

Proof of Helpfulness in Supporting Parents Who have Truant Children

– Consideration on the basis of the case of our child and that of children of other families –

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Abstract

Although it is often said that any child can be truant, we really become shocked when our own beloved children become truant all of a sudden. The harder parents try to get their children back to school, the worse the situation gets. In such cases, the parents feel guilty about how they raised their children and feel despair in their children's future. I have also experienced a truant child, but was able to get him back into society, supported by clinical psychotherapists and other parents who had truant children (parent OBs). I became acquainted with the Association of Parents of Truant Children (hereinafter, the “Association of Parents”). The support by the parent OBs on the basis of their actual experiences encouraged me strongly, thus I felt the necessity of support by parent OBs. Then, I looked for previous studies regarding this type of support, but I could not discover any papers that deal with support by parent OBs directly; while there were some studies that do mention parents OBs regarding the Association of Parents. Currently, I am committing to supporting activities for parents who have truant children on the basis of my own experience. This activity is backed up by my actual experience such that I was able to let my child merge back into society. The evidence of this is in the *History of the Truancy of Our Child*, which I wrote. The purpose of this study is to: make clear what processes children follow, review whether the children of other families follow similar processes, and prove helpfulness by following related history.

The author could thus discover four areas of focus: “before truancy,” “being truant (unstable period/stable period),” the “cue for turn-around” and the “path for turn-around,” all through the process of going back into society by reviewing and analyzing the history of truancy as mentioned above.

It is made clear that our response to children regarding “letting them become free of school stimuli” based on advice from parent OBs, occasional negative support, and the utilization of social resources helped our child become stable and led him to subsequent recovery in every stage after the “before truancy” period. I also conducted semi-structured interviews with seven people from five families with six truant children (two couples included), all mainly from the association mentioned above (one was introduced by a therapist), for the purpose of verifying this result. As a result of these interviews, I could affirm that five children, except for the one suspected to be LD, largely followed the divisions. I thus considered that the response as mentioned above could be useful for psychologically truant children, although my supporting method is proven to not always be suitable for cases of developmentally disabled children. Thus, this remains to be an issue in the future.