

Some Global Experiences of Preparing the Shadow TEACHER and Their Importance in Developing a Proposed Program to Prepare It Locally

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Abstract: The renewal of teacher preparation programs and following a policy of teacher selection and education is the cornerstone of education reform, because the quality of education cannot be better than that of teachers. Therefore, the development of teacher preparation programs was necessary to achieve the desired development in the educational system. Considering the importance of children with special needs and their right to receive a comprehensive education at a high level of quality, the state aimed to pass laws guaranteeing the rights of these children with special needs. The issuance of the right to these children is Ministerial Decree No. 42 of 2015. He stressed the need for educational assistant teacher/ shadow teacher with some cases that allow the school after the necessary tests to be accepted within the general education system, to ensure the optimal functioning of the educational integration process, it is necessary to prepare and qualify the shadow teacher to perform his role well and effectively, so in this research, some international experiences that were concerned with preparing and qualifying the shadow teacher and trying to benefit from them in preparing a proposed vision for a program to prepare the shadow teacher are presented.

Keywords: Shadow Teacher, Educational Assistant, Global Experiences

1. Introduction

The educational system represents one of the most important components of development for any society. Societies of all cultures have been concerned with the issue of teacher preparation programs and the upgrading of their performance. By following up and evaluating their preparation programs on scientific grounds, and considering this a basic priority for any society looking forward to progress and advancement.

There is no doubt that the teacher is the heart of any educational system, and is an active element in achieving the goals of education, and the cornerstone of any educational reform or development. The process of preparing the teacher is one of the topics that preoccupied specialists around the world who are interested in education affairs, as the teacher is considered one of the most important factors contributing to achieving the goals of education, and the cornerstone of any educational system.

Recent trends have emerged calling for attention to the special needs teacher against the background of the global interest in this category. In terms of training and rehabilitating them so that they can extend a helping hand to the category of people with special needs and meet their needs. This is in order to achieve the principle of equal educational opportunities represented in the integrated care of people with special needs according to their abilities and preparations.

Based on the principle of equal educational opportunities and the principle of education for all, efforts have been directed to accommodate people with special needs who have mild or moderate disabilities in regular schools. Hence, the idea of integrating people with simple disabilities, whose cases allow them to integrate with their ordinary peers, began to expand, and there is no doubt that there are many studies that have proven the results of the effectiveness of the integration process with these children, as it is a right of their rights as approved by many countries of the world in their

constitutions.

This; the most important ministerial decisions issued by the Ministry of Education in 2015 were "Ministerial Resolution No. 42 of 2015, and Resolution No. 252 of 2017 dated 5/8/2017 regarding the admission of students with mild disabilities to public schools" is the best proof of the right of these children to They lead a normal life equal to other normal children as they are an integral part of society. There is no doubt that despite the concern for people with special needs and their inclusion in the stages of general education and in society in general, there are still some educational requirements and material equipment that we need. So that all decisions and laws in this regard do not become ink on paper that does not find a way to investigate.

The current study proceeds from one of the articles of the ministerial decision regulating the educational integration process, which is:

Article 7 of Ministerial Resolution No. 42 of 2015 which states:

"Educational facilities are used during studies and exams for cases of autism and cerebral palsy, and educational facilities are used during studies for other categories of disability if necessary, and legal educational facilities are used during exams, according to the disability of any of the integrated students and their medical report, and from During coordination with the General Administration of Special Education in the Ministry and the General Administration of Examinations regarding the general certificate exams. [1].

Looking at the previous article, we find that the condition for accepting certain cases of children with special needs within the public educational system is the presence of educational facilities.

Who is the educational escort that is allowed to accompany the integrated child inside the regular classroom?

The term "educational accompaniment" is matched by many terms in the global educational field. It is recognized in the Arab world as a shadow teacher and globally as an educational assistant.

In view of the novelty of the term shadow teacher, the study adopted global trends in its preparation in order to be able to achieve maximum benefit and identify its most important roles and objectives and how to prepare it within the faculties of education.

The presence of the shadow teacher is necessary so that the child can attend school and attend class, where he receives the attention he needs. The shadow teacher is usually qualified to help the child interact with others as well as help him perform the school work that is assigned to him. The shadow teacher accompanies the child inside the classroom during the school day to provide him with the necessary support, assistance and assistance, and helps him to remain in his place in the classroom, and to adapt to the school environment using different strategies and methods that advance him. It is worth noting that the child's family is responsible for finding the shadow teacher, and it bears the costs [2].

In view of the lack of interest of teacher preparation

institutions in preparing this type of teacher in a special way that is parallel to what is required of them, there was a need to develop a conceptual framework for this type of teacher and formulate a method for preparing it according to previous global experiences in this field to benefit from and apply it in faculties of education.

2. Problem and Objective of Research

Due to the increasing number of children integrated into the public education system and in accordance with the decisions of the Ministry of Education that seek to put the integration process in its proper framework, the need for educational facilities / shadow teacher has arisen, and accordingly, attention must be paid to this type of teachers and their qualifications academically and professionally. As we see that the term shadow teacher The teacher is relatively new in the field of education, which needs to be highlighted with more studies and research.

The problem of the current research is summarized in the following main question:

What is the proposed scenario for preparing the shadow teacher as an educational facilitator in the light of some international experiences?

The following sub-questions are derived from the main question:

- 1) What are the justifications for the existence of a shadow teacher and what are the competencies that must be available in him?
- 2) What are the main roles of the shadow teacher/educational escort?
- 3) What are the global experiences in preparing the shadow teacher/educational facilitator?
- 4) How to benefit from international experiences in preparing the shadow teacher as educational facilities within the faculties of education?

And after answering the research questions, it becomes possible to formulate the main objective of the research, which is developing a suggested conception for preparing the shadow teacher as an educational assistant in the light of some global experiences.

3. Research Importance

- 1) The importance of the research stems from:
- 2) Educating children with special needs is no longer a luxury, but rather a necessity and a right of theirs.
- 3) The presence of a new class of teachers in the educational arena that is neglected despite its importance.
- 4) Attempting to reach what others have achieved in the educational field and narrow this gap.
- 5) The task of preparing any class of teachers is the responsibility of the faculties of education and their specialized professors, and not any other party.
- 6) Attempting to benefit from global experiences in this field.

4. Research Terms

It will be displayed as follows:

4.1. Shadow Teacher

The shadow teacher is an educational assistant who works directly with one child with special needs during the kindergarten and primary school years, and provides him with the assistance he needs within the framework of an additional assistance format. And fruitful with the child [3].

It is also known as:

A skilled teacher works alongside the teacher in the same classroom to provide the necessary academic, social, behavioral, and emotional support for the child with disabilities in the classroom for whom the shadow teacher is responsible. and the school environment [4].

The procedural definition of the shadow teacher is the assistant teacher and supporter of one child with special needs; It is considered the link between the student, the class teacher and the family. One of his tasks is to help the child interpret and explain what the class teacher is asking for in a manner appropriate to the child's ability and method of understanding. Helping the child to adapt in school and developing the appropriate individual educational plan for him.

4.2. Educational Assistant

A term given to someone who takes care of one child with special needs in the classroom after confirming his need for educational facilities with him by measuring the IQ and undergoing a medical examination to determine his condition, according to Ministerial Resolution No. 42 of 2015.

5. Methodology and Procedures

5.1. The Research Procedures Are Summarized in the Following Points

- 1) Reviewing the literature, research and previous studies related to the topic of the current research and benefiting from them in preparing the theoretical framework.
- 2) Reviewing some global experiences in preparing the shadow teacher in some developed countries and the foundations upon which these experiences were based.
- 3) Develop a proposed program for preparing the shadow teacher in the faculties of education.
- 4) Description of the proposed courses for preparing the shadow teacher in the faculties of education.

Develop research recommendations and proposals.

So the descriptive approach is the appropriate approach to the current research, where the researcher monitored some global experiences for preparing the shadow teacher and tried to benefit from them in developing the appropriate perception of the method of preparing it.

5.2. The Importance of the Shadow Teacher

The teacher in any educational process is the basis for the

conduct of work, and he is the cornerstone of any educational system; his role is important and effective, and teachers represent the most important and contributing elements of inclusive education at the level of policies and practices. The importance of the shadow teacher comes from the importance of the role he plays in educating children with special needs, as confirmed that without the help of the shadow teacher, there was a possibility that children with special needs would be removed from the classroom, and this means that The shadow teacher plays a critical role in ensuring that students with special needs are able to interact with their peers in inclusive environments [6].

Despite the small number of shadow teachers and their limited presence, they have a great role in educating the autistic child. It also emphasized that the basis of the process of integration and shadow education is the shadow teacher, as it has become an urgent necessity to ensure the progress of the process Integration as required, and that it has become a right of every child within the integration system [7].

Another study emphasized the importance of the shadow teacher and considered it one of the most important factors influencing the success of the integration process. And that his presence is a reason for parents to feel comfortable when their children are at school. And they consider it the link between them and the school and the teacher of the regular classroom [8].

Also confirmed the effective role of the shadow teacher after conducting interviews with a number of families of autistic children. Parents mobilized against the lack of shadow teachers within the school system and made the cost of the shadow teacher bearable on the family despite its importance and the sufficiency of the counselor, who they described as Less professional and efficient than a shadow teacher [9].

Even the treatment methods provided to children with special needs are affected by the presence or absence of a shadow teacher, as demonstrated the effectiveness of behavioral therapy for the experimental group using the shadow teacher or the shadow teacher, and the percentage of intelligence and social skills increased compared to the control group that did not have to Shadow teacher [10].

The results of another study confirmed the importance of the role played by the shadow teacher in the classroom, and monitored most of the problems they face from completing their work, whether it is from the school administration or from the lack of capabilities or from the teachers of the ordinary class and their lack of acceptance Shadow parameters and considered them intruders in the classroom [11].

We also see in this study that it considered the shadow parameter as an essential and effective element in the merging process because of its important roles, and it has become a basic requirement in this process, there is a clear improvement in the social skills of the experimental group that used the shadow teacher over the control group, and the recommendations of the letter emphasized the importance of using the shadow teacher in inclusion, and also

recommended generalizing the experience of the shadow teacher in public, private and experimental schools.

That is, when the shadow teacher is present in the inclusive educational process, it positively affects the progress of this process and achieves the maximum possible benefit for children with special needs. It is also necessary to take care of teachers of children with special needs and prepare them well within higher education institutions, such as the ordinary teacher, giving him more attention, and working on his development. Professionally, because this has a good impact on the amalgamated child [12].

Developing the professional skills of the shadow teacher and raising his efficiency affects the improvement of communication among the amalgamated children, as attention to such The category of teachers has become a necessity and a right of these children [13].

Hence, the Ministry of Education must set conditions for accepting the shadow teacher, as well as placing restrictions when hiring a regular classroom teacher; It is not normal for those who are unqualified and untrained to be accepted only to be accused of carrying this child only, without considering his progress, achievement and development of his various skills; The shadow teacher has become an urgent and important necessity due to the effective role that he plays.

As is the case in Egyptian schools, schools do not accept children for integration until after taking an intelligence test, provided that the IQ ranges between 62% to 80%, in addition to providing educational facilities / (shadow teacher) to be responsible for the child throughout the school time, and it is not required to be A graduate of special education or psychology, there is no objection to her having a diploma in commerce.

Here emerges the role of institutions concerned with preparing the teacher responsible for nurturing an entire generation of ordinary and extraordinary.

Some parents also believe in the importance and vitality of the role played by the shadow teacher.

5.3. Objectives of the Shadow Teacher

The Shadow Teacher has five general objectives:

- 1) Providing assistance to the child to improve his academic performance.
- 2) Helping the child to improve and modify his behaviors, and to eliminate inappropriate behaviors in the classroom.
- 3) Teaching the child to be independent.
- 4) Improving the child's interactions with others.

That the child reach the stage of total self-reliance after a specified period, bearing in mind that shadow education is temporary and not permanent.

In order for the shadow teacher to reach his goal, he must be well qualified in order to achieve the maximum possible benefit, and his role does not become limited only to ensuring the safety of the child only without making progress in the child's personality and mental, psychological and cognitive development; He must abide by what was stated in the law of integrating children with disabilities into the

public education system. This is what the Egyptian government has recognized the right of every child to education without regard to his or her disability and stressed the importance of educational inclusion for these children.

5.4. Shadow Teacher Roles

Since not all children learn at the same pace as their peers and may need additional support in some situations the role of the shadow teacher is beginning to emerge, the shadow teacher helps a child with special needs to:

- 1) Develop knowledge and understanding of the world around it, and understand the rules of play, social interaction and participation.
- 2) Supporting the child in school by helping to fill the gaps in the learning process.
- 3) Helping the child build self-confidence, as well as to promote positive interaction in the classroom.
- 4) Developing academic and social skills.
- 5) Developing the individual educational plan, based on the needs of each child, so the curriculum, teaching methods and techniques used by the shadow teacher are modified based on the individual student's needs.

As reported by the American Community Schools in Athens in 2015 (ACS-Athens) American Community Schools The role of the shadow teacher is to support students who need optimal learning (OL) and support in school by helping to adapt learning to their abilities, helping students build their confidence, and promoting positive interaction in the classroom. Coursework by helping the student focus on important concepts, and assisting the student to develop academic and social skills. Providing additional support throughout the school day, both academically and psychologically, for those students enrolled in the Optimal Learning (OL) program who need this additional support.

The shadow teacher has five main and basic roles:

- 1) Curriculum planning and modification.
- 2) Teaching.
- 3) Modify and manage behavior.
- 4) Social skills management.
- 5) Work as a team.

The study [3] explained and clarified the role of the shadow teacher because of its importance in educating children with special needs, as the roles overlap, but the shadow teacher has a unique role and importance, as the shadow teacher works to help the teacher to understand the child's disability. So that he takes into account those circumstances when dealing with him. Therefore, the services provided by the shadow teacher are of great importance, as they contribute to the learning of the child with disabilities, as it helps him to focus, communicate and participate in the classroom, contributes to his social upbringing, and controls the child's behavior. If the shadow teacher assists the ordinary class teacher in delivering the lesson that is being explained to the child with disabilities, then this teacher has not received the same training that the shadow teacher had received. The shadow teacher works to help the child continue to remain in the regular classroom

while strengthening independence on the part of the child, encouraging him to learn, and assuming his responsibility in this matter [14].

6. Some Global Trends in Preparing the Shadow Teacher

The current research adopted the experience of some countries in preparing the shadow teacher due to the fact that they are the countries most interested in preparing the shadow teacher, and also for the availability of preparation programs there.

A. East Asian countries. T- Canada.

B. The United States of America. D- United Kingdom.

One of the countries that focused the most on the idea of a shadow education system was East Asia (India - Singapore - Jakarta). He is also known there as the Shadow Teacher. In contrast, for example, in Canada, a shadow teacher is known as a case study or educational assistant. In the United States it is also known as a paraprofessional or shadow aid. In the UK, it is known as the SEN co-ordinate or One-On-One AIDE.

Accordingly, the experience of East Asian countries will be explained in detail for clarification, given that they are one of the countries most interested in preparing this category of teachers. It is also known there as the term shadow teacher, which is the closest to what is known in the Arab world.

There are many courses and diplomas to prepare the shadow teacher, but we also note that they are not present in the basic educational process to prepare the student teacher, but their preparation comes as a sequential preparation for a period of one or two years after completing a bachelor's degree in child education or special education.

It is reported that the approved course is granted by the Asian College of Teachers and its branches in (Bangalore - Calcutta - Mumbai - New Delhi - India - Thailand) and it also has a branch in the United Kingdom.

The course is accredited by the Rehabilitation Council of India (RCI: The Rehabilitation Council of India). All individuals who have completed this course must register with RCI, which maintains a register of professionals working in the field of rehabilitation of mentally challenged persons. Registration is done with the council until it becomes a certified shadow teacher, and employment for families is done through this council.

The most important shadow teacher preparation programs in Asia.

Aspiring Professionals Teacher Training Institute (APTTI).

It is an internationally accredited institute and partner with European Global School Paris (EGC), Early Childhood Association (ECA).

The Shadow Teacher Training Diploma and Special Education deals with different educational courses such as theories of teaching children with autism - mental retardation - ADHD - other associated disorders such as sensory difficulties, auditory and visual disabilities and cerebral palsy.

The course prepares teachers to deal with SEN children, identify their educational and behavioral problems, and effectively manage classrooms to facilitate the learning process for these children.

6.1. Grant System

The course can be given by attending the various centers of the Institute.

6.2. Course Results

- 1) The trainee becomes a Shadow Teacher.
- 2) Certified teacher to deal with SEN.
- 3) Recognizing and dealing with autism and ADHD.
- 4) Working in any school around the world.

6.3. Evaluation Method

- 1) There is a set of multiple choice questions at the end of each unit.
- 2) At the diploma stage, candidates must submit a research and assignment.
- 3) Research and assignments are evaluated by specialized experts.
- 4) Experts intervene and assist when needed.
- 5) After completing the course, assessments and research, the trainee will be accredited by the Institute.

6.4. Duration of the Course

The diploma course with training extends over 10 months, with a duration of 200 hours. This internship program is held privately and costs 450 USD or 30,000 tokens for the advanced level.

6.5. Course Content

The following is a table showing the course content of study materials and the number of hours required to pass.

Table 1. Study materials for Aspiring Professionals Teacher Training Institute.

| n | Subject | number of hours |
|----|---|-----------------|
| 1 | Introduction to growth disorders | 20 Hours |
| 2 | Theories of growth | 20 Hours |
| 3 | Measurement and evaluation tools | 20 Hours |
| 4 | Introduction to educational technology | 20 Hours |
| 5 | Effective class management | 20 Hours |
| 6 | alternative treatment | 20 Hours |
| 7 | class behaviour management | 20 Hours |
| 8 | Guidance for parents | 20 Hours |
| 9 | Case Study | 20 Hours |
| 10 | Preparing the Individualized Educational Plan (IEP) | 20 Hours |

200 credits at APTTI Foundation The establishment of a set of principles and rules among teachers. This helps them identify behavioral and educational problems in children. How teachers can deal with such issues and managing the classroom effectively is the aspect most emphasized. Teachers who follow a special needs course become shadow

teachers who are able to facilitate the learning of children with special needs in any environment. [16].

7. The Proposed Program for Preparing the Shadow Teacher as an Educational Companion in the Light of Some International Experiences

7.1. Justifications for the Proposed Program for Preparing the Shadow Teacher Within the Faculties of Education

- 1) It is necessary to prepare the shadow teacher within the faculties of education and not to leave the responsibility of hiring and providing the shadow teacher to the family without any condition or restriction, because in such cases the task of teaching and rehabilitating a child with special needs is given to someone who is not a specialist and does not possess the skills and competencies that qualify him to do. With such a difficult task, it is nothing but injustice to this group and their families, also because the family in this case is all about being able to reserve a place for its child in public education classes, so it does not mean that the family is responsible for providing a shadow teacher for its child that this process is unconditional.
- 2) Obliging the Ministry of Education to set clear conditions for accepting those who work in this profession and to postpone the preparation of such a category of teachers for colleges of education, which is primarily entrusted with the preparation of specialized professional cadres.
- 3) In light of Ministerial Resolution No. 42 of 2015 to guarantee the rights of people with special needs in education, the necessity of having educational facilities with children with special needs in the regular classroom without legalizing the status of this category of teachers who receive the responsibility of a child in need of care from a specialized teacher who has the competencies and skills Which qualifies him to develop alternative strategies for educating the child, exploiting his abilities and modifying his behavior. The child in this case needs someone to support him and not just those who sit next to him, so none of the applicants should be accepted to fill this task until after certain and

precise conditions are met.

- 4) Providing job opportunities for many graduates from faculties of education who do not work and there is a percentage of unemployment.
- 5) Not to leave the task of preparing the shadow teacher dependent on the non-accredited courses, as is the case now.
- 6) Parents' belief in the importance and vitality of the role played by the shadow teacher, as stated in the study of Noha El-Sayed Awad (2016).

7.2. The Aim of the Proposed Program

The general objective of the proposed program is to prepare the shadow teacher as an educational facilitator in the light of some global experiences.

The sub-objectives of the proposed program are as follows:

- 1) That the faculties of education undertake the task of preparing the shadow teacher.
- 2) Finding the appropriate form and method of preparation for the shadow teacher.
- 3) The ability to innovate and renew in the field of shadow education.
- 4) Preparing a shadow teacher capable of providing the child with independence and not being completely dependent on the teacher.
- 5) Preparing a shadow teacher capable of facing the problems he faces during his work.

8. The Proposed Program for Preparing the Shadow Teacher as an Educational Companion in the Light of Some International Experiences

The proposed scenario for preparing the shadow teacher adopts the credit hour system "applied at the Faculty of Kindergarten - Cairo University."

Professional Diploma Program in Education, Specialization (Shadow Education).

The student studies courses amounting to (44) credit hours divided into (36) compulsory hours, (8) elective hours.

First: Compulsory Courses "College Requirements"

Table 2. Compulsory courses.

| n | subjects | Weekly number of hours | | |
|----|--|------------------------|---------|------------------------|
| | | Theoretical | Applied | Number of Credit Hours |
| 1 | Introduction to Shadow Education | 2 | ---- | 2 |
| 2 | Professional Foundations of a Shadow Teacher | 2 | ---- | 2 |
| 3 | The psychology of preparing an individual educational plan | 2 | ----- | 2 |
| 4 | Rights and legislation of children with special needs | 2 | 2 | 4 |
| 5 | The psychology of intervening in crises without violence | 2 | 2 | 4 |
| 6 | Curriculum planning and adaptation for special needs | 2 | 2 | 4 |
| 8 | Movement education for special needs | 2 | 2 | 4 |
| 8 | The psychology of teamwork | 2 | ---- | 2 |
| 9 | Concept development for people with special needs | 2 | - | 2 |
| 10 | Strategies for dealing with children with special needs | 2 | ---- | 2 |

| n | subjects | Weekly number of hours | | |
|----|--|------------------------|---------|------------------------|
| | | Theoretical | Applied | Number of Credit Hours |
| 11 | Self-management and personal development for children with special needs | 2 | ---- | 2 |
| 12 | Communication between home and school | 2 | - | 2 |
| 13 | Educational Technology | --- | 2 | 2 |
| 14 | field training | ---- | 2 | 2 |

Second: Elective Courses.

Table 3. Elective courses.

| n | subjects | Weekly number of hours | | |
|---|--|------------------------|---------|---|
| | | Theoretical | Applied | Number of Credit Hours |
| | | | | Basic Sciences Courses "One course is to be chosen from among them" |
| 1 | First aid for special needs | 2 | 2 | 4 |
| 2 | Supporting children's health and safety | 2 | 2 | 4 |
| | | | | Psychological Sciences Courses "One course is to be chosen from among them" |
| 1 | mental handicap | 1 | 1 | 2 |
| 2 | Hearing disability | 1 | 1 | 2 |
| 3 | Visual disability | 1 | 1 | 2 |
| 4 | Autism and communication disorders | 1 | 1 | 2 |
| | | | | Educational science courses "two courses are to be chosen from among them" |
| 1 | Psychological and family guidance and counseling for people with special needs | 2 | ---- | 2 |
| 2 | alternative behavioral therapy | 2 | ---- | 2 |
| 3 | Class management and behavior modification | 2 | | 2 |

The student chooses a type of disability as an elective major, with an in-depth study specializing in one of the following disciplines:

First: hearing impairment.

He must study sign language in full, and field training will be in deaf and dumb centers.

Second: visual impairment.

He must study the methods of communicating with the blind, such as Braille, and be field training in centers for the care of the blind.

Third: Mental disability, cerebral palsy, and autism traits.

He must study behavior modification programs and treatment programs (such as the APA program, Applied Behavior Analysis, TEACCH, Lavas, photo exchange, etc.) and field training in schools of intellectual education and autism care centers.

8.1. Obstacles to Implementing the Proposed Program

- 1) The students' lack of a good background regarding the nature of the shadow teacher's preparation system, its importance and what the roles it plays; It stands as an obstacle to the application of its preparation program.
- 2) The negative trends that stand in the way of applying integration in general also stand as an obstacle to the application of the shadow teacher preparation system within the faculties of education.
- 3) Negative attitudes that come from parents, education officials such as school administrators, teachers, and ordinary students towards the presence of a child with special needs among them also negatively affects the idea of a teacher who has remained in the school or classroom.

4) Insufficient cooperation, especially the cooperation of teachers in the school. [10, 15] study confirmed that the most important problem facing the shadow teacher is the failure of regular classroom teachers to accept the idea of a shadow teacher inside the classroom and consider him a watchdog them and disrupts the educational process.

5) Lack of awareness and knowledge.

6) Large class sizes, which constitute an obstacle to inclusive integration, also impede the presence of a shadow teacher in the classroom.

7) The lack of financial capabilities that help the shadow teacher to provide the means and the appropriate environment for the condition of the child he is caring for.

8) The biggest problem is the family's responsibility towards bearing the costs of the shadow teacher itself, which represents a great burden on the family.

8.2. Mechanisms for Implementing the Proposed Program and Overcoming Obstacles

Holding seminars and awareness campaigns and introducing the shadow teacher's preparation system and introducing its cycle, tasks, importance and impact on the success of the integration process, provided that these campaigns are written and illustrated and with a high degree of interest to spread awareness of this modern topic in the educational field.

Spreading awareness among ordinary teachers and holding training courses to introduce the importance of their cooperation with the shadow teacher in the classroom, and the extent of his contribution to saving time and effort for the

ordinary teacher, and to consolidate the idea of accepting his presence in the classroom because one of the most important obstacles that studies have proven is the classroom teacher's failure to accept the presence of Shadow teacher with him in class.

The availability of material and moral support for the shadow teacher, given the novelty and quality of the educational arena, so he needs to feel encouraged and supported to make every effort to advance his profession.

Providing the financial capabilities that facilitate the work of the shadow teacher and work towards the success of the comprehensive educational integration process.

Considering classroom sizes and reducing the number of children in each classroom by creating educational buildings to accommodate the large number of students.

Consider making the state bear the cost of having a shadow teacher with the child to ease the burden on the family and help and support the child. Given the process of educating children with special needs in separate centers and schools of intellectual education, this costs the state a lot of money that will be available if the integration becomes a successful process in the desired sense, and in this case these costs can be replaced to provide shadow teachers for children with special needs within the regular classroom. This also helps reduce unemployment rates among many young people.

Establishing strict rules that prevent schools from accepting any person to work as a shadow teacher unless it is ascertained that he is qualified within the faculties of education and is well prepared to enable him to work in this difficult task.

Benefiting from international experiences in preparing the shadow teacher, especially the Indian experience, due to its keen interest in this field and the spread of training centers affiliated with universities in "Mumbai, Calcutta, New Delhi and Bangalore" where the state allocated a council called The Rehabilitation Council of India.

"Where the council requires everyone who has completed his studies and qualified to be a shadow teacher to apply by registering his name and submitting what proves that he has qualified to work as a shadow teacher with the council to be an accredited shadow teacher. Accordingly, families in need of a shadow teacher go to the council and he will nominate whomever he deems appropriate to work with the child's case".

We can benefit from this experience by allocating a department for shadow education, such as the Kindergarten Department within each education directorate. The names and data of those who completed the preparation within the faculties of education are recorded in this department in order to make it easier for parents who have a child with special needs, which tests and evaluations have proven that he needs To a shadow teacher to find a well-prepared shadow teacher approved by the Ministry of Education and appropriate for their child's condition, rather than leaving them open to choosing any untrained and qualified person.

9. Research Recommendations

- 1) Benefiting from the proposed program for preparing the shadow teacher within the faculties of education.
- 2) Not to allow anyone to practice the profession of shadow teacher unless after making sure that he is qualified within the faculties of education.
- 3) Creating a department within the directorates of education for the shadow education system, which is responsible for registering graduates of the Shadow Teacher Preparation Diploma, in order to facilitate the process of accessing it by families.
- 4) Consider making the cost of the shadow teacher to the state, to ease the burden on families.
- 5) Disseminate the experience of the shadow teacher in public, private and experimental schools in order to preserve the rights of children with special needs.

10. Conclusion and Suggested Research

10.1. Conclusion

In conclusion, and from the above, the pivotal role of the shadow teacher in educating and caring for children with special needs, whose condition allows educational integration in regular schools, becomes clear. It also shows the weakness of the preparation provided for this category of teachers, who despite their importance and recognition of the necessity of their presence to ensure the progress of the educational integration process, but that there are no specific systematic preparation programs for this category of teachers and this was the reason for doing the current research to identify some global experiences to prepare the shadow teacher and use them to make a visualization A proposal to prepare the shadow teacher, and one of the most important countries in order to provide preparation programs for the shadow teacher is the countries of East Asia, and therefore part of the programs for preparing them for the shadow teacher was presented.

10.2. Suggested Research

1. The role of preparing the shadow teacher within the faculties of education in the success of the educational integration system.
2. The role of the shadow teacher in developing some cognitive and social aspects of people with special needs.

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