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Relational dynamic and personality of parents of children with special educational needs (SEN)

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Abstract. The subject of this thesis represents a subject of real interest in today's society, especially among specialists in psychological or psycho-educational fields. Moreover, addressing this issue represents a real need to identify and explore the family environment in which children with SER are found, as well as the dynamics in the relationship of the parents in that situation and changes in it, as well as at the level of the whole family environment, with the prognosis of a diagnosis of their children. So, this paperwork aims to become a theoretical and applied support for specialists who carry out psychological and educational activities with SER children, as well as their parents, but not only that, it also have an educational purpose. Starting from an empirical remark based on events from professional experience, both the personality of the two parties involved in the family union or in the couple, influences the way in which the two partners relate to the situation they face.

Keywords: dynamic, relationships, personality, parents, children, SEN

1. Relational dynamic

Specialized dictionaries for this domain state that a relationship refers to any kind of "connection between two or more entities or terms, reciprocal or unilateral, which once embodied will be realized as an active orientation or even an attitude, excluding the absolute separation" (Neveanu-Popescu, 1978, pp. 613-614).

In the same time, other authors specify that human relationships are in fact "interpersonal relationships within a group" (Larousse, 1998, p. 203) or "the way in which individuals influence each other or the way in which a person is influenced" (Șintion, 2007, p. 16) obviously, appealing to the responsibility of each individual to respect the moral norms outlined within the relationship.

This time, this thesis will focus on relationships created at the deepest level starting from understanding the motivations of individuals to choose a partner and to form relationships either of a social, friendly, professional or of an intimate nature. In today's society, creating and maintaining relationships is of a primary nature and absolutely necessary, loneliness being the opposite of it.

Relationships are gradually established, they are including a series of variables that each involved parties contribute and end up attaining revealing and profound forms.

Referring to one of the terms discussed earlier, nowadays the term "partner" is being used more and more often in different areas of an individual's life. When they are part of an educational institution and one of the teachers establishes teams to carry out a project, those who make up a team can be called partners. At the same time, when individuals are engaged in a process of interpreting a skit, a dance, a movie, they can also be called partners. In other words, each of the participants in a joint activity is considered in relation to the others, a partner. The same is true in an intimate relationship, people who form a couple together are considered partners.

So, it can be deduced from the analysis of the above that the partnership is in fact a system, developed and deciphered by the partners, which combined two or more parties of different points of view such as social, personal, economic.

Another concept that will be relevant during this work, concerns the couple and the couple's life. Thus, first of all, we will establish its significance as well as the psychological implications on an individual and social level.

According to specialists, the conjugal couple is differentiated as a smaller structure of bio-psycho-social type, resulting from a creative multilevel and multi interconnected process (Mitrofan, 2009). It's an union that has two types of expectations from both partners, a love relationship, which the partner is either female or male in each other views or feelings, but also the affiliation to an alliance, with all the variables which unite two people, in association with the society and the outside world, and creating a kind of protected privacy (Godeanu, 2015).

In other words, the expectations of individuals who form a couple are closely related to a small union that is created with itself, namely the couple's bubble (Godeanu, 2015, p. 30), which offer security and, of course, protection. Thus, each of the two partners react in such a way that they can become a support for each other, so the partner can become a support and a protection for him / her to avoid harmful actions from the outside, basically, an extra feeling of power, extra protection from outside aggression.

In contemporary society, the couple has two variables, namely loyalty and trust that strongly correlate with the two major expectations of the couple's partners, seduction and solidarity, but also with feelings of protection and security. The principle is simple, loyalty needs also valorization, recognition and sexual identity.

In addition, the feeling of trust is related to belonging to a secure union. In other words, the couple represents a multitude of variables with a strong sentimental load that help the person to be classified in a safe and protected environment, drizzled with deep feelings, which also involve commitments and availability from a moral and sentimental point of view.

Traditionally, families are based on the process of marriage, either legal or religious. In ancient times, partners who lived together, shared their emotions and feelings without performing these legal or religious procedures, were socially condemned. Nowadays, the emphasis of these customs it's not so reinforced, but most couples choose to behave traditionally and follow the procedures inherited over the generations in terms of marriage and family.

In other words, marriage is the process by which a family is founded, which materializes between the two partners, already engaged (or not) in a married life, before making the decision to fulfill the act of marriage.

The need to bring this concept into account is extremely important. Most of the time, when the subject of relationships or relational dynamic is discussed, remarks are made to how they work within the family. The family is an association in which a number of important relationships are linked and operated (between partners, children, children and partners, etc.).

The family can also represent the alliance that has limited rights to exercise parenting. This structure must integrate the children in a social life and also the transference of familial and personal values.

At the same time, it can be defined as a group in which children will always find resources to structure themselves according to their needs, so that when they get to create their own family, they will be able to do so, either by extending the original family, either by taking on a different model (Godeanu, 2015).

From a psychodynamic point of view, the family involves experiencing various events which are based on connections that are biased on their family. Thus, the family fulfills a founding role, which starts from two tendencies, namely:

- A training trend, the educational ensemble with training function, depending on the ideal of the family and individual training;
- A trend that refers to their own needs.

These tendencies make up a special dynamic at the level of sex-role manifestations within the conjugal or erotic partnership.

From the perspective of family and systemic therapies, the family is defined as a system that has its own homeostasis, which allows it to withstand changes over time, as well as challenges, hotspots, heavily charged situations, etc. In addition, it is an internalized system of relationships and operations between family members and family, as an union. At the same time, the family is defined as an open system with well-defined and clear boundaries that allow the exchange of impressions properly (Andrew, 2000).

From a trans-generational perspective, there is a number of typologies that actually represents the effect of transmitting a series of patterns and ways to maintain repetitive scenarios in the lives of individuals (Bruno, 2018).

2. The concept of personality

Currently, the term “personality” is used as often as possible in different contexts. Either they refer to an influential or very successful person, whether it is their own traits that differentiate some individuals from their peers, or when an individual exhibits undesirable behavior and the tendency is to say that " he has no personality. ". Otherwise, usually when an individual produces a desirable social behavior, the tendency is to say that he "is a man with personality." Although access to information is almost unlimited nowadays, these terminological confusions are common.

Today, personality studies and research are becoming more and more numerous and complex. Researchers have noticed that there are several terms that also refer to "personality", but they are used in several scientific fields, including medical, biological, even physiological. Thus, they are found in specialized paper works, the term "individual" which is defined as: „a set of inherited biological properties that ensure its adaptation to the natural environment (...) any living entity considered a whole and it's unbreakable” (Cretu, 2012, p. 11). Deriving from the previous term, “individuality” was formed and introduced in the specialized literature which actually means

the individual, but that individual who during his existence managed to perform actions that differentiate him from the others.

Thus, if the situation refers to the individual we discussed earlier, in a social setting, but we also offer him attributions, he will be called “a person”. Finally, the term “personality” is also noted, which is defined in the literature as “the unique way of structuring and organizing the psychological characteristics of the person” (Crețu, 2012, p. 12).

A minimum knowledge of these terminological differences would accentuate and support the process of maintaining scientific truth and will eliminate any terminological confusion.

Given the complexity of this concept, it is appropriate to consult specialized textbooks and dictionaries to make possible the outline of a broader picture of it. Thus, in the foreground, it is surprising that personality refers to the "important" aspects of behavior, which also represents a "relatively stable" constant. (Ewen R., 2012).

According to Paul Popescu Neveanu, personality is: “the human subject considered as a bio-psycho-social unit, as a bearer of epistemic, pragmatic and axological functions” (Neveanu-Popescu, 1978, pp. 532-533). In addition, in the same dictionary of psychology cited above is the term "basic personality" which, in turn is defined as the structure of psychological elements and socio-cultural situations (feelings, values, etc.) similar or common to some certain categories of persons in a given society (...) (Neveanu-Popescu, 1978, p. 536)

Moreover, in the form of a definition, the Dictionary of Psychology, authored by Norbert S. Larousse, defines personality as: “a stable element of a person's conduct, which characterizes and differentiates him from another person. (Larousse, 1998, p. 231).

Personality is one of the concepts that trigger great interest among specialists, theorists and psychologists. This concept is also part of human development, as a structure or “a lasting effect of choices and rejections made by the subject in its relationship with the environment or other organisms“ (Lagache, 1993). Moreover, the personality fulfills many psychological functions, among which are those of identification, investigation and control, which help and encourage the process of socialization, mediation or establishment and removal of conflicts or self-image etc. In this context: “personality does not appear as an organization of functions, but as a network of attitudes formed in the course and in the connection of various behaviors” (Doron, 2006).

Therefore, the personality of each individual is made of all its peculiarities, from the affective to the cognitive and conative. In this way, the essence of the human personality is given and rendered but also maintained by personal uniqueness, the original imprint of the self.

The concept of personality is also associated with value, also expressing the organization of a person at a higher level (Enache, 2017). However, there are different opinions, some theorists admit that personality can be studied only from the point of view of social behavior, meaning its observation from the outside. On the other hand, there are theorists who deepen the concept of personality, and argue that it has its origin inside or in the center and epicenter of the person. Moreover, they claim that personality can have certain aspects that cannot be seen and observed from a behavioral point of view and can manifest even in the absence of interaction with others.

In conclusion, personality, analyzed in the light of the scientific literature that bears its name, exactly the psychology of the personality, is described by specialists in various categories, with a descriptive role. In short, several notable personalities have the history of psychology to date, so is the number equivalent to elaborate personality theories. In this context, it is not

appropriate to have a single theory, and the most reasonable thing to do is to mark at least one important aspect applied to the contemporary society from concepts developed by its leading representatives, in order to establish your own understanding.

3. Main concepts regarding educational requirements

The special educational requirements include in a fine way the interest shown by the teachers, as well as by the competent authorities in this field for the differentiation, compensation and the desire to integrate in the mainstream school and in the society the students who face physical or cognitive deficiencies for a harmonious integration. Thus, at present, these special educational needs, integrate both students, family and the teachers or specialists involved in the process of their recovery.

The writings on this subject define SEN such as: “ additional educational needs and complementary to the general objectives of education adapted to individual particularities and those characteristic of a certain learning disability or disturbance / difficulty as well as a complex assistance, either medical, social or educational. “(Quarantine, 2007, p. 15)

On the other hand, circulated structures in legal terms on this subject as well as in the everyday reality, the terms of “special education, inclusive education and school integration”, which, are relevant in the case of this paper and it is auspicious to mention their usefulness, thus making possible their discrimination.

According to the same author cited above, special education is "the appropriate form of school training and complex assistance for people who fail to reach temporarily or throughout schooling the age-appropriate instructional-educational levels required by regular education (...)" (Quarantine, 2007, p. 16).

At the same time, the same scientific source notes that school integration refers to: “a process of adapting the child to the requirements of the school he attends, establishing positive emotional relationships with members of the school group and successfully conducting school services. The assimilation by the child of the student status is the result of some internal changes in balance between certain dominant personalities with consequences in the plan of his action” (Quarantine, 2007, p. 16).

4. Special educational needs

Throughout history, this need to integrate and make possible the school integration process of children with SEN has undergone a series of transformations and evolutions. So, since 1990, Romania has faced a medical shock, both among children from families with SEN children and from institutionalized children.

In 1990, a series of emergency measures were taken that took into account elements such as the creation of favorable living conditions for children with special needs, the training of specialized personnel in this field, the initiation of research regarding SEN.

Internationally, in 1993, UNESCO and UNICEF took the initiative in terms of school authorities, at the same time, in the following years, in Romania, the Education Law came into force, which brought a series of important changes. Among the changes mentioned above are the non-discriminatory access of children with disabilities to education, the establishment of special classes, and the introduction of the concept of SEN

Until 2009, in Romania there were a number of necessary changes in the field of SEN. According to Vršmaş (2010), the education promoted in schools has been segregated towards an integrated and sustained education.

In this way, with slow but sure steps, following numerous debates and research in the field, worldwide, the term inclusive education has become not only a theoretical concept but also a reality applied in almost all educational institutions. By definition, inclusive education seeks to address the learning needs of all children, young and adults, with a particular focus on the most vulnerable ones in terms of social marginalization and exclusion. (Salamanca, 1994). At the same time, inclusive education involves a continuous process of improving the school institution, with the aim of exploiting existing resources, especially human resources, to support the participation in the educational process of all students in the community (Vršmaş, 2010).

Out of the need to identify a way that would allow to communicate with SEN children, a phraseology entitled SEN or special educational requirements was created, which seeks to replace school maladaptation or atypical education.

Thus, this notion designates the complementary educational needs to the general objectives of school education, needs that require a learning process adapted to individuals or to their characteristics of a disability (or learning disorders), as well as a specific intervention, through rehabilitation / recovery and appropriate satisfaction. (Vršmaş, 2010, p. 17)

In other words, in order to make it possible to grant equal opportunities and access in the educational-school activity, SEN manifests a reality with relevance in the psycho-pedagogical plan.

Given the methodologies currently accepted in our country, the special educational requirements are developed and confirmed by laws following a broad and complex process, going through various commissions, evaluations and consultations with both the children's family and them. As already mentioned in the chapters already presented, there are a variety of disabilities that can be legally included in special educational requirements. Of all these, some of their key aspects will be reported and highlighted. It is very important to know and remember the characteristics of each disorder.

5. Research methodology

5.1. Objectives

1. Identify whether there is a correlation between the level of dyadic adjustment and the satisfaction of life at the parents of children with SEN.
2. Identify if the level of autonomy correlates with that of dyadic cohesion.
3. Identify whether there is a correlation link between the place of control and the dyadic consensus.
4. Identify whether there are significant types of differences in emotional stability.
5. Identify whether there are significant differences between partners regarding the level of conflict, depending on the length of their relationship.
6. Identify whether there are significant differences between the parents of children with SER in terms of quality of life depending on their background.

5.2. Hypotheses

1. It is assumed that there is a positive correlation between dyadic adjustment and the satisfaction of the life of the parents of children with special educational needs.

2. It is assumed that there is a negative correlation between dyadic cohesion and the autonomy of the parents of SEN children involved in the couples relationships.

3. It is assumed that there are significant differences between men and women in terms of emotional stability.

4. It is assumed that there are significant differences in marital conflicts depending on the length of the relationship.

5. It is assumed that there is a negative correlation between the control location of the participants and the dyadic consensus.

6. It is assumed that there are significant differences in the quality of life of the participants depending on the medium of origin.

5.3. Research tools

The following tools were used to conduct this research:

- the Dyadic Adjustment Scale (DAS) questionnaire, a tool used to characterize the quality of the dyadic relationship;
- the Gottman questionnaire, which aimed to measure the couple's happiness and conflict in order to be able to correctly assess their relationship;
- Control Site questionnaire – Rotter;
- FFPI questionnaire (Five factor personality inventory);
- QOLI (Quality of Life Inventory) questionnaire - Quality of Life Inventory;

5.4. Study participants

A total of 68 people took part in this research (N = 68), of which 34 are women and 34 are men aged between 25 and 65, all parents of children with special educational needs. They were grouped according to the environment of origin, age category, level of education, marital status and duration of marriage. They are all part of a relationship, but not all of them are married. Thus, according to the figures represented below, the distribution of the participants by categories according to the duration of their marriage, it seems that they are in proportion of 58.82% in a partnership / marriage of a period between 1 and 10 years and 41.18% of -a relationship in a period of 0-10 years. At the same time, 41.18% are not married but in a partnership and 58.82% are married. 61.76% come from urban areas, and 38.24% come from rural areas. 60.53% have completed university studies, 10.53% have completed vocational schools and 28.95% have completed high school. And, 57.35% are adults (35-65 years) and 42.65% are young (25-35 years).

6. Analysis and interpretation of the results

Hypotheses 1. It is assumed that there is a positive correlation between the dyadic adaptation and the satisfaction of the life of the parents of children with special educational needs.

In order to identify the truthfulness of the implicit presumption, the Pearson correlation coefficient was applied (= .319), which shows that there is a positive correlation between the dyadic adjustment and the satisfaction of the life of parents of children with special educational needs (see Table 1).

Tabel 1- Pearson correlation

Correlations

		Rezultate_DA S_DA	Rezultate_QO LI_brut
Rezultate_DAS_DA	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.008
	N	68	68
Rezultate_QOLI_brut	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.008	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

Thus, it is found that there is a positive correlation between the dyadic adaptation and the satisfaction of the life of the parents of children with special educational needs, with a confidence level of 99%.

In other words, the hypothesis is confirmed.

According to the data analyzed above, it shows that there is a positive correlation between the dyadic adaptation and the satisfaction of the life of the parents of children with special educational needs.

Over time, people have given special importance to love relationships, the true ones, deep and intimate, that they have been looking for all their lives. When they identified partners willing to provide for all these needs, the relationship solidified and the marriage or emergence of families followed.

It is certain that relationship it's the basic pillar of the most authentic meanings and goals of individuals, so people identifies themselves with the relationships they have, the type of partner or the characteristics of their relationships. Until a child is born, in a marriage, most of the attention and interest of the people is given to the relationship, but when new family members appear, this attention shifts to them. So, tendencies of maladaptation to married life, to marriage itself and to their future way of life appear.

Hypotheses 2. It is assumed that there is a negative correlation between dyadic cohesion and the autonomy of the parents of special children involved in couple relationship.

To identify the truthfulness of the implicit presumption, the Pearson correlation coefficient was applied (= -, 431), which shows a negative correlation between dyadic cohesion and the autonomy of the parents of special children involved in couple relationship (Table 2):

Table 2. Pearson correlation

		FFPI_autonomie	DAS_DH
FFPI_autonomie	Pearson Correlation	1	-.431**
	Sig. (2-tailed)		.000
	N	68	68
DAS_DH	Pearson Correlation	-.431**	1
	Sig. (2-tailed)	.000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

All this being presented, it can be concluded that this hypothesis is confirmed.

Following the data analysis, it is found that there is a negative correlation between dyadic cohesion and personal autonomy. In other words, the more autonomous one of the two spouses becomes, the less cohesive, less cohesive their relationship becomes. From the definitions of the two terms it is clear that these variables are, in fact, diametrically opposed, being able to influence each other, but in opposite ways.

Hypotheses 3. It is assumed that there are significant differences between men and women in terms of emotional stability.

To identify differences between the two samples, the T test was used for independent samples, and the results were as follows:

Table 3. T test for independent samples

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FFPI_stabilitate_emotionala	Equal variances assumed	.304	.584	-2.091	66	.040	-6.324	3.024	-12.361	-.286
	Equal variances not assumed			-2.091	65.911	.040	-6.324	3.024	-12.361	-.286

Analyzing the results of the T test for independent samples, it is observed that there is a difference between the two categories of participants, organized according to gender.

In this way, the hypotheses is confirmed.

According to the above data, there are significant differences between the two groups on emotional stability, in particular, there are significant differences between females and males. Thus, according to the data in Figure 17 and Figure 18, it shows that women obtained a higher average on the variable of emotional stability (average female = 73.38, average male = 67.06).

This sample confirms that women, mothers of children with special needs, have higher scores on emotional stability than their spouses or partners. This fact confirms some of the beliefs formulated at the empirical level with the desire to start this research, based on verified data and scientific notions. In practical experience, it is often observed that in the lives of children most of the time, there are mothers. They go with them to the therapeutic programs, take them to school, know their gestures and routines, get actively involved in the therapeutic recovery process of their

child, get informed, follow a therapeutic process on their own for their personal development, participates in workshops for parents etc. So, observing, on the other side, namely from the role of therapist of these children, the paternal present in their life takes place more at home or occasionally in their social life.

Hypotheses 4. It is assumed that there are significant differences in marital conflicts depending on the length of the relationship.

To identify differences between the two samples, the Mann-Whitney U test was used for independent samples, and the results were as follows (Table 4):

Tabel 4. U Mann Whitney Test

Test Statistics ^a	
	Gottman_conflict
Mann-Whitney U	379.500
Wilcoxon W	1199.500
Z	-2.336
Asymp. Sig. (2-tailed)	.019

a. Grouping Variable:
durata_casniciei

According to the results, there are significant differences between the two categories. The hypotheses is confirmed.

A brief analysis of the results obtained from the application of the relevant statistical calculations shows that, although the distributions are abnormal, there are still significant differences between the two categories of couples. Couples were divided according to the length of their marriage or partnership. Thus, they were differentiated into couples who have been together for more than 10 years and couples who have been together for less than 10 years. The results identify that there are differences between them, namely that couples who are together for a period between 0 and 10 years, meet several maximum results on the scale of the conflict.

According to experts in the field, the formation of a couple has several phases. In the first stage, the couple is formed, then the partners adapt to family life with young children, then a next phase is marked by the existence of the family institution but with children at school and teenagers, and a final phase refers to the family with older children that become adults, so the family has an adult-adult relationship (Vasile, 2007).

Hypotheses 5. It is assumed that there is a negative correlation between the control location of the participants and the dyadic consensus.

In order to identify the truthfulness of the implicit presumption, the Pearson correlation coefficient was applied (= -.355), which shows that there is a negative correlation between the control location of the participants and their dyadic consensus (Table 5):

Tabel 5. Pearson correlation

Correlations

		Locus_of_control	DAS_DC
Locus_of_control	Pearson Correlation	1	-.355**
	Sig. (2-tailed)		.003
	N	68	68
DAS_DC	Pearson Correlation	-.355**	1
	Sig. (2-tailed)	.003	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

According to the score obtained at the Pearson correlation coefficient, it is observed that there is a negative correlation between the external control location and the dyadic consensus.

Therefore, the hypotheses is confirmed.

This negative correlation between the control location and the dyadic consensus suggests that it is quite difficult, in real terms, to have a balance and harmony in a family and in the context in which one of the partners (or both) does not assume their roles and nor the successes or failures.

The control location, in the current context, refers to the way in which the partners assume their responsibilities, facts, feelings or consequences in their lives. In addition, it may reveal issues such as misunderstandings about issues because one of them does not take responsibilities, the possibility that some emotional conflicts may not be resolved or reported in time precisely because the belief that one of the partners suggest that he does not bear any responsibility, but on the contrary, the other is the one who needs to assume, or actually, they were unlucky. It is possible that some partners may feel dissatisfied or partially satisfied, happy and fulfilled, precisely because the other person attributes those unfortunate events to certain external forces called fate or luck.

Hypotheses 6. It is assumed that there are significant differences in the quality of life of the participants depending on the medium of origin.

To identify differences between the two samples, a T test was used for independent samples (Table 6), and the results were as follows:

Table 6. T test for independent samples

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
calitatea_vietii	Equal variances assumed	.001	.974	1.680	66	.098	.4143	.2466	-.0780	.9066
	Equal variances not assumed			1.662	51.287	.103	.4143	.2492	-.0860	.9145

Analyzing the results of the T test for independent samples, it is observed that there is no difference between the two categories of participants, organized according to the medium of origin.

The fact that this hypothesis is not confirmed brings with it an additional amount of information and a significant value in terms of the families situations with SEN children in Romania. True, this work is at a limited level of population and cannot be attributed to it, but in the future the sample can be enlarged, safely and investigated more widely.

The absence of a significant difference regarding the quality of life between the two samples that were divided according to the medium of origin may also be a good one, which may indicate that it is not the place where people come from that is important, but how they choose to meet their needs, adapt to it and promote it.

Also there is a study conducted in this regard which seeks to identify whether there are significant differences in the quality of life depending on the medium of origin in the European Union, so the researchers who initiated this study were amazed to identify that, paradoxically, in the sample they formed, there are no significant differences in quality of life between urban and rural residents (Mark Shucksmith, 2009).

Research conclusions

Concerning the special educational needs, a series of aspects and a series of elements with a particularly important role are identified, which need to be analyzed and understood in a way based on scientific aspects, exposed in a filtered way and centered on the truthful aspects observed in real life. Thus, one of the most important elements is represented by the children with special educational needs, their relationship with their parents, but especially the way in which their parents interact, cooperate and make possible the therapeutic recovery of their child. In other words, the emotional life and mental life of the parents of children with special needs is very important, more than would have been imagined. Their needs, the ways of interaction, the personality variables, the way they cooperate, what unites these parents are aspects of real importance that require enhanced attention and study.

The relational dynamics of parents of children with SEN must be understood and approached from multiple perspectives. There are a number of theories that have been used to explain the concepts of partner, couple, family, and marriage. In fact, there are a number of stages in the realization of these social constructs, namely the couple or the family. First, the partners choose each other, the couple is formed, the boundaries are drawn and then the marriage is initiated and the family is created, obviously this being the traditional form.

The family has an extraordinarily important role in the recovery of children with special needs, so their married life is an essential and relevant component to analyze. The healthier and more balanced the relationship between the partners, the more harmonious and their progress is in the evolution and development of their children.

This paper aims to strengthen the research carried out in the field so far and to bring an extra newness to the specialized studies, starting from the hypotheses of comparison of the parents of children with SEN according to the duration of their marriage, the medium of origin and gender. At the same time, the paper aims to identify correlation landmarks between different psycho-social variables and aspects of the personality of the parents with SEN children.

The purpose of this paper is to answer the questions “*What are the personality factors that correlate with the understanding in the couple?*”, “*Are they satisfied with their life of the partners who adapt to their relationship?*”, “*How can the couple relationship influence the control location*

? ", "Are there significant gender differences in emotional stability in the case of parents of children with SEN?" , " How can the medium of origin represent a factor who makes a difference regarding the quality of life of the parents with SEN children " , ,, The duration of marriage can indicate differences in views concerning the occurrence of the conflict in the couples with SEN children? " .

Thus, according to the first presumption in this research (see chapter VI.1) this paper revealed that there is a positive correlation between the dyadic adaptation and the life satisfaction of the parents with SEN children. So, the adaptation between the parents regarding their relationship is necessary to be in harmony with their home environment and with the development of the child. The two partners develop together a safe place in their house, thru their actual possibilities and energies, thus allowing the feelings to be cultivated in a secure way, sprinkled with care and with shared feelings.

The second presumption in this paper (see Chapter VI.2) refers to the possibility of a negative correlation between dyadic cohesion and the autonomy of parents with children. So, this hypothesis is confirmed and this fact reveals that the variable of dyadic cohesion means the ability to create a close connection between two persons, the property of two humans to be united and to harden their relationship. We can talk about cohesion when the feelings, thoughts and desires of the two partners, but also their future plans and the way of their action are harmoniously linked, transposed and identified with each other. If one of the two people acts more in an individualistic and autonomous way, then this connection is lost.

The following hypothesis (see Chapter VI.3) reveals a correlation between the control location and the dyadic consensus between the parents who participated in this study. Thus, it is shown that there is a negative correlation that justifies the need to be responsible and the need to connect between the two partners / spouses. Along with their responsibilities, there is a common action plan that they can follow. Finding the culprit responsible for their child's situation is a stress factor and an energy consumer.

The following hypothesis (see Chapter VI.4) aims to identify significant differences, depending on gender, of emotional stability. This hypothesis was found to be significant and to indicate high results for women. So, it seems that mothers manage to assign the highest responsibilities and duties in relation to the education and recovery or support of their children, assigning themselves a kind of high and noble missions. They detach themselves from social requirements and manage to connect with their real needs but also those of their spouses / partners.

The next hypothesis (see Chapter VI.5) states that there are significant differences in marital conflicts depending on the length of the relationship. This hypothesis revealed that those couples who have a relationship less than 10 years have higher scores on the conflict variable. These families may face more difficult times or they may have accumulated a lot of dissatisfaction over a long period of time because of the possible causes listed above.

The sixth and last hypothesis in this study (see Chapter VI.6) states that there are significant differences between couples living in rural and urban areas, depending on the quality of life. This hypothesis is refuted, so it is considered that this sample is unrepresentative for this kind of presumption. On the other hand, this hypothesis brings to light the fact that there are a number of complex variables that can interfere in this case such as educational level, socio-economic status, social life, quality of family relationships, relationships with in-laws, medium of origin of the family , daily stress, workplace, job satisfaction etc.

As previously presented, all six assumptions underlying this work certainly add to the literature in the field and have met the objective of this research. This paper highlights the need to further promote a harmonious living environment for partners as well as the optimization of the couple's relation. Their importance is meaningful in the context of optimal development of children with SEN and beyond. The mental state of the parents is transposed in the children's lives. Toxic parenting creates trauma for children. The traumas of today's children mark the lives of tomorrow's adults.

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