

Psychological Process of Mothers in Caring of Children with Intellectual Disabilities: Analysis of Mothers' Daily Logs

TsUJI Ayumi 辻 あゆみ

TAKAYAMA Yoshiko 高山佳子

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【Abstract】 In the early treatment for mothers in caring of children with intellectual disabilities, the program should support mothers in such a way as to affirm their lives and stimulate their inner transitions. However, how to encourage inner transitions has yet to be analyzed in relation with supporting programs. This study analyzed the daily logs of three mothers who have used the service of “Three months mother-child short-stay program” provided by residential facilities for children with intellectual disabilities, to explore the process of mothers’ understandings of their children in cognitive level and to study the changes in their feelings and emotions as caregivers. Through this program, these mothers began to direct their attentions to their children, to accept their children as they are, and to connect their knowledge with each circumstance of their children thereby becoming capable of inferring the next steps in their development and education. In addition, mothers gradually place more expectations to their children’s futures by reflecting upon past experiences, reviewing their relationships with children, and reinforcing empathy and responsibilities to their children. The result of this study indicates that mothers in caring the children with intellectual disabilities experienced inner transition while constantly facing conflicting feelings.

1 — Introduction

Mothers of children with disabilities often face challenges of fitting their engagement with children’s developmental changes, especially when they do not appropriately understand children’s development status (Sakagami, 2002, Iwasaka, 2010). In such cases, mothers tend to underestimate children’s ability, become overprotective, or emotionally neglect children (Nelsen, Foster. & Raphael, 2011). Moreover, when mothers get confused with circumstances and worries, they may lose confidence as parents and feel repulsive and guilty. And so, when providing supports to these mothers, it is required to create positive cycle of informing mothers, assuring children’s development, and promoting mothers’ perceptual changes towards children (Takayama, 2001).

It became evident that the level of stress differs depending on mother's perception of how she interprets disabilities of her child (Fray, Greenberg, & Fewell 1989), and her adaptation process is dependent on how she embraces her life (Tamura & Ishikuma, 2007). Therefore, in order to better cope with children with disabilities, mothers need to appropriately understand the state of children's disabilities, to be more informed about the fact that their emotions influence her children, and to affirm themselves and their lives.

Existing questionnaires and surveys (Miller et al, 1992, Kagawa et al., 2006, Yamaguchi et al., 2010) and interviews to mothers (Sakaguchi & Beppu, 2007) have provided scale analysis for the feelings and the stress of mothers caring children with disabilities. In these studies, mother's feelings have been examined and put in perspectives, but the question of how each individual mother is feeling about caring a child with disabilities in her daily life has not been fully addressed.

This study examines how mothers are feeling about rearing children with disabilities and how they experience inner transition, by analyzing the daily logs of mothers who have used the service of a three-month mother-child short-stay program provided by an educational institute for children with intellectual disabilities.

The above mother-child short-stay program is designed for mothers and children to stay together temporarily in a residential facility to enjoy professional caring and treatment support (Table1). The program recruits applicants twice or three times a year and accept three to five pairs

Table 1 Schedule in Mother-Child Short Stay Program

Child	Time	Mother
		Getting up
Getting up • Dressing • Washing	07:30	Dressing • Washing
	08:00	Table setting
Breakfast	08:30	Breakfast
Gathering	09:15	Clearing table
	10:15	Parent class • Child observation • Mother-child interaction practice
Work • Walk	11:30	Table setting
	11:50	Lunch
Instruction on ADL training	13:20	Instruction on ADL training
Exercise	14:30	Exercise
Snack	15:00	Snack
Music activity	16:00	Music activity
	17:00	Table setting
Dinner	17:50	Dinner
Bathing	18:30	Bathing
Free time	19:30	Free time
Bedding	20:00	Bedding
	21:00	Parent-staff discussion (once a week)

* During the first month mother and child have separate schedules from 9:15 until 18:30.

of mother and child at a time. The program sets the basic goals for a mother to “understand that a child needs to foster zest for life”, “form positive attitude towards delineating the picture of future and enjoyable child-rearing”, and to “understand herself by reflecting upon her way of life” (Table2). Based on these goals, staffs support mothers in gaining self-knowledge and developing coping strategies as well as assisting them in gaining insights to children’s feeling.

2 — Method

(1) Participants

Participants involved in this study are three mothers whose children were 3 years old (hereinafter referred to as Case A, Case B, and Case C) when they used the short stay program provided by an educational institute for children with intellectual disabilities (hereinafter referred to as K-Institute) and they were among the three pairs of a mother and a child out of the seven in 200x. The author has explained the purpose of the study and gained consents to use provided data in the

Table 2 Contents of Mothers’ Class during Mother-Child Short Stay Program

Month	Goal	Contents
1	Learn accurate knowledge about disabilities, accept the realities of children as they are, and acquire skills to objectively capture the status of children through lectures.	<ul style="list-style-type: none"> · Basic Concept with regard to the Intellectual Disabilities (4 classes) (Definition of Intellectual Disabilities, Occurrence Factors, Human Characteristics of Person with Intellectual Disabilities, Imbalanced Physical and Mental Growth, Imbalanced Growth of Intellect, Emotion, and Volition, Development of Special Abilities, Double Lesion of Intellectual Disabilities, Language Disorder of Intellectual Disabilities, Athletic Abilities) · Nurturing Children with Intellectual Disabilities (12 classes) (Meaning of Parenting Instruction, How to Teach, Establishing Lifestyle Habit, Instructor and Mental Attitude)
2	Look staff as a role model, take over their role in real situation, and practice and learn better engagements.	<ul style="list-style-type: none"> · Commentary on Teaching Situations (4 classes) (Acoustic education, physical education, Daily Duty, Occupational Therapy, Vocational Therapy) · Issues of Adolescence (1 class) (Gender and Sex) · Objective Perspective for Cases (1 class) (Workplace for People with Intellectual Disabilities)
3	Take a stance on affirming the children as they are. By accepting the disabilities in real situations, establish a comfortable relationship and feel the sense of relationship.	<ul style="list-style-type: none"> · Present Status of the Family Caring for Children with Disabilities and its Prospects (3 classes) · Objective Perspectives for Cases (1 class) · Post Program Mental Preparation, Points of Attention (2 classes) · Public Policy regarding Intellectual Disabilities (1 class)

Note: The numbers in () represents the number of times taken up in mothers’ class.

research. Table 3 provides descriptions of these mothers and their children.

(2) Method

Data: The subjects of analysis are daily logs that mothers filled out during the short stay program. On the first day of the program, the staff provided mothers with daily logs and asked to write about the three basic elements of daily life such as egestion, meal, dormancy, as well as their comments and feedbacks. The log aims to let mothers realize their own individualities by reflecting upon themselves as well as closely communicating with staff. Mothers were given explanation regarding the aim of the log, and that they can write freely about how they feel about everyday events. In addition, staff informs mothers about children's behavior during mother-child separation in as much detail as possible so that mothers can feel secured and at the same time accept the reality of children. Because of the nature of the log, unlike in the case of daily log in general, the mothers' descriptions provide reflections of the past children rearing and feeling of confusion in their daily coping with children.

Unit of Analysis: Basically, a sentence of the daily log is encoded as a description. When there are plural descriptions classified in a same category found within a sentence, then, it is regarded as one description. On the other hand, when there are descriptions classified in different

Table 3 Outline of Participants

Participants (mothers)	Case A	Case B	Case C
Age	32	38	36
Age of child	3	3	3
Kind of disabilities of child	Tendency in Autism	Tendency in Autism	Intellectual Disabilities
Developmental history of child (Recorded by mother)	At the age of 1 year and 2-3 months, did not understand what I was talking about, did not respond, did not copy what others did. At the age of 1 year and a half, did not ask others to play and prefer playing by himself. Not interested in other babies. Attached to familiar place. Does not eat school-provided lunch. Would not participate in group actions. Poor development in language.	At the age of 1 year, he said "This" by pointing at what he wanted, played peek-a-boo, and clapped his hands. Around the same period, showed hyper-active tendency. Words disappeared. Did not turn around when someone called his name. Not interested in others of the same age and prefer playing with an adult. Does not eat school-provided lunch.	Abnormally present at birth, given surgery on the 25th day. Slow in holding her head as well as in walking on her own. But from sitting on her own to walking while holding onto something was smooth. Rarely smiles and refuses to be held by my arms. At the age of 1 year, did not copy other people nor understood what others said. Recently began to understand what I say.
Developmental Status of Child (New Edition of K System Developmental Test)	Posture/ Move MA - 2:11 Perception/ Adaptation MA - 1:9 Language/ Social Skill MA - 0:9	Posture/ Move MA - 1:11 Perception/ Adaptation MA - 1:5 Language/ Social Skill MA - 0:9	Posture/ Move MA - 1:02 Perception/ Adaptation MA - 1:00 Language/ Social Skill MA - 1:00
Family Structure	Father, Case A, Case a, Elder brother, Younger brother, Grand parents	Father, Case B, Case b, Elder brother, Elder sister, Grand parents	Father, Case C, Case c

Note: Mother of Case A is marked Case A; child of case A, Case a.

categories within a sentence, then, they are regarded as multiple descriptions. When two separate sentences classified in a same category appear at one time, then they are regarded as a description. Table 4 shows the categories and concrete descriptive contents.

Table 4 Mothers' perspectives for their children from the questionnaire on their arrival at short stay program

Object	Item	Category	Concrete Descriptive Contents	
Child	Fact	Factual Information	<ul style="list-style-type: none"> Recently, often voiced "gimme huggy" (Case A). Began interested in building blocks at home, and would not go outside as often as used to (Case B). By showing a pair of shoes, she now communicates that she wants to go outside (Case C). 	
		Reflection (Pr) about the present condition	<ul style="list-style-type: none"> I observed that he established his own rules (Case A). I thought that he is more proactive in eating (Case B). I understood that she wanted more attention (Case C). 	
		Speculation (P) about the past	<ul style="list-style-type: none"> Until a little while ago, when something irregular happens, or my feeling is down, or I am feeling ill, life rhythm get out of order (Case A). Until I came here, she keeps her own pace forever and I would not have believed that she could act in a group (Case C). 	
	Reflection	Reflection (Pr) about the present condition	Speculation (F) about the future	<ul style="list-style-type: none"> I think, he would broaden his horizon if he can repeat this kind of behavior in other situations (Case A). He should become a person who is able to trust and engage with others, free from anxiety (Case B). It would be wonderful if she would become more confident in many things as her body grows up (Case C).
			Reflection (P) about the past	<ul style="list-style-type: none"> It is important for both of us to regulate life rhythm in order to withstand the stress (Case A). It may be due to our easygoing stance and laid-back style (Case B) It seems difficult to communicate with a child who cannot even speak (Case C).
			Reflection (F) about the future	<ul style="list-style-type: none"> All the behaviors of this child seemed increasingly backed by the autism (Case A). I knew that a child of autism tend to require much time to recover once they had an unpleasant experience, but I could not help doing it because I was very worried about bad tooth (Case B). It made me feel sorry for not adequately responding to my child's needs while she requests much to me, and for yawning often while I am playing with him. Also, it reminds me the feeling of the days when I was not able to play well with her (Case C).
		Sentiment	P = Positive	<ul style="list-style-type: none"> I am totally relieved (Case B). My child is adorable (Case C).
			N = Negative	<ul style="list-style-type: none"> It was a very difficult time (Case C).
			X = Conflict	<ul style="list-style-type: none"> I am frustrated (Case A). This is something very tough and hard for me (Case C). I sometimes worry over the matter (Case C).
Consideration	Consideration	<ul style="list-style-type: none"> When I stand by my child to do it together, (Case A). When I put a toothbrush in a cup and make clicking noises, (Case B). I used to have engaged with my child in low-key way (Case C). 		

Method of Analysis: Each description is classified according to its context of “children” or “mother herself.” Within the context of “children”, there are two types of description, i.e., “children’s status that mothers captured” and “mothers’ observations regarding the children’s status that they captured.” Therefore, the author created two categories of “the factual information about children” and “mothers’ comment, sentiment, speculation” for the context of “children”. For the descriptive purpose, the latter is categorized as “speculation”. On that basis, when a descriptive content refers to mothers’ speculations over things in the future, it is classified in “speculations over the things in the future = speculations (f)”; when over the things in the present, “speculations over the things in the present = speculations (pr)”, and; when over the things in the past, “speculations over the things in the past = speculations (pa)”.

With regard to the context of “mother herself”, there are two kinds of “reflection” and “sentiment”. Descriptions regarding “reflection” are divided into “Reflections at the present moment = Reflections (pr)”, “Reflections over the past = Reflections (pa)”, and “Reflections over the things in the future = Reflections (f)”. “Sentiment” are divided according to the following eight categories of adaptive behavior presented by Plutchick (1962). The positive sentiments are trust, joy, surprise, anticipation and negative sentiments are disgust, anger, fear, sadness. There are also descriptive sentences that do not belong either to “positive” or “negative”. In such case, it is classified as “conflict”. “Conflict” includes such sentiments as “confusion, disappointment, distress, ambivalence, and irritation”. And descriptions of how mothers try to cope with difficulties when she faced them are classified as “coping”. As a result, mothers’ descriptive contents are classified in 11 categories of “Factual information”, “Speculation (pr)”, “Speculation (pa)”, “Speculation (f)”, “Reflection (pr)”, “Reflection (pa)”, “Reflection (f)”, “Positive sentiment(P)”, “Negative sentiment(N)”, “Conflict(X)”, and “Coping”.

3 — Results

Table 5 shows the sum and the ratio of descriptive contents of each case during three months. Results show that the descriptive contents of case A totaled 367 (147 in the first month, 97 in the second month, 123 in the third month); that of case B, 460 (162 in the first month, 153 in the second month, 145 in the third month); that of case C, 564 (160 in the first month, 204 in the second month, 200 in the third month).

In case A, “Factual information” appeared the most in the first and the second month. “Speculation (pr)” which was the second highest next to “factual information” in the first month, decreased in the second month and increased again in the third month. “Speculation (pa)” and “Speculation (f)” increased in the second month, and decreased in the third month. While “Reflection (pr)” had the tendency to gradually increase, “Reflection (pa)” gradually decreased,

and “Reflection (f)” doubled in the third month. “Positive sentiments” and “Conflict” did not show any transition by month, while “Negative sentiments” tended to decrease. “Coping” increased in the second month.

In case B, “Factual information” appeared much in the first and the second month. The “Speculation (pr)” which was the second highest next to “Factual information” in the first month, gradually decreased. On the other hand, “Speculation (pa)” gradually increased. “Speculation (f)” increased in the third month. While “Reflection (pr)” doubled in the third month, “Reflection (pa)” decreased. “Reflection (f)” increased in the second month and increased again in the same ratio in the third month. While neither “Positive sentiments” nor “Negative sentiments” frequently appeared, “Conflict” constantly appeared. “Coping” increased in the second month.

In case C, “Factual information” appeared much in the first and the second month. While “Speculation (pr)” and “Speculation (f)” increased in the second month and decreased in the third month, “Speculation (pa)” decreased in the second month and increased in the third month. “Reflection (pr)” constantly appeared during three months. While “Reflection (pa)” appeared in the same ratio every month, “Reflection (f)” increased in the third month. “Positive sentiments” appeared in the first and the second month but “Negative sentiments” did not appear over an entire period. In contrast, “conflict” increased in the second month. “Coping” frequently appeared in the

Table 5 Transition of Descriptive Content

Case	Month	Speculation			Reflection			Positive sentiment (P)	Negative sentiment (N)	Conflict (X)	Coping	Total	
		(pr)	(pa)	(f)	(pr)	(pa)	(f)						
A	1	53 (36.1)	29 (19.7)	1 (0.6)	7 (4.8)	16 (10.9)	8 (5.4)	7 (4.8)	7 (4.8)	4 (2.7)	12 (8.2)	3 (2.0)	147 (100)
	2	35 (36.1)	10 (10.3)	4 (4.1)	11 (11.3)	12 (12.4)	5 (5.2)	4 (4.1)	4 (4.1)	0 (0)	9 (9.3)	3 (3.1)	97 (100)
	3	31 (25.2)	18 (14.6)	3 (2.4)	10 (8.2)	24 (19.5)	3 (2.4)	13 (10.6)	6 (4.9)	1 (0.8)	11 (9.0)	3 (2.4)	123 (100)
	☆	119 (32.4)	57 (15.5)	8 (2.2)	28 (7.6)	52 (14.2)	16 (4.4)	24 (6.5)	17 (4.6)	5 (1.4)	32 (8.7)	9 (2.5)	367 (100)
	B	1	65 (40.1)	26 (16)	2 (1.2)	4 (2.5)	10 (6.2)	17 (10.5)	16 (9.9)	10 (6.2)	1 (0.6)	7 (4.3)	4 (2.5)
2	62 (40.5)	18 (11.8)	5 (3.3)	2 (1.3)	9 (5.9)	12 (7.9)	21 (13.7)	10 (6.5)	0 (0)	6 (3.9)	8 (5.2)	153 (100)	
3	51 (35.2)	12 (8.3)	10 (6.9)	5 (3.5)	19 (13.1)	9 (6.2)	18 (12.4)	8 (5.5)	0 (0)	5 (3.4)	8 (5.5)	145 (100)	
☆	178 (38.7)	56 (12.2)	17 (3.7)	11 (2.4)	38 (8.3)	38 (8.3)	55 (12)	28 (6.1)	1 (0.2)	18 (3.9)	20 (4.4)	460 (100)	
C	1	50 (31.3)	17 (10.6)	10 (6.2)	1 (0.6)	31 (19.4)	13 (8.1)	13 (8.1)	5 (3.1)	0 (0)	14 (8.8)	6 (3.8)	160 (100)
	2	62 (30.4)	29 (14.2)	6 (2.9)	8 (3.9)	35 (17.2)	16 (7.9)	10 (4.9)	11 (5.4)	0 (0)	21 (10.3)	6 (2.9)	204 (100)
	3	57 (28.5)	25 (12.5)	21 (10.5)	3 (1.5)	33 (16.5)	19 (9.5)	19 (9.5)	2 (1.0)	1 (0.5)	13 (6.5)	7 (3.5)	200 (100)
	☆	169 (30.0)	71 (12.6)	37 (6.6)	12 (2.1)	99 (17.6)	48 (8.5)	42 (7.4)	18 (3.2)	1 (0.1)	48 (8.5)	19 (3.4)	564 (100)

Note: Numbers represent number of descriptive content of each month.

() shows the ratio of the descriptive content to the total.

Column ☆ represents the total number of descriptive contents during three months of each case.

first month and decreased in the second month.

In all three cases, description of “Factual information” appeared the most over an entire period and had tendency to decrease in the third month.

In case A and case B “Speculation (pr)” appeared second most next to “Factual information”, and “Speculation (pr)” decreased in the second month. In addition, “Reflection (pr)” increased in the third month, and “Reflection (pa)” gradually decreased.

In case A and case C, “Speculation (f)” increased in the second month, but in case B, it increased in the third month. In case A and case C, “Reflection (f)” increased in the third month, but it increased in the second month in case B.

4 — Discussion

It is noted that stress level of parents differs according to the development status of children, parents’ ability in interpreting children’s behavior and meaning of their words, and frequency and interaction of parents’ use of social resources (Takahama et.al., 2008). It is also pointed out that children with difficult temperament tend to increase mother’s stress level and potentially damages the internalization process of setting standards of children’s behavior (Mizuno, 2009). High appearance of “Reflection(p)” in the first month in case A and case B shows that mothers deeply regretted their negative perception of their children and possessed the will to capture any changes in the children and understand them. Thus, when mothers feel challenged by children’s behaviors, lose confidence in their child rearing, bear the heavy burden of dealing with them, and/or feel their own behavioral constraints, they become increasingly negative towards children.

In the first month, the mothers in this study felt apologetic for reacting negatively to their children and that they changed their mind to try capturing subtle changes of their children and understand them. Because staff shared the knowledge of disabilities and the concrete way of interacting with children with disabilities during the mother-child short stay program, mothers began to deepen their understanding for their children. In addition, the author observed that when trying to understand their children, mothers explored the best way that they can do as a mother to face difficulty in communicating with child. Mothers who care for children with disabilities tend to interfere dominantly with children or become too protective. In both cases, it is often the case that mothers try to locate the cause of problem only on children’s side, and forget about examining their inner-self, thereby making it difficult to reach out to each other (Motoi, 2005). High appearance of “Speculation (pr)” and “Reflection (p)” in the first month in case A and case B implies that mothers came to view their children in relationship with themselves and understand their perspectives, which was very important to maintain their relationship. When mothers begin to observe their children in relation to themselves, and to understand the world through children’s eyes, mutual rela-

tionship becomes rewarding.

In case A and case B coping increase in the second month. This means that mothers, though admitting the realities of poor engagement with their own children, began to feel the developmental changes of their children, gain insights to children's feeling, and explore the possibilities of better engagement with them. Matsuoka et al. (2011) pointed out that by gaining various knowledge regarding caring and rearing, and by alleviating emotional burdens, mother's cognitive framework for children as well as caring and rearing undergo transformation, and by the very transformation, the changes in their rearing style occur. When mothers began to write purpose and goals as a mother in their search for better engagement with children, and organized each goal in spite of their strained realities, it is manifested as determinations to change rearing styles.

On the other hand conflict increased in case A and case C. This means mothers were perplexed by not being able to interact with their children. The mothers sometimes showed confusion caused by poor engagement with their own children. Aramaki and Mutoh (2008) have pointed out that mothers' "uneasiness of child rearing" increases when they are perplexed and lose objectivity and confidence towards their parenting. When mothers notice how little effect their engagement has on her child, and when they have to face insufficient capacity of themselves, their motivation decrease, and they deepen perplexion and confusion even more.

Reflection (f) increased in the second month in case B and in the third month in case A and case C. This can be interpreted that they had a mind to accept their children and anticipate any growth in the future against all their conflict. In the third month, mothers significantly changed their attitudes toward children in spite of the fact that they still felt pressure for not responding properly to children's need and felt perplexion. The mothers tried to accept the ways children are now and looked forward to their futures. In addition, mothers looked back on their past child rearing, objectively reviewed and recognized past efforts. The mothers' increased sense of commitment can be explained by the idea that when the mothers' value for child rearing is positive, mothers try to proactively form mother-child relationship, thereby increasing sense of commitment for parenting (Ogane, 2011). Therefore, mothers in caring children with disabilities, through experiencing hope and disappointment over and over again, obtain a frame of mind as a mother and accept the way her child is now.

Goswami (1998) presented that having cognitive representation as a result of behavior is internalization of "scheme" and that one can estimate results of behavior by internalizing "scheme." It can be inferred from the fact that "speculations (pr)" appeared the most within all "speculations", the mother internalized various kinds of knowledge about disabilities and she began to estimate the results of the children's behavior from observing his/her situation. Also, mothers' deeper understanding of the disabilities enabled them to make an inference of phenomena surrounding their children, to understand situations, to predict what comes next utilizing the past

experience and knowledge, and to plan in advance how to cope with their behaviors (Shimizu, 2002).

It can be explained that the various efforts by the staff of the institute such as creating opportunities to accept mothers' emotion and to sympathize, and explaining children's behavior and the status of development in precision, which effectively supported mothers' emotional needs (Kawauchi, 2006). Increase of "Speculation (f)" in the second month or third month in all cases shows that all mothers began to predict the future situation of children based on acquired knowledge in the first month.

Similar to the case of "Speculation", "Reflection (pr)" was the most appeared description and "Reflection (f)" was the second. In order to be motivated by child rearing, it is essential for a mother to experience the moment that she truly treasures the existence of a child and discover herself enjoying being with her child (Tsuchiya, 2008), and also, to self-regulate between emotional and cognitive aspects (Ito, 2010). It is inferable that increase in "reflection (f)" indicates that mothers deepened their understanding of children and that they enhanced their motivation for child rearing.

The results of this study did not show any transitional change in "conflict". Kaizu (2007) pointed out that "mothers get frustrated and irritated for not being able to understand their children and accept them as they are just because mothers' love and care for their children would not disappear amidst all the conflicts". The mothers in caring children with disabilities should have a certain kind of swaying sentiments despite noticing mutual relationship between themselves and children, and experiencing their inner growth.

Finally, in order to evaluate the mother-child short stay program, this study made a comparison between mothers' aims in using the program and their commentary of "After three months" (Table6). Case C did not provide any description on physical matters, but except that, all other descriptions showed positive comments after three months. Based on above observations, it can be said that mothers' changing perspectives for children resulted in reviewing mother-child relationship, setting appropriate goals and fostering hopes for the future. On the other hand, the result also implies that the mothers caring children with disabilities often go about daily life while being challenged by child-mother relationship and communication, difficult disciplining, responding to unusual behaviors.

The result of this study confirms that the mother-child short stay program was beneficial for mothers. However, the burden on the remaining members of the family is not small. It is a pressing need to establish a system to support mothers caring for handicapped children reducing such burdens.

Table 6 Emotional Change between the description of aim of using the program and mothers' commentaries of "After three months"

Case	Aim of using the program	"After three months"
A	Deepen mother-child relationship	Child rearing by child praising. It lacks in my child rearing. I discovered how much I can find things I can praise "a".
	Acquire effective approach at home	I can really feel his developments in what looked like slow motion during this intensive program. Although each development is in glacial progress, I am sure his efforts bear fruits someday.
	Overcome picky eating and eat with spoon and fork	Regarding food, "a" that could only accept MacDonald's food in the beginning, began to find something to eat and enjoy during each meal. And this is truly a delight.
	Self-confidence building	I think I have been promoted to a mother from something like a stationary goods over there. Here, I had begun a play by imitating his signs and actions, and then he himself noticed what I had been doing and then, he began imitating what I was doing. It was my first time to relate to someone in my life. And the event made me feel a strong affection for him.
B	Alleviate anxiety for the future	I still want to stay here and be close to professional teachers in educational facilities, but I will do my best while getting detailed advises.
	Deepen mother-child relationship	After staying here for a month, I feel that I have changed to "cheerful mother" not only in a superficial level, but also in an internal level.
	Acquire solid knowledge about disabilities of my child	With regard to "b", I finally got the feeling to accept "b", both of his good side and bad side as he is and positively capture him.
	Learn disciplining basic living practices	As "b" developed, he clapped hands for "Praise!" and could pee in the potty and all these things are happy events. But then, he also got hurt often, puzzled by the changes in circumstance, and do whatever on his own pace. These things on the other hand made me feel nervous.
	Learn how to teach simple words	By the time, I realized that I did not get upset even when I saw "b" confused by the changes in circumstances. When I stumble over something, I go back to the basics. I gained such habits over time without even realizing. In response, "b" began to express his feeling with his facial signals and motions.
C	Resolve my own feelings	Now I feel "c" is adorable and a treasure just the way she is and she can go about at a slower pace. Also, I came to feel rejoiced in small happiness and thought that I might want to have another baby. All in all, I became much more positive.
	Reflect upon myself	I did not like my weakness. But now, I think, "This is me. Imperfect as I am, I can grow as long as I do not forget making efforts". So, I am much more relaxed mentally.
	Expect that mother and child can grow together	Since we have much more things that we can share a feeling of, I find "c" smiling a lot. It is a synergetic effect. When I change, "c" would respond.
	Find out the things that mother can do for a child	I think I am going to meet many people through "c". And I want to enrich my spirit through encounters with them.
	Understand and Accept the disabilities of a child	My dream crumbled and I was frustrated and thought, "Why it had to be me?" But this is my task in life, and so, when I could get through with the task, I will be fulfilled.
	Learn what is the problem now, and what will be the problem in the future	"c" doesn't have much stamina and cannot control mental and physical imbalance.
	Learn goal setting and its teaching	My immediate tasks would be, regulating our life, building her physical strength, creating environment to control stimulus, and maintaining and improving her motivation.
	Want child to acquire the basic life skills	No description.

5 — Conclusion

Even though mothers in caring children with disabilities think they understand the nature of disabilities of their children, they often get confused and feel challenged by such matters as how children grow up, what is current issues to be tackled, and how they can teach things to them. By informing mothers about the nature of disabilities, behavioral characteristic of disabilities, and concrete coping methods, mothers obtain skills to read the background of their children's behaviors. Simultaneously, mothers deepened the sense of commitment as a mother, delineate the picture of future of mother and child, and achieve positive attitudes after participating in the program. This study captured, however, only the transition of mothers' sentiments during a particular support program. Identifying the influence of the programs over the child rearing of these mothers remains to be addressed.

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———— [TSUJI Ayumi, Associate Lecturer of Department of Psychology and Education of Human Sciences, Wako University]

[つじ あゆみ・和光大学現代人間学部心理教育学科非常勤講師]

[TAKAYAMA Yoshiko, Emeritus Professor of Yokohama National University]

[たかやま よしこ・横浜国立大学名誉教授]