

Your Submission

3 pesan

Research in Developmental Disabilities <em@editorialmanager.com>
Balas Ke: Research in Developmental Disabilities <ridd@elsevier.com>
Kepada: nurussakinah daulay <nurussakinah@uinsu.ac.id>

9 Februari 2021 06.35

Ms. Ref. No.: RIDD-D-21-00074

Title: Home Education for Children with Autism Spectrum Disorder during the COVID-19 Pandemic: Indonesian Mothers' Experience
Research in Developmental Disabilities

Dear Mrs nurussakinah daulay,

We have received required reviews for your paper and I have had the opportunity to consider your paper again. As you will see the reviewers have raised a number of important issues about your paper.

If you decide to revise the work, please submit a list of changes or a rebuttal against each point which is being raised when you submit the revised manuscript. Please ensure you deal with all the points that are raised by the reviewers and myself. It is not unusual for papers to go through a number of iterations before they are accepted for publication. Your revised manuscript will be sent to the original reviewers for their comments on your responses.

For your guidance, reviewers' comments are appended below.

To submit a revision, please go to <https://www.editorialmanager.com/ridd/> and login as an Author.

Your username is: nurussakinahdaulay

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I would appreciate if you could submit your revised paper by Mar 23, 2021.

MethodsX file (optional)

We invite you to submit a method article alongside your research article. This is an opportunity to get full credit for the time and money you have spent on developing research methods, and to increase the visibility and impact of your work. If your research article is accepted, your method article will be automatically transferred over to the open access journal, MethodsX, where it will be editorially reviewed and published as a separate method article upon acceptance. Both articles will be linked on ScienceDirect. Please use the MethodsX template available here when preparing your article: <https://www.elsevier.com/MethodsX-template>. Open access fees apply.

Yours sincerely,

Gianluca Esposito, Ph.D
Senior Associate Editor
Research in Developmental Disabilities

Reviewers' comments:

Reviewer #1: First, thank you for the opportunity to review this manuscript. This paper is well-written. This potentially valuable paper, however, is lengthy and hampered by challenges in clearly articulating the rationale and theoretical background. The introduction is hindered by a somewhat disjointed presentation of a series of concepts that are not clearly defined or logically/sequentially connected. This makes the value of the research difficult to absorb. The Introduction would benefit from a more clear organization, with elaboration on and connection between important topics, and less focus on ideas that are not relevant to the current study. A summary of feedback is provided below. There are two significant issues I observed while reading the manuscript. How did you manage your analysis? Did you use a qualitative data management software or some other means? Codes are (describing, interpretative, conceptual) labels used

to organize quotations the researcher(s)

believes to be significant pieces of information that enhance their understanding of a concept or experience. While I understand your sentiment, I believe a more accurate description would be that you identified and coded quotations you felt were significant to the analysis. I think the authors should follow CGT coding process, highlighting evidence of coding past the intermediate stage of developing a core concept. I can be convinced otherwise, but I will need to see more evidence of the advanced coding process that helped you develop the meaning/explanation of the themes.

In revising, the authors also need to streamline their paper.

Reviewer #2: Main Message of the Article

This study employed a thematic analysis approach to highlight the core themes faced by five mothers of children with ASD when they implemented home education during the COVID-19 pandemic in Indonesia. The authors revealed that mothers' adaptability and caregiving burden, constraints related to home education and methods in coping with these constraints contributed to mothers' overall home education implementation experience.

General Judgment Comments

This article is important in revealing common themes faced by mothers of children with ASD. However, it lacks substantial details and discursive rigour. Please find my comments below:

1. Abstract

a. The abstract does not report the six sub-themes accurately. Only "maladaptive behaviours of autism children", "increased parenting responsibility" and use of "appropriate coping strategies" were mentioned. Moreover, "mother's lack of knowledge regarding how to teach children at home" was a finding in the abstract that does not fall under any of the six sub-themes.

b. The authors did not include the following sub-themes in the abstract: "adaptability", "burden of caregiving", "emerging negative emotions".

c. Authors might want to specify the two coping mechanisms "problem-based" and "religious" coping in the abstract too.

2. Introduction section

a. The introduction compared home education to both the traditional education system (second para) and special education programs (first sentence of third para). This does not provide a clear context for the current study.

b. Which educational system are the children in the current study in? The authors should focus their introduction on comparing the school system - whether traditional or special education, depending on where the children in this study are from - with home education.

c. The bulk of the third paragraph is on the challenges of implementing home education to children with autism. I find that this paragraph on obstacles should appear after the authors have introduced the concept on home education for children with special needs

3. Home Education section

a. This section is regrettably disorganized and contained limited text which is relevant to the topic on home education for children with special needs. The first paragraph is a broad definition of autism and its associated statistics which should have appeared in the introduction section when first narrating the condition of ASD.

b. The last paragraph on the ubiquity of home education around the world should be moved to the front of the Home Education section, before narrowing the context to home education for children with special needs.

c. In this section, I recommend that the authors employ a funnel approach and discuss the (1) need for home education, followed by (2) the obstacles of home education, followed by (3) obstacles to home education during the COVID-19 pandemic. For (3), the authors should elaborate on the available literature such as that by Espinosa (2020).

4. Education for Children with Developmental Disorders in Indonesia Section

a. The link between "inclusive education" and "home education" is not clear. The authors should make it explicit that home education is an alternative system to facilitate inclusive education

b. The first and second paragraphs on Indonesia's stance on home education is important but the explanations of the laws are too lengthy.

c. The second paragraph states that there is social assistance provided to children with ASD. Do any of these services extend to home education? E.g. provision of information guides/ tools to facilitate home education?

d. The last part of this section mentions a definition of home education: "Home education is an educational model that places the family as the primary educator". This sentence should be moved to the Home Education section when the authors first described the concept of home education.

e. Finally, the last sentence mentioned the reasons Indonesian parents opt for home education for their children with special needs, namely due to "dissatisfaction with the formal school education system, and the unhealthy social interactions". What school context is this sentence based on - the traditional education system or the special needs schools?

f. The authors should be consistently clear on what type of school system they are comparing home education against.

5. Current Study Section

a. The authors cited Lovett and Haring (2003) and Hodgetts et al (2014) to build their argument of a research gap. I believe that the authors have not conducted sufficient literature review on the recent articles available specifically during the COVID-19 pandemic.

b. The authors should refer to papers below to structure a cohesive research gap with finesse:

Tawanda Majoko, Annah Dudu. (2020) Parents' strategies for home educating their children with Autism Spectrum Disorder during the COVID-19 period in Zimbabwe. *International Journal of Developmental Disabilities* 0:0, pages 1-5.

Talal Alhuzimi (2021). Stress and emotional wellbeing of parents due to change in routine for children with Autism Spectrum Disorder (ASD) at home during COVID-19 pandemic in Saudi Arabia, *Research in Developmental Disabilities*, 108: 103822
<https://doi.org/10.1016/j.ridd.2020.103822>.

6. Methods: Ethics and Participants Section

a. Inclusion criterion (3) was that parents are taking care of their children at home instead of placing them in a special institution. Please clarify two questions regarding this:

- i. Do these parents have a choice between home education and special education, or were schools closed due to COVID-19 lockdown?
 - ii. Were the children of parents in this study all originally enrolled in special institutions prior to the pandemic?
- b. In Table 1, could the authors give an estimation of which categories participants' income per month fall under? For instance, what is considered median income in Indonesia?

7. Methods: Data Collection Section

- a. Please append the list of questions that were asked to the participants.
- b. How were the questions formulated?
- c. Please provide descriptions of the home education routine/structure which the mothers adopted (if any).

8. Methods: Data Analysis Section

- a. In this section, the author stated that interviewers avoided subjectivity by focusing on data transcription, the interview data and the words and sentences used by the participant. What do the authors mean by this?
- b. What "relevant documents" did the researchers study and search for? Please be specific in describing the methods.
- c. What language was the interview conducted in? Was there any linguistic Bahasa Indonesia - English translation conducted? And if so, how reliable were the translations?

9. Findings

- a. The authors should remain consistent in labelling the sub-themes with the same names in both the table and the main text. For instance, the sub-theme in Table 1 is "Burden of caregiving" whereas the sub-theme in the text is "Parenting burden". The order in which the sub-themes appear in the table and text should remain the same too to facilitate reading.
- b. The authors should provide a table with a list of quotes that correspond to each finding in the sub-themes.

10. Findings: Adaptability section

- a. The paragraph "Although reporting difficulties... responsible for their role" touches on worship which overlaps with the religious-coping sub-theme. Authors should move this paragraph to the coping theme.

11. Findings: Parenting Burden section and Obstacles Faced section

- a. Were all mothers from a low income household?
- b. How much was the decline in family income or what was the family income at the time of the interview?

12. Findings: Increased Maladaptive Behaviours section

- a. The paragraph "However, this was not the case with one participant..." showed how the mother was able to adapt to the pandemic situation due to her past experience. This paragraph would be more relevant in the Adaptability section.

13. Findings: Religious Coping section

- a. The main bulk of the paragraph on religious coping is irrelevant as it describes the obstacles and maladaptive behaviours of children which should be categorised under the Increased Maladaptive Behaviours section: "The stress was mainly elicited by...and perceived lack of support from their husband or family."
- b. There is a mismatch in the findings stated in the main text and the quotes provided by the participant. For example, the quote stated how a parent viewed "God bestowing the child as a gift" but this was not mentioned in the main text. The authors should ensure that all findings are supported by relevant interview quotes.

14. Discussion

- a. I would recommend that the discussion be structured in a manner that systematically addresses the themes of the study. The discussion should be written in relation to other home education studies for children with special needs during the COVID-19 pandemic.
- b. The authors mentioned that the findings from this study differed from that of Cahapay (2020) and Majoko and Dudu (2020). Please elaborate on how they are different
- c. Please clarify the relevance of discussing a cross-cultural perspective in coping mechanisms between East and West.

15. Language

Finally, the article contains numerous grammatical errors and should be further edited

Final comments

Thank you for allowing me the opportunity to review this article. I believe the paper requires extensive major revisions.

Data in Brief (optional):

We invite you to convert your supplementary data (or a part of it) into an additional journal publication in Data in Brief, a multi-disciplinary open access journal. Data in Brief articles are a fantastic way to describe supplementary data and associated metadata, or full raw datasets deposited in an external repository, which are otherwise unnoticed. A Data in Brief article (which will be reviewed, formatted, indexed, and given a DOI) will make your data easier to find, reproduce, and cite.

You can submit to Data in Brief via the Research in Developmental Disabilities submission system when you upload your revised Research in Developmental Disabilities manuscript. To do so, complete the template and follow the co-submission instructions found here: www.elsevier.com/dib-template. If your Research in Developmental Disabilities manuscript is accepted, your Data in Brief submission will automatically be transferred to Data in Brief for editorial review and publication.

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In compliance with data protection regulations, you may request that we remove your personal registration details at any time. (Use the following URL: <https://www.editorialmanager.com/ridd/login.asp?a=r>). Please contact the publication office if you have any questions.

Nurussakinah Daulay <nurussakinah@uinsu.ac.id>
Kepada: **sakinah daulay** <inadaulay82@gmail.com>

4 April 2021 02.51

Research Developmental Disabilities

[Kutipan teks disembunyikan]

Nurussakinah Daulay <nurussakinah@uinsu.ac.id>
Kepada: **nurussakinah.daulay** <nurussakinah.daulay@mail.ugm.ac.id>

4 April 2021 07.45

reviewer

----- Forwarded message -----

Dari: **Research in Developmental Disabilities** <em@editorialmanager.com>

Date: Rab, 10 Feb 2021 pukul 01.35

Subject: Your Submission

To: **nurussakinah daulay** <nurussakinah@uinsu.ac.id>

[Kutipan teks disembunyikan]

March 19th, 2021

To:
Editor in Chief
Research in Developmental Disabilities

Dear Editor and Reviewers....

I sincerely thank the editor and the reviewers for their seriousness and kindness in providing comments and suggestions for this paper to make it better.

The manuscript in question is entitled “**Home Education for Children with Autism Spectrum Disorder during the COVID-19 Pandemic: Indonesian Mothers Experience**” (RIDD-D-21-00074), and The Author is **Nurussakinah Daulay**.

I have revised the manuscript more carefully and seriously based on reviewers' comments and suggestions, which include the following:

A. According to the advice of the first reviewer.

First, thank you for the opportunity to review this manuscript. This paper is well-written. This potentially valuable paper, however, is lengthy and hampered by challenges in clearly articulating the rationale and theoretical background. The introduction is hindered by a somewhat disjointed presentation of a series of concepts that are not clearly defined or logically/sequentially connected. This makes the value of the research difficult to absorb. The Introduction would benefit from a more clear organization, with elaboration on and connection between important topics, and less focus on ideas that are not relevant to the current study. A summary of feedback is provided below. There are two significant issues I observed while reading the manuscript. How did you manage your analysis? Did you use a qualitative data management software or some other means? Codes are (describing, interpretative, conceptual) labels used to organize quotations the researcher(s) believes to be significant pieces of information that enhance their understanding of a concept or experience. While I understand your sentiment, I believe a more accurate description would be that you identified and coded quotations you felt were significant to the analysis. I think the authors should follow CGT coding process, highlighting evidence of coding past the intermediate stage of developing a core concept. I can be convinced otherwise, but I will need to see more evidence of the advanced coding process that helped you develop the meaning/explanation of the themes. In revising, the authors also need to streamline their paper.

Thank you for the first reviewer’s kindness in providing suggestions regarding the data analysis. To answer this comment, I will explain that this study uses thematic analysis to identify, analyze, and organize the interview data into important themes to describe mothers' experiences. The data analysis steps have been described in four steps (they have been included in the data analysis section on page six). In this present study, we imported the interview data into the qualitative data management program NVivo to make data management easier. We have also described the coding process in tabular form (see Table 2 on page 6). We've also listed the codes and their definitions. After generating various codes, we discussed the similarities and differences between the generated code and the definitions. The codes with the same definition were categorized into larger themes. This explanation can be found in the fourth and fifth paragraphs of the discussion section on page 11.

B. According to the advice of the second reviewer.

1. Abstract

- a. *The abstract does not report the six sub-themes accurately. Only "maladaptive behaviours of autism children", "increased parenting responsibility" and use of "appropriate coping strategies" were mentioned. Moreover, "mother's lack of knowledge regarding how to teach children at home" was a finding in the abstract that does not fall under any of the six sub-themes.*

Thanks to the second reviewer for reading this manuscript carefully. In the abstract section, I have completed the six sub-themes of this research, namely: adaptability, the burden of caregiving, maladaptive behaviors, negative emerging emotions, problem-focused coping, and religious coping.

- b. *The authors did not include the following sub-themes in the abstract: "adaptability", "burden of caregiving", "emerging negative emotions".*

I have added with three sub-themes to follow the second reviewer's suggestion.

- c. *Authors might want to specify the two coping mechanisms "problem-based" and "religious" coping in the abstract too.*

Following the reviewer's suggestion, I have added two coping mechanisms, "problem-based" and "religious," in the abstract. Thank you.

2. Introduction section

- a. *The introduction compared home education to both the traditional education system (second para) and special education programs (first sentence of third para). This does not provide a clear context for the current study.*

Thank you for the reviewer's suggestion. In the Introduction, I have revised that the context of home education in this paper is devoted to special education programs. This can be found in the second and third paragraphs.

- b. *Which educational system are the children in the current study in? The authors should focus their introduction on comparing the school system - whether traditional or special education, depending on where the children in this study are from - with home education*

Please kindly refer to my response in point B2a above.

- c. *The bulk of the third paragraph is on the challenges of implementing home education to children with autism. I find that this paragraph on obstacles should appear after the authors have introduced the concept on home education for children with special needs*

Thank you for the reviewer's suggestion, we have added a description regarding the challenges and efforts to the implementation of home education for children with special needs. This can be found in the third paragraph of the Introduction section.

3. Home Education section

- a. *This section is regrettably disorganized and contained limited text which is relevant to the topic on home education for children with special needs. The first paragraph is a broad definition of autism and its associated statistics which should have appeared in the introduction section when first narrating the condition of ASD.*

As recommended by the reviewer, we have added this section and moved the definition of autism to the second paragraph of the Introduction section and, in

the first paragraph of the home education section, we explain in more detail the definition of home education for children with special needs.

- b. *The last paragraph on the ubiquity of home education around the world should be moved to the front of the Home Education section, before narrowing the context to home education for children with special needs.*

We have made revisions according to the reviewer's suggestion so that the Home Education section contains the definition of home education specifically for ASD. This can be found in the first home education section paragraph lines 2, 3, and 4.

- c. *In this section, I recommend that the authors employ a funnel approach and discuss the (1) need for home education, followed by (2) the obstacles of home education, followed by (3) obstacles to home education during the COVID-19 pandemic. For (3), the authors should elaborate on the available literature such as that by Espinosa (2020).*

Thank you for the reviewer's meticulousness, we have revised this section according to what the reviewer suggests. The first paragraph explains the need for home education for ASD children, the second paragraph explains the obstacles of home education for children with ASD, and the third paragraph explains the obstacles to home education for ASD children during the pandemic, elaborating Espinosa (2020).

4. Education for Children with Developmental Disorders in Indonesia Section

- a. *The link between "inclusive education" and "home education" is not clear. The authors should make it explicit that home education is an alternative system to facilitate inclusive education*

Thanks for the reviewer's suggestions. Home education as of this writing is an educational system that all children must undergo under the COVID-19 pandemic situation. One of the impacts of the pandemic, especially in the education sector, is the closing of teaching and learning activities at schools and switch them to what is referred to as home education. In the first paragraph, the writer has revised it by adding education services for children with disabilities in Indonesia.

- b. *The first and second paragraphs on Indonesia's stance on home education is important but the explanations of the laws are too lengthy.*

We have combined the first and second paragraphs into one paragraph which contains education for children with disabilities in Indonesia. This section can be found in the second paragraph.

- c. *The second paragraph states that there is social assistance provided to children with ASD. Do any of these services extend to home education? E.g. provision of information guides/ tools to facilitate home education?*

Yes, it does. In this section, the Autism Service Center helps with providing information services for children with disabilities online, as well as providing learning materials that parents can use with their children at home, and providing tools that parents can borrow to facilitate home education. This section can be found in the third paragraph.

- d. *The last part of this section mentions a definition of home education: "Home education is an educational model that places the family as the primary educator". This sentence should be moved to the Home Education section when the authors first described the concept of home education.*

Thanks to the reviewer's suggestion, we have moved this paragraph to the home education section, in the first and second lines of the first paragraph.

- e. *Finally, the last sentence mentioned the reasons Indonesian parents opt for home education for their children with special needs, namely due to "dissatisfaction with the formal school education system, and the unhealthy social interactions". What school context is this sentence based on - the traditional education system or the special needs schools?*

This sentence is in the context of home education for children with ASD, the researcher has added this information in the second paragraph.

5. Current Study Section

- a. *The authors cited Lovett and Haring (2003) and Hodgetts et al (2014) to build their argument of a research gap. I believe that the authors have not conducted sufficient literature review on the recent articles available specifically during the COVID-19 pandemic.*

Thank you for the reviewer's thoroughness in reading this manuscript. I have revised the research gap in this paper by adding citations from Cahapay (2020) paper; Majoko & Dudu (2020) and Alhuzimi (2020).

- b. *The authors should refer to papers below to structure a cohesive research gap with finesse: Michael B. Cahapay (2020); Tawando Majoko, Annah Dudu (2020); Talal Alhuzimi (2020).*

Thank you for the reviewers' suggestions. We have revised this section according to the reviewers' suggestions by describing the research gap based on these three relevant journals.

6. Methods: Ethics and Participants Section

- a. *Inclusion criterion (3) was that parents are taking care of their children at home instead of placing them in a special institution. Please clarify two questions regarding this:*

- i. *Do these parents have a choice between home education and special education, or were schools closed due to COVID-19 lockdown?*

The explanation is as follows: One of the impacts of the COVID-19 pandemic, especially in the education sector, is the closing of teaching and learning activities at schools and switch them to what is referred to as home education. One of the educational alternatives for children with disabilities during a pandemic is home education.

- ii. *Were the children of parents in this study all originally enrolled in special institutions prior to the pandemic?*

The participants of this study were mothers of ASD children who had been registered as students at the Autism Special School for at least one year before the pandemic.

- b. *In Table 1, could the authors give an estimation of which categories participants' income per month fall under? For instance, what is considered median income in Indonesia?*

According to the Statistics Indonesia (2020), population income groups are divided into 4: the very high-income group of those people whose average income is more than IDR 3,500,000 per month, the high-income group of those with an average income of between IDR 2,500,000 and IDR 3,500,000 per month, the medium-income group of those with an average income of

between IDR 1,500,000 and IDR 2,500,000 per month, and the low-income group of those whose income is less than IDR 1,500,000 per month.
<https://www.bps.go.id/publication/2020/04/29/e9011b3155d45d70823c141f/statistik-indonesia-2020.html>

In this study, four participants came from the low-income group.

7. Methods: Data Collection Section

- a. *Please append the list of questions that were asked to the participants.*

Thank you, reviewers. The questionnaire consisted of three questions and is available in the Current Research section, on page three.

- b. *How were the questions formulated?*

The questions were formulated based on the objective of this study, which aimed to examine mothers' experiences in carrying out the home education process during the pandemic. The research objective was chosen because two previous studies on parents' experiences in carrying out home education during the pandemic in the Philippines by Cahapay (2020) and in Zimbabwe by Majoko & Dudu (2020) found that implementing home education during the pandemic is not easy. There are obstacles in the implementation process, causing stress to parents. Based on this finding, we sought to examine whether this also applies to Indonesia with three background questions asked to the participants.

- c. *Please provide descriptions of the home education routine/structure which the mothers adopted (if any).*

To describe the implementation of the home education routine during the pandemic, we took the results of an interview with one of the mothers as an example. The home education activities of one mother are different from that of other mothers. The following is the interview data where the child is willing to study, although the mother admitted finding difficulties in teaching their child.

Time	Mother	Child with ASD
04.00-05.30	Waking up, performing the <i>Tahajjud</i> prayer, reading the Qur'an, performing Dhikr, performing the dawn prayer	Still sleeping
05.30-06.30	Preparing breakfast	Still sleeping
06.30-07.30	Taking care of the husband's needs before he leaves for work	Still sleeping
07.30-09.00	Washing and ironing	Still sleeping
09.00-09.30	Performing the Dhuha prayer	Waking up
09.30-10.00	Teaching the child to take the morning shower	Taking the morning shower, helped by the mother
10.00-10.30	Preparing breakfast for the child	Having breakfast
10.30-11.00	Accompanying the child watching television	Watching cartoon on TV
11.00-12.00	Teaching the child. Learning materials are provided by the teacher in the form of videos and photos. The mother makes video and takes photos of the learning process and sends them to	Studying

	the teacher.	
12.00-13.00	Performing the noon prayer	Watching cartoon on TV
13.00-14.00	Having lunch	Playing with sibling
14.00-14.30	Taking a nap	Watching cartoon on TV
14.30-15.00	Preparing lunch for the child	Having lunch
15.00-16.00	Cleaning the house	Watching cartoon on TV
16.00-16.30	Performing the afternoon prayer	Playing
16.30-17.30	Accompanying the child taking afternoon walk in front of the house	Taking afternoon walk
17.30-18.00	Teaching the child to take the afternoon shower	Taking the afternoon shower
18.00-18.30	Preparing afternoon snacks for the family	Enjoying afternoon snacks
18.30-19.00	Performing the sunset prayer	Watching cartoon on TV
19.00-19.30	Preparing dinner for the family	Having dinner
19.30-20.00	Teaching the child and sending the videos/photos to the teacher.	Studying
20.00-21.00	The husband comes home; preparing dinner for him	Playing with sibling
21.00-21.30	Performing the evening prayer and reading the Qur'an	Watching television
21.30-22.00	Teaching the child to brush his teeth, changing cloth with night cloth, and preparing for sleeping	Washing teeth, changing cloth with night cloth
22.00-04.00	Sleeping	Sleeping

8. Methods: Data Analysis Section

- a. *In this section, the athirst stated that interviewers avoided subjectivity by focusing on data transcription, the interview data and the words and sentences used by the participant. What do the authors mean by this?*

This means that the transcribed interview data were the raw data derived from the results of interviews with the participants and our task was coding, analyzing, and interpreting the data that the participants submitted. This explanation can be found in the Data Analysis section.

- b. *What "relevant documents" did the researchers study and search for? Please be specific in describing the methods*

Thank you, reviewer. To describe this, we have revised the data analysis steps to include the following. First, we listened to the recorded interview data repeatedly to find themes or important points needed. Second, we wrote the interview transcript in a proper format to make the coding easier to do then sorted and classified important data while remaining focused on the details of the information. We then coded the initial raw data in the form of a table to simplify the coding process (Table 2). The data coded were those data that were already in the form of words or units of sentences from the results of the interview. Third, the interview transcripts were thoroughly checked and revised for transcription errors. When reading the text, we sought to avoid subjectivity to focus on data transcription, interpret the interview data, and discern each word and sentence used by the participant, meaning that the transcribed interview data were the data that came from the participants and our task was to code, analyze, and interpret the data that participants provided.

The final step was sending the interview transcripts back to the participants via WhatsApp chat for member checking, to allow the participants to provide feedback on the results of data interpretation. This is important because participants are the source of data so that the participant's voice must be conveyed correctly. This description can be found in the Data Analysis section.

- c. *What language was the interview conducted in? Was there any linguistic Bahasa Indonesia - English translation conducted? And if so, how reliable were the translations?*

This study used Bahasa Indonesia. Bahasa Indonesia was also used during the interviews with the participants.

9. Findings

- a. *The authors should remain consistent in labelling the sub-themes with the same names in both the table and the main text. For instance, the sub-theme in Table 1 is "Burden of caregiving" whereas the sub-theme in the text is "Parenting burden". The order in which the sub-themes appear in the table and text should remain the same too to facilitate reading*

Thanks for the reviewer's suggestion. We have changed the terminology to be consistent with the subtheme Burden of Caregiving.

- b. *The authors should provide a table with a list of quotes that correspond to each finding in the sub-themes.*

Thank you for the reviewers' suggestion. We have added Table 2 to show the coding, sub-themes, and main themes of the results of this study. They can be found in the Findings section on page 6.

10. Findings: Adaptability section

- a. *The paragraph "Although reporting difficulties... responsible for their role" touches on worship which overlaps with the religious-coping sub-theme. Authors should move this paragraph to the coping theme.*

Thank you for the reviewers' suggestions. We have moved it to the Religious Coping subtheme

11. Findings: Parenting Burden section and Obstacles Faced section

- a. *Were all mothers from a low income household?*
- b. *How much was the decline in family income or what was the family income at the time of the interview?*

Four participants were low-income mothers and one was from moderate-income category.

Based on the results of interviews conducted in July 2020, the husbands' income decreased by 50%. The participants were dedicated mothers responsible for caring for children and taking care of household chores.

12. Findings: Increased Maladaptive Behaviours section

- a. *The paragraph "However, this was not the case with one participant..." showed how the mother was able to adapt to the pandemic situation due to her past experience. This paragraph would be more relevant in the Adaptability section.*

Thank you. Following the reviewer's suggestion, we have moved this section to the Adaptability subsection.

13. Findings: Religious Coping section

- a. *The main bulk of the paragraph on religious coping is irrelevant as it describes the obstacles and maladaptive behaviours of children which should be categorised under the Increased Maladaptive Behaviours section: "The stress was mainly elicited by...and perceived lack of support from their husband or family."*

Thank you for the reviewer's meticulousity. We have revised this section according to the reviewers' suggestion.

- b. *There is a mismatch in the findings stated in the main text and the quotes provided by the participant. For example, the quote stated how a parent viewed "God bestowing the child as a gift" but this was not mentioned in the main text. The authors should ensure that all findings are supported by relevant interview quotes*

Thank you for the reviewers' suggestion. This can be interpreted as a form of acceptance of God's gift to mothers. It can also be interpreted as a self-approach to God and part of religious coping.

14. Discussion

- a. *I would recommend that the discussion be structured in a manner that systematically addresses the themes of the study. The discussion should be written in relation to other home education studies for children with special needs during the COVID-19 pandemic*

Thank you for the reviewers' suggestion. We try to discuss research results by adding various findings from previous studies, especially those with the theme of home education during the pandemic.

- b. *The authors mentioned that the findings from this study differed from that of Cahapay (2020) and Majoko and Dudu (2020). Please elaborate on how they are different*

Thanks for the reviewers' thoroughness. We have elaborated this with the following description: "The results of this study differ from that of two previous studies on home education for ASD children during the COVID-19 pandemic in the Philippines (Cahapay, 2020) and Zimbabwe (Majoko and Dudu, 2020) in terms of coping strategies used as mothers' effort to minimize stress in dealing with obstacles and difficulties they face while implementing home education. The importance of coping strategy is this present study's novelty." This can be found in the fifth paragraph.

- c. *Please clarify the relevance of discussing a cross-cultural perspective in coping mechanisms between East and West.*

Thank you for the reviewers' suggestion. We have added the following description: "The difference in the mechanism of implementing coping strategies between Eastern and Western people lies in their cultures, where Eastern cultures tend to be collectivistic and interdependent and group norms are valued (Matsumoto et al., 2008; Pirju, 2015). For Asian families, the role of nuclear family support helps in increasing the happiness of parents in caring for ASD children (Samadi et al., 2012), and the role of spirituality provides strength in enduring difficult times (Kwon, 2016)." More detail description can be found in the Discussion section, paragraph five.

15. Language

Finally, the article contains numerous grammatical errors and should be further edited.

Thank you, reviewers. We have revised this manuscript and the grammar has been proofread.

I am grateful for the comments and suggestions from the reviewers and editors to make this manuscript better. I really hope that this manuscript can be reconsidered to be published in this journal considering that this research provides new information and benefits in the scope of parenting in mothers of children with ASD. The results of this study also provide new information about the mothers' experiences and efforts in implementing home education for children with autism during the COVID-19 pandemic in Indonesia. In addition to providing information regarding the mothers' experiences during implementing home education, the novelty of this study also includes providing information that in facing obstacles and difficulties during home education, mothers apply problem-focused coping and religious coping as an effort to minimize stress.

Thank you

Sincerely,

Dr. Nurussakinah Daulay, M.Psi, Psychologist

Submission Confirmation for RIDD-D-21-00074R1

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Kepada: nurussakinah daulay <nurussakinah@uinsu.ac.id>

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I am pleased to confirm that your paper "Home Education for Children with Autism Spectrum Disorder during the COVID-19 Pandemic: Indonesian Mothers Experience" has been accepted for publication in Research in Developmental Disabilities.

Comments from the Editor and Reviewers can be found below.

Your accepted manuscript will now be transferred to our production department and work will begin on creation of the proof. If we need any additional information to create the proof, we will let you know. If not, you will be contacted again in the next few days with a request to approve the proof and to complete a number of online forms that are required for publication.

Thank you for submitting your work to this journal.

With kind regards,

Gianluca Esposito, Ph.D
Senior Associate Editor
Research in Developmental Disabilities

Comments from the Editors and Reviewers:

Reviewer #1: I greatly appreciate the authors' care in addressing all of the concerns and issues that both I and the other reviewer raised in the comments on the original version of the manuscript. As a result, the overall scientific quality of the manuscript has been greatly improved. I particularly appreciated the additional information provided. The unique contribution of the current manuscript to the extant literature is now much clearer.

Reviewer #2: Thank you for revising the manuscript based on the reviewers' comments.

The authors have made great improvements to the manuscript; the revised paper is more streamlined, detailed and possesses greater clarity.

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Kepada: nurussakinah.daulay@mail.ugm.ac.id

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