

The Case Study of Parental Experiences from a Father of a Gifted Junior High School Student in Grade Acceleration

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Abstract

The case study inquiry a father's parenting experiences of a gifted junior high school student opted in grade acceleration. The design of the study selected the single-case methodology, and the data were collected from in-depth interviews of the parents, teachers, and personal documents, for example : certificate of merit and the cup of merit, verification of TOEIC, and reporting of newspaper. The results will be analyzed through trigulation and recheck context.

The results show the followings: (1) the empowerment of father's ability is related to original personal family and experiences of school and carrier ; (2) father's observation of the gifted characteristics, paying attention to stimulus on sensory organs, and offering lots of opportunities for reading and language expression ; (3) during school age, the role of father shows authoritarianism, is on information collection, exploring the habits, and involving the schooling ; (4) in family adaptations, they come to unite their opinions between parents, and his younger brother had already learned to balance the mental attitudes of competitions within siblings .

According to the study , we proposed some suggestions for parents either had gifted children or not about their child rearing values.

Keywords: gifted student, grade acceleration, parental experience, case study.

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一位國中資優生其父親之親職歷程

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摘要

本研究係以一位跳級國中資優生的父親為主要研究對象，以單一個案整體設計為研究設計方式。研究主要採取質性研究，以家長及資優生之導師的深度訪談資料，並蒐集相關人工製品如：獎狀、獎盃、成績檢定、文章報導等，進行三角交叉法和文本複核以檢證和分析探討。

本研究結果發現：(1)親職賦能覺知與父親個人之原生家庭、工作求學歷程連結密切；(2)父親對於幼兒早期資優特徵最具敏銳觀察，且重視感官刺激、並提供孩子大量閱讀與語言表達的機會；(3)學齡跳級階段，父親顯現權威的教養態度主導親職教養之責，由資料匯集分析、孩子興趣的發掘與引領，以至積極參與學校事務，並提供孩子多元的課外充實課程；(4)家庭適應歷程，經歷夫妻一致共識的形成與手足競逐的心理調適。

根據研究結果，以期提供給國內的一般家長或家有資優生的家長，作為教養與培育之參考。

關鍵字：資優學生、跳級、親職歷程、個案研究

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