

接受早期療育兒童父親的親職參與經驗

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研究背景與目的：由我國 1994 年至 2015 年頒布的早期療育相關法令可以看出，我國對於早期療育服務從過去以兒童為中心的服務，擴展至對於其家庭支持的重視。過去國內研究顯示，早期療育除了能夠提升發展遲緩兒童各項發展能力(王天苗，2013；林中凱、傅秀媚、張秀玉、劉芷瑩，2010)，也能提供其父母心理和情緒上的支持，並增強父母在親職上的功能(王天苗，2013；李宛芸、陳彥如，2013)。研究者回顧過去關於父母參與早期療育的研究大多數是關注母親的角色，並認為父親在早期療育中僅扮演間接角色，而較少全面性的探究父親在早期療育中的親職參與，顯示國內缺乏發展遲緩兒童父親的親職參與的相關研究。近年來，學術界開始關注到父親在家庭中的親職參與的重要性，並也呼籲研究人員能更深入了解發展遲緩兒童父親的親職參與經驗以及所需的支持。因此本研究目的為探討接受早期療育兒童父親的親職參與經驗。

研究方法：本研究採用質性研究，透過半結構式訪談大綱進行三段式深度訪談，訪問六位台北市接受早期療育兒童的在職工作父親，並使用持續比較法進行內容的分析。

研究結果：(一)父親在專業服務的參與大部分是與母親透過討論，共同安排與監督兒童接受的療育服務與未來就學安置，並為了豐富兒童的學習刺激，尋找自己能親自出席的額外的早期療育資源。(二)父親在親師互動與溝通，大多以母親為溝通媒介，或者透過通訊軟體、寫聯絡簿的方式與幼兒園老師討論關於在家教育和在校教育的議題，而較少以面對面的方式與老師對談，且較少有成功的溝通經驗；多數的父親認為參與個別化教育計畫主要的角色為旁聽者，較少主動發表對

於兒童優弱勢能力的認識，與所期待的療育目標，但父親對於兒童的發展期待與能力現況的理解往往是豐富且多元的。(三)父親在家庭中的親職參與包含，將療育的目標延續至家中練習，並成為兒童主要的遊戲夥伴，大多數的父親會將自己的專長和興趣融入與兒童的互動中。

建議：(一)父親值得更加肯定自己的親職參與，並相信自己提出建議與看法都是促進孩子發展的重要訊息。(二)早期療育專業人員應將父親視為重要的夥伴，可以透過非正式的訪談了解在家庭中與兒童遊戲的對象、例行性活動和父母親的興趣，提供相應的建議和舉辦相關的親職活動，提升父親的參與意願，並主動且持續的與父親交流並討論有關孩子的能力現況與家庭關切事項以及目標的優先順序。

關鍵字：早期療育、父親、親職參與

A study on the experience of parental involvement in Early Intervention

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Background and purpose : Following our national law since 1994 to 2015 we have seen changes from Child-centered service to expansion of focusing on family support in the field of Early Intervention (EI). Previous studies have reported that EI not only can improve child with developmental delay abilities in development (Wang, 2013; Lin, Fu, Chang, Liu, 2010) but also providing their parents emotional support, and enhancing the function of parental nature. (Wang, 2013; Li, Chen, 2013). In the past, most of the studies in the field of parent involvement in EI have only focused on the role of mother, and considered that fathers in EI are not considered as an important role which indicates a need to comprehensively investigate the father's parental involvement of child of developmental delay. The aim of this study was to explored the experience of parental involvement in family and early intervention.

Method : A qualitative inquiry in six fathers who were on-the-job in Taipei of young children with developmental delay by using semi-structured interview to collect data analyzing regarding the Constant Comparison Method.

Result : (1) Father's parental involvement in professional EI service is mostly discussed by the arrangement and supervision of EI service for the child and the educational arrangement with spouse. For diverse simulation of learning for children and having a chance to engaging in EI, fathers are searching for the extra EI which

they can take part in personally. (2) Father's parental involvement in communication with professionals is less in face to face communication with teacher while most of time a delivery of information from mother, or by written communication with few successful parent- professional communication experience. Some fathers deemed himself as a bystander in the meeting of Individualized Education Programs because they are not proactive to express the goal of their expectations and EI for the child.

However, fathers have enough ability to speak for their child. (3) The father's parental involvement in the family includes the continuation of the goal of EI program at home and to be the child's main playmate. Most of them integrated their interest and expertise into the interaction with the child.

For reasons outlined above, it is suggested for fathers and professionals.

Keywords : Early intervention, Father, parental involvement.