

**Sub Article (Original article)**

**Resilience in Daily Occupations of Indonesian Mothers of Children**

**With Autism Spectrum Disorder**

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## **The aim of study**

The aim study is to identify and describe processes influencing resilience in the context of daily occupations among Indonesian mothers of a child with ASD.

## **Method**

### ***Participant***

Fourteen mothers of a child with ASD were recruited through purposive sampling (Dickerson, 2006). Inclusion criteria were mother of a child with ASD age 18 yr or younger, residence around Jakarta City, Indonesia; and ability to speak Indonesian. This study was approved by the research ethics committee of Tokyo Metropolitan University.

### ***Data Collection***

Focus groups were conducted to explore participants' experiences of resilience in daily occupations and were moderated by the principal investigator (PI). Two focus groups of approximately 90 to 120 min in duration, one consisting of 8 mothers and the other of 6 mothers, each convened each. An eight-question interview guide shaped both focus groups' discussions in the first session. Both groups followed the same protocols to ensure consistency.

### ***Data Analysis***

Constant comparison was used to analyze the data (Charmaz, 2006). To ensure accuracy of the data, the PI transcribed the data verbatim from audio recordings and added observed gestures he recorded in field notes and verified from video recordings. After initial coding, the PI—with support of the co-authors who either collaborated in the coding and categorizing or critically reviewed the data—identified and developed categories and subcategories by comparing data with data, case with case, event with event, and code with code. Relationships between categories and subcategories also were constructed by memo writing and by drawing graphic representations until a model began to emerge.

### ***Study Rigor***

Saturation of data was assumed when the second group session did not provide any new insights. The results of the study were presented to another group of mothers with characteristics similar to those of the mothers in the focus groups. This group verified that the results reflected their experiences. Rigor was further established through peer debriefing (Robson, 2002) consisting of discussion of the analysis and conclusions among the coauthors, presentation at scientific meetings in which feedback from audiences indicated validity, and presentation to a group of four psychologists who also agreed with the interpretation of the results.

## **Result**

Analysis results are illustrated in Figure 1. The figure depicts the children's future as the main domain of the participants' concerns. Creating and re-creating accepting conditions forms a solid base for the participants' resilience in daily occupations. However, this base can easily be destabilized by problems in any of four underlying factors. Resilience was also called on when the structure was destabilized by problems caring for the child or negative influences from the environment.

Resilience, as conceptualized in this study, served to help participants find solutions to problems and strive for balance among daily occupations. The dynamics of mothers' resilience were influenced not only by internal factors within the home environment, such as family cohesiveness and financial resources, but also by external factors such as social support, stigma, and availability of professional services. These dynamics influenced and complemented each other. Thus, resilience consists of complex processes mothers used to gain access to strengths and resources, which functioned to counterbalance threats to balance in their daily occupations and to their coping with the challenges of raising a child with ASD.

### **Future Methodological Considerations**

Further research is warranted among mothers from other geographic regions and social groups, such as rural areas and families who are financially unable to obtain household help. Additional research might further develop the model and the categories. Observing and interviewing mothers in their everyday contexts provides practitioners with more direct access to the means by which resilience is enacted and functions in specific situations.

### **Implications for Occupational Therapy Practice**

The results of this study suggest that occupational therapy practitioners can use individualized approaches to enhance various aspects of mothers' resilience by

- Providing instruction to family members, teachers, and friends of the child with ASD;
- Educating families about how resilience functions in daily occupations and where to obtain resources for support services, perhaps through groups that include mothers of children with ASD, their family members, and other involved persons and that use peer support principles; and
- Providing skills training in mitigating problems in mothers' daily occupations, establishing balance in daily occupations, and preparing for the child's future.

### **Conclusion**

Resilience in daily occupations of mothers of children with ASD is enhanced when they understand and accept the child with ASD and have practical support from family members and social networks. Establishing such conditions provides a good foundation and source of strength for mothers in establishing a balanced occupational life and dealing with difficult situations they experience on a daily basis over the years of raising their child. When mothers have sufficient resources of resilience, they are better able to plan for their child's future.

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Table 1. Participant Characteristics

Participant	Age, yr	Marital Status	Education Level	Job	Age of Child, yr	Diagnosis
1	43	Married	Bachelor's	Homemaker	7	ASD
2	45	Married	Master's	Lawyer	6	ASD
3	40	Married	Bachelor's	Homemaker	6	ASD
4	43	Married	Bachelor's	Homemaker	8	ASD
5	38	Married	Master's	Dentist	5	ASD
6	38	Married	Bachelor's	Homemaker	7	ASD
7	43	Married	Bachelor's	Private employer	7	ASD
8	40	Married	Bachelor's	Homemaker	12	ASD
9	42	Married	Bachelor's	Private employer	12	ASD
10	40	Married	Some college	Homemaker	10	ASD
11	37	Married	Some college	Private business	13	ASD
12	46	Married	Bachelor's	Homemaker	6	ASD
13	36	Married	Bachelor's	Homemaker	7	ASD
14	33	Married	Some college	Homemaker	5	ASD

*Note.* ASD = autism spectrum disorder.

**Figure 1. Model of resilience in daily occupations.**

