

Homeeducation (Research in Developmental Disabilities)

by Nurussakinah Daulay

Submission date: 03-Apr-2021 05:49PM (UTC+0700)

Submission ID: 1549551236

File name: blind_review.rtf (532.27K)

Word count: 8789

Character count: 52659

Home Education for ⁴ Children with Autism Spectrum Disorder during the COVID-19

Pandemic: Indonesian Mothers Experience

²³ Abstract

¹⁵ is study aimed to explore the experiences of mothers and efforts in implementing home education for children with autism, during the COVID-19 pandemic in Indonesia. Five mothers were recruited as participants and interviewed online, as the data obtained were examined through the use of thematic analysis. Also, three main themes were shown, (1) Mothers' experience in implementing home education, as regards adaptability and burden of caregiving, (2) The constraints in home education implementation, as regards maladaptive behaviours of ASD and emerging negative emotions, (3) The efforts to alleviate barriers, as regards problem-focused and religious copings. Also, the implementation of home education during the pandemic was less than optimal, due to the increase in maladaptive behaviours of the autistic children, low adaptability, the burden of caregiving, and emerging negative emotions. Appropriate coping strategies were also observed to help mothers in alleviating the constraints to implementing home education and parenting stress.

Keywords: Autism spectrum disorders, COVID-19, home education, Indonesia mothers

1. Introduction

The massive impacts of the COVID-19 pandemic have forced both formal and informal sectors to cease their business activities, with the educational portion not an exception. One of the ¹⁸ impacts of the COVID-19 pandemic, especially in the educational sector, is the closing of teaching and learning activities at schools, switching them to home education. Home education ¹ is an educational reform happening around the world, with parents educating their children in houses, and in various places except a school (Cahapay, 2020). Likewise, the learning for children with developmental disorders, such as autism spectrum disorders (ASD) ²⁰ was also conducted at home.

¹⁰ Autism spectrum disorders (ASD) is a neurodevelopmental disorders, characterized by difficulties with interests, activities, social communication and interaction, with restricted and repetitive behavioural patterns. By definition, the symptoms are present early on in development, as it affects daily functioning (⁵ American Psychiatric Association, 2013). The number of children with ASD in various countries keeps increasing, with the latest data showing a rapid increase to 1 in 59 ¹⁴ (Centre for Disease Control and Prevention, 2018), as the prevalence of children with autism in Indonesia was 1 in 50, in 2013 (Autism Service Centre Development in Indonesia, 2014). Children

with this disorder experience difficulties in almost all aspects of their development (Karst & Hecke, 2012). They also have difficulties adapting to new environments/situations, especially during this pandemic (Espinosa et al., 2020). Besides that, they typically have several comorbidities, such as anxiety, learning disabilities, epilepsy, Down syndrome, immune system alterations, and more. These comorbidities present additional challenges to cope with during the COVID-19 pandemic, making it more difficult for ASD children to receive the therapies they need, practice physical distancing, and adjust to disrupted daily routines (Eshraghi et al., 2020).

Many parents of children with disabilities are looking into home education as an alternative mode of teaching and learning, during the pandemic (Majoko & Dudu, 2020). Also, home education for children with special needs is more focused on parental roles (Jolly et al., 2013). Before the pandemic, the education for ASD children was typically conducted at schools, where the effectiveness of the educational program supports the needs of those affected, such as the availability of facilities and infrastructures, presence of human resources competent in their fields (teachers, therapists, psychologists), curriculum tailored to requirements, family involvement and collaboration, with assessment and evaluation (Roberts & Webster, 2020; Yarımkaça & Esentürk, 2020). When the COVID-19 pandemic hit the whole world, educational services for children with special needs, including ASD, was halted and replaced with home education. Several studies have also confirmed that home education is another alternative learning method for ASD children, during a pandemic (Cahapay, 2020; Espinosa et al., 2020; Majoko & Dudu, 2020). However, the implementation of home education presents its challenges, due to the fact that parenting children with ASD is more challenging, compared to teaching those without developmental issues (Narzisi, 2020).

1.1. Home Education for Children with Autism Spectrum Disorders

Home education is an educational reform for countries around the world, where parents educate their children in their houses and in various places (Cahapay, 2020). It has also been increasingly practiced globally, especially in the United States of America, the United Kingdom, and

Australia (Kidd & Kaczmarek, 2010). Some studies examining the importance of ⁸home education as an alternative means of learning for children with ASD showed its advantages, which includes: preventing children with ASD from becoming bully victims (D'Arcy, 2014); removing disordered children from public schools, due to complex difficulties with traditional educational programs, which provides them with more autonomy in terms of scheduling, settings, and curriculum topics (Mendoza et al., 2019); many ⁵children with ASD have average or above-average intellectual capabilities, which allows them to become academically and/or socially delayed, when schooled in a traditional education system (LePage & Courey, 2014); for some parents, home education is better than formal schooling, considering the various physical and mental disabilities ASD children possesses (Hurlbutt, 2011); the limited financial resources for school education require mothers to serve as the primary teachers for their children (Parsons & Lewis, 2010).

However, home education also has obstacles as confirmed by previous studies, which includes; the limited knowledge of parents about the condition of ASD children allows implementation of home education less than optimal (Luthra & Perry, 2011); ASD children display higher degrees of inappropriate behaviours, for example being more hyperactive and aggressive, less independent, with tantrums, due to lack of physical activities (Gregor et al., 2018); skilled assistance for the physical and educational needs of disordered children while at home, is also less than optimal (Narzisi, 2020); parents do not involve children in the assigning of homework (LaVesser & Berg, 2011).

The need for home education for ASD children during the pandemic was supported by The National Disability Rights Network (2020), which emphasized the importance of facilitating online learning, ⁸in order to meet the needs of those with disabilities. It is also hoped that children with disabilities should continue to receive education at home, through their parents. However, the implementation of this form of education during the COVID-19 pandemic has been less than optimal, due to various obstacles, including; the provision of the online intervention not being optimal (Cahapay, 2020); stressful family experience in caring for ASD children (Espinosa et al., ⁷2020; Rose et al., 2020); difficult adaptability of parents to the sudden changes during the virus

outbreak (Majoko & Dudu, 2020); inappropriate behaviours displayed by wards, due to lack of physical activities, while also engaging in high levels of stereotypy attitudes and problematic interactions with parents (Yarimkaya & Esentruck, 2020, Espinosa et al., 2020); the maintenance of online contacts between teachers and parents in monitoring children's development, during home education (Narzisi, 2020).

1.2. Education for ²⁴Children with Developmental Disorders in Indonesia

The seriousness of the Indonesian government regarding the rights of ⁵children with developmental disabilities, is based on the Constitution of the Republic of Indonesia, Article 31 paragraph 1, which stated that every citizen had the right to education (Sheehy & Budiyanto, 2014). In Indonesia, educational services ²⁶for children with developmental disabilities are provided through, (1) special schools, where educational services for wards with special needs are made available, and (2) inclusive education systems, which allows disordered kids learn together with their healthy peers, at regular schools within the vicinity (Mangunsong, 2009).

As another alternative to the country's educational system in 2007, the government legalized home learning based on the Law of the Republic of Indonesia, Number 20 of 2003, concerning the National Education System. Furthermore, home education is an educational model, which places the family as the primary educator. The reason that underlies Indonesian parents' decision to select home education, has to do with confidence to carry out the educational practice for their disabled children, dissatisfaction with the formal school system, and the unhealthy social interactions experienced by their wards at schools (Purwaningsih & Fauziah, 2019).

The Indonesian government through the Ministry of Education and Culture, Directorate General of Basic Education, with the Directorate of Special Education and Services Development, has provided social assistance for the establishment of Autism Service Centres, to local governments at provincial and district/city level (starting in 2012). The purpose of establishing these Centres was to meet the need for facilities and infrastructure, for ¹⁷early identification, therapy, and educational services for children with ASD. In 2014 there were 28 Autism Service Centres, spread across major

cities in Indonesia (Autism Service Center Development in Indonesia, 2014). However, during the pandemic, both special and inclusion schools, with Autism Service Centres in Indonesia, were temporarily closed with no definite limit, and replaced with home education. The Autism Service Centres' assistance to facilitate home education included, providing information guides/tools, with online information services.

1.3. Current Research

During the pandemic, the studies carried out in the Philippines, Zimbabwe, and Italy, by Cahapay (2020), Majoko and Dudu (2020), with Espinosa et al. (2020) on home education for ASD children, all focused on parental constraints. However, these three studies have not explained the role of coping strategies in minimizing the obstacles involved in the implementation of home education, during the pandemic. Therefore, this present study aims to explore parents' experiences and constraints in implementing home education, while further exploring the coping strategies used by Indonesian parents, to complement the previous research. The study also aims to provide new information related to efforts carried out, regarding the implementation of home education by mothers in Indonesia, during the COVID-19 pandemic. Through a qualitative phenomenological analysis, this study sought to explore the implementation of home education by mothers of ASD children, during the COVID 19 pandemic in Indonesia. Based on the aforementioned reasons, this study explained more on the following research questions:

1. What did mothers of children with ASD experience in home education, during the COVID 19 pandemic?
2. What obstacles did they encounter in implementing home education?
3. How did they cope with those obstacles?

2. Methods

2.1. Research Design

This research used a phenomenological qualitative approach, which aims to produce an accurate description of human life experiences, by placing forward what was experienced directly from a person (first-hand-experience) (Giorgi & Giorgi, 2003). This present study aimed to explore mothers' experiences, constraints, and efforts, regarding the implementation of home education for ASD children.

2.2. Ethics and Participants

This study involved mothers with ASD children at an Autism Special School in North Sumatra, Indonesia. During the COVID 19 pandemic period, the ASD children's learning was switched to home learning with material supplied by teachers to students' parents, through the WhatsApp group. With help from one of the teachers at the school, the institution leader allowed the researcher to collect data from mothers of ASD children. To obtain research participants willing to be involved in this study, the teacher contacted 12 mothers of ASD children through the use of a telephone, in order to sort out their willingness. With the same teacher's help within a period of one week, 5 of the 12 contacted mothers indicated their willingness to be interviewed online, for data collection purposes. The five participants were recruited with the following criteria: (1) Having children diagnosed with ASD either by doctors, psychiatrists, or psychologists, through the use of a measurement tool, in order to detect child developmental disorders; (2) Being the biological mothers of children with ASD; (3) Taking care of their ASD children at home, instead of placing them in a special institution. All participants were parents whose children were registered as students at that school before the pandemic, and had also participated in the learning process at least for one year. Four participants came from a lower economic level, with an average monthly income of less than Rp. 1.5 million. They were placed on notice to discontinue their involvement in the research, when they become displeased to carry on with their participation. All five participants expressed their willingness to participate in this study, and completed an informed consent form, in order to indicate their voluntary participation. The procedures of data collection met up with the standard issued by the

Table 1
Sociodemographic Characteristic of the Participants

Sociodemographic characteristics	Participants				
	A	B	C	D	E
Age of mother (year)	28	31	42	35	43
Education level	Undergraduate	Undergraduate	Senior High School	Senior High School	Senior High School
Marital status	Married	Married	Married	Married	Married
Occupation	Homemaker	Government employee	Homemaker	Homemaker	Homemaker
Income per month	IDR 1.2 million (low)	IDR 2.5 million (medium)	IDR 1.4 million (low)	IDR 1.3 million (low)	IDR 1.5 million (low)
Ethnicity	Bataknese	Acehnese	Javanese	Bataknese	Bataknese
Number of children	2	2	3	2	4
Family members (other than the ASD child)	Mother, father, 1 sibling	Mother, father, 1 sibling	Mother, father, 2 siblings.	Mother, Father, 1 sibling	Mother, father, 3 siblings, grandmother
Family status	Nuclear family	Nuclear family	Extended family	Nuclear family	Extended family
Age of ASD child (year)	6	6	7	8	6
ASD child's gender	Boy	Boy	Girl	Boy	Boy

Notes. IDR = Indonesian Rupiah; Currency conversion: 1 USD = Rp. 14.000 (December 2020)

2.3. Procedures

This study was conducted for one month in July 2020, during the COVID-19 pandemic. At the first stage of this research (preparation stage), permissions were obtained, in order to collect data from the selected school and also conduct a study that complies with the Research Ethics Standard of the State Islamic University of North Sumatra, Indonesia. During the second stage (implementation stage), the five participants were contacted via WhatsApp, after their data were obtained from the school teacher. After the introduction, building a rapport, and explaining the objectives of the study, their agreement to become a participant in this research was analyzed. Afterwards, the informed consent form in a soft file via WhatsApp, was sent to each participant, in order for them to read, understand, sign, and return back to the researcher. After the whole process

of agreement and clarification, the interview with each participant was conducted once for 60 - 90 mins, on an online basis. The assistive devices included a smartphone for making calls via WhatsApp, with the audio-recorder facility used to record the online interview process, with the participants' permissions. Moreover, during the third stage (the data processing stage), the interview data collected were transcribed, and then analyzed.

2.4. Data Collection

The home education experiences of mothers with ASD children were collected using online in-depth interviews. Just like a personal routine, an online interview typically requires participants to describe their thoughts and feelings about a particular subject (Salmons, 2014). The research tool in the form of an interview guide, contained a list of open-ended questions related to the experience of implementing home education, during the COVID 19 pandemic.

1.5. Data analysis

The interview information in this study were then imported into the qualitative data management program NVivo, for easy maintenance of data. Thematic analysis was further used, in order to identify, analyze, organize, describe, and report themes discovered within the dataset (Braun & Clarke, 2006). Through this analysis, understanding the experiences of participants in implementing home education, the obstacles encountered, and the efforts made to overcome these challenges during this pandemic, was analyzed. Following Widodos (2014) stages in analyzing the interview data, recorded information was initially listened to repeatedly, in order to observe required themes or important points. Secondly, the interview transcript was written in a proper format, making the coding easier to do, while sorting and classifying important data, and also remaining focused on the details of the information. Afterwards, coding the initial raw data in the form of a table was carried out, in order to simplify the coded process (Table 2). The data coded were those already in the form of words or units of sentences, from the results of the interview. Thirdly, the interview transcripts were thoroughly checked and revised for transcription errors. When reading the

text, avoiding subjectivity to focus on data transcription, interpreting the interview data, and discerning each word and sentence used by the participant were performed. This means that the transcribed interview data coming from the participants were subjected to coding, analyzing, and interpreting. The final step was sending the interview transcripts back to the participants via WhatsApp, for member checking, in order to allow the respondents provide feedback on the results of data interpretation. This was very important, due to the fact that participants were the source of data, as their voices were to be conveyed correctly. During the entire interview, both the authors and the respondents made use of Bahasa, Indonesia.

2. Findings

The findings of this study identified three main themes and six sub-themes, which were related to home education implementation by mothers with ASD children, during the COVID-19 pandemic in Indonesia, as detailed in Table 2.

Table 2

Raw Data, Coding, Sub-Themes & Themes

Raw Data	Coding	Sub-Themes	Main themes
Before the pandemic, children were easier to manage, because the teachers at schools adequately disciplined them. Now, I have more difficulties, especially in teaching the children, because I still have to carry out the daily chores. It is not easy to adapt to this pandemic condition	<ol style="list-style-type: none"> 1. Difficulty in teaching the child at home 2. Self-adjustment 	Adaptability	Mothers experience in implementing home education
It [home education] has not been maximal during this pandemic because I sometimes feel bored, stressed, and tired, not to mention that I have to complete my master's degree assignments and take care of household chores. I become bewildered, because my [ASD] son often does not want to study and prefers watching TV at home, while also becoming more hyperactive. Therefore I often get grumpy and hope that this COVID-19 pandemic passes soon, in order for him to go back to school	<ol style="list-style-type: none"> 1. Experiencing negative emotions 2. A lot of household chores and duties to do 3. The child does not want to study 	The burden of caregiving	

I find it more difficult during the COVID-19 pandemic, because I don't know how to teach children at home. I lack knowledge about it. I am also inconsistent with teaching children. It's different when children study at school. There they obey the teachers, because they know how to discipline children.	1. Lack of knowledge 2. The ASD child's condition	Increased maladaptive behaviors on the part of ASD children	Constraints in home education implementation
It is troublesome to take care of an ASD child during this pandemic, especially in terms of her study. She prefers watching TV and playing to studying. When forced, she throws tantrums. When I let myself busy thinking about my child's condition, I become stressed out. So there is not much time to be with my child, while the home education does not run optimally either.	1. The ASD child's condition 2. The emerging stress	Emerging negative emotions (stress, on the part of mothers)	
I joined the WhatsApp group of fellow parents of autistic students. I received a lot of positive advice and tips that have helped me to stay positive	External support received	Problem-focused coping	
I only surrendered to God, because God has helped with everything. God bestowed him as my child, so I accept him as a gift. And I prayed a lot and tried hard for him to make progress for himself, day by day	1. Getting closer to God 2. Praying and hoping on God	Religious coping	Efforts to alleviate constraints
To stay tough, I had to be patient a lot	3. Being patient		

3.1. Theme 1: Mothers Experience in Implementing Home Education

Adaptability

The interviews with the five participants yielded important information, which related to mothers' experiences in implementing home education. During the COVID-19 pandemic, they inevitably had to adapt to the various changes, including the differences in their children's behaviours and daily routines, which had to with teaching at home and increasing household chores. The following participant's statement confirmed this result,

Before the pandemic, children were easier to manage, because the teachers at schools adequately disciplined them. Now, I have more difficulties, especially in teaching the children, because I still have to carry out the daily chores. It is not easy to adapt to this pandemic condition (A, WhatsApp interview, 12 July 2020)

However, this was not the case with one participant that had cared for an autistic child for nine years. The participant reported not feeling troubled, and had a fairly good adjustment in teaching children at home, during the pandemic. This was due to the fact that the participant had been used to directly teaching independence and academics to the ASD child, due to the high cost of therapy. After being diagnosed with ASD, the participant intensively taught the child at home, and also sent the ward to a special school for disordered children, in order to develop the child's potentials.

The Burden of Caregiving

The burden of carrying the role of being a mother was getting heavier because, in addition to teaching children to study at home, they also have to take care of other household tasks, such as cooking, washing, cleaning the house, and preparing children's needs, not to mention the low family income. The difficulties mothers encountered during the pandemic, created a burden of caregiving.

It [home education] has not been maximal during this pandemic because I sometimes feel bored, stressed, and tired, not to mention that I have to complete my master's degree assignments, and take care of household chores. I become bewildered because my [ASD] son often does not want to study and prefers watching TV at home, while also becoming more hyperactive. Therefore, I often get grumpy and hope that this COVID-19 pandemic passes soon, in order for him to go back to school (B, WhatsApp interview, 16 July 2020).

Four participants reported feeling more burdened in implementing home education, and became confused by changes in their children's behaviours, which were being described as maladaptive attitudes, such as hyperactivity, disobeying instructions, and impulsivity. Mothers were also overwhelmed by children's behaviours, and their lack of knowledge to teach them while studying from home was one of the factors triggering stress. These four participants were from low-income households, with a monthly income of less than 1.5 million Indonesian rupiahs (equivalent to 107 USD), with only 1 participant coming from a middle-class family. They were unemployed dedicated housewives, which made their husbands the only breadwinner for their families, thus making them (the mothers) responsible for taking care of all household chores, and the children.

However, during the pandemic, their husbands' income decreased dramatically. Now, with their income only 50% of the amount usually earned before the pandemic, they were unable to meet household needs for the whole month. During the pandemic, the sources of stress also became more varied, causing the mothers' parenting burden to increase.

3.2. Theme 2: Obstacles Faced

Emerging Negative Emotions

The participants raised several obstacles, both internal and external, in the implementation of home education. Internal constraints which included negative feelings and thoughts, such as anxiousness, anger, annoyance, and stressed were experienced by mothers while interacting with children at home, as the participants' lack of knowledge to teach children at home also a source of negativity. However, external constraints included the perceived lack of support on the mothers' part (blames from family members) and increase in the child's maladaptive behaviours, such as hyperactivity, tantrums, lack of focus, low willingness to learn.

It is troublesome to take care of an ASD child during this pandemic, especially in terms of her study. She prefers watching TV and playing, to studying. When forced, she throws tantrums. When I let myself busy thinking about my child's condition, I become stressed out. So there is not much time to be with my child, while the home education does not run optimally either (C, WhatsApp interview, 14 July 2020).

Until now, I am still often blamed by my husband's family for my sons condition. They think I am not serious about child-rearing, as his condition is not much improved. I feel so sad for being treated like that. I become stressed out (D, WhatsApp interview, 18 July 2020).

The difficulties mothers experienced in implementing home education were also influenced by the decline in family income during the pandemic. Four out of five participants are housewives, and they showed that the drop in their husbands' income during the pandemic affected their psychological conditions, resulting in them becoming irritable and stressed out.

I felt better before the COVID-19 pandemic, maybe because our economy was stable, his father's income was sufficient. Now the income from Grab drops. That's from the economic point of view. It also makes me sad and anxious at times. When is this difficult

situation going to pass? My children have various needs to meet too (D, WhatsApp interview, 18 July 2020).

Increased Maladaptive Behaviors in ASD Children

The five participants also explained more in details that the most felt obstacle in implementing home education was the change in their children's behaviours, due to the fact that they were increasingly difficult to control, as mothers also have to take care of their siblings and the household chores. Four participants stated that their limited knowledge about ways to interact with/teach children at home presented an obstacle as well. These obstacles exacerbated mothers' self-adjustment in implementing home education, therefore adversely affecting the quality of mother-child interactions.

I find it more difficult during the COVID-19 pandemic], because I don't know how to teach children at home. I lack knowledge about it. I am also inconsistent with teaching children. It's different when children study at school. There they obey the teacher, because they know how to discipline children (B, WhatsApp interview, 16 July 2020).

The stress was mainly elicited by the obstacles they encountered in providing education for their ASD children, which for the most part, should otherwise occur at school. These obstacles included the increased maladaptive behaviours their children displayed, mothers' lack of knowledge to teach and interact, lack of family income, inadequate time to teach the wards at home, high caregiving burden, and perceived shortage of support from their husbands or families.

3.3. Theme 3: The Efforts to Alleviate Constraints

Problem-focused coping

Among mothers' efforts to alleviate constraints in implementing home education was seeking support, through the WhatsApp group of the autistic student parents community. They discovered that the support they obtained from this community was very instrumental in strengthening them psychologically, while also providing useful information on ways to care for children during the pandemic. The five participants also reported that the supports they received from teachers, helped

them in teaching their children at home. This was carried out by the mothers submitting videos and photos about their children's learning outcomes to teachers that in turn, provides adequate feedback.

I joined the WhatsApp group of fellow parents of autistic students, and received a lot of positive advice and tips, which had helped me to stay positive (B, WhatsApp interview, 16 July 2020).

Two out of five participants also explored information and knowledge relevant to their children's conditions, through print media (e.g., books) and social media.

Honestly, I am confused about how to teach children at home, so in addition to discussing with the teacher online through WA [WhatsApp], I am also actively looking for information about caring for ASD children, especially during this pandemic, via Google (A, WhatsApp interview, 12 July 2020).

Religious coping

The five participants stated that a lot of prayer and patience was an effort to minimize the stress they felt, especially while teaching children at home, as it also made mothers stronger psychologically, in overcoming difficulties during the pandemic. Praying a lot and spending time alone for a while in their room was part of the mothers' attempt to control their feelings of resentment, anger, and stress elicited by the obstacles they encountered in implementing home education.

I only surrender to God because He has helped with everything. And I pray a lot and try hard for him, in order to make progress for himself, daily (D, WhatsApp interview, 18 July 2020).

Sometimes I become upset since he doesn't want to study and prefers watching TV instead, while also becoming more hyperactive. In order to stay tough, I had to be patient a lot (E, WhatsApp interview, 20 July 2020).

Even though difficulties were reported in carrying out home education during the COVID-19 pandemic, all participants believed that they should be able to survive the hardship, due to being optimistic that, like a storm, the pandemic is going to pass.

3. Discussion

The Covid-19 pandemic had switched formal educational system previously carried out conventionally at school to home education ("school from home"), requiring mothers to teach their children in their houses. The adaptability of parents to change, especially mothers, is the key to children's success in their education (Corcoran et al., 2015). This study discovered that most of the participants admitted that the home education they had implemented for four months during the pandemic, had been less than optimal, due to mothers' lack of knowledge about how to effectively teach their children. However, the children were used to learning with teachers, while the mothers were less involved in their teaching at home. Various obstacles and difficulties related to carrying out the role of a mother, adversely affected the participants, including the experience parenting stress. Several studies have discovered that, compared to fathers, mothers were observed to have experienced more burden of care (Jones et al., 2013), which likely made them feel tired physically, and also psychologically (Cetinbakis et al., 2020), while being prone to experiencing depression and anxiety (Eyuboglu & Eyuboglu, 2020), with parenting stress (Gallagher & Whiteley, 2012).

The implementation of home education was less than optimal, partly due to the increased maladaptive behaviours of ASD children at home (Ludlow et al., 2011). Both behaviourally, emotionally, cognitively, and socially, children that have developmental disorders, such as ASD, differed significantly from those that are healthy. ASD is caused by neurodevelopmental disorders, which affects the brain function (American Psychiatric Association, 2013), often characterized by a frequent display of maladaptive behaviours, such as tantrums, aggressions, and hyperactivities. The results of previous studies further suggested that the causes of the increase in children's maladaptive behaviours were the mothers' lack of teaching knowledge (King et al., 2011), inadequate control over disordered wards' diet (Mari-Bauset et al., 2014), and shortage of outdoor activities (Eshraghi et al., 2020). The increase in maladaptive behaviours of ASD children during lockdown, was one of the results of their less optimal learning at home (Espinosa et al., 2020).

While four participants reported experiencing negative self-adjustment, one participant had no adjustment issues in teaching and providing intense stimulation to her ASD child consistently. This does not only positively impact children's development progress, it also fosters warm parent-

child interaction (Scudder et al., 2019). This result was in line with Kuczynski and De Mol's (2014) social relation theory, which stated that the parent-child relationship was two-way in nature, with parents' behaviours and conditions affecting the child, and vice versa. Such a relationship resulted in a transactional effect (Neece et al., 2012), due to the fact that the mother's attitude and treatment influenced that of the child. The severity of children's disorder and limitations also resulted in caregiving burdens and/or difficulties to mothers, in providing home education for their children. Mothers also feel tired, bored, impatient, and anxious, due to the fact that they have to take care of many other things as well. Ogston et al., (2011), emphasized that mothers having ASD children, have greater caregiving responsibilities, therefore become more likely to suffer from child's problem behaviour-related stress (Depape & Lindsay, 2015). Furthermore, a life-long coping approach is required to care for ASD children (Shepherd et al., 2018). The increase in ASD children's maladaptive behaviours during the pandemic presented more difficulties to the parents in caring for them, which in turn made them vulnerable to parenting stress (Espinosa et al., 2020).

An effort mothers make to stay tough in uncertain situations was implementing some coping strategy. When someone is confronted with a stressful situation and immediately reacts, the reaction was called a coping response. The success of the coping process in each individual was affected by various factors. A positive coping occurs when individuals experience positive things in themselves, and are released from their stressful situations. Also, social support from the closest people, allowed mothers to do positive coping (Pepperell et al., 2018). In this study, when confronted with fatigue, boredom, and stress, mothers prayed more, became highly patient, relaxed by lying in bed, spent time alone, and joined discussions with fellow student parents in the WhatsApp group. Also, mothers used coping to protect themselves from stressful conditions (Sarafino & Smith, 2014). With appropriate coping strategies, mothers should be able to adapt to the difficulties encountered when caring for ASD children, during the COVID-19 pandemic. These difficulties related to dealing with their ASD children's maladaptive behaviors, the implementation of less optimal home education, decreased family income during the pandemic, taking care of very diverse household needs, and responsibilities with the ASD child's siblings. Appropriate coping strategies helped mothers adapt

positively to such difficult situations, as they became more positive-minded and less stressed in carrying out their duties as child caregivers (Ruiz-Robledillo et al., 2014; Zablotzky et al., 2018). Moreover, in this study, there were two types of coping strategies used by mothers to deal with the difficulties they encountered. These types of strategies were problem-focused and religious copings. The problem-focused coping strategies included stepping outside the house for a moment to relieve fatigue, seeking social support by participating in discussions with fellow ASD students' parents in the WhatsApp group, checking for information support by looking through print or social media, relaxation by lying in bed, and spending time alone in a room. However, the religious coping strategies included praying a lot, increasing worship practices, and being patient.

The results of this study differed 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 & Dudu, 2020), as regards coping strategies being used as mothers' effort to minimize stress and difficulties encountered, while implementing house learning. The importance of coping strategy is the novelty of this present study. Coping is the process by which people manage the real or perceived discrepancy between the demands and resources being appraised in stressful situations (Sarafino & Smith, 2014). Lai and Oei's (2014), showed that the two coping strategies frequently used by parents of ASD children, were problem-focused and social support copings. Also, there were different coping strategies used by parents of ASD children, in the West and Asia. Asian parents tend to use collectivistic problem-focused coping strategies, such as seeking treatment and help from others (Chun et al., 2006; Lin, 2015), getting family support (Pepperell et al., 2018), using religious coping (Das et al., 2017), praying (Huang & Zhou, 2016), being patient (Furrukh & Anjum, 2020), and reading the Quran to reduce anxiety (Habib et al., 2017). However, Western parents focus more on individualistic self-benefit, as they tend to use self-focused coping strategies, such as passive appraisal and avoidance (Sawang et al., 2006; Twoy et al., 2007). The difference in the mechanism of implementing coping strategies between Eastern and Western people lies in their cultures, as Easterners beliefs tend to be collectivistic and interdependent, with group norms being valued (Matsumoto et al., 2008; Pirju, 2015). For Asian families, the role of nuclear family support

helped in increasing the happiness of parents in caring for ASD children (Samadi et al., 2012), and the role of spirituality provided strength in enduring difficult times (Kwon, 2016). Given the benefits of using coping strategies in empowering the psychological condition of parents, during the last ten years, research on the role of this method in reducing parenting stress had been widely conducted (Hall & Graff, 2012; Lai et al., 2015; Lutz et al., 2012; Seymour et al., 2013). This research had also confirmed the importance of religious coping in helping mothers deal with sources of stress, especially in enduring with difficulties in implementing home education. Religion also had a significant role in managing stress, and like emotional support, it also provided direction/guidance, support and hope (Zinnbauer et al., 2015), increased patience (Subandi, 2011), and created happiness (Krok, 2014).

4. Limitations

Despite its contribution to providing new information regarding the implementation of home education for ASD children in Indonesia, this study had some limitations. Firstly, this study only involved mothers as the parent of ASD children, as the information regarding the implementation of home education is likely to be more comprehensive, when fathers are also involved as research participants. Secondly, this study used a qualitative approach, and was limited to the experiences of participants, as results were not generalized to the home education encounters of mothers caring for children with other types of special needs. In order to enrich the study results, the author suggests future research to involve more participants, while using a combination of quantitative and qualitative methods.

5. Conclusions

Due to several obstacles being encountered by mothers, it is not easy to carry out home education for ASD children during the pandemic in Indonesia. The obstacles being encountered includes dealing with child maladaptive behaviour, mothers' lack of teaching knowledge, and inadequate support for mothers, all of which caused them to experience parenting stress.

Maladaptive behaviors such as hyperactivity (McStay et al., 2014), poor adaptability (McConnell et al., 2014), emotional problems (Huang et al., 2014), and poor social skills (Bitsika et al., 2013), caused mothers to experience parenting stress, which in turn resulted in decreased quality of care (Corcoran et al., 2015). This was different from several countries, where parents have decided that home education was the right choice for ASD children, as it minimizes negative impact received by disordered wards studying in regular and inclusive schools (McDonald & Lopes, 2014). The various complexities of the problems encountered by mothers in caring for ASD children should be responded to immediately, in order for them (mother) to remain happy. For this purpose, several means have been devised, one of which is conducting online training on parenting with themes, such as how to improve parents' well-being (Jones et al., 2018), mindfulness (Singh et al., 2014), gratitude (Timmons & Ekas, 2018), and parental empowerment (Minjarez et al., 2012).

Acknowledgment

The author is grateful to the research participants (mothers of children with ASD) and The Public Special School for Autism in Medan, Indonesia, for their contributions and cooperations to this study.

Disclosure statement:

No potential conflict of interest was reported by the author.

Funding

The author received no direct funding for this research.

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, 5th edition. (DSM-5 TM)*. American Psychiatric Association.
- Autism Service Centre Development in Indonesia. (2014). *Pembangunan pusat layanan autis di Indonesia [Autism service centre development in Indonesia]*. Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar. Direktorat Jenderal Pendidikan

Dasar.Kementerian Pendidikan dan Kebudayaan [Directorate of Special Education and Special Service Development at Primary Education Level, Directorate General of Primary Education, Ministry of Education and Culture].

Bitsika, V., Sharpley, C. F., & Bell, R. (2013). The buffering effect of resilience upon stress, anxiety and depression in parents of a child with an ASD. *Journal of Developmental and Physical Disabilities*, 533–543. <https://doi.org/10.1007/s10882-013-9333-5>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

Cahapay, M. B. (2020). How Filipino parents home educate their children with autism during COVID-19 period. *International Journal of Developmental Disabilities*, 1-4. <https://doi.org/10.1080/20473869.2020.1780554>

Centre for Disease Control and Prevention (CDC). (2018). Prevalence of autism spectrum disorder among children aged 8 years: autism and developmental disabilities monitoring network, 11 sites, United States, 2014. *Morbidity and Mortality Weekly Report*, 67(6), 1–23. <https://www.cdc.gov/media/releases/2018/p0426-autism-prevalence.html>

Cetinbakis, G., Bastug, G., & Ozel-Kizil, E. T. (2020). Factors contributing to higher caregiving burden in Turkish mothers of children with autism spectrum disorders. *International Journal of Developmental Disabilities*, 66(1), 46-53. <https://doi.org/10.1080/20473869.2018.1478630>

Chun, C. A., Moos, R. H., & Cronkite, R. C. (2006). Culture: A fundamental context for the stress and coping paradigm. In *Handbook of multicultural perspectives on stress and coping* (pp. 29-53). Springer

Corcoran, J., Berry, A., & Hill, S. (2015). The lived experience of US parents of children with autism spectrum disorders: A systematic review and meta-synthesis. *Journal of Intellectual Disabilities*, 19(4), 356–366. <https://doi.org/10.1177/1744629515577876>

D’Arcy, K. (2014). Home Education, School, Travellers and Educational Inclusion. *British Journal of Sociology of Education*, 35(5): 818–835. <https://doi.org/10.1080/01425692.2014.919840>

- Das, S., Das, B., Nath, K., Dutta, A., Bora, P., & Hazarika, M. (2017). Impact of stress, coping, social support, and resilience of families having children with autism: A North East India-based study. *Asian journal of psychiatry*, 28, 133-139. <https://doi.org/10.1016/j.ajp.2017.03.040>
- Depape, A., & Lindsay, S. (2015). Parents' experiences of caring for a child with autism spectrum disorder. *Qualitative Health Research*, 25(4), 569-583. <https://doi.org/10.1177/1049732314552455>
- Eshraghi, A. A., Li, C., Alessandri, M., Messinger, D. S., Eshraghi, R. S., Mittal, R., & Armstrong, F. D. (2020). COVID-19: overcoming the challenges faced by individuals with autism and their families. *The Lancet Psychiatry*, 7(6), 481-483. [https://doi.org/10.1016/S2215-0366\(20\)30197-8](https://doi.org/10.1016/S2215-0366(20)30197-8)
- Espinosa, F., Metko, A., Raimondi, M., Impenna, M., & Scognamiglio, E. (2020). A Model of Support for Families of Children with Autism Living in the COVID-19 Lockdown: Lessons from Italy. *Behaviour Analysis in Practice*, 1. <https://doi.org/10.1007/s40617-020-00438-7>
- Eyuboglu, M., & Eyuboglu, D. (2020). Sensory reactivity and sleep problems in toddlers with autism spectrum disorder and anxiety/depression symptoms in their mothers: are they related?. *Early Child Development and Care*, 190(11), 1791-1801. <https://doi.org/10.1080/03004430.2018.1550750>
- Furrukh, J., & Anjum, G. (2020). Coping with autism spectrum disorder (ASD) in Pakistan: A phenomenology of mothers who have children with ASD. *Cogent Psychology*, 7(1), <https://doi.org/10.1080/23311908.2020.1728108>
- Gallagher, S., & Whiteley, J. (2012). Social support is associated with blood pressure responses in parents caring for children with developmental disabilities. *Research in developmental disabilities*, 33(6), 2099-2105. <https://doi.org/10.1016/j.ridd.2012.06.007>
- Giorgi, A. & Giorgi, B. (2003). Phenomenology. In Smith, J. A. (Ed.). *Qualitative psychology: A practical guide to research methods* (page. 25-50). Sage Publications

- Gregor, S., Bruni, N., Grkinic, P., Schwartz, L., McDonald, A., Thille, P., Gabison, S., Gibson, B. E. and Jachyra, P. (2018). Parents' perspectives of physical activity participation among Canadian adolescents with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 48, 53–62. <http://dx.doi.org/10.1016/j.rasd.2018.01.007>
- Habib, S., Prendeville, P., Abdussabur, A., & Kinsella, W. (2017). Pakistani mothers' experiences of parenting a child with Autism Spectrum Disorder (ASD) in Ireland. *Educational and Child Psychology*, 34, 67–79.
- Hall, H. R., & Graff, J. C. (2012). Maladaptive behaviours of children with autism: Parent support, stress, and coping. *Issues in Comprehensive Pediatric Nursing*, 35(3-4), 194-214. <https://doi.org/10.3109/01460862.2012.734210>
- Huang, C-Y., Yen, H-C., Tseng, M-H. Tung, L-C., Chen, Y-D., Chen, K-L. (2014). Impacts of autistic behaviours, emotional and behavioural on parenting stress in caregivers of children with autism. *Journal of Autism and Developmental Disorders*, 44, 1383-1390. <https://doi.org/10.1007/s10803-013-2000-y>
- Hurlbutt, K. S. (2011). Experiences of parents who homeschool their children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 26(4), 239-249. <https://doi.org/10.1177/1088357611421170>
- Jolly, J. L., Matthews, M. S. and Nester, J. (2013). Homeschooling the gifted: A parent's perspective. *Gifted Child Quarterly*, 57, 121–134. <https://doi.org/10.1177/0016986212469999>.
- Jones, L., Totsika, V., Hastings, R., & Petalas, M. A. (2013). Gender differences when parenting children with autism spectrum disorders: A multilevel modelling approach. *Journal of Autism and Developmental Disorder*, 43, 2090–2098. <https://doi.org/10.1007/s10803-012-1756-9>
- Jones, L., Gold, E., Totsika, V., Hastings, R. P., Jones, M., Griffiths, A., & Silverton, S. (2018). A mindfulness parent well-being course: Evaluation of outcomes for parents of children with autism and related disabilities recruited through special schools. *European Journal of Special Needs Education*, 33(1), 16-30. <https://doi.org/10.1080/08856257.2017.1297571>

- Karst, J. S., & Hecke, A. V. (2012). Parent and family impact of autism spectrum disorders : A review and proposed model for intervention evaluation. *Clinical Child and Family Psychology Review, 15*, 247–277. <https://doi.org/10.1007/s10567-012-0119-6>
- Kidd, T., & Kaczmarek, E. (2010). The experiences of mothers home educating their children with autism spectrum disorder. *Issues in Educational Research, 20*(3), 257-275. <http://www.iier.org.au/iier20/kidd.html>
- King, G., Zwaigenbaum, L., Bates, A., Baxter, D., & Rosenbaum, P. (2011). Parent views of the positive contributions of elementary and high school-aged children with autism spectrum disorders and down syndrome. *Child: Health, Care and Development, 38*(6), 817–828. <https://doi.org/10.1111/j.1365-2214.2011.01312.x>
- Krok, D. (2014). The religious meaning system and subjective well-being: The mediational perspective of meaning in life. *Archive for the Psychology of Religion, 36*(2), 253-273. <https://doi.org/10.1163/15736121-12341288>
- Kuczynski, L., & De Mol, J. (2014). Social relational theory: Dialectical models of transaction in parent-child relationships and socialization. In W.F. Overton & P.C.M. Molenaar (Eds). *Theory and Method* (7th ed., vol 1). Wiley.
- Kwon, J. H. (2016). *What are the experiences of South Korean immigrant parents who have a child with autism spectrum disorder* (Doctoral dissertation, Kent State University). Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=kent1426745935&disposition=inline
- Lai, W. W., & Oei, T. P. S. (2014). Coping in parents and caregivers of children with autism spectrum disorders (ASD): A review. *Review Journal of Autism and Developmental Disorders, 1*(3), 207-224. <https://doi.org/10.1007/s40489-014-0021-x>
- Lai, W. W., Goh, T. J., Oei, T. P., & Sung, M. (2015). Coping and well-being in parents of children with autism spectrum disorders (ASD). *Journal of autism and developmental disorders, 45*(8), 2582-2593. <https://doi.org/10.1007/s10803-015-2430-9>

- LaVesser, P., & Berg, C. (2011). Participation patterns in preschool children with an autism spectrum disorder. *OTJR: Occupation, Participation and Health, 31*(1), 33–39. <https://doi.org/10.3928/15394492-20100823-01>
- LePage, P., & Courey, S. (2014). *Teaching children with high-level Autism: Evidence from families*. Routledge.
- Lin, L. Y. (2015). Coping strategies, caregiving burden, and depressive symptoms of Taiwanese mothers of adolescents with autism spectrum disorder. *Research in Autism Spectrum Disorders, 15*, 1-9. <https://doi.org/10.1016/j.rasd.2015.04.002>
- Ludlow, A., Skelly, C., & Rohleder, P. (2012). Challenges faced by parents of children diagnosed with autism spectrum disorder. *Journal of Health Psychology, 17*(5), 702–711. <https://doi.org/10.1177/1359105311422955>
- Luthra, N. & Perry, A. (2011). Brief report: Knowledge as coping in parents of children with autism. *Journal on Developmental Disabilities, 17*(2), 79-82.
- Lutz, H. R., Patterson, B. J., & Klein, J. (2012). Coping with autism: A journey toward adaptation. *Journal of pediatric nursing, 27*(3), 206-213. <https://doi.org/10.1016/j.pedn.2011.03.013>
- Majoko, T., & Dudu, A. (2020). Parents' strategies for home educating their children with Autism Spectrum Disorder during the COVID-19 period in Zimbabwe. *International Journal of Developmental Disabilities, 1-5*. <https://doi.org/10.1080/20473869.2020.1803025>
- Mangunsong, F. (2009). *Psikologi dan pendidikan anak berkebutuhan khusus*. [Psychology and education of children with special needs]. Depok: Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologi [Institute for the Development of Measurement Tools and Psychology Education]. University of Indonesia.
- Mari-Bauset, S., Zazpe, I., Mari-Sanchis, A., Llopis-González, A., & Morales-Suarez-Varela, M. (2014). Evidence of the gluten-free and casein-free diet in autism spectrum disorders: a systematic review. *Journal of child neurology, 29*(12), 1718-1727. <https://doi.org/10.1177/0883073814531330>

- Matsumoto, D., Yoo, S. H., & Fontaine, J. (2008). Mapping expressive differences around the world: The relationship between emotional display rules and individualism versus collectivism. *Journal of Cross-Cultural Psychology, 39*, 55–74. <https://doi.org/10.1177/0022022107311854>
- Mendoza, A. L., McKeithan, G. K. & Griswold, D. E. (2019). Effective homeschool programming for students with autism spectrum disorder. *Home School Researcher, 34*, 1–5.
- McConnell, D., Savage, A., & Breitzkreuz, R. (2014). Resilience in families raising children with disabilities and behaviour problems. *Research in Developmental Disabilities, 35*(4), 833–848. <https://doi.org/10.1016/j.ridd.2014.01.015>
- McDonald, J., & Lopes, E. (2014). How parents home educate their children with an autism spectrum disorder with the support of the Schools of Isolated and Distance Education. *International Journal of Inclusive Education, 18*(1), 1–17. <https://doi.org/10.1080/13603116.2012.751634>
- McStay, R. L., Dissanayake, C., Scheeren, A., Koot, H. M., & Begeer, S. (2014). Parenting stress and autism: The role of age, autism severity, quality of life and problem behaviour of children and adolescents with autism. *Autism, 18*(5), 502–510. <https://doi.org/10.1177/1362361313485163>
- Minjarez, M. B., Mercier, E. M., Williams, S. E., & Hardan, A. Y. (2012). Assessing the impact of pivotal response group therapy on parenting stress and empowerment levels. *Journal of Positive Behaviour Interventions, 15*, 71–78. <https://doi.org/10.1177/1098300712449055>
- Narzisi, A. (2020). Handle the autism spectrum condition during Coronavirus (COVID-19) stay at home period: Ten tips for helping parents and caregivers of young children. *Brain Sciences, 10*(4), 207–210. <https://doi.org/10.3390/brainsci10040207>
- Neece, C.L., Green, S.A., & Baker, B.L. (2012). Parenting stress and child behaviour problems: A transactional relationship across time. *American Journal on Intellectual and Developmental Disabilities, 117*(1), 48–66. <https://doi.org/10.1352/1944-7558-117.1.48>

- Ogston, P. L., Mackintosh, V. H., & Myers, B. J. (2011). Hope and worry in mothers of children with an autism spectrum disorder or Down syndrome. *Research in Autism Spectrum Disorders*, 5(4), 1378–1384. <https://doi.org/10.1016/j.rasd.2011.01.020>
- Parsons, S., and A. Lewis. (2010). The home-education of children with special needs or disabilities in the UK: Views of parents from an online survey. *International Journal of Inclusion Education* 14(1), 67–86. <https://doi.org/10.1080/13603110802504135>
- Pepperell, T. A., Paynter, J., & Gilmore, L. (2018). Social support and coping strategies of parents raising a child with autism spectrum disorder. *Early Child Development and Care*, 188(10), 1392-1404. <https://doi.org/10.1080/03004430.2016.1261338>
- Pirju, I. S. (2015). Cross-cultural particularities in the Middle East. *Acta Universitatis Danubius. Relationes Internationales*, 8, 88–96.
- Purwaningsih, N., & Fauziah, P. Y. (2019). Homeschooling as an alternative education in Indonesia: Case study on homeschoolers with mothers' professional differences. In *International Conference on Meaningful Education, KnE Social Sciences*, 1–5. <https://doi.org/10.18502/kss.v3i17.4617>
- Roberts, J., & Webster, A. (2020). Including students with autism in schools: a whole school approach to improve outcomes for students with autism. *International Journal of Inclusive Education*, 1-18. <https://doi.org/10.1080/13603116.2020.1712622>
- Rose, J., Willner, P., Cooper, V., Langdon, P. E., Murphy, G. H. and Kroese, B. S. (2020). The effect on and experience of families with a member who has Intellectual and Developmental Disabilities of the COVID-19 pandemic in the UK: Developing an investigation. *International Journal of Developmental Disabilities*, 1–3. <https://doi.org/10.1080/20473869.2020.1764257>.
- Ruiz-Robledillo, N., De Andrés-García, S., Pérez-Blasco, J., González-Bono, E., & Moya-Albiol, L. (2014). Highly resilient coping entails better perceived health, high social support and low morning cortisol levels in parents of children with autism spectrum disorder. *Research in Developmental Disabilities*, 35(3), 686-695. <https://doi.org/10.1016/j.ridd.2013.12.007>

- Salmons, J. (2014). *Qualitative online interviews: Strategies, design, and skills*. Sage Publications, Inc.
- Samadi, S. A., McConkey, R., & Kelly, G. (2012). The information and support needs of Iranian parents of children with autism spectrum disorders. *Early Child Development and Care*, 182, 1439–1453. doi:10.1080/03004430.2011.616931
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons.
- Sawang, S., Oei, T. P., & Goh, Y. W. (2006). Are country and culture values interchangeable? A case example using occupational stress and coping. *International Journal of Cross Cultural Management*, 6(2), 205-219. <https://doi.org/10.1177/14705958060666330>
- Scudder, A., Wong, C., Ober, N., Hoffman, M., Toscolani, J., & Handen, B. L. (2019). Parent–child interaction therapy (PCIT) in young children with autism spectrum disorder. *Child & Family Behaviour Therapy*, 41(4), 201-220. <https://doi.org/10.1080/07317107.2019.1659542>
- Seymour, M., Wood, C., Giallo, R., & Jellett, R. (2013). Fatigue, stress and coping in mothers of children with an autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 43(7), 1547-1554. <https://doi.org/10.1007/s10803-012-1701-y>
- Sheehy, K., & Budiyo. (2014). Teachers' attitudes to signing for children with severe learning disabilities in Indonesia. *International Journal of Inclusive Education*, 18(11), 1143-1161. <https://doi.org/10.1080/13603116.2013.879216>
- Shepherd, D., Landon, J., Taylor, S., & Goedeke, S. (2018). Coping and care-related stress in parents of a child with autism spectrum disorder. *Anxiety, Stress, & Coping*, 31(3), 277-290. <https://doi.org/10.1080/10615806.2018.1442614>
- Singh, N. N., Lancioni, G. E., Winton, A. S., Karazsia, B. T., Myers, R. E., Latham, L. L., & Singh, J. (2014). Mindfulness-based positive behaviour support (MBPBS) for mothers of adolescents with autism spectrum disorder: Effects on adolescents' behaviour and parental stress. *Mindfulness*, 5(6), 646-657. <https://doi.org/10.1007/s12671-014-0321-3>

- Subandi. (2011). Sabar: Sebuah konsep psikologi [Patience: A psychological concept]. *Jurnal Psikologi*, 38(2), 215-227. <https://repository.ugm.ac.id/id/eprint/97117>
- The National Disability Rights Network. (2020). *Covid-19 and education of students with disabilities resources*. Available at: <<http://www.ndrn.org/resource/covid-19-and-education-of-students-with-disabilities-resources/>>
- Timmons, L., & Ekas, N. V. (2018). Giving thanks: Findings from a gratitude intervention with mothers of children with autism spectrum disorder. *Research in Autism Spectrum Disorders*, 49, 13-24. <https://doi.org/10.1016/j.rasd.2018.01.008>
- Twoy, R., Connolly, P. M., & Novak, J. M. (2007). Coping strategies used by parents of children with autism. *Journal of the American Academy of Nurse Practitioners*, 19(5), 251-260. <https://doi.org/10.1111/j.1745-7599.2007.00222.x>
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101-109.
- Yarımkaya, E. & Esentürk, O. K. (2020). Promoting physical activity for children with autism spectrum disorders during Coronavirus outbreak: Benefits, strategies, and examples. Promoting physical activity for children with autism spectrum disorders during Coronavirus outbreak: Benefits, strategies, and examples. *International Journal of Developmental Disabilities*, 1–6. <https://doi.org/10.1080/20473869.2020.1756115>
- Zablotsky, B., Bradshaw, C. P., & Stuart, E. A. (2013). The association between mental health, stress, and coping supports in mothers of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 43(6), 1380-1393. <https://doi.org/10.1007/s10803-012-1693-7>
- Zinnbauer, B. J., Pargament, K. I., Cole, B., Rye, M. S., Butfer, E. M., & Belavich, T. G. & Kadar, JL (2015). Religion and spirituality: Unfuzzifying the fuzzy. *Sociology of religion*, 29-34. <https://doi.org/10.2307/1387689>

Homeeducation (Research in Developmental Disabilities)

ORIGINALITY REPORT

6%

SIMILARITY INDEX

%

INTERNET SOURCES

6%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

Michael B. Cahapay. "How Filipino parents home educate their children with autism during COVID-19 period", International Journal of Developmental Disabilities, 2020

Publication

1%

2

Wei Wei Lai, Tian Po S Oei. "Coping in Parents and Caregivers of Children with Autism Spectrum Disorders (ASD): a Review", Review Journal of Autism and Developmental Disorders, 2014

Publication

1%

3

Adrien A Eshraghi, Crystal Li, Michael Alessandri, Daniel S Messinger, Rebecca S Eshraghi, Rahul Mittal, F Daniel Armstrong. "COVID-19: overcoming the challenges faced by individuals with autism and their families", The Lancet Psychiatry, 2020

Publication

<1%

4

China Parenteau, Stephen Bent, Bushra Hossain, Yingtong Chen, Felicia Widjaja, Michael Breard, Robert Hendren. "The

<1%

Experience of Parents of Children with Autism Spectrum Disorder During the COVID-19 Pandemic: A Qualitative Analysis", Research Square, 2020

Publication

5

"Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum", Springer Science and Business Media LLC, 2018

Publication

<1%

6

Luxi Wang, Dexin Li, Shixu Pan, Jinhe Zhai, Wei Xia, Caihong Sun, Mingyang Zou. "The relationship between 2019-nCoV and psychological distress among parents of children with autism spectrum disorder", Globalization and Health, 2021

Publication

<1%

7

Youssef Althiabi. "Attitude, anxiety and perceived mental health care needs among parents of children with Autism Spectrum Disorder (ASD) in Saudi Arabia during COVID-19 pandemic", Research in Developmental Disabilities, 2021

Publication

<1%

8

"Handbook of Giftedness and Talent Development in the Asia-Pacific", Springer Science and Business Media LLC, 2021

Publication

<1%

9

"Handbook of Intellectual Disabilities", Springer Science and Business Media LLC, 2019

Publication

<1%

10

Connor Tom Keating, Sophie L Sowden, Dagmar S Fraser, Jennifer L Cook. "Differences Between Autistic and Non-autistic Adults in the Recognition of Anger From Dynamic Expressions Remain After Controlling for Alexithymia.", Research Square, 2020

Publication

<1%

11

Xiuqun Qin, Yongshen Feng, Fenglei Qu, Yuanrong Luo, Biyuan Chen, Miaoying Chen, Yuanyuan Zou, Lifeng Zhang. "Posttraumatic growth among parents of children with autism spectrum disorder in China and its relationship to family function and mental resilience: A cross-sectional study", Journal of Pediatric Nursing, 2020

Publication

<1%

12

Talal Alhuzimi. "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, 2021

Publication

<1%

13

Juveriah Furrakh, Gulnaz Anjum. "Coping with autism spectrum disorder (ASD) in Pakistan: A

<1%

phenomenology of mothers who have children with ASD", Cogent Psychology, 2020

Publication

14

Kimberly Kroeger-Geoppinger. "Chapter 1418 Daily Routines", Springer Science and Business Media LLC, 2021

Publication

<1%

15

Maithri Sivaraman, Javier Virues-Ortega, Herbert Roeyers. " Telehealth mask wearing training for children with autism during the -19 pandemic ", Journal of Applied Behavior Analysis, 2020

Publication

<1%

16

"Chapter 300277 Caregiver Training Program", Springer Science and Business Media LLC, 2021

Publication

<1%

17

"Handbook of Parent-Implemented Interventions for Very Young Children with Autism", Springer Science and Business Media LLC, 2018

Publication

<1%

18

Amy Houtrow, Debbi Harris, Ashli Molinero, Tal Levin-Decanini, Christopher Robichaud. "Children with disabilities in the United States and the COVID-19 pandemic", Journal of Pediatric Rehabilitation Medicine, 2020

Publication

<1%

19

Claudia I. Iacob, Eugen Avram, Daniel Cojocaru, Ioana R. Podina. "Resilience in Familial Caregivers of Children with Developmental Disabilities: A Meta-analysis", *Journal of Autism and Developmental Disorders*, 2020

Publication

<1%

20

David G. Amaral, Petrus J. Vries. "COVID-19 and Autism Research: Perspectives from Around the Globe", *Autism Research*, 2020

Publication

<1%

21

Ishii, Miyuki, and Nobuko Matsuda. "Challenges of Public Health Nurses in Coordinating Relationships: Scale Development", *Social Behavior and Personality An International Journal*, 2014.

Publication

<1%

22

Nicolás Ruiz-Robledillo, Patricia Sariñana-González, Josefa Pérez-Blasco, Esperanza González-Bono, Luis Moya-Albiol. "A Mindfulness-Based Program Improves Health in Caregivers of People with Autism Spectrum Disorder: a Pilot Study", *Mindfulness*, 2014

Publication

<1%

23

Tomomi McAuliffe, Reinie Cordier, Sharmila Vaz, Yvonne Thomas, Torbjorn Falkmer. "Quality of Life, Coping Styles, Stress Levels,

<1%

and Time Use in Mothers of Children with Autism Spectrum Disorders: Comparing Single Versus Coupled Households", Journal of Autism and Developmental Disorders, 2017

Publication

24

"Handbook of Interdisciplinary Treatments for Autism Spectrum Disorder", Springer Science and Business Media LLC, 2019

Publication

25

Sarah A. O. Gray. "Chapter 239 Maladaptive Behavior", Springer Science and Business Media LLC, 2021

Publication

26

"Handbook of Evidence-Based Practices in Intellectual and Developmental Disabilities", Springer Science and Business Media LLC, 2016

Publication

27

Kellie St.Cyr Brisini, Denise Haunani Solomon. "Relational Turbulence and Perceptions of Social Network Support for Parents of Children with Autism Spectrum Disorder", Southern Communication Journal, 2020

Publication

28

Shannon L. McKee, Xun Liu, Dieu M. Truong, Allison C. Meinert, Andrew P. Daire, Sarah S. Mire. "The Family Adjustment Measure:

<1%

<1%

<1%

<1%

<1%

Identifying Stress in Parents of Youth with Autism", Journal of Child and Family Studies, 2019

Publication

Exclude quotes On

Exclude matches < 5 words

Exclude bibliography On