معها حد.

صارت المدرسة تركز عل طلاب الباقية والشادو على child's name. بأيام الإمتحانات تعطيهما بس شي بسيط. جنة صف
رابع كمان بالمزهر مع نفس الشادو صف خامس غيرتها لأنو هاي صار عند ظروف. كيف جبتيها؟ كانو حاطين على
group الأمهات يلي أنا في أنا كنت حاطة إنو بد شادو وهي شافت وإجتني علييت وفرجيتا child's name وجلسات وياها
قتلتها إخدي راحتك معا ومشيت معاها للحين نحن الحين صف تامن.

وهاي الثانية شو مستواها التعليمي؟ عندها تربية خاصة سورية. متفاهمة مع child's name. عندك إلا cv؟ قالتلي بس ما
معي CV.

الشهادة أخذت العام. اشتغلت في مصر مع حالة نفس child's name. والمدرسه ابلو؟ هون ما حدة عارضني. هني طلب منك
كمان الشادو؟ لا ما طلبوا بس أنا قتلهم أنا وياها شادو عشان تكون بائنة إن أنا جبت شادو. هي كنت تجيب أشياء وترأوي
المدرسات. هي كل يوم مع child's name وبس بالمدرسه. بالبيت إذا عند واجبات أنا بتبعها.

كيف بتقييمي خبرتك مع الشادو؟ في البداية لأنني بروحي صعب وتدرين طفلك ما فيكي تتحكمي فيها كثير إذا حد ثاني يعني child's name من النوع يلي إذا يلي قدامها كثير straight يقولها سوي هيك تسوي أنا عشان أمها تقلي لا ماما. الحين أنا مرتاحة لأنو هي الشادو في الصف وأنا في البيت.

كانت تجربته جوده؟ في الاول صعبة خاصة مع المدرسات بس أنا من النوع يلي بطنش وأرفع من معنوياتهم على أساس ما يتضايقون من child's name أو مني

كل المدرسات قالولي فعلاً كثير تعبانة وياها حرام يروح هل تعب علبلاش. هي من النوع يلي حابة الشيء، تتعلم، المدرسه تكون مع بنات الحين بدت تقلد البنات حتى el shoes والشيلة وصارت 90% هي طبيعية وذكية أي شيء يصير في الصف تجي تقولي. إذا غابت مدرسة تقولي غابت فلانة أكيد مريضة ولما تشوفها تسلم عليها وتسالها لش غيتي. **علاقتها بالشادو كيف؟** تحبها كثير. هلقمرة 14 سنة ماشالله كبيره ما بتحس إن في حدة ديماً معي؟ مرات هي بتقولها ما بدني ياكلي ساعة أخلها.

تحديات؟

في مدرسات يتضايقون من هاي الحالات ما أدري ليش، بس أنا أفهمهم ما ضروري إنتي تسويلها شي الشادو هي تتصرف.

child's name من أول ما جات الشادو تعلقت وياها كثير، حبت طريقة تعاملها كنت قريبة لها أكثر من المدرسة.

أنا حبة إنو الشادو كانت تطلع على child's name بعين عالية، الشادو عادةً يلي منمشي شو ما كان بس هاي حسنت إن حابه اطلع child's name قدام المدرسات والطلاب حتى أنا بشكل عالي.

إنني حصل شادو صعبة و بعد الرواتب الحين اعطيتها 5000. **فيزا عليكن؟** الحين على أبو child's name. عملنا عقد. انتو

جبتها كنانى أو nurse؟ لا شادو. **في هيك؟** لا بس حطيتها كى رعاية حق بنتي. فنه شوف العقد بعدين؟ أوك

أول كانت family assigned service coordinator from the third community service provider سهل اني

حصلتها لأن جابوها لعن طريق... كنت أخط بالجروب آخر شي واحدة a mum in the mothers group جبتله اياها.

في بعد انها ديماً على فيزا مالتني وبعد عندها عيال وإذا تبغى شيء زيادة. أنا الحين أفكر على السنة الجاية شو رح يكون. لو الوزارة تفكر تحط شادو لاطفال الدمج هم أقلية يعني في هاي المدرسة child's name بس متلازمة الداون والباقي بس عندهم صعوبات. في وحدة تربية خاصة هون؟ لا ما في بس كانوا يجون من الوزارة يعملولها تقييم وبس. مافي حدا بتابعها بالصف؟ لا ول شادو كمان؟ هي مرتاحة شوي من المدرسات لأنو أحياناً في ممن صعبين مش متقبلين وخاصةً مع الشادو. لش؟ تعرفين المدرسة بتكون صف كامل وهي إلي بتتحكم بالصف.

شو يلي سهل؟ حصلنا بسرعة وراضية بالمبلغ وقريبة من child's name كي مواصلات. يمكن تعاملتي وياها شوفي كم سنة معاي لو أي واحدة ما تم يمكن معاملتي أو معاملات أبو child's name وياها. تعتبرها نفس بنتها حتى المدرسات يقولون انها كتير حنونة عليها.

الشادو بتساهم بدمج child's name؟ إيه في الحصة تقول للمدرسة قدر ما تقدرين تخليها توقف على السبورة تتكلم تقول لل بنات الإجابة تعطيهما شي مع البنات تحطها بالغروب. child's name ديماً في الصف ما تطلع من يوم كنت في first public school، كتير حالة كانوا يكونو برى معل ناني. في خطة ل child's name؟ هم يحطون المدرسات كل واحدة بروحها. إنتي عندك نسخة؟ لا الشادو؟ لا الامتحانات؟ قبل الإمتحان الأشياء لا child's name أكيد أشياء بسيطة وآخر السنة عندها شهادة؟ إيه عندك اجتماعات كل شهر أو فصل؟ ويا المدرسات بعد كل إمتحان يقولون child's name ما تسألني عنها صح انها من ذوي الإحتياجات بس ممتازة. إنتي شيف بنتك عم تتعلم وتتقدم؟ أكيد مع إنو في أشياء صعبة عليها بس ماشية. يعني العلوم وايد صعب بس تعطيهما أشياء بسيطة الرياضيات الحين تستخدم الألة الحاسبة.

توصيات؟

من يوم child's name أنا كل لو كانت المدرسة يكون إليها مساعدة في الفصل ما عندهم مساعدات بكل المراحل. يعني هي تحل فكرة الشادو لأنو صف ثامن مو كل البنات بيبهوم شادو إلا مثلاً child's name وفي بعضها حالات عندن صعوبات. مافي صف مافي يمكن child's name تفرق شوي عنن.

في مدرسة تربية خاصة في المدرسة ولازم يكون عندن حصص موسيقى رياضة يشاركونهم بالمسابقات في السباحة. child's name اشتركت في مسابقات البولنغ وكانت أول مرة تلعب بالبولنغ وفازت أنا نفسي ما توقعت لأنها حبيت الشغلة. ياريت تكون سهله على الأهل ما نصير ندور ونروح ونجي يعني عن طريق المدرسة يجي ولي الأمر ويختار والأسعار لأن هل أيام الأسعار خيالية.

لازم الوزارة تحفز المدرسات لأن هيك ما رح يكون لأن لازم يكون في مقابل. ممكن متلاً ولي الأمر عن طريق الإدارة يحفزها براتب ولو شي صغير على الأقل يكون في إهتمام بالطالب لأن هيك مافي إهتمام إلا يلي عندها ضمير.

Section 3: log of documents provided by participant: N/A

P5:

Section 1: Interview information

Interview date: 15-10-2017

Interview site: participant's home

Interviewer: Nancy / the researcher

Interviewee/participant: P5

Relationship to child: mother

Interview duration: 37 minutes

Interview language: English

Section 2: Interview transcription

Background:

(child's name) is going to be 7, next week she has Rett's syndrome that is genetic but not hereditary disease it is rare but not the most rare 1 every 10000 or 15000 all over the world. When we moved here in Dubai, (child's name) was 1 year old and 4 month and she looked absolutely fine, normal we had no doubt that something was wrong we thought she was a healthy normal child. After few weeks I started to realize that something was wrong of course she stopped speaking, playing and learning new things I could see the difference with other kids of the same age. Here in this community it is a very family friendly environment full of children and a lot of them are in the same age. We went to the park everyday and I used to see kids of her own age and suddenly she lost interest in toys in pets in other kids so she was a bit strange. We couldn't have answers in Dubai they kept on saying that I was too anxious I went back to Italy in June and on August 3rd we had (child's name)'s diagnosis so she was 21 months at the time. She was enrolled in the local nursery, (nursery name) because we arrived in February and we immediately enrolled her everything was fine so she was supposed to start in September when we had the diagnosis after 10 days after the big shock we sent them an email explaining what the problem was and saying for what she had she was pretty good because she could use her hands, walk she could still do a lot of things and offering them to pay for a shadow teacher saying that we are ready even to accept their shadow if they had or we will find one by ourselves. They just

replied “sorry to inform you that your child is immediately rejected” and there was nothing to do we tried everything they just didn’t want her they even didn’t want to meet or see her so it was completely excluded I was too new in Dubai to know that I could fight it so I was overwhelmed. so (child’s name) was at home with me for 1 year, after that a new nursery opened up it was (second nursery name) at that time and they welcomed (child’s name) without a shadow at the time because still she was self-sufficient. After one year the old staff moved to another nursery (third nursery name) and we decided to follow her teacher but there for one year she had no shadow teacher because it was a new nursery not a lot of kids so they can deal with the staff they had that was one of her assistants she was basically her shadow without being officially a shadow but the year after they asked us to hire somebody who could take care of her because they had lot of kids and she couldn’t use her hands anymore she had some problems so she needed a shadow and they proposed to us one of their previous girls, nursery assistant who knew (child’s name) from the previous nursery and we agreed a Filipino lady very nice not trained as a shadow at the time but she was nice and (child’s name) was 4 so fine. we had her she had us. This lady turned out to be an amazing help, person a great shadow. We learned together about our child without a piece of paper that qualifies her. She is following (child’s name) this year in the primary school so she spent 2 full years with her and this is the 3rd. We fought hard because we wanted (child’s name) in a normal school despite not being able to control her body she can’t talk or use her hands therefore cannot write but her brain in input is fine. scientists proved that Rett’s brain in input is fine. Even if you look at her you might not

guess it from the beginning but we really wanted her in a normal environment for a lot of reasons:

- we think that children needs to stay with children we are Italian and in Italy there is a school where there is a full scholastic inclusion. We don't have special needs school since the late 60's. so it is normal for us the kids go to school with a proper shadow teacher. **The term shadow exists in Italy?** Yes saying helping teacher which is not teacher assistant. It is a teacher that helps that particular child
- we have a great hope in the research we hope that by the end of the primary school (child's name) might be much better than now. Scientists reversed Rett's syndrome in mice and now they will start their first clinical trial in humans in about 3 years so maybe (child's name) will not be in the clinical trials I don't know but maybe in 5 or 6 years there will be something available to make her be better. I don't think that her disease will completely reverse like nothing happened of course but scientists expect some words to come back the use of the hands the seizures will stop the breathing difficulties will stop.

she loves going to school, being with children, being involved in activities of course she can't play like the others but she can learn at least like the others.

After asking some schools in the neighborhood and after receiving so many NO (child's name) is now enrolled in the British.... School in grade 1 with her shadow. At the beginning when we told them we have this lady and then they said yes she can come but then they saw she had no

diploma as a teacher they had been hesitant but then they met her I said at least let her try and the class teacher said you are right she is amazing so we were lucky.

What drove to get a shadow? Because it was a school requirement or you chose?

Both things, a child like my child cannot get to school without a shadow she cannot do anything by herself she cannot stand up, eat, go to the toilet alone she needs help she needs somebody who can be her hands, her feet sometimes her voice. it is also a requirement from the school that a child with disability they are welcomed but need to have an assistant.

Is there a therapy team helping (child's name) or just you and her figuring things out?

At the moment it is most me and her. With the therapy we hire but the school is very new it just opened this September one month ago they are starting things I guess that there will be something next year but still it is me and her. I just had a meeting today with her teacher and her assistant and a PA teacher who is also trained for special needs children and we together drew a first program for (child's name). They asked me what I think the goals would be. Like an IEP yes.

The shadow was with you? yes of course

The goal for us is that (child's name) can be able to read because she has an eye gaze computer and of course if she would learn how to write using the eyes that would be much more easy for everybody.

So (child's name) has therapies outside of the school? She had many and at the moment she has few because unfortunately what I have seen in Dubai there are much offers that the quality is sometimes poor not in general speaking but in my case. (child's name) is not autistic even

though in some features she looks autistic and therapists are mainly trained for autistic children and they keep on proposing me ABA and ABA could be fine if adjusted to her need keeping in mind the difference between Rett's girls and autistic boys and the main difference is in short and simple I know ABA is much more than that but autistic boys are in their own world because they are not interested in our world so u have to keep them interested in us but Rett's girls are in their world because they can't they would like to but they cant. So u cannot say to my child cuddle me and I will give you a biscuit because she would like it very much but she cannot and maybe she will slap you if she tries and she would like to take that biscuit but she cannot. So you have to teach her body how to make appropriate tasks and help her in taking the biscuit so we had so many therapists and they expected her like "you do it! You have to do it! Come on! You have your biscuit here", she was frustrated screaming like crazy because she couldn't so I said ok enough. Every summer I get a training a little bit from therapists in Italy specialized in Rett's syndrome and they teach me how to help her of course I am not a therapist and of course I would like much to have a therapist but I also realized we live far from where the main therapists are they are mainly on Al Wasl road and Healthcare city with the traffic it takes 45 min driving to have 45 min session then 45 min driving back it is too stressful for her and me and my little one that has to stay alone all the time.

Last year we decided to keep it a bit easier, I take her to walk much more that is also a good therapy for her on the beach on the park to cuddle our friend's dog that is also good and calming she has a friend a little girl who likes her very much so this is also something that will empower her self-confidence and as a therapy we are keeping just hydrotherapy because it is at the pool

just opposite so there is a swimming teacher also trained as a hydro therapist and he is coming twice a week. I think we will be back to horse riding u know things like this. She will have some or once a week we will go to an osteopath or chiro practitioner for her back because she has scoliosis but once a week we don't want to push her too much now.

How do u describe your overall experience with the shadow teacher?

I was very extremely lucky that there was this lady found by the nursery, personally known by the manager of the nursery and she is amazing I can see in (child's name)'s class there is 2 more children with special needs (one girl with down syndrome, one hyperactive boy) and I can see how difficult it is to find a proper teacher for them. Not difficult but extremely expensive because if u hire a shadow who studied to become a shadow she has expectations in terms of salary and the school is not helping so the dreams of parents with special needs children would be that the school could at least either participate a little bit or lower a bit their fees so then u can manage because if you have to spend 6000 per month on a shadow on top of the school fees it is really expensive not everyone can afford it.

What are the factors that enabled that successful experience?

We only had this lady her name is (shadow teacher name) and she is caring she was not experienced and she is fond of my daughter and she was willing to learn I gave her books she studied by herself. My mom is a teacher specialized in autism she worked for 25 years as a teacher in a center for autistic grownups 14 years and above so she had children from 20 to 35 years old and she has a lot of experience and after (child's name) was diagnosed she studied a lot and her colleagues helped her and us. There is one music therapist who is specialized by chance

for rett syndrome so we had lot of help and we trained Theresa and the good thing is that she was willing to learn new things. Sometimes I find therapist, that doctor therapist she said oh I know I have studied I know and then they didn't want to listen and they really didn't know. The music therapist in dubai, the one that was recommended as the best music therapist in town they said (child's name) is not talking I answered as I explained to you she stopped talking... ok so she was talking first! So this doesn't mean that she cannot talk but she doesn't want to talk and it happens with children who have a wrong relationship with parents especially with the mother. So I just wanted to slap her and run away. This was a therapist and not a shadow teacher this is what happens. I spoke with a shadow teacher that I was probably willing to hire or ask her for some advices so she was like ok now you have to do this and this. So I answer please I am talking about a child who cannot talk! Ok so she will write. She cannot use her hands I told you! Ok yeah yeah so we will teach her how to write. She was one who knew so I was lucky because this lady was willing to learn with us and she was attentive to my daughter. Yes caring for the child seeing the child behind the disability I mean not looking at the disability but at the child and trying to really see the potential the child has and trying to work on that.

challenges in shadow provision

now at the moment I am helping a family of a classmate of (child's name) to find a shadow teacher for themselves. The challenge is first to find the qualified person. Their child has down syndrome so very mild disability comparing to mine so a trained person with matching times because they found so many who said yes in my country I was a teacher I will do it but I cannot start 8 because I have to drive my child to school and will be there at 8h30 and then if my child is

sick I cannot come. This is a job not a charity of course if your child has an emergency you are the mother but if your child has the flu you find a way like everybody else your commitment is with my child at the moment it is a job and not as if you are working in an office but to cater for somebody that will love you so there is also the emotional part.

If the shadow has a sick leave does the school help? At the moment they don't. last year at the nursery I could send the nanny I don't know about the school it didn't happen, (child's name) was sick not the shadow still very new.

Do you have a contract with the shadow? Yes and I think the school will provide a sort of card something labor card. **The contract done by you?** Yes like if we employed her. **Is it like getting the labor supply?**

It is actually complicated I wanted to employ her as a shadow teacher it turned out that we cannot by dubai law we cannot employ her as a shadow teacher because only school can do that or special needs center and school cannot employ her as a shadow because she is not a teacher so we just employed her as a nanny and we pay her more. Schools don't hire the shadow teacher directly as far as I know maybe some of them I think maybe (a particular school name) does it and a couple of others or you go through a center the school or yourself make a contract with the center and they provide you a shadow. This option is even more expensive because you have to pay the center and the shadow.

This mom was telling me that they had something like 10000 dirhams per month or 8000. That's crazy of course the teacher needs to be paid but for somebody that needs to send the child at

school unless they are super rich they cannot afford it. So what we did we had to employ her as a nanny.

Another challenge might be if you hire a shadow and you want to pay her for the day she goes at school but then the school closes for 3 weeks. The kid is not going to school but she wants to be paid because she has a contract. And summer too you can make a 10-month contract because this is allowed by law but u have to find an agreement with the person but like for this year there will be 3 weeks for winter holiday, what to do? it is almost a full month in my case we decided that we are going to make her help (child's name) at home. She has one week off for Christmas one other week off for spring's break and then she comes at home and supports (child's name) at home. It is our agreement because you have a 10 month contract so ppl that have a contract they also have holidays if you work one full year you have 4 weeks let's say you have 2 more or less.

She is okay with it? Yes we decided together because she understood our point.

Language wise any challenges? She speaks very good English she is Filipino but not a challenge.

Level of communication like progress update? She is great. She tells me every day whatever happens. I was so lucky that when her husband lost his job we have come to find him another job so that they stay.

how do you think the shadow is contributing to the inclusive education of (child's name)?

She is definitely (child's name)'s hands and voice she helped her to play with others like throwing the ball and whenever the teacher asks her a question, (child's name) can communicate somehow it takes time but she can make choices so with the flash cards or options she can give the answers and most of the time they are right so she is definitely her hands and voice. because

she is so nice with the children, they love her so then they stay close to her and she teaches them how to interact with (child's name). This is also very nice because she explains to them how to deal with her.

recommendations?

First of all, change the law and allow families to hire a shadow with a contract that say that she is shadow because it will make everything easier for schools and families and cheaper because if you have to go through agency, they are called special needs centers but they are agencies they find a person sometimes they train her and sometimes not because she is already trained so people have to go through them because of this bug in hiring process.

Work with schools about fees because I know in Dubai nothing is for free but either government gives money for families with special needs to contribute to the salary or to school maybe if the government would be interested with the inclusion they could help schools in reducing fees to special needs children because if it is only up to schools then they are not interested because they don't take your special needs child they can have another child who will pay full.

Somebody has to help I would say, I hope from the government that there would be a sort of regulation that in each class they have to admit at least one child with special needs.

Maybe there should be a training in each different syndrome let's say because not every child is the same and a child with down syndrome has different needs than an autistic or a hyperactive child so maybe more courses to train these people but serious one not in these special needs centers that give you a diploma after a weekend just to show the school that you have a diploma.

I am very upset with this healthcare system where everything is for money and everything is

possible if you pay and even being a shadow is possible you just go to an assessment in one center at healthcare city they just give you a diploma after one or 2 weekends. A friend of mine did it they said ok you volunteer for some hours we will approve you.

In general teachers should be more considerate in the society, all teachers and shadow. They should be in a higher step of the pyramid because they are the ones who are building the future society they need to be considered more and somebody should pay more attention of them and in school it should be a bit less about making money and more about being attentive. There is a thing I like about this place, there is a lot that needs to be improved but if you find the right people they will listen things will change when we moved here 5 and a half years ago almost no children with special needs were in schools I can see plenty now I wrote letters and went to the ministry of the education in the beginning I was begging them but now they are ok it I normal she can come to school. Things are changing very quickly and I have a lot of hope that this will benefit all the society.

Section 3: log of documents provided by participant

N/A

P6:

Section 1: Interview information

Interview date: 25-10-2017

Interview site: participant's home

Interviewer: Nancy / the researcher

Interviewee/participant: P6

Relationship to child: mother

Interview duration: 30 minutes

Interview language: Arabic and English

Section 2: Interview transcription

Background

شادو بلشت قبل لما كان رايح FS1 كانت بل (nursery name) يلي هو early learning centre . أول سنه كان شغل على phonics . تعلمون كثير منيح مع shadow teacher name . أول شادو كانت معو بل-kiddy planet وبعدها لا هلا . هيدي تالت سنه .

ليش جبتي (shadow teacher name) ؟

الطلب كان من (community service provider) لأنو بحاجه for social and one to one . intervention . يعني therapist يلي كانت تشتغل معو ؟ إيه . قبل هيك كان في nursery حسب مشكلتو ل (child's name) قتلتي ما فيني حطوب - following class بدون shadowing حتى ما قالتلي هيك قالت he has to go back to the same class . بعدين قالت إنو فيني حطوب بس مع شادو مع إنو هنيك ما بحتو shadowing لأنو ما شفت

ولا شادو. إذا كانت recommendation من community service provider (ك تدخل ميكر بس إنو إستفاد social skills مع الولاد بلصاف في المبدأ إنو في مدرسه بلصاف بدو يسمعها وينتبهلا وزيادة كانت (shadow teacher name) تشتغل معو pull out لوحدة على academics وغير skills.

كيف صار recruitment shadow ؟ المركز هو أمن هي جربت مع 2 صبايا قبل ل يوم يومين هي كانت عام تشوف قدراتهن بعدين اجبت (shadow teacher name). الشادو عقدها معكن أو مع المركز؟ المركز ونحننا مش ماضين عقد مجرد إتفاق كلامي. **علشو متفقين؟** في برنامج عم نمشي علي وكل فترة في تغيرات. كنتي بلمقابله تبع (shadow teacher name) لا بس أكيد ((community service provider program director name) بل recruitment-تبع shadow هي بتعرف أكثر مني. أنا بعدين بشوف الشادو كيف شغلها مع ((child's name) بس (community service provider) عند المعطيات وقت recruitment. كم عمرو (child's name) هلا؟ 5 سنين و-5 أشهر بل. 1-year-

كيف فيكي توصفي خبرتك مع shadow ؟

يعني في قصص كثير ب academics و skills-أخدها من (shadow teacher name) وهلا اخر سنتين خبرتها زادت وحتى بظن. she was trained more. بالبداية كانت عم تعمل شغل جيد بس أكيد مع الخبرة ع تعمل شغل أفضل. حتى بلمدرسه بيسألها عن tips.

شو يلي خلى التجربه تنجح؟

I think she had a good feeling plus there was a supervision from (the community service provider program director) plus the program.

How do you communicate?

daily reports and I see her when I drop (child's name) in the morning.

هي من النوع يلي بيحب يعطي كثير information.

Daily report by hand? No on WhatsApp

So directly from (shadow teacher's name) to you not through the center?

Actually she sends it on the discussion group.

في شي سبب تاني ساعد بنجاح التجربة؟ أنا بالنسبة إلي قديش عندا خبرة هي.

different schools provide shadow teachers it is not that I looked for cheaper but it was the experience plus the global and the integrated program (shadow teacher name) is a big part of it but still it is a package.

Challenges?

مش معها هي بالتحديد بس الكلفة, إذا بدي فكر عن بديل مش متوفر بنفس المستوى. المدارس بتأمن الشادو بس ما بيكونوا
مدرسين و لا في كثير supervision عليهم ما بعرف كيف رح يكونوا عم يشتغلوا إذا ما في برنامج واضح يمك يكون برنامج
مش واضح أو مش كثير detailed للشادو تشتغل عليه. كمان قديش لازم الأم تشتغل على حالها لتتقف حالها to give
support to the shadow teacher لما تكون مع إنها. أنا عم بدفع 15000 ما بعرف كيف عم تتقسم بس القيمة للشادو و
ال supervision and everything else. بتعرفي كم ساعة supervision بيعملوها؟ يعني بمعنى إنو في حدن عم
يشوف عملها كل يوم عم يشوف التقارير مش قصة إنه يروحو يحضروا. **Indirect supervision?** نعم direct twice a
.month I think

ما في شي مكتوب إنه إنتي عم تدفعي 15000 بالقابل بتتلقى شي مكتوب...؟ ما هيدا جزء من التحديات, من أول ما عطتني
quotation actually it was a verbal (community service provider program director name)
she never did, she never asked me to sign quotation on the phone طلبت منا تبعتلي كيف مقسمة من سنتين
maybe it is easier for anything and if I do remind her of this thing شي ما سمعت شي
them I don't know to leave things loose.

Is it a registered center? هلق صار لما بلشنا مع (community service provider program director name)
(name) ما كانت كانت under the process هلق صاروا (registered and they have an office إسمه centre)
(name) شادو من أي ساعة لأي ساعة؟ 8 لل 2:30 .

إذا غاب (shadow teacher name) شو بصير بناديم؟

last year we had an amazing teacher luckily (shadow teacher name) تتأخر أو أوصل الصبح ما
تكون وصلت كانت المدرسة very supportive تقولا (child's name) do this do that and gives him
instructions she was very warm and welcoming.

متلا تغيب (shadow teacher name) أنا ما أعرف أوصل الصبحو ما حدا خبرني هي تقول للإدارة by the time the management contact me it would be 10. Later they told her you have to tell the mom from the minute you know you will be away.

So when she is absent I send an email to the teacher asking if I come to pick up (child's name) she would say no don't do that he is fine.

She is not شخصيتها مبينة إنها هادية شوي زيادة عن اللزوم. This year the teacher is not that supportive very much involved شايفة إنه في شادو فخلص هي متكلة عليا و إنه صف في 30 ولد بإجتماع ال IEP آخر مرة قالت إنه في عندا 18 ولد بالصف بدن support ما فيي أعطي ((child's name)) يلي بدو ياه إذا عندي كل هالعدد. She is from wales last year she was irish

support هي و (community service provider program director name) **Who was in the IEP?**

teacher LSA. عندن **SEN coordinator and LSA** كمان؟ نعم

شو بتعمل؟ pull out sessions and sometimes I think they cover when a shadow teacher is absent because there was a mother friend who had the shadow teacher provided by the school and who took 4 days off so they covered for her .different people covered

In the meeting also was the inclusion head assistant.

Who did the IEP?

Both I think, mainly (community service provider program director) and the LSA. **Do you have a copy if the IEP?** I have the part that (community service provider program director name) sent

مش مذکور بالIEP شو دور المعلمة, الشادو, مين مسؤول عن الهدف؟ نحنا حسينا بالإجتماع أنه المعلمة can't put much يمكن إنه السنة الأولى صعبة الطلاب عم يطلعوا من 1 to year 2 fs لازم يتعلموا إنه ما يصرخوا و في ولاد فعلا بدن support in language, concentration غير (child's name) يلي عندو شادو بس غير طلاب ما عندن. She has a lot to handle and I do agree that she doesn't have time to care to (child's name).

بتستغربي أحيان كيف بحطوا ناس هيك , منا كثير .supportive.

So far (shadow teacher name) is coming on time و ما غابت و لا نهار لنشوف.

قدي المعلمة و الدور يلي بتلعبوا بساهم؟ كثير يعني سنة الماضية المعلمة كانت كثير مساندة. هالسنة ما ضل حدا ما قلي you

are so lucky to have her as a teacher ad she is the best maybe she has positive points in the academic part plus we just discovered that she is pregnant and will be leaving in the beginning of march. لما الواحد بكون فايت على سنة عارف حالو مش رح يكفيها ما بحط مجهود. قصة طبع.

لما المعلمة بتعطي instruction بتعطينا كمان ل((child's name)) يما بتتكل على الشادو؟ نحنا كمان حسينا maybe she doesn't know how to handle a case like (child's name) عم تاخذ تعليمات من (shadow teacher name) و عم تعرف ((child's name)) أكثر . things are maybe getting better a little bit now

Contribution of the shadow in the success?

بعدنا هلق بأول ال year 1, أحرصنة الماضية (shadow teacher name) was trying to go back a little and let (child's name) respond to the teacher directly هالسنة ما بعرف بعدنا بأولها و زيادة صار في كثير تغيير بالصف بلشنا نفوت بالجور.

Recommendations?

لازم يعملوا تدريب للشادو قبل ما يشتغلوا و هني مسؤولين عن ولاد.

Training is the first part later comes the experience.

Work on the cost لأننا مأساة يعني الناس يلي معا ok بس يلي ما معا شو بيعمل بيتريك إبنه؟ يلي دخله محدود عنده يدفع school expenses already إذا ما عندو extra شو بيعمل؟ بعرف في centres بيطلبوا 300000 بالسنة يعني لازم الواحد يكون مليونير to support his child?

أنا مقيمة و هلقصص ما في insurance تغطيهم بس if families cannot pay for this are we supposed to pack our things and leave? Even if you are a resident and not a native you have the right to a support.

دبي فيا كثير مراكز بس ما فيا ال quality and even the service providers are not that trained

عندك خيار تاخدي شادو من المدرسة؟ نعم. كلفة أقل؟ نعم شي 4000 بالشهر بس مثل ما قلتلك not well trained and no experience. Their job is to control the child as much as possible within the class but not to teach or train him.

They were ok for you to get a shadow teacher on your own? Yes

that provides support with less cost
في ناس بس يصير فين هيك شي بيفكروا بدن يتركوا البلد لأنه الكلفة ما بتخلين يقدرنا يكفوا بنبشوا على بلد
و نحنا أحيانا منفكر فيا كثير هالخبرية بس بتكوني أسستي حياتك بتتردددي.

(shadow teacher name) is doing a good job and as I don't have many options

ما فيني كثير شد و إرخي معا رحت نبشت و لقيت مركز لقيت إنه بيطلب مصاري كثير أكثر. عملتي برمة عالمراكز شو
لقيتي؟ يا إما لأقل كلفة بس أقل تدريب و خبرة ورح يروحلنا إلي نشغل دعان يا إما
as good as (shadow teacher name) but more costly because they are more business oriented.

What is (shadow teacher name) background? She is a graduate she has an RBT.

Section 3: log of documents provided by participant

N/A

P7:

Section 1: Interview information

Interview date: 18-10-2017

Interview site: bookshop café (reserved area)

Interviewer: Nancy / the researcher

Interviewee/participant: P7

Relationship to child: mother

Interview duration: 1 hour 34 minutes

Interview language: Arabic and English

Section 2: Interview transcription

خلفية:

child's name من أصحاب متلازمة داون, عمره 8 سنين, بصف ثاني school name. إبتدينا تجربة الشادو من أول سنة KG1 المدرسة أول شيء ما طلبوا شادو في الأول لما عمل مقابلة بعد أسبوعين من المدرسة لاحظوا إنه في behaviour issues طلبوا إنه يجي حد يساعد قالولنا support worker not shadow أول سنة جبنا شادو باكستانية جيناها من مركز ما بتذكر إسمه. المدرسة نصحتنا فيه بالأخص ال special staff إلي في المدرسة. إتصلنا فيه و وفرلنا شادو. في الأول ما كان في صعوبة نحصل شادو بس كانت الصعوبة في الأسعار. كم؟ 6000 بالشهر. للمدرسة أو للشادو؟ للمركز. و المركز كم يعطي للشادو؟ ما بعرف أنا تعاملي مع المركز ال contract معاهم. في الأول طلبوا 7000 بعدين بعد مفاوضات مع المدرسة و معاهم قالوا أوكي 6000. بعقولنا الشادو و كانت كتير كويسة مع الولد كأول تجربة مع إنني كنت رافضة الشادو لأنه من فكري إنه أي حد بدو يكون مع الولد كمساعدة كبيرة إلي هي بمفهوم الشادو تكون ظل فالولد بصفة عامة أي ولد special needs or no إذا بدو يلاقي حد يعملو شغلو فرح يصير الولد يتكاسل و يعتمد على هذا الشخص فهذا كان سبب رفضي لأنني ما

كنت فاهمة إيش دورها. ما رح جيب حد يصير إنو بدل ما يعليه و يصير independent يرجعوا لورا و يصير يعتمد على شخص يعني أنا دخلتوا المدرسة عشان أدمجوا فيها عشان يبطل يعتمد علي و يصير يقدر يعيش في المجتمع. فكرتي إنو إذا أنا حطيت لإبني حد رح يضل طول عمرو بدو حد يساعدو بس المدرسة لما حكوا معاي قالولي إنو هي ما رح تكون هيك. أنا إبني أول ولد تسجل في مدرسة school name من أول ما إبتدت. هاي كانت نقطة جيدة إنو المدرسة كانت متقبلة فكرة الدمج و محتضنتها 100% و موفرة كل الوسائل. فسرولي إنو هي مش رح تكون ملزقة فيه و يعتمد عليها في كل شيء هي رح تدخل بس لما لازمها تدخل. رح يكون الولد تحت مسؤولية المدرسة تبعه و المساعدة و ال special staff إلي في المدرسة فهم كلهم رح يكونوا مراقبين للشادو. إبتدينا الشغل في الأول ك team work في الفريق: special staff, parents, shadow and class teacher. I get a daily written report from the shadow. يعني أسبوعياً تعطيني كل يوم شو صار يعني بهذا الوقت شو عملنا، بهذه الساعة مثلاً child's name عمل tantrum على شو و كيف شغلنا و هديناه. نفس ال report بينبعت لل special staff. فكان الشغل روعة في الأول بعدين كنا كل شهر بنعمل meeting مع كل هذا ال team بنشوف التطور. في second term تفقتا إنه فينا نخفف shadow helping time أو إنها تصير لولدين لأنه كان في ولد ثاني معاه كمان special need لانه child's name عنده بس أوقات يكون يحتاج مساعدة و أوقات فيه يكون معتمد على حالو. فإجت هون المشكلة المدرسة كانت اوكي بس المركز ما بدو إنو بديك تصيري نص وقت أو لولدين بديك تضلي تدفعي 6000. إحنا حكينا it is not fair I am sorry إنه كيف على الأقل هاي ال 6000 نتقاسمها إحنا و أهل ثاني ولد. إذا بديك تشتغل لولدين بتصيروا تدفعوا 4500 كل واحد أو إذا بديك لنص وقت 5000 لحالكم. إحنا كان رفض من عنا وقتها من كتر الزعل ما فكرنا في إبننا للحظة و لغينا الشادو. شو كان background of the shadow؟ هاي كانت من الأخطاء إلي عملناها إنه نحنا ما تثبتنا من الشادو. إتكلنا على المركز و هي بتحكي إنو دارسة و كانت شاطرة بس بعدين بالتطور بتحسي إنه في شوية issues و على فكرة لحد هلق لسا بتشتغل معاه الست هاي بتيجي عاليبت ك home coaching بعد الظهر بس لهلق ما بعرف إيش شهايدها بالظبط. يعني المركز ما عطيك cv تبعها أو خيار تعملوها مقابلة؟ interview تعملوا المدرسة مش نحنا بوجودنا و القرار للمدرسة مش لنا عشان هم بيعرفوا إيش ال need . هيدا كان kg2 because for kg1 كان في special staff بالصف الأول تغير staff فتغير الكلام كلو. Term 2 كان بشهر 3 قطعنا ال contract كان في عطلة، رجعنا بعدها child's name بدون شادو. المدرسة ما قبلت. أنتو ما

خبرتوا المدرسة قبل؟ لا خبرناهم إنه منتفاوض مع المركز. بعتهاه من غير شادو بس رحت أنا حكيت مع الspecial staff قتلها إنه child's name حضر من غير شادو بس هيك هيك صار معانا إذا إنتو عندكم حل عنا إياه أو قلولنا شو بدكم تعملوا. قالوا أوكي دخل الصف و هو بحاجة لنص الوقت shadowing بس تعوا خدوه عالساعة 11. هو الدوام من 8 لل3 يعني يحضر بس 3 ساعات من غير شادو, كانت على 11 و نص recess قالولنا بتجوا تاخدوا قبل الrecess لأن دايماً بعد الrecess يعمل tantrum لأن مشكلة child's name النقل من الدراسة للrecess و العكس. هو بيشتغل بيرسم بيكتب بلون بيعمل أي شيء و لسا ما خلص عنده النقطة هاي بيحب كل شيء يعملوا perfect أنا لازم أخلص عطيني وقتي فكان بيرفض إنه ننتقل من هاي النشاط لنشاط ثاني أنا ما خلصت ما فيني أنقل. هيدا ما كانوا بيفهموا المدرسين و هو كان لسا النطق عنده ناقص ف ما بيفهم أو ما بيعرف يعبر عن حالو بيعمل tantrum.

بعدين ضلينا نجي ناخدوا عال11, بعدين 11 و نص بعدين قالوا فيكن تزيدوا ساعة لوصلنا للواحدة. بعدين هاي إلي كانت الشادو تبعوا كانت لسا بتشتغل في المركز قالت أنا بجي عالبيت كنا منتواصل مباشرة بالemails. قالت أنا حبيت الولد و حرام ينترك هيك أوكي ما بقدر إجي عالمدرسة لأنو مرتبطة مع المركز ب contract بس فيني إجي عالبيت. كانت تجي ثلاث إيام بعد الدوام. بحكم إنه هي بتعرف شو بياخدو بالمدرسة فتعرف تكمل النقط إلي هو ناقص فيها تشتغلوا عليها في البيت. مشينا هيك حوالي شهر بعدين هي تركت المركز قالت ما فيها تكمل فيه لأنهم بيشتغلوا الناس و صارت تشتغل بحالها. أتفقنا معاهها على إن ترجع half time shadow with (child's name) at school و بعدين ترجع معاه عالبيت تعمله ساعة في البيت 3 أيام في الأسبوع. كملنا السنة هيك يعني كان child's name بيفوت لحالو الصبح لحد الساعة 12 و نص و بعدين تجي هي 12 و نص تكمل معاه لأخر الدوام. هون ال contract مع مين كان؟ معانا. Visa أصلا عليها. عندها شغل ثاني هون أمورها واضحة. كانت بنفس الوقت تجهز إنها تحضر الlearning center تبعها أنا لما شفت إنها أخذت التأشيرة و عملت center فهمت إن شهايدها مش حيا و وحدة, حتى بالخبرة she is ok. كنا منعطيها 4000 بين مدرسة و بيت. خلصنا السنة هيك, اخر السنة عملنا إجتماع مع المدرسة تبعه و مسؤولة التربية الخاصة و إتفقنا على شو نعمل السنة إلي جاي لأنه البرنامج كان نفسه على سنتين kg1 and kg2. ما رح يتغير شي كثير بس المدرسة و المبنى. مسؤولة ال special needs قالت إنه رح يصير في كثير تغييرات فأحسن إن نبليش من أول السنة بالشادو عشان نشغل على هذا التغيير أولاً بعدين نشوف إذا بدنا نخفف أو لا. راحت معاه هي نفس الشادو

إبتدت معاه الأسبوع الأول بس هي قالتلي فيني أبتدي معاه بس ما فيني أكمل لأنه صار عندها المركز تبعها بال freezone جبل علي و صارت هي بتوظف الشادو بتعملهن تدريب بتوديهن على المدارس. المركز اسمه (center name) هلق إحنا نتعامل مع نفس المركز. قعدت شهرين بالطبط. بالشهر الثاني هي فكرت إن بالأول full time shadowing و بالتاني نصير half time shadowing زي السنة الأولى فأوكي تكمل لما شافت إنه المدرسة رافضة إن لسا ما فينا نخفف ما عاد فيها تضل كمان و المدرسة سمعت إنها عملت مركز لحالها فصارت شوي حزازيات كيف و ليش؟حتى لو ما في شي مباشر في شيء بالتعامل و هي حسنت حالها إن ما عادت مرتاحة.

عطتك وقت؟مو كثير و هون أبتدا العذاب الكبير. هي قالت إن أنا فيني أعطيك شادو من المركز تبني بس المشكلة في الدفع. إنه لما كانت تشتغل لنفسها راعتني في السعر و إن صار بيننا علاقة شخصية بس لما بدا تصوير مركز أنا نا فيني أعطيك شادو أقل من 5000 لأن المركز لازم ياخذ شوي و ما فيها تعطي الشادو أقل من 3500 4000. أنا هيك ما بقدر إدفع 5000 بالمدرسة و هي بتيجيني عاليبت 3 مرات بالأسبوع 3000. قالتلي شوفي لحالك ما بفرض عليكي أنا بضل بجي البيت أمر أكيد.إبتدت معانات التدوير تروحي على مركز أسعار خيالية. كم؟ 6000 7000 إذا مو أكثر أو بتجي واحد ثقلك عميليلي visa. شفنا عال online website نفس الشيء بتلاقي مئات ال cv بس هاتي مين إلي بتكون. **Cv بكون مكتوب شادو؟**

أنا بفتش على شادو. مكتوب؟ في groups هيك بس كمان بحر و دوري و إتصلي و كلمي و إنك إنت حتى لما تحطي إعلان إنو إنت بدك تدفعي مصاري مو سهل. حطينا بالوسيط نفس الشيء مئات الإتصالات بتيجيك بس الكل بدو أسعار خيالية و في منهم إلي بتقلي هو إنك شو عنده. يعني هي شو شادو يعني متصلة ما بتعرفي شو هي شادو؟ مرا قلتلني يعني هو شو داوون؟ قلتلها لكن لشو تتصلي إحباطات بالهبل. حطيت عال facebook في group اسمه (shadow teachers group on facebook)حطيت عليه, (another facebook group for mothers) حطيت عليه ما خلّيت مكان إتصالات شخصية أصحبي كل واحد بشوفو صارت هاي همي لأنه وصلنا لمرحلة إنو مرفوض child's name يفوت على المدرسة بدون شادو. **قالوها؟** إي it is not safe حتى إنه لما أنا إنصدمت من كلمته قلّي إحنا ما منقصد إنه هو بيؤذي بس عشانه لأنه أحياناً بيحتاج مساعدة فكيف ما يصير المدرسة ما فيها مع العلم إنه في الkg2 المدرسة معاهها مساعدة مدرس. لحين في يوم وصلت فيه ما بنساه عشان يومها حسيت إني تدمرت وصلت مع إبنّي و لما دخل طلعهو يعني هاي القهرة ما بنساها أبداً بعدين نحصل واحدة على online website

وسيط... نجيبها و نجي للمدرسة ترفضها المدرسة عشان تعملها interviews يعني بسيط جداً إن شو معلوماتك على الحالة إذا الولد عمل هيك هيك شو بدك تتصرفي لأنه زي ما حكيتك إنه المشكلة تبع behavior more than child's name academic بهمهم كثير إن إلي بدها تشتغل معاه تعرف تتصرف.

هني شو دورن معها؟ هني ما كانوا يدربوا أول وحدي أو المركز كان يدربها؟ لا المركز. إذا من العقد تبع أول وحدة كان يجي المركز يشرف عليها؟ يجي. قديش؟ مرة كل أسبوعين هيك. أخصائيين؟ صاحب المركز و بيحضر معانا الإجتماع كمان. و هني يدربوها؟ أي. إذا صادفت الشادو مشكلة لمين بترجع؟ للمدرسة لأنه الstaff إلي في المدرسة كمان عامل عليها control. هو مش training بس observation إذا في أي شيء بيحكولها و كانوا كمان يشتغلوا one to one معاه و هي تحضر. أول مرتين ثلاثة يعملوا one to one معاه بعدين يعطوها إلها تعمل الone to one بقلب المدرسة في sensory room بفوتو عليها فيها كل الأغراض اللازمة تروح ساعة باليوم بس هلق هذا كلو ما عاد. من الkg1 على طول عنا خطة فردية ل child's name منشغل عليه و كل ما بنخلص goal منشيلا و نرفع و كل ما بيخلص كل الأهداف منعمل IEP جديد. هلق صار academic أكثر و grade 2 صار ما عاد يرضى إنو يطلع بيقولها و ليش ورقتي غير إلي جنبي بدني نفس ورقته إتفقنا إنه ياحد نفس ال worksheet تبع أصحابه حتى بيرفض يقعد بالزاوية يشتغل مع الشادو أو مع special staff بس لما نجي نقيمه على حسب ال IEP تبعه.

فضليننا بهالمعانة 3 أسابيع جينا يمكن 5,6 في الآخر في وحدة كانت أم لspecial needs هندية و إنها بمدرسة غير لما شافت الإعلان على facebook قالتلي فيني أساعدك و ما بيهمني بالمصاري لأن أنا كمان باخد خبرة لإدعم إبني. عملت interview كانت روعة و هي دارة بس مش بالspecial needs بس لما دخلت على الصف و إبتدت تشتغل مع child's name, أول contact في إيه أو لا يا إما بيقبلك أو لا فchild's name أبدأ ما تقبلها أبدأ أنا إبني مش من النوع العنيف أو بيقول كلام don't touch me! ما عرفتي ليش؟ لا بس بعدين المدرسة بتقلي هي كمان هيك tough شوية ما عرفت تكسبه تعاملت معاه من فوق و هيدا هو بيرفضه وصل إنه ضربها و المدرسة العربي قالتلي please ما بدني ياها ما بتعمل شي بتخرب بالولد قالت ما كان عنيف كيف هيك بصير. إشتغلت معاه أسبوع و أخره بعنتلي رسالة قالت المدرسة بدنا ياكلي ضروري و كمان المدرسة بعنتلي. أنا وصلت لقيتها طالعة إنو أنا ما فيي خلص المدرسة بتحكيك, عالوصلة الكل عامل إنو شو هاي في أسبوع خربت

الولد. أنا دائماً بقول للمدرسة أنا دائماً عندي plan A and B ما بخلي حالي للفراغ. أنا كنت حاكية مع الشادو القديمة قالتلي إذا سكرت عندها أختها, مو دارسة في المجال بس عندها خبرة بمدرستهم في الباكستان وفيها دمج فمشتغلة و أنا بدربها. كان يوم أربعاء و فاضل الخميس و ال weekend إجا طويل ما بذكر شو كان في. أخذتها plan B قالولي الحميس مش مشكل إحنا منغطي بس الأسبوع الجاي إذا ما لقيتني شادو ما تجيبه عشان ما يتعرض للموقف يوصل و بعدين يطلعوا. كانت تحي 3 أيام بالأسبوع ترجبتها إنه ما بدي يتعرض لموقف ما يفوت المدرسة ففضي حالك 3,4 أيام لحين ما حصل أنا شي. قالت ok . هي صارت كتير قريبة إله حتى بالمدرسة بيقولو هاي أم child's name الثانية. حضرت معاه شي 4 أيام بعدين أنا حصلت عالonline website and facebook 4 أشخاص و كمان المدرسة حصلتلي 2 من المضحك المبكي قالولي إنه في أهل volunteer في المدرسة و ok يشتغلوا مع child's name فأنا فرحت كتير رحت ركض علشان أقابلها و حضرت مع child's name حصة بعدين إجت قائلنا 10000 بالشهر. هي عندها ولدين بالمدرسة يومها بدو يغمى علي قائلنا بدك تدفعي أفساط المدرسة من ظهري؟ إنتي بتحكي بأرقام خيالية بعدين إجت المسؤولة بالمدرسة قائلنا إنو مش معقول الكلام إلي بتحكي قالت. volunteer 7000 if it is half time shadowing 4000 it is ok full shadowing 7000 إنت جايي كأم حطي نفسك محلي شو بدك تعملي لو حد إجا حالك هيك؟ فكرت أم رح تحس فيا. مش بلعب بمستقبل إبني و لا بمستقبلي أنا يعني. كمان كان في زوج مدرسة في الأول قلت لا بعدين قلت خليه واحد من الoptions إنو أنا برفض إنو ولد زغير يكون مع رجال ما بتعرفي شو بيصير الله أعلم و الولد زغير و لسا ما بيحكي كويس. كان في بنت باكستانية عمرها 19 سنة عندها خبرة مع الspecial needs و إشتغلت كتير تطوع في مراكز هديك السنة قاعدة بتسننا بدها تفوت على الجامعة تدرس psychology في كندا. هديك السنة ما بدها تفوت على الجامعة فقالت إنو فيا أشتغل و ما عندي مشكلة بالمصري. و كان في وحدة فيليبينية بس طلبت إقامة و بدها 6000. فانه و فقنا بهاي البننت إجت و المدرسة كتير إنبسطوا فيها و ال cv كتير كويس عاملة تطوع في كتير مطارح حتى في الhorseback riding . طلبت في الأول 4000 بعدين قائلنا إرضي ب 3000 بعدين إذا خففنا shadowing ما بنقص المصري. إبتدت تشتغل معاه من شهر 12 في الkg2 ضلت معاه لآخر السنة. كانت nice هي زغيرة في عليها شويت تعليقات تمسك الجوال كتير و أنا ما بدقق كتير لأنو أنا بالنسبة إلي الشادو مش مساعدة كلية لإبني جايبتها عشان نسكت المدرسة من ناحية و من ناحية ثانية عشان ندخل بس إذا لزم. حتى بطلب منها ما تضلك لازقة في child's name متلا هاد الولد بدو

مساعدة ساعديه المدرسة بدها غرض روجي جيبييه يعني assistant في الصف عشان child's name ما يحس إنو لإلو بس بصير يتكل عليكي أو يتشاوف على أصحابو أو يحس ليش أنا بس بتساعدني فأنا أقل من التانيين. نفسية إبنني هي ال number 1 عندي قبل الكتابة و القراءة هاي بشتغل عليها من وقت ما إتولد. في نقاط بسيطة مثل إنها علمتوا يصرخ و no no no على كل شيء بس برجع إنها زغيرة و ما عندها خبرة. فنفس هاي السنة دخلتو horseback riding فكان زي ال therapy بناخدو علي كان بروح معاه بيطلع من الصف لهنالك و بيرجع بكمل اليوم بالمدرسة و كانت بتروح معاه هي. الدرس بيكون ساعة و الساعة الثانية يستنى ليخلص تاني group ليرجعوا بالباص فكانت تجربة الباص حلوة ساعدته و خلتهم يقربو لبعض هو و الشادو و كانت بالساعة اللي ناظر فيها تشتغل معاه ال tracing : one to one يعني الأشياء يلي ما بدها كثير أغراض. الحمدالله بال kg2 على شهر 2 كنا خالصين كل الأهداف و عملنا IEP تاني في شهر 6 لما خلصنا كنا أكثر أهداف ال IEP خلصناها. بأخر KG2 طلبت من ال special staff an educational assessment لإبنني عشان إحنا فايئين على grades و كل شي بدو يتغير الأكاديمي بدو يصير أكثر من هلق بدني أعمل التقييم حتى أعرف شو الخطة للسنة الجاي. عملنا ال educational assessment (a particular center) at عملت معه 6 أسابيع IQ and psychological and tests and observation كان شامل كل شي. بالتقرير the Dr. قالت إن child's name لازم لو شادو بعدد not full time maybe but still need. في الفصل الأخير شلنا أول و آخر ساعة دراسية لما بييجي بفوت لحالو من باب المدرسة بيحط ال شنطة تبعه he signs his name goes inside و على التسعة بتجي الشادوو آخر ساعة كمان لحاله.

طلعنا على ال grade 1 هاي البنيت ما كملت معاه لأنها راحت على الجامعة, أنا دائماً بقول يلي إشتغلوا مع child's name ربوحا كثير منه: أول واحدة فتحت مركز و الثانية لما دخلت school name ربحت فرصة قدمت على كندا و إتقبلت. قبل ما تبتلش السنة أنا مواصلة مع هديك في البيت, قالتلي و لا يهملك إختي إجت و عملتها الإقامة و كل الشهادات فيها تبتلش. كأنك جبتي من المركز؟ بالنسبة للمدرسة نعم ما حد بيعرف إنها أختها و لا إنو تعاملنا خاص حتى شكلياً منعمل contract على اسم المركز. عملتلا المدرسة? interview لا ما هو الفريق كله تغير و ال team الجديد شو بدني إحكيك بالمررة. جيت قتلهم هاي الشادو تبع child's name, ok أهلا و سهلا تفضلي ما بيعرفوا عنا شي و لا شهايدها بالنسبة إلي ما عندي مشكلة بس لما شفتهم هيك يعني إنتو ما رح تفيديوني فإشتغلتي على المدرسة: تعالي هون إنتي شفتي تقرير child's name قتلها هيك بس

يصير هيك بتعملي هيك و بس يصير شي إرجعيلي, الشادو إلي بالصف هي شكلياً ما تعتمدي عليها و لا تخلي الولد يعتمد عليها, الولد تحت مسؤوليتك إنتي. كانت ok عندها قبل خبرة مع ولد تاني كانت متعاونة و تحب تتعلم و لما بحكيلها شغلة بتسمع مني ما بتقلي لا لازم أرجع للفريق, نتفق و نشتغل. الشادو كانت ok بس ما عندها كثير خبرة يعني شادو بأتم معنى الكلمة, ما عندها إضافة كبيرة للولد. ال behavior issue تبع child's name كله تصلح هلق يعني مرة بل 1000 كثير قليل هلق صرنا academic. هلق بان إنو لازموا مساعدة. كمان عملنا شي كويس السنة الماضية إنو المدرسة بتعطيني weekly plan و إنه بهاي النقطة child's name إشتغل كويس و بهاي يحتاج مساعدة عشان نحنا نكمل اللي ناقص في البيت مع ال home coaching و الشادو بتعطيني كمان weekly report لأختها يلي بتوصلي و منتواصل يومياً بالسنة الماضية كانت تمام.

حتى بالكلفة؟ كانت 3000 إنو عشان أختها عطتني هالشي. ما كان المركز يجي يشوفها؟ ما هي already أختها و ساكنين في نفس البيت بس بتجي أحياناً تعمل زيارة فجائية ما بتقوت عالصف بتراقب من برا. كمان السنة الماضية جبتلو speech therapist و OT للمدرسة (a particular centre name) from بتجي تعملو session بالمدرسة رغم إنه هادا لازم يكون شغل ال special staff شو بدنا نعمل ما كانوا متعاونين أبداً. **بتدفعولهم مباشرة أو للمدرسة؟** للمركز قبل من هو و عمره سنتين و نص كان ياخذ speech and OT في (another centre name) بالعربي عشان هيك لما وصلنا لل grade 1 مشكلة child's name كانت بالكلام بس مش بالنطق بل بالذاكرة الكلمات ضعيفة و يلزمها تعزيز. بما إنه نحنا بالبيت منحكي عربي أكثر من English بدينا العلاج بالعربي و هلق ال english صار بدو تعزيز بما إنه المدرسة كلها بال english. صرنا نعمل speech therapy in English السنة الماضية و هاي السنة package 10 sessions cheaper than 1. نص ساعة بنص ساعة speech and OT. أخر السنة بالنطق صار منيح و قالت إنه بالقليلة لازم نضيف بعد فصل عشان نعزز أكثر بصير تكوين الجمل عنده أسهل. هلق بيعمل جملة من 3 كلمات بسيطة, أحياناً في تصريف الأفعال شوي هيك بس الحمد لله تقدم كبير صار بييتدي حوار و لما تسألينه بيجاوب, مخارج الحروف صارت واضحة. OT أخر السنة قالتنا إنه منيح, coordination كله تمام بس ضل شوي تدريب على الكتابة بس قالت ما بدو تدريب. هاي السنة ما عملنا ضلينا بس بالنطق. إستعملت تقرير educational assessment قدمته عال KHDA و سمحوا إنه ما ياخذ عربي بس أنا رفضت إنه ما يدرس أبداً عربي دخلته على Arabic B عشان ما بدي يخسر العربي يلي هوي مخزونه و بحبه فيروح عال arabic B بس ما بياخذ علامات بس ضل الإسلامي بيرحله.

كان مهم إلي يروح عال arabic B عشان العدد أقل لما كان بال arabic A كان محطوط زي إجر كرسي. هاي من بين النقاط إلي دمرت نفسية الولد شوية بتجي توزع الأوراق للأولاد كلهم إلا child's name لحد ما حد من التلاميذ التانيين لاحظ و قلها miss إنتي ما عطيتي ل child's name. هو ما كان يجي يحكي لي بس لما أسألو عن العربي بيرفض حتى يتكلم إجت الشادو حكنتلي فهاي تحتسب نقطة إيجابية لوجود شادو في المدرسة, كأنه هي عينك جوا؟ برافو عليكي. يعني أنا يلي كنت رافضة للشادو صرت معها. لما حكنتلي تصرفت بشكل ما تحس المدرسة إنه هاي بتعملي تقرير أنا جيت عشان أحسس هاي المدرسة فطاعة إلي بتعملو قتلنا child's name كتير زعلان منك, قالت ليش ده حبيبي! إيه هو حبيبيك بس زعلان و يقول إنك ما عدتي تحبيه. ليش؟ عشان بيرفع أصبعه ليشارك و إنتي ما بتخليه يتكلم, بتوزعي الأوراق و ما بتعطييه. أنا؟ child's name حكالي عشان ما تفكر إن child's name أهبل. قتلها أهم من أنه يكتب و يقرأ عندي هي نفسيته, مش أنا بشتغل إنتي تجي دمريلي إبنني إنتبهي! قالت أنا ما بخليه يجاوب عشان إذا جاوب غلط يضحكوا عليه, قتلها و إنتي شو دورك بالمدرسة؟ هاي نقطة من نقاط الدمج إحنا لما دمجت هالولد بين أولاد عاديين بين قوسين أنا ما بحبها الكلمة المفروض نعامله زيو زي الأولاد التانيين عشان ما نحسسه إنه غيرو لازم نعطييه فرصته إذا لا لكان لشو مدخليه على مدرسة؟ عشان أذفع مصاري و يضل زي الكرسي و الطاولة؟ قالت سامحني خلاص. قتلها أصلاً رح إنقله عل Arabic B و إذا كان عندك 24 طالب ما ملحقة خلص رح ربحك منه. بعد ما نقلته حكيت مع المدرسة إنه صح ما رح ياخذ علامات بس عامله زي الكل. قالت رح خليه يكتب و رح أعطييه علامات و بخلي كل التقييم بيبي و بينك, الإدارة ما إلها دخل. دفتره كان فاضي يعني الشادو ما كانت تكذب.

نحننا بدمج و هاي مدرسة كندية و ال system الكندي ما فيش تفريق بس المشكلة ال team اللي بيشغل و ما مندربه. إنتي يا إدارة قبلي تدمج لازم يكون ال team تبعك مستعد للدمج. ندمج بس بالإسم و هاي مشكلة أكثر المدارس. نجي عال تطبيق, مدرسة تكون منفهمة و متقبلة و أخرى تجيك زي هاي, ما بدها تعب حالها.

بعد التجربة هاي لقيت كتير مهم تكون الشادو بالصف و تكون من طرفي لأنها تكون عندي عين إلي بالمدرسة, بالصف. لأنه هي حبيبا أو كلر هنا بتاخذ الأجر من عندي فهي مهما كان مش رح تجي في صف المدرسة على حسابي.

من ناحية ثانية إذا كانت مش مدربة, بلا خبرة أو شخصيتها ضعيفة رح تضل ظل بكل معنى الكلمة: تلتزق بالولد و تاخذ من شخصيته و تخليه يعتمد عليها بكل شيء و تساعد بكل شي عشان تخاف ما تخسر شغلها, تساعد عشان تكسب الأهل و المدرسة

أنه يساعدك بخفف عنك. هاي من النقط السلبية لوجود الشادو. The teacher كمان تستفيد منها مين يصلحه مساعدة و بيرفضها فالولد إلي من مسؤوليتها بس عشان special needs خليها لشو أنا تعب حالي. فعلى قد ما في إيجابيات في أكثر سلبيات. هاي السنة الشادو صارت بتدرس بتقل عالساعة 2 . أنا ما بدي أدخل بمشاحنات مع المدرسة بالرغم من إنه السنة الماضية ما خفوا و لا حتى ربع ساعة من وجود الشادو و لا حتى طرحوا الموضوع بالرغم من إنه بأول العام كان هدف بس ال team ما كان بيشتغل. أنا أصلا متطوعة بالمدرسة بروح معاهم الرحلات. إبني معه شادو بطوع ما ببص حتى على إبني لأنني بروح يساعد التانيين بحضر كل ما يكون في event يعني ساكنة سكن بالمدرسة و هاي كمان على قد إيجابيتها على قد سلبياتها لأنه المدرسة صارت هاي الأم دايمًا موجودة خلص لشو نحنا نعمل. هاي السنة سكرت كله حتى من أول السنة من أول يوم وصله أبوه, رح حضرت مع إبني الزغير بال kg1, ورقة التطوع ما وقعتها صارت الناس كلها بتسأل وينك؟ من أول يوم رحت حتيت مع المدرسة إنه الشادو بتقل على ال 2 و child's name آخر ساعة تحت مسؤوليتك وحدك و حتى بالدوام الولد تحت مسؤوليتك إنتيو الشادو بالنسبة لإلي موجودة شكليا. بدي الولد يعتمد عليك ما بدي إنتي تعتمد عليها. فيكي تعتبرها assistant إلك في الصف مش مشكل للأولاد كلهم مش بس child's name ما تخليها كثير لازقة فيه فمن أول السنة child's name صاير no I cant . فرحت مرة الصبح لقيت ال special staff بتستتاني كمان. قائلتي نحنا هلق بدنا نبلس نخفف من ال shadowing بدنا يصير يعتمد على حاله أكثر و الشادو تاخذ مسافة. قائلتها هيدا ياي بدي إياه. قالت بس الشادو كثير ملزقة فيه و صاير معتمد عليها... هالسنة صارو بفوتوبيشتغلو معاهم بيعملوا observation. قائلتي أنا كثير فرحانة إنها بتقل قبل ساعة حتى مرة child's name طلع من الصف و المدرسة ما شفته و ضل بالحمام, فبتقلي إنها فرحت من هالحركة عشان بيبين شخصيته إنه ما في حد ماسكني فيني إتحرر. قائلتها أنا معك 100% صرنا بمرحلة اللي كبر ما عاد في behavioral issues صار في حاجة بالأكاديمك ما عاد دور الشادو, دوركم إنتو مش إنتو عاملين دمج و عندكم special team . قالت إنتي موافقة أنه نحنا نجيب ال support worker و نحنا ندربها و تصير من عنا إحنا. قلت 100% عشان هلق مو دور الشادو عشان لو قد ما تكون مدربة دورها بال behavior أكثر. هيدا تحضير للسنة الجاي بس هلق بنخفف بوقت الشادو بتروح قبل بساعة و كمان عال term2 رح أطلب إنه تصير تجي بعد بساعة كمان و نصير هيك نخفف لحد ما يفضل الوقت ال pure academic. مثلا بال gym, library, swimming , music, art قلي ما بدي شادو أنا بعطيها break ما بدو. شو ضل؟ حتى ال science عندهم مرة بالأسبوع بيعملو experiment

ما بدو لأنه بكونو صفين مجموعين, حتى بالreading. أنا بيناسبني وإنو ينضاف للfees تبع المدرسة, ما عادت مسؤولية علي إنه أنا أدفعلها. يعني بتلاقي أفضل تصير الأمور من خلال المدرسة؟ نعم. بس النقطة الإيجابية يلي هي مهم تكون الشادو منك؟ بس صرنا بمرحلة إنه في يحكي, بيعطيني شو صار بالمدرسة حتى مش هو فيني أسمع من التانيين. حتى إلي بتجي عالييت أختها و المركز تبعها بالرغم من خسارة زبون قالت. please this is the last year shadowing and home coaching. صرنا بمرحلة صار في في البيت يدرس معاكي أو وحده و بالمدرسة في الteam .

في شغلة طرحناها من السنة الماضية بس هاي السنة لوافقوا عليها إنه نعمل group of special needs parents to communicate between parents to share experience.

متلا إبني الزغير معاه ولد special needs , لسا زغير أنا إبني أكبر فأئل مريت بمرحل و تخطيت كثير صعوبات فيني أساعد هاي و ما خليها تمرق بكل هول لأنه ما يحس فيكي إلا إلي مجرب متلك. طلبت كمان يعملوا workshops بالمدرسة للأهل, للأهل مع أولادهم, للمعلمات خصوصاً الarabic staff المدرسة الinternational دايمًا مشكلتنا بالعربي. شو بدنا نعمل هاي هي. يعني متلا نعمل art therapy هاي السنة المسؤولة تبع الspecial staff إبتدت تشتغل قالتلي كمان فينا نعمل yoga , صبحية نتبادل تجاربنا حتى إلي مو مصنفين special needs بس بكون عندهم صعوبات, أي شخص بيلاحظ شيء بيجي يخكي من خلال هذا الgroup . في أمهات للأسف ما بيحبوا يحكوا أو ينحكي عن أولادهم إنه فيهم شيء, إلي بدو ينضم أهلين و إلي ما بدو مش مشكلتنا. لما نكون هيك بنتكلم بإسم الجميع ولما بدنا نطب شي من المدرسة بأسهل من إني إجي أنا أطلبه و المدرسة تقبلتها و على فكرة ال KHDA السنة الماضية سألت عنها, قالت كيف ما عندكم group ؟ كيف تتواصلون. المشكلة إنه في كثير أهل ما بدو أولادهم تتصنف. السنة عملوا PTA إنه ما عاد في تك تك داخله عند المدير أو المدرسة. هاي الPTA موجود فيه رئيس... و عن طريقه بمر كل شيء الevents, problems . لما عملوا ما كنا عارفين هو شو و لما دعيو للتصويت ما كنا عارفين ما رحنا بعدين فهمنا و لأول إجتماع رحنا ركض. قلتلهم عندكم missing information ما نبهتونا و ما قللتوا شو هوي الPTA عشان نعرف إذا نشارك وتاني نقطة إنه في شي ما عملتوه: special needs مين يمثلنا منكم و مين يحكي علينا لازم يكون واحد منا قالت واحدة هاد شغل الspecial staff بس هم شمس تضوي على المدرسة كلها؟ و أحيانًا يصير misunderstanding between special staff and parents or special staff and teachers إذا ما في الgroup

نشرح في ما رح يوصل كلامنا حتى special staff وافقوني قالتلي أنا درست كتب بس إنتو درستوا حالة واقعية فأنا بتعلم منكم. أكيد في ناس عانت أكثر مني و نعتبر أنا محظوظة مثل إنه ما دورت على مدارس بس بتضل مش سهل إنك تلاقي شادو, أكبر تحدي.

التاني: هل هي بالمستوى, فاهمة؟

التالت: المصاري من أكبرها

عوامل نجاح؟

تعامل الأهل مع الشادو و تعامل المدرسة, التفهم للتحديد بين الأهل و الشادو و المدرسة و الشادو, المدرسة و الأهل team work فيه 3 محاور.

توصيات؟

تصير على الأقل دورات تدريبية للشادو يعني أنا ما لازم أكون دارسة شادو أو متخصصة بس على الأقل يكون عندي مستوى دراسي معين يخليني أفهم نوعية الأطفال و التعامل معاهم و مع التدريبات مش تدريب أسبوع أو تنين لا دورة تاخدي في آخرها زي الdiploma إنك فيكي تشتغلي بالمجال و مش عن طريق الcenters. الدورة في مكان حكومي و بحكم الcv يلي عندهم فيهم يروحوا شخصياً يقدموا بالمدارس لما بجي أنا عندي ولد و المدرسة تكون دامجة بتكون عندها list تعرضها الي و أنا أتواصل مهاها شخصياً. إذا المدرسة عندها لائحة بالمراكز هالمركز ما بيعطيني أي background للشادوحتى لو يعطيني cv كيف أعرف إذا كان معتمد أو لا. حتى لو المدرسة بتوفر الteam تبعها ما رح يكونو زي هدول. المدرسة كمان لازم يكون عندها team. إذا الولد عنده مشكلة بس بأمور معينة ما لازم جيب شادو full time إذا كان مستقل خلي يصير dependent . المدرسة لما عملت interview مع الولد و شافت شو نقاط الضعف و القوة و دايمًا تعمله observation بتعرف في أي مجال يحتاج دعم.

المدرسين لازم يكونوا مدربين workshops for teachers العملي غير عن النظري. متلا واحدة عندها شعادة بالسيكولوجي

ok بس إشتغلت؟ عندها خبرة؟ لا

مع توفير ال staff لازم توفير ال material كمان (القاعة, الأغراض, space management in the class).

شغلة يطلع من الصف لازم تكون مدروسة. في مدارس عاملة دمج بس الولاد برا الصف 4 ساعات باليوم لل sessions شو

هالدمج حتى الإجتماعي ما إجا.

مساهمة الشادو بالدمج؟

40% بتخفيف ال tantrums, behavioral issues بالأمانة, بال bathroom training but it is included in the

safety.

لو ما كانت الشادو موجودة لهالأمر كانت المدرسة... سكتت المدرسة: تسكيت للمدرسة حتى ما يجي يوم أي حد بالمدرسة

يحسبني و إبنني إن دخلوه شفقة إنه أنا كأهل موفر تلك يا مدرسة كل شيء ما فيها تلوم عليا بشيء. نقطة أهم بتجي قبل الشادو هي

موضوع الدمج نفسه التدوير على مدارس بحد ذاتها. تطبيق الدمج هل هو حقيقي أو حبر على ورق؟

Section 3: log of documents provided by participant

Contract signed with the community service provider for the shadowing services

Appendix 6: Log of documents

#	Type
1	Vocational teacher contract
2	Written contract between the parent and the shadow teacher
3	Shadow teachers CVs
4	Shadow teacher schedules
4	Contract with community service provider for shadowing services

Appendix 7: Samples of documents

CONTRACT OF AGREEMENT

Entered into between:

 AND 

1. Commencement

This contract will begin on 15 July 2016 and continue until terminated as set out in clause 4.

2. Place of work

- My son (5 years old) Nursery or Selected School for academic year 2016-2017,
- Dubai Early Child Development Center (Therapy Sessions),
- Swimming Institute, Home.

3. Job description

Job Title: Private Teacher (Child Shadow) Duties and Responsibilities [are to]:

- To assist the child in everyday activities within the center, field trips, therapy sessions, events, home and wherever the child is during the day time.
- Work with class teacher to ensure the safety and wellbeing of the child at all times within the rules and regulations of the nursery or school.
- Work with teacher to assist the child on learning and development.
- Report to center and parents the child's daily activities, progress or concerns.
- Share overall progress report of the child.
- Create daily activity task list for home activities, and ensure involvement of all kids.
- Assist all the boys with their siblings and their shadow teachers to plan the activities, when needed during the home time.

4. Termination of employment

- Either party can terminate this agreement with 2 months written notice.
- Employee should pay all the visa expense if agreement is terminated before the completion of visa timeline.

4. Termination of employment

- Either party can terminate this agreement with 2 months written notice.
- Employee should pay all the visa expense if agreement is terminated before the completion of visa timeline.
- Employee is not allowed to do any part time work, and in case of any government penalties was detected in Immigration System, the same will be paid by employee.
- Any dis-adherence of working hours will lead to salary detection.
- Mobile or any mode of social device is prohibited during the working hours.

Page 1

CONTRACT OF AGREEMENT

5. Salary

- The employee's salary will be paid in cash on last working day of every month, amount agreed AED 2,500 per month, accordingly acknowledgment of salary received to be signed.
- During school holidays or any absenteeism the salary will be paid proportion vice.
- As agreed, the salary amount includes the accommodation and food expenses, as well as transportation where the employee is willing to stay outside the employer premises.

6. Days/Hours of work

- Total working hours for a week is 48 hours.
- Total working hours are 10hr which includes 1hr break. For days from Saturday to Thursday.
- Friday is non-working day.

7. Annual Leave

The employee is entitled to 30 days paid leave after every 24 months of continuous service. Such leave is to be taken at times convenient to the employer.

8. General

7. Annual Leave

The employee is entitled to 30 days paid leave after every 24 months of continuous service. Such leave is to be taken at times convenient to the employer.

8. General

Any changes to this agreement will only be valid if they are in writing and have been agreed and signed by both parties.

THUS DONE AND SIGNED AT ON

EMPLOYER

EMPLOYEE

Appendix 8: Service providers' interview protocol

An Exploratory Study on Shadow Teachers' Provision in mainstream schools in Dubai: Parents' Perspectives

Semi-structured Interview Protocol Service providers

Section 1: Interview Demographics and Introduction

Interview date:

Interview site:

Interviewer:

Interviewee/participant: relationship to child:

Interview duration: from to duration:

Interview language

Explaining the study purpose:

Thank you for agreeing to take part in this study that aims at exploring and understanding the parents' views on shadow teachers' provision in the mainstream schools in Dubai. This study is for educational purposes as part of fulfilling the requirements of a Master's degree in Inclusive and Special Education.

The interview should take 1 hour to complete.

Ask if the participant agrees on the use of an audio-recorder during the interview to enable accurate transcription of the interview and hence accurate analysis. And assure the participant that all answers provided are completely anonymous and confidential. Also, mention to participant if they would like to have a copy of the transcription of the interview, for their reference.

Informed consent form:

Explain the content of the form and facilitate signature (if approved by participant)

Section 2: Interview Questions

15. Can you give me some information about your professional background and the scope of your work with parents of children with SEND?
16. Based on your experience with parents, what is the experience of parents of children with SEND with shadow teachers' provision and how do you describe it across the different stages they go through?
17. What are the factors that enabled a successful experience of parents with shadow teachers' provisions?
18. What are the challenges faced by parents with shadow teachers' provision?
19. How do parents perceive the role and the contribution of the shadow teacher in the inclusive education of children with SEND?
20. What are the suggestions and recommendations advanced by parents to improve shadow teachers' practice in Dubai schools?
21. Do you have any other comments?

Section 3: wrap-up

A thank you note and end the interview.

Explanation of next steps:

- follow-up phone interview to check the accuracy of the findings from the interview
- sharing the major findings after the thesis completion

Section 4: any supportive documents

Log of any documentation provided to be used as document analysis strategy

Appendix 9: Service providers' informed consent form

Service providers Consent Form for Participation in a Research Study Service Providers' Interview

An Exploratory Study on Shadow Teachers' Provision in mainstream schools in Dubai: Parents' Perspectives

Introduction

My name is Nancy ElKaraan and I'm conducting a research study on **Shadow Teachers' Provision in Mainstream Schools in Dubai from the Perspectives of Parents**, as a requisite component of the dissertation that I will be submitting to the British University in Dubai in Partial Fulfilment of the Requirements of a Master's Degree of Education in Special and Inclusive Education at the end of October 2017.

You are invited to participate in this study because you are a service provider that has direct interaction with and accompanied parents of children with special educational needs or disability in their experience with shadow teachers' provision.

Before agreeing to participate in this research study, it is important that you read the information in this research consent form so you are aware of relevant details about the study and your participation.

This research consent form provides in a written format an explanation about the study and your participation if you choose to participate. You are not bound to any legal obligations nor waiving any legal rights by signing this informed consent form. Your signature means that you have received the explanation and information needed about this research study, as well as answers to your questions and that you agree to participate in this study.

You will obtain a copy of this form.

Purpose of the research:

This research study aims at exploring and understanding the parents' views about shadow teachers' provision in mainstream school in Dubai, including a description of their experience with shadow teacher (s), the potential factors that contribute to a successful provision, the potential challenges that parents might have faced throughout the process, their views on how shadow teaching contributes towards their child's inclusive education and what recommendations they would like to advance to improve the practice of shadow teachers in Dubai schools.

As part of this research study, I will be interviewing, primarily, participants who are parents of students with special educational needs or disability who had one or several shadow teachers

working with their child in Dubai Mainstream schools and at the second stage providers who had direct interaction with parents and accompanied them throughout their experience with shadow teachers.

Participation level and Guarantee that participant can withdraw at any time

Participation in this study is voluntary. And you can withdraw at any time you choose without stating the reasons.

If you agree to participate, you will take part in the following activities:

- A one-on-one or focus group interview of maximum one-hour duration that will take the format of a conversation around the following key questions included in an interview guide:
 22. Can you give me some information about your professional background and the scope of your work with parents of children with SEND?
 23. Based on your experience with parents, what is the experience of parents of children with SEND with shadow teachers' provision and how do you describe it across the different stages they go through?
 24. What are the factors that enabled a successful experience of parents with shadow teachers' provisions?
 25. What are the challenges faced by parents with shadow teachers' provision?
 26. How do parents perceive the role of the shadow teacher in the inclusive education of children with SEND?
 27. What are the suggestions and recommendations advanced by parents to improve shadow teachers' practice in Dubai schools?
- If you agree, the interview will be recorded with an audio-recorder so the information you mention during the interview is accurately captured and analyzed at a later stage.
- If you wish, you can have a copy of the transcription of the interview.
- Following the data analysis and interpretation, you will be contacted via phone to have your confirmation on the findings.
- If you wish, the major findings and conclusions of the study can be shared with you after the dissertation completion and necessary university approvals.

Risks of the study

There are no probable risks to participating. However, depending on the experience you have encountered, you might be uncomfortable when communicating specific details or you might experience fatigue at any stage of the interview. You have the right to interrupt the interview or withdraw of the study at any point of time.

Benefits of the study

You will not have direct or immediate benefits from being in this study.

However, we hope that this study will shed the light on the views of parents on shadow teachers' provision and would contribute to a call for an improvement of shadow teachers practice.

Confidentiality

Be assured that all information will be treated with confidentiality and anonymity.

There will be no mentioning of identifying information and pseudonyms will be used in reporting quotes and findings from the interview.

The interview's information, transcriptions and the recordings will be stored in a password-protected laptop. Access to this information will only be done by the researcher and will be deleted after dissertation completion.

Contacts

In the case where you have any further questions or queries, you may contact:

- Nancy ElKaraan (the researcher), email: nancykaraan@gmail.com or mobile number: +971 50 568 39 78
- Professor Eman Gaad, Dean, faculty of Education, The British University in Dubai, the dissertation advisor and supervisor, email: eman.gaad@buid.ac.ae or Tel: +971 4 279 1400 Ext: 436

Appendix 10: Service providers' interviews' transcriptions

Focus group

1. Background

(name of service provider) أخصائية تربية خاصة في جزء من شغلي جلسات فردية مع العيل و بدرب الأهل كيف يتعاملوا مع الأطفال بشوفوني modelling و الشادو إذا موجودة بتتلقى نفس نوع التدريب. الجزء الثاني هو الدمج بالمدارس: وين ما موجود الطفل مدعاه و مندرب معلمته, معلمة الظل, المساعدة أي حدن بيشتغل مع الطفل جزء من مهمتي إني أنا أدعاه بإستراتيجيات أو تدريب فردي. قديش طول هل experience ؟ 9 سنين تقريباً.

(name of service provider) أنا ,speech therapist, أنا therapy background not the other function that I have .We do individual or group therapy sessions, the set up changes depending on the needs. Within my scope I do a whole follow up because sometimes the speech therapist is the only person they go to. From that if there are any other referrals or needs it will be within my scope ضمن صلاحيات شغلي يعني ما يكون عم يعمل شغل حدن ثاني.

Whenever there is a need for a shadow teacher for the children I work with I try to help them find the best set up. My experience in more into the deaf and hard of hearing, hon el set up is different because the need of a shadow would be different than in other children with different special needs.

2. Based on your experience, what is the parent's experience with shadow teachers?

S: أنا بحس بس ينطرح هيدا الموضوع مع الأهل بحس بشوفو their own perspective of the teacher بغض النظر عن الدور إلي بيلعبوا هيدا الشخص. يعني يكون بدن شخص قريب في مودة بينن because at the end of the day they are trusting their kid to them. We don't provide shadow teacher but we help parents throughout the process and you can see the parents during the interviewing saying "هيدي شاطرة بس ما حسيتها fit to my child".

In such cases where parents did not choose a knowledgeable shadow but felt she was fit, we had a more successful outcome because parents and shadow build up a relationship together more than considering her as an employed for "my son".

رينا: بالنسبة لخبرتي. التوقعات عند الأهل بتبلش فوق و بعدين بتضلعنا تنزل تنزل و هاي بأغلب الحالات. في بكتير حالات الضرر إلي صار أكبر من النفع. U mean by expectations the achievements of the shadow? يعني متلاً أنا بشوف الشادو هي شادو في المعلمة و الأم هي authority منجي بعد شهر منلاقي الشادو هي authority و المعلمة هي الدعوز نحنا ما بدنا هيك و نحنا موجودين 5 أيام 8 ساعات بالأسبوع. إذا ما كان الدور واضح و محترم من كل الأطراف هيك بصير و هيدا الواقع. يعني قصدك الأهل يكون عندن توقعات كبيرة منا؟ كثير زائدة و نحنا منحاول نفهمهن إنها شادو " بس كيف شادو مانا جايبها لتتأكد إنه بشارك, لتهتم بابني" لا إحنا مش جايبينها تشيل المسؤولية عن المعلمة بتصير الشادو حتى لو مفهومة و مدربة إنه إنتي بس شادو لتختصر مشاكل بتصير تاحد دور أكبر بس عشان ترضي الإم و الإم بتصير تفضل تتعامل مع الشخص إلي هي وظفته و عم تدفعله الراتب بدل ما تتعامل مع المعلمة. الشئ الثاني الجنب الإيجابي لما تكون الشادو not provided by the family. Family pays a company which provides the shadow who is not on the parent's sponsorship. I see this to be a better scenario. From the family's perspective they are better because they can be sure the shadow will not run away or find another job after she got her training. shadowing is not for her she wants something else. حين يلي بتكون جايي من شركة هي مدربة و

عارفة شو ال job description و عندها minimum experience on how to be a shadow و هيدا أفضل من إنها تكون موظفة عند الأهل و بخلي التوقعات أكثر واقعية. شو الأسهل على الأهل؟ مادياً أكيد تنجاب على فيزتهم أقل، بتبقى مع الطفل لبعده ساعات الدوام، caregiver كونها هي اللي بتروح على الجلسات بتشيل عن الأهل حمل كبير و في منهم فعلا محتاجين بس بضل فكرة إنها she can leave anytime.

S: I think knowing the role depends intimately on who is explaining that role so that everyone respects its boundaries. Having constant monitoring is a must. We all agree on the fact that shadow eventually becomes a nanny. In my point of view, the educational background is not a criterion in making the shadow respect her role. It is more the teamwork and how much people are having discussions. Again we should consider the policy of the school: هل أنا عم جيب الشادو لإربح مصاري و شيل الشغل عن معلماتي ليخف النق او انا بجد عم بشتغل على الدمج

بتفرق كمان حسب بأي مدرسة و قديش ال. set up of the school controls this confusion. إذا بتفكري فيا ما إلنا زمان عم نتعامل مع شادو، من وقت ما بلش الدمج بالإمارات الأمور بتأخذ منحى ثاني: بتبلش for a good purpose بعدين بتقلت و أكيد في ناس بيعملوها commercial يمكن هالمصلحة ما إنعطالا حقها كرمال تكون واضحة بس ليمشوا الوضع.

How is the experience of parents?

بحس أول ما تنجاب سيرة الشادو كأنه حطينا أصبعنا عالجرح مرة تانيّةز يعني إذا كان في أمل بالعلاج يمشي الحال، بالنهاية هني بشر my child doesn't need anyone. من منظار الأهل their child becomes labelled. الولاد ياي تابعتين ليش إنطلبين شادو؟ لأنه هون عم ينعملن follow up و ميبين مش ماشي حالن بيروح أكثر من نص النهار بالمدرسة ما عم يستفيد. المدرسة دايماً إلي بتطلب أو المركز.

When the parents are approached to get informed that their kid needs a shadow what is their reaction?

Resistance: نحنا لما منقلان إنه ولدكم عنده فرصة يروح مدرسة بيرتاحوا لفكرة الشي ال typical, normalized
بترجعي بتقوليلن أه لا بدو يكون معه شادو, بالنسبة إلن شادو أو أخصائي مثل بعض. وين ال normalisation
بالموضوع؟؟ بين ال 25 ولد رح يكون الوحيد إلي عنده حدا, كأنه نقلنا المركز لقلب الصف و كلنا بيعرف شو حيصير إلي
رح يصير هو المعلمة مع الولاد و الشادو مع الولد. بعدين؟ بيصبروا أسئلة مين؟ كيف؟ ليش؟ شو ال? best practice
منجيبا أو لا قديش مندفعها؟ مع أو بلا background؟ إنتو بتدربوها؟ المعلمة شو بتعمل منرجع على فكرة الأدوار؟ إذا
المهمة التعليمية المعلمة الأساسية و هي بس supervision لشو لكن؟
أول شهرين ال newly enrolled kids parents دائما بيطلبوا ينعطالن فرصة. مين ما كان الولا ب diagnosis or
not ما بتعرفي كيف بتكون ردة فعله بس يدخل المدرسة. فمنقول ok منسق مع المدرسة و منعطي فرصة مع العلم إنه بعد
شهرين أكيد رح تنطلب الشادو بس بالقليلة يكون عنا data تثبت ليش. يكون أسهل للإقناع هاي إذا مش هني نفسهم وصلوا
لهل نتيجة.

Cannot deal with it emotionally: في أهل شايقين بس عم يجربوا يتفادوا الموضوع لأنو أوتوماتيكياً في إلزام

مالي, مزيد من التدخل شخص جديد فايت عالفریق.

أنا برأبي إنه حق الأهل يشوفه بنفسن ضرورة الشادو. هيدا ال process الوحيد إلي الأهل إلن كلمة في.

What is the parent's experience in providing a shadow?

بتفكرها هينة بتطلع أبدا. Who to pick? Where to go? How to pay for? لقينا حدا بس مش متحملينه. من وين

بدنا نجيب؟ كيف بعرف إذا منيحة أو لا كيف بوثق فيا تستلم ولدي.

من وين بيحيبوا؟ بنصح الأهل to put adds to make their own recruitment and to define their criteria

(to have a related major) and then we start shortlisting. This is my personal experience maybe

in other places they do it in a different way. I always encourage parents to do more than I do

in the beginning. If I know some more people than I think they might be suitable I would

suggest them and ask parents to shortlist and then interviews.

مرات الأهل ما بيعرفوا شو يسألوا أو مين يختاروا بهيك وضع بعمل ال interview معن يعرف it is time consuming but it is better because they get more convinced with the person chosen more, we save the hassle of changing a shadow teacher later on.

أنا تقنياً بكون شايفة متلاً إنه هيدي فهمانة بالموضوع, عندا potential, منا جايي تعمل babysitting. الأهل بيشفو إذا إرتاحولا, طالبة رقم فيني قدمو؟ منتفوق عالفرص. أنا بجبرن يعملو عقد أكيد مش تابع لوزارة العمل بس بالقليلة في ورقة لو شكلية.

رينا: نحنا دائماً مننصحن بالعقد بس ما بيعملو. يعني نحنا رح ندربها سنة كاملة و رح نعطيا كل الدعم و حتى رح نسحبكن من الجلسات و نحطا بدلكن فعملو العقد أحسن مل كل شوي نعيد كل ال process . حتى مع عقد بتلاقيها بعد شهرين بدا نقل لأنه ما بيكونو متفقين على كل شي مثل عطلة الشتاء ما بدن يدفعولا و هي بتكون متوقعة يدفعولا معقول تبقا 3 أسابيع

sometimes I do the contract I write template and tell them to add what they need. بلا دفع؟

أنا بظن لازم الأهل يروحو على ال KHDA و يصير في وحدة هناك لمساعدتهم. موضوع الشادو مطبق أكثر شي بالإمارات بغير بلدان في غير scenarios و الشادو مش منتشرة لهل درجة. يعني بتكون وحدة بدا تشتغل شو ما كان حتى لو بعمرها ما كانت معلمة. عالمقابلة بتشوفها منيحة بعد 3 أشهر مثل كل موظف منلاقي إنها مش منيحة. صارت معنا. و الأهل كانوا مرتاحين لها قبل؟ هني ما بكون بدن يتعاطوا بعملية ال recruitment بيدفعولا و بس.

سابين: عنا لا بالعكس يعني لحقت و رح إدفع خليني إتأكد وين عم حط مصرياتي و مرات بتكون الأمور متصلة بالجنسيات professional hat or nanny قد ما تشرخي الدور و عملي تدریب الأهل خلص بدن ياها nanny.

رينا: مش لازم تكون جايينا الأهل تقعد معو بالبيت و بالصف يعني nanny\shadow.

سابين: أه لا أنا بقصد يجيبوها الأهل مش مركز متلاً بس ما ترجع معو عالييت.

Shadow recruited, what is the parent's experience:

There are different scenarios:

Parents who are not into shadowing in the beginning you would see them calling - constantly during sessions to ask how she is doing. How is she at school? Teb call the teacher or school. So they don't talk to her directly? Not in the start. These parents consider her as an extra person imposed just as many other things like extra fees - Parents who really want the shadow to bond with their child so they get her earlier than the school timing meaning during summer break to get to know her and ensure the bonding. Maybe start toilet training with her in summer and they want her to love the parents and for her to be happy.

S: at first there is a testing period and just like R said at first they communicate through the centre that is doing the follow up.

يمكن يكون البي صاحب شركة بس ما بيعرف كيف يتعامل مع هالشخص|. بس يشوفوا إنه بلشت تعطي نتيجة هون بيصير عندن ثقة أكثر بيصيرو حتى هني الوصلة بين المركز و المدرسة. و إذا ما في نتيجة هون بيصير ال resistance إنه يرجعوها تاني سنة. إذا هل شخص قديش قدر يعمل فرق within the factors provided .

What are the success factors?

Diagnosis of the child and knowing if the help is only temporary. For example, I have a hard of hearing child so in her case she wouldn't even need a shadow but in her case she needed a temporary one. In case she evolved on the language skills she will not need her anymore, so knowing that it is not a long term state gives positive vibes. Also it depends on how much the school is investing in the presence of a shadow or only asked for it to deal with the kid.

كفاءة الشادو كمان بتلعب دورها متعلقة بالخبرة أكثر من دراستها.

رينا: I would see it as a building of factors لما عنصر بينهار المبنى كله بينهار. هني نفسن عوامل النجاح فين ينقلبو

عوامل فشل:

-إختيار الشخص المناسب

clear contract-

– Training from the center أي واحد ناجح؟ Customized for the child. كلهم عندن معرفة, خبرة معينة لو قد ما تعرف إذا إجانا ولد توحد مع sensory issues ما في مجال تكون تعرف بالموضوع so we need a hands on training. Like trying to train a rigid shadow (like a nurse who doesn't want to be trained).

Good school, supportive teacher, matching personality between teacher and shadow-

Role of the shadow in inclusion?

الأهل بينظرو ولا من المنظار الأكاديمي بس ما بيثوفو إنها بتقدر تسهل الsocial.

رينا: إذا بدكن دورها أكاديمي يعني هي بتتسجب بالباقي. في outcomes academic معينة لازم يوصلا بمساعدة الشادو و

إذا ما وصلا منرجع نشوف أيش الشادو؟ المدرسة؟ الولد صعب أو الأهداف صعبة؟

متلا بسمع بالإجتماع الأهل بيقولو للمعلمة جربي ما مشي الحال بتجرب الشادو. هني هيك بيطلبو؟ مش بس هيك بس بضل

بالنسبة إلن ال authority للأهل. It is common sense for the parents.

Do you think the teacher abuses? Yes but not intentionally depending how ready they are how

the school trained and prepared them as an inclusion team.

قديش هالمعلمة عم تتحاسب لما ما تعمل شغلا. إذا من البداية مشينا إنه الشادو would interfere when needed والولد

تجاوب ماشي منكمل بس إذا أنا معلمة و هاد الولد مشيبيني لا خلص كوني إنتي ال authority أنا مش قادرة بقا. Is it that

common that shadow is playing the teacher role?

بظن كثير عم تصيرو يمكن الأغلبية بس برجع دايمآ على فكرة إنه بيعتمد على set up of the school إذا .
ال coordinators and the learning support عارفين كيف عم يعملوا ال monitoring . مرة فنتت على صف
classroom observation بلاقي البننت محطوطة على طاولة بزاوية وحدآ, أنا و جنيتت شو بقول للأهل؟
رينآ: it is very common. Parents notice? Akid they notice especially if the shadow is not coming
from school. If the shadow is employed by the school, the mom will notice when the student
doesn't run for his teacher. It is common because the teacher is not qualified as a start and the
shadow is more qualified than her in this aspect. We do support the teachers but some of them
already have an experience with shadows with no support.
أصلا كثير قلال ياي عم ينعملن support.

سابين: هيدا الدمج شي جديد, صار بسرعة, ما إنعطالو حقو. بعد هيدي الدراسة depending on the outcomes of the
comparison between what the experience of the parents is and the feedback of the therapists and
support team is.

أو يمكن نحنآ كمر اكر نعمل تدريب على هيدي النقاط لتلبي الحاجة بضل في مشاكل بس منكون خففنا ال damage .

What are the parent's recommendations?

The change of perspective of a shadow as a start:

يعني أنا كأهل مش لازم روح قلا للمعلمة شو لازم تعمل خلص لازم دور الشادو يكون معروف across all teachers مش
لازم كل سنة تجي المعلمة و نعيدلا نفس الشيء. هيك الأهل بدن إنه تكون الشادو recognized job with a clear job
description?

يعني ما عنا major بخرج هيدا الشيء it is pure trainings . بس ليش ما يكون عندن QHDA على عدد الشادو الموجودين
بالبلد مليونين.

Back to parents what do they need?

ياريت في هالمطرح يلي بأمنلي الشادو جاهزة بتعرف بالتوحد متخصصة يعني ما شاغلة إلا توحد ليعرفوا إنه كل ولد عنده
profile and the difficulties he has are consequent to this profile. يعني أنا عم بدفع مصاري و هالمطرح
ببأمنلي حدن بيعرف سلفاً شو يعني مشكلة إبني. بتصير معي بالinterviews بيكون الأهل عم يشرحوا عن حالة الولد و
عارفين أكثر من الشادو. يعني الأهل بدن حدن موثوق و معروف إنه شاغل بالمجال؟ نعم و يكون عنده خبرة بالبلد، يفهم الثقافة،
النظام التعليمي. يعني متلاً DHA بتفرض علينا سنتين خبرة و هيدي good criteria.
شو كمان؟ بدن ما يحتاجو للشادو أصلاً و زي ما في database للشادو يكون عندن وحدة للمعلمات. بدن حدا they can trust
و الأهل عم يدفعو كثير و إذا صار في فشل بأول سنة it is an indicator for the rest بالنسبة للأهل. بيتمنوا كمان وجود
تدريبات, to be recognized متلاً بصير في تدريبات ما بتندعي عليه الشادو مكماني هي عم تشتغل على الmath skills
متلاً.

كمان الأهل ببسألوا ليش مش المدرسة بتعطي هيدا الsupport ليش أنا عطول بدني أعمل مجهود زايد و إدفع زيادة لما
المدرسة عندا learning support department. في مدرسة عم نشغل معا عندن 6 learning support ما عم يعملوا
شي. And they are asking for shadows from the parents? نعم و نحنا من المركز عاملين supervisors on
them. أنا رفعت هيدا الموضوع للمديرة قلتلا عندك 6 بعد لهلق ما إتفقوا شو شكل الIEP صرنا بnovember مش مقبول.
هديا department في مدارس بكون عندن وحدة و ملحمة عالمدرسة كلا. المدارس بيقولو الأهل لازم يجيبوا وحدة مؤهلة،
طب لو هي مؤهلة أكيد كانت بغير وظيفة هي شادو و معتمدة عالترتيب و الدعم تبعك.

Because of that I always include the shadow teachers in my meetings and specifically ask for
their opinion because she is the direct one to one with the kid.

هون بيبين قديش هي واعية, involved, taking notes, processing what is happening with the child,
investing.

It is a gambling game: في كثير بيخد عوكي بال interview و بعدين بيبين إنن مش كفونين أو العكس. زيادة الأهل ما
عندن وقت إذا طلعت الشادو مش كفوءة على بال ما بيبدأ الفصل و بيبين و يجيبوا وحدة تانية و يدربوها و المدارس ما بيخلوا

يدأوم يوم بلا الشادو. منرجع للقانون نخط هيك مثل كل هالقوانين مع إحترامي الكبير بس نخط القانون بدون ما ينعطا وقت كفاية للمكان يتهياً. إشتغلوا عالدمج بتوصلي عالشيخ زايد كل ال towers مراكز يشتغلوا ما في مشكلة بس حضرولو للقانون مسبقاً. يعني إجا الشادو لأنه ما إنعمل implementation صحيحة. لو أنا بالصف بخط special educator مع المدرسة الأساسية و بلا الشادو أفضل لأنه هيك هيدي بتمسك group, و هيدي group. أنا كأهل, إذا بتبدلي دور الشادو ب special educators كتار بالمدرسة يلفوا. بس هون قديش المدرسة عندا budget to invest. بس يمكن بخف شوي دور الشادو و يبطل عامل أزمة بس أكيد في طلاب بضل بدن شادو.

إنه هالأهل يمكن جابين عالبلد فترة و فالين, شو إستفاد الولد من الشادو؟ كل ما منحضر لدمج منجرب نخطط what are the future plans?, لوين رايحين؟ عم نشغل على دمج إجتماعي أو دراسي أو vocational؟ الشادو ببلدان قلال و ببلدان كتار حسب الحالة المادية here parents can afford some cannot and their kid stays in a center و هيدا الأسوأ بس لأنه ما قادر وفر شادو أو بتبعث الولد يعمل group therapy بمركز أفضل ما يبقى بالبيت. شفت ولاد بيجننوا بس عنده CP

بس المدرسة بتفرض الشادو. So schools ask for shadow regardless of the needs?

Yes this kid came with a diagnosis they directly give the 2 options (employed by school or by parents).

في هالولد دغري طلبوله شادو قلنال هالولد إلو 3 سنين بيروح عالحضانة بلا شادو! لا بس لأنه عنده تشخيص و هو عنده spina bifida I think عطوه فرصة! لا. و هون بصير الولد يعمل regression. بصير الولد يلي بيحي مع ال nanny و بدل ما يحكوا مباشرة بيحكوا معاها.

What are the parents concerns regarding the shadow?

أنا بخاف:

-تقل بعد ما يتم تحسن الولد

-ما تفيديو

-تأديته: sexual abuse they don't share but u can feel it. المدارس صارت مسيطرة عالموضوع بتفرض ملف كامل للشادو مثل أي موظف عندا (عدم محكومية). في أهل بيدققوا مع former employers of the shadow ؟ أنا بعرف أم وحدة بس و لكن الوضع هلق بالمدارس regulated.

For example, the toilet training happens with the nanny being with the shadow as a trusted person especially if the shadow is newly employed.

-create limitation for the kid who becomes dependent because of her presence

- Emotional dependency

- when is the fading going to happen? Is the shadow working in a way to prevent this fading so she stays in her job?

Did u experience the opposite? Parents feeling that the shadow presence is tranquility?

في أم من her body language مرتاحة أكثر بعد ما إجت الشادو, مطمئة راسا. في حدا مع بنتا who is making sure she is taking at least 1 or 2%. أم هيدي أم مش راضية تحط بنتا بمركز و أنا بشوف الدمج لبنتا مش ناجح.

رينا: 3 حالات الشادو غيرت حياتن أكثر من المعالج. شخص موجود معه 5 أيام بالأسبوع و هي إلي خلاه يقرأ أو يكتب الشيء يلي كان من سابع المستحيلات. إحنا كان بدنا البنت تروح عالمدرسة بس تتسلى طلعلنا البنت بتقرا و بتكتب. Impact كبير يخلي الأهل يوتقو فيها too much. هالشادو خلونا نقنع الأهل عشان يقنعوا أهل تاننين بأهمية الشادو لدرجة إنه الأم بتصير تقنعك لي نعمل fade للشادو؟ بتصير الشادو الlead over the whole team. بتصير الشادو تقترح strategy إحنا مش موافقين عليها بس الأهل بيوافقوا إنه هي مع الولد 5 أيام... في أهل العكس ما بيعطوا الشادو إلا 3 أشهر لتثبت أو تعطي نتيجة

و لا يمكن يقنعوا إنه هي ما إلا ذنب. She is always under the spot from everywhere.

بالنسبة لفكرة الشادو "عيني بالمدرسة" ما بظن لهال extreme

الموضوع ماشي ماشي كيف نحسنه؟ يوصل الصوت لل qHDA للعالم ياي عم يعملوا inspection. صارت المدرسة بتحط

بالواجهة إنها عندا شادو و عم تعميل تدريب بس بالفعل ليش جايينين؟ شو سياسة المدرسة؟ لازم الموضوع يتنظم. It is a

dilemma too many shadows, sometimes it is not healthy things have to be standardized and have trainings.

ما في مهرب من وجود منظم بس أكيد لازم يتنظم. A lot of damages happening
Let's have a third party like QHDA تشيل فكرة الأهل إنه المدرسة فارضتها و عشان المصاري و نحنا مش مقتنعين.
خلي يروح عالQHDA و هي بتقرر إنه نعم خلي يروح مع شادو بشرط ينعمل fading أو ينعطى فرصة لشهرين بلاها ,
الكلام إلي منقولو و ما بيقنعو لأنه نحنا مش authority after all. بيجي عالمدسة مع ورقة من السلطة.
لازم تتراجع الfees . هي بس تنضاف كلمة SED على الملف تبع الولد 15000 بتتضاف. أو مرات ممنوع تجيبي شادو من
برا و بتدفع 8000 بالشهر للمدرسة. بجيب معالج ب 10000 . و هاي قاعدة معه بس وقت الأكاديمي ساعتين تلاتة باليوم.
نحننا على طول من ميلة الأهل إذا ما دعمناهن و وعيناهن ما بصير.

Service provider 1

1. Background:

I am a board certified assistant behavior analyst and I own a company called applied behavior institute in Dubai. We provide training and services to families and educators. I have been working with families of children with special needs in UAE since 18 years. I have come across a variety of children. Specifically, the journey of parents who have been employing shadow teachers, I can say that in the last 7 years I have been closely associated with some families who have been through this journey.

2. What is the experience of parents when it comes to shadow teachers? I mainly work with children in the autism spectrum and some other developmental disabilities like down syndrome. So the moment that the parents would get a diagnosis they come to us for services and as we do early intervention we begin our services before the child goes to school. The service would be at home or in our setting and at that point a shadow teacher is not in the picture. And then the child starts to gain some skills and then school happens sometimes it is nursery and sometimes it is going to big school. When that happens, usually school interview stage inform parents that they would only accept the student if they bring a shadow teacher. Most parents that I know are ok with the knowledge, and accept that condition. But then the journey begins of looking for the right person. That is their first barrier, they find it very hard to look for the shadow from the parent's perspective. In my perspective, I still haven't figured out what the schools want when they ask for a shadow. Because it is very conflicting: they say they want this person to be able to do everything like they want them to be able to do OT, speech, ABA, to teach the child with the modifications and accommodations, report to teacher and to principals and parents and therapists. I don't understand how a shadow teacher who's educational and experience requirements are very little but what is expected of them is so big. I find it very hard to support parents in finding that person at the salary that they are expected to pay. From the parent perspective is where and how to look, who to trust, what is going to be their qualification, what is their need, do they work full hours or part time, work afternoons, report to us or to the teacher, how do we make a contract? This is not a

profession that is listed anywhere this is an under the carpet profession: no job description, aren't any conditions.

Second challenge is what to pay them? What will be their contract and obligations?

Salary timing sick leaves, reporting. This is all happening before they find a person.

Third challenge is the interviews: how do they conduct an interview? Are they conducting it for a caregiver or a teacher or a therapist because this role involves everything and how. We have had up to 15 ppl for an interview of one position because it is so hard to find the right person and how to let everything match together. There isn't any tool out there that help me or a parent find the right person it is all subjective (how you feel and think about that person) and again the needs change depending on the child and the family so for each time we are reinventing the wheel.

The 4th challenge: schools are now requiring registrations with ADEC or KHDA approval so what we did actually once employed a shadow so that then the parents can be able to employ her. I was not trying to make money out of that but it was the only way the school would accept her on board only if she came from a company who has KHDA approval.

So the school where I work would not accept a housewife who is willing to work for 5 hours, she has to be on a label card that she comes from a company and not on her husband's visa. That adds cost, reduces the pool and makes it harder for parents. That is an administrative issue but coming out a lot. I understand that is for the safety of the child but if you look at the salary that you are paying a shadow teacher, if that teacher has a master's or a bachelor in education why would she be a shadow teacher. The

requirements and what we are offering is not matching up and there is a gap here. Some parents who had an excellent shadow during the nursery had to let her go the moment the child entered school because they said she has to be either on the parent's visa or on a company's visa. She was an educated person and she didn't want to go on a housemaid visa, there is no category for a shadow teacher visa.

Where do parents find a shadow?

-Especially in September and October we are showered by phonecalls of ppl thinking we provide shadow teachers we don't but we maintain a database of ppl who have taken training from us and we just forward the database we don't keep track of who's gone where.

-Second way is facebook pages, a lot of active pages now with shadow networks.

-Some providing companies and over there you have an additional fee and they don't do visa but only connect the parents to the shadow. Maybe for the fee that you pay you can change the shadow once during the year.

-Lots of listing on job board.

-Word of mouth

The shadow is on board, what are the challenges?

-The parents don't know what to do with this person. With the cultural habits that we have in this country, parents are either used to having a nanny or housemaid and expect from the shadow teacher whatever they expect from a nanny (to help their child) or

consider her as any other teacher a respectable being(educate their child and fix everything). 2 ends there.

Parents need a lot of guidance in understanding the role of a shadow and tools to be able to supervise and team play with that role. The successful stories I have seen have been with parents who have been team players with the shadow. They have shared and didn't consider the shadow as somebody I am paying to fix my child but someone who will support and teach my child more and they trust that person's judgement. That brings out much better results.

-there is always a kind of push and pull with the school and the parents. Whose side is the shadow teacher on? Because the shadow has been paid by the parents but is seen every day at school has to report to school authorities and parents as well. So mainly it is difficult for the parents and the shadow herself.

-Logistical challenges like transportations. Sometimes it costs more than what they pay a shadow! Holidays: is she contracted during holidays or not? Some parents want her to attend therapy which is a great idea but then that is extra hours. That comes back to that contracting piece. Parent education especially in the matter of Hiring a shadow is very important.

- reporting: what would be the reporting strategy? Would she carry notes, would she have data?

- They have the child at school, are paying the school and shadow fees. The child has a behavioral issue and the shadow doesn't have the answers. What to do? And then it come

back to the shadow needing support (training, supervision, consultation, who does she go to when a problem arises, what does she follow?) what is the parents experience in this? From my experience because the team is with us she comes to us. We have created a whatsapp group for every team including the shadow and even sometimes the teacher. So the shadow posts what issue she is dealing with and we start suggesting things to do. If it goes beyond we then suggest a consultation visit from us to school and we always encourage parents to contact with their shadow at least one hour a week to attend our sessions in the afternoons so that she is learning from us. She needs someone to go to. Some schools have good support systems. When it is not the case, it is a mess. Just last week, this parent is not our client but contacted me and was really upset: we got everything done but nothing is happening. Shadow had no training, teacher has no idea what to do and she is literally a shadow to the child holding his hand pulling him here and there, hand over hand, prompting him to do the work so he is not really accessing any education. What they need is training for the shadow and supervision. So if you are sending your child to school with that person and cannot do anything without that person, so would the child be accessing meaningful education? If he's not accessing more than 30 or 40% of what he is supposed to in class, you are just sending him there for yourself: you see him going on and off the bus you are happy he is in school and 7 years later we have nothing. That is what you need to figure is this what we really need to do. This brings us back to admission: is every child really ready for school? Just by providing a shadow that insures safety in school and come in and out? Is that our goal?

What are the expectations of parents?

A parent wants to see their child go to normal school and they are happy if he is just around normal children. They expect that he will learn from that and that is not happening because they are not ready for school. It is not just about academics or following what the other ones do. These kids might be missing out on that and I am not saying they should not be in a mainstream setting but it is not about a shadow teacher only.

The shadow teacher has no access to the IEP and the curriculum the lesson plans. She has to figure things out from the top of her head just when the teacher introduces the activity, prepare and modify worksheets. Even superman couldn't do that all day everyday coz u have to just invent stuff on the go. A huge support from school is required: we are fighting to have all the planning 2 weeks in advance and we are not getting that.

-I don't accept the physical intervention that the shadow does all the time. Too much physical proximity, it bothers me I haven't heard a parent complain about that because they don't see it they never get to observe the shadow in action and that is a big gap: mom knows the child at home, shadow knows the child at school and there is no common ground where they both see the child together.

-Communication: some shadows are very proactive and communicate daily, some others they tell me ok I know I am contracted from this time to this time and will not answer emails or look at your phone calls or text messages after this time. Parents don't like it but they don't have a choice. Because the schools made the condition of having the

shadow with the kid and even if the shadow is sick the child is not allowed at school. It is heartbreaking: I have been to observe and made my notes and given them to parents and suggested to change this this this. And then they asked me to go soft on the shadow please don't tell her we don't want to upset her. There are also the other hand: excellent shadow teachers who are so keen to help. It is also a draw of luck.

- Relationship between teacher and shadow in the school: we include that a lot in our training on how to play the team approach how to be part of the team because we keep in mind that the child needs to benefit in all this. It is all about that child and if you and me have those problems that would not benefit the child. I have seen too much stress between teacher and shadow and it is mainly because the shadow thinks she knows the child best and the teacher thinks she knows her class best. Another challenge that parents have to bare because they want to keep everyone happy and keep paying money for it (lol nakouteh).
- Coming back next year: whether it is good to bring back the same shadow or not. And if yes how to maintain that because transition happening so often, ppl leave.
- Training: how where who and who will pay, parents end up paying also in a year time shadow would be having trainings at the cost of parents and then she will jump jobs with someone else. I know parents who finally found a good shadow after long search but now she is hospitalized for 2 weeks and the child is just settled in and in 2 weeks' time he is going to be back to zero again with no other support. Some schools are starting to provide their own shadow teachers. The parents have no say they just get

the shadow there is no matching personalities, no figuring out what will work for what. The parents do not know for which side this shadow is on and their training is unknown by the parents. They feel very intimidated to ask but I always tell them it is your right to know you are paying for this and it is your child she is handling, ask for qualifications. They say if the school employed them then how can we ask. They don't know what their rights are.

Success ?

The shadow teacher has been able to support the child into difficult times especially in transitions like the annual concert where the child is completely lost with all the practicing. And then the final piece that comes together with the support of the shadow teacher is something that parents might have cried over it is such a joy.

Every day, using some strategies that would work for them and the shadow teacher reporting that successful tool. Especially when the shadow teacher is supported by a team we get a lot of shadow stories feedback (reading an example). Getting a successful note at school when the mom is at home or after school is very rewarding. Lots of sharing going on pictures, videos, tools.

We have had success with the toilet training at school with the shadow teacher.

Extracurricular activities where the child has difficulty transitioning (swimming, music, PE) has been a success also.

Using PECS or any alternative communication devices. Having the shadow has been very useful in teaching the child how to use it.

Playing with peers: a good shadow would be able to initiate that play. She would be able to find that one child who is able and more mature to introduce the child and once he is interested they pair those children together and start to be part of that game. They even tell the parents that she is friendly with such and such child and they contact that child's mom for playdates. If the shadow was not there we would never know that.

She can tell the team and parents about the child's struggles and then we can do some additional teaching with that.

Shadow's contribution to the child's inclusion

Every parent I know feel they are very dependent from their shadow teacher and truly believe the child's inclusion would not happen if there was no shadow. There is a small percentage of parents think that the school is only asking for a shadow to get out of their responsibilities. I don't know if that is true at all because most children we have worked with have needed a shadow.

Recommendations

-A clear job description, criteria and salary scale of the shadow. So they need to know what are we looking for? How much is it going to cost us?

-Based on all that criteria, how do we find one: opportunities

-Personally I think it needs recognition as a profession. There is so many I don't know if it is a good option having a shadow I haven't researched it. It seems that it works right now from the status of the school here; the system that exists here it seems it is the solution that works. So if

that going to be like this for a few more years there must be a professional recognition for that.

Some kind of criteria, having licensing, a way or at least a standardized procedure. Right now the only requirement is a police clearance, All the other requirements I mentioned above are put in by schools.

- Verification of their training and ongoing training because it needs to be updated.

- parents need to be trained to understand their role and expectations which need to be realistic for them to know that this person is not a magician.

- ongoing support from professionals to this little team (mom and shadow and teacher)

- parents are also going to need a support group where they can talk share and help each other.

The school needs to be involved with this one, they need to take more on their ship. Right now they say yes u can come if there is a shadow and once she is there it becomes her responsibility.

With all the effort that the parents are making if that attitude doesn't change it doesn't go anywhere. Some teachers would take the shadow as an additional member of the class that she has equal responsibility for everyone not only this child and that is where the child flourishes other places are like you and child stay in this corner yes they say "if he is going to cry take your child out of here" so what if the shadow wasn't here what are you going to do. Other kids cry and u take care of them why not take care of this one.