

Abstract

This study investigated the status of the parent-child relationship among parents with special children by using the scale of Satisfactory Degree of Parent-Child Relationship, and analyzed the level of impact to this relationship due to different background characteristics. Besides, this study also investigated the effect of Filial Therapy in improving the parent-child relationship among several parents with special children.

This study is mainly divided into two sections. The first part investigated the parent-child relationship among the parents with special children from 11 to 18 years old. There were 73 questionnaires collected for statistical analysis on the background characteristics. The second part investigated a group of parents having special children from 11 to 18 years old. This group of parents participated in a Filial Therapy group founded by this study. The history of changes in parent-child relationship of these parents were then further analyzed by the interview before/after the group, the, questionnaire, and the in-depth analysis on the verbatim records throughout the process of the Filial Therapy.

The statistical analysis on the questionnaire results shows that different parent characteristic, family characteristic, and special child characteristic do not result in significant difference in the Satisfactory Degree of Parent-Child Relationship from the statistic point-of-view. Besides, the investigation on two parents with special children participated in the Filial Therapy group reveals that the parent-child relationship has improved. Through the Filial Therapy group, the positive interaction between the parents and the special children and the decency of the parents are enhanced. The parents become more self-aware and their confidence in disciplining their children is also strengthened.

Based on the results of the study, several suggestions are provided for further study on the parent-child relationship.

Key word: Parent-Child Relationship, Filial Therapy, Satisfactory Degree of Parent-Child Relationship, Special Children