

Differences in Patterns in the Emotional Relationship Between Mothers and Gifted Sons, and Mothers and Sons who are not Identified as Gifted

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This study attempts to identify the patterns in the emotional relationships between mothers and their gifted sons, and also examines the possibility of differences in the emotional relationship between mothers and gifted sons, and mothers and non-gifted sons.

Instruments of measurement in this study include questionnaires dealing with the mother-son relations (RFMQ), as answered by the mothers; a joint painting procedure (JPP) between the mother and son (Gavron, 2012) and a session evaluation questionnaire (SEQ) answered by the mothers. The sample of this study consisted of 40 mothers and their sons, aged 8-10.5 years (20 mother-gifted son dyads, and 20 mother not-gifted son dyads). The study was conducted in the participants' homes.

The findings revealed that mothers to gifted sons were less inclined to reverse roles and tended to be less invasive in their relationships with their sons. It was also revealed that the level of communication between non-gifted boys and their mothers is better than the level of communication of gifted boys and their mothers. Also mothers of non-gifted children assessed the session as being more meaningful and intense, than did the mothers of the gifted boys .

The qualitative results revealed that the emotional expression of the gifted boys and their mothers was more limited than it was in the group of non-gifted boys. Also, there were more expressions of individualism among the gifted boys. The qualitative results also revealed that there are differences within the group of mothers and gifted children: between the boys that were characterized by silence and introversion during the procedure and between the boys that were characterized by lots of talking.

The use of a combined method in this study allowed empirical and comparative assessment, and furthermore the qualitative method focused more on an assessment which revealed a number of important aspects in the relationship between mother and a gifted boy.

Bibliography

Gavron, T. (2012). Meeting on Common Ground: Assessing Parent- Child Relationships through a Joint Painting Procedure (JPP) (submitted). *Art Therapy: Journal of the American Art Therapy Association*.

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