

Shadow Support **PROSPECTUS**

Every child, regardless of their ability, deserves the right to benefit from an inclusive education; this is our mission statement

Shadow Advantage
www.shadow-advantage.com



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Our Practice

We are a team of dedicated professionals, and paraprofessionals, who are committed to enhancing the quality of life of every student. We possess years of experience working with children and youths of different needs. We have formed strong ties with different schools, carry out thorough shadow selection and mentoring process, and are dedicated and driven to bring an optimum solution for your child's inclusion.



Inclusive education is increasingly embraced by society as a valuable option that benefits both the student facing learning challenges, and his/her peers in mainstream settings. Not only does it give the learning-challenged student the opportunity to learn alongside typical peers, it also could be an enriching experience for everyone in the classroom, and encourage diversity and empathy.

The process of establishing a successful inclusive experience can vary in complexity. It is often dependent on many factors, including the disability itself, and the teacher's and parent's expectations of the outcome. Often teachers may be daunted by the prospect of inclusion, however, with a knowledgeable approach, and an ability to harness positive attitudes of parents and teachers, we aim to smooth over any obstacle which may emerge.

Why a shadow is required?

1

Main goal: Facilitate independence

To help the child achieve independent learning in school.

2

Behavioral management

To modify the child's undesired behaviors by reinforcing expected classroom behaviours.

3

Learning support

To provide accommodations and strategies to support the child's academic learning.

4

Social interaction

To equip the child with social skills for fostering positive social interactions with peers.

5

Generalization of skills

To carry over effective strategies from therapy/home to the classroom and home.

6

Bridging communications

To promote clear communications between stakeholders from multiple settings, e.g. therapists, teachers, parents.

Who will benefit from Shadow Support?

Students who will benefit from Shadow Support services include:

Students who have attention, social, and/or mild behavioural challenges that make it hard for them to be integrated into schools.

Mainstream students who have difficulty in following classroom instructions and struggle with learning in class.

SOME SCHOOLS WE HAVE WORKED WITH

- Carpe Diem
- International Community School
- Holy Innocent's Primary School
- Pat's Schoolhouse
- Sparkletots Preschool
- International School of Singapore (ISS)
- My First Skool
- ACS Junior
- South View Primary School



What is our ADVANTAGE?

- **Dynamic Screening Process**

The dynamic screening involves assessment of children's suitability for shadow support services in his/her classroom, in the initial phase of consultation process. This process allows a comprehensive assessment of the classroom environment, children's challenges and targeted goals for shadow support. This is based on classroom observations and feedback from both parents and teachers.

- **Communication**

Shadow teachers are required to fill in an observational sheet daily, which will be shared with the different stakeholders to report the child's progress and maintain clear communication between stakeholders.

- **Ongoing supervision and mentorship**

Our shadow teachers are assigned a case manager who will be supervising the shadow teachers consistently through mentorship and observations in school. We believe that every child is different, and it is important to ensure that our shadow teachers are being supervised by experienced therapists to review the goals consistently.

- **School visits and reviews**

Monthly school visits by the shadow support supervisor can be arranged to monitor the child's progress, and to gather feedback from the teachers to review the necessary shadowing arrangement. Our ultimate goal is to gradually phase out shadowing so the child can achieve independent learning.

Testimonials



Total Communication Therapy worked with a child in my centre who was suspected to have a combination of both Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). As an educator, I believe that each child should be given an equal opportunity for learning and that inclusive education should be practised. However, having a child with different needs can be challenging as much attention was needed to be given to the child to ensure their safety, as well as the safety of the rest of the children in the class.

When the parents of this child introduced Total Communication Therapy to us as their shadow support service of choice, having a sharing session with both the team and parents to discuss the child's needs in the school was helpful as all parties involved are aware and aligned on the goals for the child in school, as well as the plan to achieve it. Through the two months that I have worked with Total Communication Therapy, both myself and my Chinese partner have noticed the improvements that the child has made through the structure and routines that the shadow support has given during their time together.

Not only has the child shown improvement in behaviour, but the team also worked closely with us teachers to provide input and advice on how to manage the child that allowed him to assimilate better into the class for the benefit of his learning. We are thankful to Total Communication Therapy for their support and cooperation with us over the two months working with them, and would look forward to working with them again.

Shermaine V.
Lead Teacher, My First Skool



The shadow support for Josiah was very tactful and patient when handling him. She made it a point to speak to him at appropriate timing, and was careful in the way she corrected him. Josiah tends to get very sensitive when he was corrected. The shadow support was able to make him open up to his friends. The change in him was very assuring. I could see that he was able to show care and concern towards others and was more appreciative towards those around him. All in all, I feel that the shadow support had taught him ways to express himself well and made him a more sociable person in school.

Anonymous
Teacher, ACS Barker

Testimonials

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Before engaging shadow teacher Suzie, Serene's attention span was very short. She would move around the classroom and she was always in a world of her own during lesson and free play. She couldn't sit up straight for more than 5 minutes for lesson, and she would lie down after a while. Thus, teachers would put her to sit behind so that she would not lie down on anyone. There was a lack of awareness of her surroundings. Serene is a sweet-natured child, she is gentle to others, however, she would throw tantrums and hurt herself at times when we couldn't understand her. There was no interaction with other children.

After 2 months with shadow teacher Suzie, Serene was able to sit up without lying down all over the place. From the 4th month, there was awareness of the surroundings and she was able to sit through more than 5 minutes of lesson. Now, she is able to play alongside with the children.

Ruth
Principal, *Sparkletots*

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As an International School with a wide demographic of students, we often depend on outside agencies to support our students' needs. Total Communication has engaged with shadow teachers along with case managers and coordinators to support some of our students during the school days whose needs are beyond our resources. Frequent and open communication lines between the centre and the school allow the student to overcome the challenges in a time-specific manner. Regular check-in and reviewing of the time table provides the student to transition to independence. The monthly input from shadow teachers and case managers have been very useful for our learning support department as well as the class teachers.

Berna Sekhon
Counsellor and Learning Support, ISS International School



Testimonials

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Last year I was called upon to assist some friends whose son suffers from learning disabilities. He attends a highly regarded international school, and the school requested that we engage a shadow teacher to accompany him to class. He was entering middle school at the beginning of the school year, and there was concern that the transition to a more demanding environment, not to mention a much more challenging curriculum, might otherwise overwhelm him.

We were using Total Communications for needed educational therapy, and through them, we enlisted Shadow Advantage. His shadow teachers (the first left Singapore at the end of the fall term) were wonderful! They worked with him throughout what was a difficult year (there were some severe family health issues that added a great deal of stress to his situation), and improvement was marked. During this time the teachers provided detailed and extensive written updates, explaining exactly what was happening in class, both academically, and emotionally. They met regularly with school staff, teachers and counsellors, and forged a strong working relationship.

Proof of their success is that at the end of the year the school recommended that next year the teacher transition from full-time shadow to part-time tutor.

Based upon our experience I would unhesitatingly recommend Shadow Advantage for any parents or teachers seeking a shadow teacher.

Jake Jacobs
Guardian, ISS International School

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I was glad to have the opportunity to work with Total Communications because of their experience and the excellent support they provided to shadow teachers. Constant feedback and meetings with an Educational Therapist, Vivian, helped to clarify any questions I had in terms of how to handle a particular situation in school or to bounce off ideas with her in terms of whether I was handling a situation appropriately. I have had a great experience working with Total Communications and I really enjoyed my time as a shadow teacher with them.

Grace
Shadow Teacher, ISS International School

1 Step 1: Initial Consultation

Initial screening to interview parents and assess the child's areas of difficulties.
Location: Total Communication Therapy (10 Winstedt Road, Block A, #02-01, S227977)

Objectives:

- To assess the child's areas of challenges and right siting the child to suitable therapy services/assessments.
- To understand parents' and teachers' areas of concerns.

2 Step 2: Dynamic Screening

Therapists conduct observation of the child in school to assess the child's suitability for school.

Objectives:

- To gather behavioral observations of the child in school.
- To observe the child in school setting and evaluate the child's ability to attend, adapt and integrate in class independently.
- To further assess the child's level of support required and review the child's suitability for school.

3 Step 3: Assessments (if needed)

Therapists carry out necessary assessments to evaluate outcome of the child.

Assessment options:

1. Language and Social Skills Assessment:

- Language assessment (CASL, CELF 5, TOPS)**
- Theory of Mind Battery
- Literacy/Math assessment

2. Full Language Assessment:

- Language assessment (CASL, CELF 5, TOPS)**

**Part of which can be administered in Chinese.

4 Step 4: Right Siting Options

Option 1: Shadow Support + Therapy

- Shadow Teacher (approx. 3 - 6 months)
 - To facilitate the child's transition into school by supporting his/her behavioral and academic needs in class.
- Language, Occupational and Educational Therapy

Option 2: Shadow Support

- Shadow Teacher (approx. 3 - 6 months)
 - To facilitate the child's transition into school by supporting his/her behavioral and academic needs in class.

Option 3: Partial Integration

- The child receives half day therapy in the centre and half day in school (with or without a shadow teacher) before fully integrating into school.
- Suitable for the child hindered by learning gap stemming from core language/cognitive difficulties but possesses great potential for successful integration in school.

Q & A

What is shadow teaching? And why do some children need this support? Is it for all ages?

Some children have difficulty coping with learning in school. Sometimes, having a caring and attentive teacher is not enough to facilitate these needs, so the child may need more support. This is especially true for children who have learning difficulties, and can't access school curriculum the same as their peers. These children are at significant risk of falling behind in school, and this can lead to a negative cycle of self-doubt and anxiety, which can affect other areas of the child's life in many cases. Children with significant difficulty accessing academic learning need extra support to overcome their challenges, which they can get through an effective shadow teacher.

The shadow teacher will be with the child in the classroom, working directly with the child and their teachers to support academic learning and social success with peers. An effective shadow can present learning materials in a way that allows the child to achieve success and foster confidence with learning, while still working with classroom teachers to implement learning goals. The work of a good shadow teacher is problem solving to get this to happen, and advocating for their student so that all stakeholders know what the child's strengths and weaknesses are and how they can learn effectively in school. Children can experience difficulty at any or all stages of learning and thus, a shadow teacher is trained to work with children of any age and grade level. With all these involvements from shadow teachers, the main aim is to foster the student's independence at school, and thereafter slowly withdraw this when the child is ready so that they will achieve their long-term goal of independence.

Is shadow support common in Singapore and is it widely accepted by schools (local and international)?

Schools that see the value of this support for their students are open to shadow teaching. This includes both local and international schools. When the shadow work in partnership with the student, their teachers and their family, academic learning becomes more effective, and the child can blossom. In that sense, the arrangement can work really well for these children. On our part as therapists, we are always striving to advocate for our clients in the wider community. We find teachers to be particularly receptive to us in this regard, as they also understand the challenges that these children face in their lives.

How does shadow support work in the classroom in practice? Is it easy for other pupils to adapt to having another teacher in class?

Shadow support works well when the shadow teacher and school teachers are working as a team. While the shadow teachers are there to primarily support their individual student, they are also part of the classroom and school. Sometimes the best support the shadow can offer is to step back and let the student work on their own – this is great to allow the student to discover their abilities and foster an inner sense of resilience independently. Sometimes, the shadow will work with the student in a small group to complete a task. In that way, the shadow's role becomes integrated in both the classroom and the wider school context. It is important that the child is given the chance to experience success as soon as possible, and not be alienated further – an effective shadow can accelerate this process in the classroom and work with the teachers to problem solve. All in all, an effective shadow can strengthen learning for the entire class, instead of just their student, bringing benefits to everyone involved directly and indirectly.

Q & A

What advantages do children gain from shadow teaching? What are the expected outcomes?

Over time, the child who has been working with the shadow will be able to independently engage in academic and social areas in school. They will be able to form engaging friendships with their peers, and learn effectively in school. The ultimate goal of shadow teacher support is for the child to be equipped with skills for independent learning, with the shadow faded out.

How are shadow teachers trained? Are they qualified teachers?

Shadow teachers have a background in teaching, learning support and/or psychology. Our shadow teachers then undergo training to build upon their skills. They learn about the different impairments and conditions of children they will be working with; learn how to observe and critically analyse the children's behaviour and learning, which allows the shadow to both support learning and effectively advocate for their student. This includes communicating and collaborating with teachers, parents and therapists to facilitate success, and formulating a guide for stepping in or stepping back to help the child achieve independence. The training is conducted by Speech Language Therapists, Educational Therapists, Occupational Therapists, Educational Psychologists and Special Education Teachers. All of our trainers have worked with children with special needs and have worked in collaboration with teachers and shadow support teachers, in both the local and international school systems. A large portion of the training content is workshop based where the shadow teachers are working on cases and applying their skills and knowledge acquired during theoretical training classes. The strong clinical components in our trainings set our shadow teachers apart from others, along with an ongoing mentoring from therapists who have been working with the child. This helps to further develop their understanding of the child's profile and continue to develop skills efficiently.

Aside from shadow teaching, what are the other learning support services you offer at Total Communication for children to help them with learning and communicating at school?

We collaborate closely with a group of interventionists, including Speech Language Pathologists, Occupational Therapists and Educational Therapists, who work with children from both local and international school systems. We work directly with the child and their families to help them achieve their goals. Programs are tailored to suit the individual strengths and weaknesses of each child, and we strive to facilitate independence for our clients. In addition, we work in collaboration with Educational Psychologists, Teachers, and parents to best support our clients. We work with children with Language Impairments, Autism Spectrum Disorders, Auditory Processing Disorders, Global Developmental Delay, among other disorders. We work on language expression and comprehension, social skills, literacy, math, sensory processing and executive functioning (planning, sequencing, carrying out tasks). All of these areas include the necessary skills that a child needs to engage successfully in school, which some children struggle to acquire independently – and that's where a therapist and/or shadow teacher can help.

Fee Schedule for Shadow Support

Category A - Shadow Light

From 9 hours per week

- minimum of 3 hours per day @ \$68 per hour
- additional hour(s) beyond first 9 hours will be billed @ \$68 per hour (eg. If you opt for 12 hours per week, this will be $12 \times \$68 = \816 per week).

** We do not supply Shadow Support to students needing less than 9 hours of shadow per week, until fade out period.

Category B - Shadow Optimum

From 16 hours per week

- minimum of 3 hours per day @ \$60 per hour
- additional hour(s) beyond 16 hours will be billed @ \$60 per hour (eg. If you opt for 18 hours per week, this will be $18 \times \$60 = \1080 per week)

Category C - Shadow Full Support

From 25 hours per week

- minimum of 3 hours per day @ \$52 per hour
- additional hour(s) beyond 25 hours will be billed @ \$52 per hour (eg. If you opt for 28 hours per week, this will be $28 \times \$52 = \1456 per week).

Category D - Shadow Fade Out

From 9 hours per week (\$52-\$68/hr)

- Hours will be charged at according to category students are in before fade out (e.g. If student was receiving 16 hours of shadow support before fade out, shadow fade out will be \$60/hr. If student was receiving 25 hours per week before fade out, shadow fade out will be \$52/hr).
- Shadow scales down until it is minimal of 4 hours a day, 2 days a week.
- Shadow takes active action to fade out scope of work. During this period of time, shadow will be spending time mostly observing and liaising with teachers for successful inclusion.

Terms and conditions apply:

- Shadow Engagement Contract to be signed by parent and Shadow Advantage
- Minimum of 3 months Engagement
- \$1500 Refundable deposit (upon completion of 3 month assignment)
- \$600 for Dynamic Screening ((Minimum of 2 hours of school visit, observation + meeting with therapist/case manager, inclusive of report)
 - Additional hour (if needed) is \$160 per hour.
- Prepayment of 3 month's Fees before commencement of Shadow's work
- Monthly visit by Shadow Supervisor is \$160 per hour.
- Does not include therapy and/or assessment fee which are separate **(if needed)**

CONTACT

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