

特殊教育學校高職部智能障礙學生家長倡議子女自我決策之研究

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中文摘要

本研究主要目的在瞭解特殊教育學校高職部智能障礙學生家長倡議子女自我決策的態度及實際作法。本研究採調查研究法，以特殊教育學校高職部智能障礙學生家長為研究對象，調查範圍為北、中、南、東四區，以比例分層抽樣方式抽取 276 名樣本，以研究者自編的「特殊教育學校高職部智能障礙學生家長倡議子女自我決策問卷」為研究工具進行研究，所得資料以描述性統計、標準差、t 考驗、變異數分析等方法進行統計分析。本研究結論如下：(1)智能障礙學生家長對倡議子女自我決策持正向肯定的看法，其中以「心理賦權」層面的支持度最高，以「獨立自主」層面的接受度最低；(2)在不同背景因素的差異分析中，子女為男生、子女就讀低年級、子女為輕、中度障礙、子女數三人及以上、高社經地位、民主式教養方式、有參加社福團體及曾得知自我決策資訊的家長，對於倡議子女自我決策態度和實際作法較為肯定和支持，而家長居住地區及宗教信仰對家長倡議子女的情形也有顯著差異。此外，子女出生序及家庭結構對家長倡議子女自我決策的情形則沒有顯著差異。研究者並針對研究結果，對家長、學校或教育行政機關及後續研究提出相關建議。

關鍵字：自我決策，家長，智能障礙

英文摘要

The purpose of this research was to investigate parents' attitudes toward advocating self-determination for their children with intellectual disability in senior-high special education schools. A questionnaire was developed by the researcher and 276 parents participated in this study. Data were analyzed through frequency, mean, standard deviation, t-test, and one way analysis of variance. The major findings were as follows: (1) Most of the parents had positive perceptions of advocating

self-determination for their children with intellectual disability. Among the four domains of self-determination in this study, the most positive attitude that parents had is the "psychological empowerment", while the least is "autonomy." (2) In terms of children's backgrounds, variables such as gender, grade level, severity of intellectual disability and numbers of children are the influencing factors for parental attitudes advocating self-determination for their children. As for parental background, the influencing factors are social-economic status, fostering ways, religions, living regions, participation of parent's association, and familiarity of self-determination. According to the findings and conclusions, some suggestions were offered for future study.

**Keywords:** Self-determination; Parents; Intellectual Disability