

**THE UNIVERSITY CENTER FOR EXCELLENCE IN
DEVELOPMENTAL DISABILITES**

DATA REPORT: FAMILIES RECEIVING EI SERVICES

**Parental Perceptions of Their Children's Developmental Needs and
the Use of Early Intervention Services for Young Children Adopted
from China**

August 2006

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INTRODUCTION

The objectives of the study Parental Perceptions of their Children's Developmental Needs and the Use of Early Intervention Services for Young Children Adopted from China are to gather, synthesize, and analyze information about the experiences of families who adopt children from China and their involvement in early intervention (EI). This information comprises one of the first databases in North America to document the strengths, needs, and concerns of this growing population of families, many of whom have children with disabilities. Benefits of creating this database are: 1) to provide information to families who have adopted or wish to adopt a child who seek knowledge of the experiences of other adoptive families; 2) to inform personnel in EI who work with families and seek the knowledge necessary to collaborate more effectively and provide culturally competent services to families who have adopted a child from China; 3) to provide information to Part C coordinators that will enable them to ensure that their programs meet the needs of this population of families.

The population of American families who are adopting children from China has increased 62% in the past decade (Kane, 1993). Approximately 47,500 Chinese children have been adopted by American families since 2004 (U.S Department of State, 2005). Many of these children lived in state-run child welfare institutions prior to adoption where they experienced inadequate

quality of care. Little is known about how deprivation in these early years might affect later development in these children. Few studies have examined outcomes for adopted children and their adoptive parents. Studies that have compared school aged adopted children to non-adopted children have generally found greater developmental problems among adopted children from middle childhood to adolescence (e.g., Brodzinsky, 1993; Howe, 1997). Additionally, many young children who are adopted from China have diverse special needs and developmental disabilities that require various types of early intervention services.

There is currently little data that documents the types of services that these children receive and the experiences of families whose children are enrolled in early intervention services. This information is essential for Part C Coordinators who seek to ensure that early intervention services are meeting the needs of all populations of families. This study creates a database of information about the experiences of caregivers and their children who are adopted from China and document parental perceptions of their child's developmental progress and use of early intervention services.

METHODOLOGY

Procedure

Participants for the survey were collected through searches on email listserv and calling adoption agencies. The questionnaire was then mailed or emailed to participants.

Listserv Recruitment: Contact was made with two agencies that had a listserv and discussion groups with parents who have adopted a child. The "Families with Children from China" (FCC) and the "Adoption for All Children" (AAC) were contacted. A letter was posted on Yahoo discussion and listserv groups for adoptive parents from these two agencies. The letter

described the purpose of the study, the types of questions that would be asked and invited parents to contact us, either by email or phone, to complete the survey.

Phone Call Recruitment: In addition, a list of nationwide adoption agencies gathered from the FCC and AAC were contacted and asked to advertise the study. A total of 104 adoption agencies were contacted and 55 agreed to advertise the study. Most agencies used email or newsletters to access their population describing the purpose of the study and the types of questions that would be asked. Those parents who were interested were asked to contact us, either by email or by phone, to complete the survey.

Data Collection: There were 415 parents who expressed interest in completing the survey. A total of 162 questionnaires were mailed or emailed out for families receiving EI services. A total of 116 surveys were received resulting in an overall response rate of 72%. Eligibility requirements to participate in the study were that they needed to be a parent who adopted a child from China, have had the child for at least 1 month, and their child was currently no older than 6 years old. If eligible the parents were asked if their child was enrolled in early intervention services (EI) or specialized therapies. Those who responded that their child was not receiving EI services received either by mail or by email the general questionnaire. Those parents who responded that their child was receiving EI services received the general questionnaire with additional EI specific questions.

Questionnaire: The questionnaire was developed with Dr. Tony Xing Tan from the University of South Florida (see Appendix A). This survey was self-administered and designed to gather information about the experiences of families who adopt children from China and their involvement in early intervention.

Questions were grouped according to the following topics: 1) Expectations about Child; 2) Child Development; 3) Child Progress; 4) What Child is Like Today; 5) What the Family Life is Like Today; 6) Parenting Experiences and 7) Quality of Life. The following were topics answered only by those families receiving EI services: 8) Types of EI Services; 9) Parent Choice in Service Delivery; 10) Where Services take place; 11) Experiences with Service Delivery Staff; 12) Length of EI Services; 13) Why Ended Services and 14) Parenting Experiences as a Result of EI Services.

Data Management: As questionnaires were received research staff entered the data into an SPSS database. If questions were not answered, or the answers were not clear research staff contacted the participant by mail or email to get clarification on items. A random seventy percent of the surveys were re-entered resulting in data entry errors of less than 1%, establishing high data entry reliability.

Participants

The sample consisted of 116 surveys completed, all of which corresponded to a child adopted from China receiving EI services. The mean age for the primary parent who completed the survey was 42.40 with a standard deviation of 5.32. The majority of the parents were white (95%) with 4% Asian and 1% Latino. Almost half of the parents were Catholic (42%) and 16% did not identify with any religion. Most of the sample was currently married (78%) with 17% never married, 3% co-parenting relationship, and 2% divorced or separated before the adoption. Almost half of the parents who completed the survey were employed full time (46%) with 22% employed part time and 32% not currently employed. The spouses of those parents who filled out the survey were overwhelmingly employed full time (94%), with 3% employed part time, and 3% not currently employed (Table 1).

The parents surveyed were highly educated with only 10% having less than a college degree and 34% having a college degree, 32% with a Master's degree and 18% with a Doctoral degree. The income level of the families surveyed showed that 16% had an annual income between \$30,000 and \$59,000; and 23% with an annual income between \$60,000-\$89,000; and 26% with an income between \$90,000-119,000; and 38% with an annual income over \$120,000 (Table 1).

The average age of the child when the survey was filled out was 41.86 months (3.5 years old) and almost all are female (97%). Almost all were adopted before their first birthday (95%). Eighty-two percent adopted the child at the age that they requested when adopting the child. Only seven of the 116 children were identified as a waiting special needs child prior to adoption (6%) and only 18 of the children were in foster care prior to adoption (15%). Five of the families reported adopting another child from a country other than China. Thirty-five families (30%) had a biological child in addition to their adopted child from China. The length of time the child has been in the US was computed by subtracting their current age by their adopted age. The average length of time in the US for those children receiving EI services was 27.50 months.

DATA ANALYSIS

Descriptive statistics (means, frequencies, percentages, and cross plots) were calculated for the quantitative data. The results from the data analysis of the survey are presented in the following results section.

RESULTS

The findings were categorized into the following topics:

- 1) Expectations about Child; 2) Child Development; 3) Child Progress; 4) What Child is Like Today; 5) What the Family Life is Like Today; 6) Parenting

Experiences and 7) Quality of Life 8) Types of EI Services; 9) Parent Choice in Service Delivery; 10) Where Services take place; 11) Experiences with Service Delivery Staff; 12) Length of EI Services; 13) Why Ended Services and 14) Parenting Experiences as a Result of EI Services.

1) Expectations about Child

The survey asked the respondents to think about the expectations they had regarding their child's behavior and development prior to meeting their child from China. They were asked to indicate how the skills and behaviors observed in their child during the first 48 hours after they met them differed from the expectations they had prior to meeting them.

Parents noted that their child did somewhat or much better than they expected after coming home from China in the following dimensions: attachment to me (49%), sleep patterns (46%), showing pleasure (45%), smiling and laughing (43%), stranger anxiety towards parent (42%), facial affect/expression (42%), overall health (33%), showing interest in toys (38%), and crying episodes (42%) (Table 2).

Parents noted that their child behaved much worse or somewhat worse than they expected in the following dimensions: crawling/walking on their own (52%), using speech to express wants (49%), height/weight (39%), communicating with parents (31%), eating and feeding (31%), communicating with others (29%), overall health (28%), coping with frustration (25%), getting along with adults (23%), grieving behaviors (22%), and following directions (17%) (Table 2). Indicating that these were the constructs that parents felt their child was struggling with compared to their expectations when they adopted their child.

2) Child Development

Almost all parents or 107 (92%) were concerned about their child's development and 9 (8%) were not. Not surprisingly, 97% had been seen by a developmental specialist. A formal developmental assessment was completed on 96% of the group receiving EI services (Table 3).

Interestingly, many parents felt that it was not at all difficult to find an expert on the development of children from China where they lived (45%). Twenty seven percent felt that it was somewhat difficult, and 14% felt that it was very difficult, 14% felt that it was not needed or wanted.

Parents were asked if their child was evaluated using a developmental assessment to evaluate their development how they performed in each of the following areas: gross motor skills, fine motor skills, receptive language skills, expressive language skills, cognitive skills, adaptive/self help skill and social emotional skills. The four response options ranged from above age level to significantly below age level.

Parents noted that their children scored better compared to the overall mean in the following areas: fine motor skills, cognitive skills, and adaptive and self help skills (Table 4). However, in the areas of gross motor skills, receptive language skills, and expressive language skills, their children scored lower than the mean (Table 4).

Interestingly, when asked if their child has ever been given a specific diagnosis that is associated with their health and development 56% answered no and 86% were not recommended for EI services by a professional (Table 5). The most common diagnosis was speech delay (17%) followed by physical defects (14%), developmental delay (13%), sensory (10%), and gross and fine motor delays (6%).

3) Child Progress

The Child Progress section asked the parent to think about the services their child has received since beginning intervention or therapy and indicate how much progress they think their child has made in each skill or behavior as a result of these services. The skills and behaviors were asked with the response options ranging from 1-5, with 1 being “much less progress than I expected” and 5 being “much more progress than I expected”.

Those families receiving EI services indicated that they felt their child made more or much more progress than they expected due to EI services in the following dimensions: communicating with parent(s) (55%) and others (54%), crawling and walking (51%), following instructions at school and at home (51%), overall affect (44%) and health (32%), expressing emotions to parents or others (42%), getting along with adults (42%) and other children (38%), smiling and laughing (40%), attachment to parent(s) (40%), able to focus on things in the environment (40%), able to show pleasure (37%), and showing interest in toys (37%) (Table 6).

Of those families receiving EI services, parents noted that their child did not make as much progress as they expected due to EI services on the following items: sleep patterns (33%), using speech to express wants (29%), coping with frustrations (20%), crying episodes (14%), controlling their behavior (14%), stranger anxiety with others (14%), understanding other people's emotions (13%), controlling their emotions (12%), eating and feeding (12%), being able to dress themselves (9%), height/weight (7%), and showing sympathy (7%) (Table 6).

4) What Child is Like Today

Parents were asked what their child is like today. They answered about a typical day how their child's current behavior was on a scale of 1 to 5, with 1 indicating Never and 5 indicating Very often. High scores indicated positive behaviors.

Parents who had a child who was receiving EI services reported that their child sometimes, often or very often: smiles and laughs (100%), likes to be around people (99%), gets excited to learn new things (98%), tries to get attention from parents (97%), tries their hardest to do new things (96%), and adjusts to new situations (95%) (Table 7).

Parents of children who received EI services noted that their child never or rarely does the following: hurt themselves physically (90%), hurt siblings or other children physically (85%), tries to hoard things (82%), cling to other adults (78%), has problems napping during the day (62%), and has problems sleeping at night (57%) (Table 7).

5) What Family Life is Like Today

Questions in this section asked about what their family life is like at this time. The response options varied from not at all true to always true on a 5pt. scale. The items that parents thought was mostly or almost true that described their family life today are the following: that their child gets the health care he/she needs (100%), they expect their child's quality of life will be the best possible (100%), they believe their child will progress in their development (98%), they feel good about the people who care for their child (95%), that their child gets lots of opportunities to play with other children (92%), they know where to go for information they need about the cultural heritage of children adopted from China (89%), they are looking forward to their child's school experience (88%), and that they are able to get childcare when needed (87%) (Table 8).

6) Parenting Experiences

Parents were asked about different things they may think about or do almost everyday and were asked to rate how often they feel a certain way on a scale of 1- ranging from never to always.

Parents felt that the following parenting experiences described how they felt the most of the time, almost always, or always: they know their child better than anyone else (99%), they are good at showing their child how much they love them (96%), they spend many happy moments with their child (95%), they enjoy holding and snuggling with their child (95%), they think of themselves as a good parent (92%), they are really good at figuring out what their child likes (91%), getting their child to play and interact with them is easy to do (90%), and playing and doing things with their child is a lot of fun (95%) they are good at calming their child when they are upset (89%) (Table 9).

Parents felt that the following parenting experiences did not describe how they felt the most by responding never, rarely, some of the time and more often than not to the following questions: their parenting experiences have been less challenging than what they expected before adopting their child (57%), it's a breeze doing everyday parenting activities like feeding and bathing my child (29%), being a good parent comes naturally to them (21%), and they feel good about getting their everyday parenting responsibilities done (11%) (Table 9).

7) Quality of Life

There was one question asking the parent to think about their family's quality of life at that moment, and asked them on a scale of 1-9 where 1 is "My family has the worst life possible", 5 is "My family has neither a good or bad life", and 9 is "My family has the best life possible". The mean score was 7.81 with a standard deviation of 0.78, indicating high quality of life.

8) Types of EI Services

Table 10 describes how often these children received certain types of EI services. The most commonly provided service was speech and language therapy (n=87), followed by

occupational therapy (n=49), physical therapy (n=36), special education (n=20), social and emotional or mental health services (n=14), attachment therapy (n=9), nutritional therapy (n=7), other services (n=6), and nursing care (n=2). The parents were asked to rate on a scale of 1-6 how often they are provided these services, where 1 means receives almost everyday, 2 is receives a couple times a week, 3 is receives once a week, 4 is receives every couple of weeks, 5 receives once a month and 6 is receives less than once a month. Most of these services were provided once a week (Tables 10).

9) Parent Choice in Service Delivery

Parents were asked how much say or choice they had in terms of the services that were provided to their child and family. When asked how much choice they have in who provides intervention to their child or family, 23% answered no say or choice, 21% answered very little say or choice, 18% answered some say or choice, 18% quite a bit of say or choice and 20% answered absolute say or choice. When parents were asked about how much choice they have regarding where the intervention is provided the their child 15% said no choice, 9% very little choice, 20% some choice, 28% quite a bit of choice and 28% absolute choice. When parents were asked about how much choice they have regarding how intervention staff work with their child and family 5% said no choice, 9% very little choice, 28% some choice, 40% quite a bit of choice and 18% absolute choice. When parents were asked about how much choice they have regarding when intervention is provided 2% said no choice, 10% very little choice, 29% some choice, 31% quite a bit of choice and 28% absolute choice. Finally, when parents were asked about how much choice they have regarding how often their child or family receives services 8% said no choice, 20% very little choice, 33% some choice, 22% quite a bit of choice and 17% absolute choice (Table 11).

10) Where Services take place

Parents were asked where the EI or therapy was delivered to their children in different places. They were asked how often intervention staff help them use different environments to help their child learn new things. The majority of parents answered never, that different environments were never used. More specifically, when asked about if intervention services were provided during *family meal times* 51% responded never, 6% rarely, 12% once in a while, 21% sometimes, and 10% a lot of time. When asked if intervention services were provided during *food shopping* 84% responded never, 6% rarely, 5% once in a while, 5% sometimes, and 1% a lot of time. When asked if intervention services were provided during when the child was *dressing and undressing* 63% responded never, 8% rarely, 8% once in a while, 19% sometimes, and 2% a lot of time. When asked if intervention services were provided in the *community playground* 63% responded never, 9% rarely, 10% once in a while, 13% sometimes, and 5% a lot of time. When asked if intervention services were provided in while *playing outside in the yard* 49% responded never, 10% rarely, 19% once in a while, 18% sometimes, and 4% a lot of time. When asked if intervention services were provided in while *taking walks around the house or neighborhood* 57% responded never, 10% rarely, 12% once in a while, 16% sometimes, and 5% a lot of time. When asked if intervention services were provided during child's *bath time* 78% responded never, 5% rarely, 6% once in a while, 7% sometimes, and 4% a lot of time. When asked if intervention services were provided during *library/bookstore story hours* 75% responded never, 5% rarely, 5% once in a while, 11% sometimes, and 5% a lot of time. When asked if intervention services were provided during *family picnics or gatherings* 85% responded never, 5% rarely, 6% once in a while, 4% sometimes, and 1% a lot of time. Lastly, when asked

if intervention services were provided during *a visit to a pond/ lake or park* 79% responded never, 7% rarely, 7% once in a while, 5% sometimes, and 2% a lot of time (Table 12).

11) Experiences with Service Delivery Staff

Parents were asked about their experiences with the service delivery staff. They were asked how the service delivery staff or therapists interact with and treat their families. The families were asked about up to three different interventionists. Almost all of the families receiving EI services responded (n=111) to answering about one service delivery staff member, the most common therapist the parents reported working with was a speech and language therapists (n=40), followed by physical therapist (n=32) and an occupational therapist (n=15). Also reported was Special education (n=4), EI therapist (n=3), Educational Coordinator (n=2) and 15 families responded with another therapist. The questions had to do with how the therapists interacted with the child and family and response options ranged from 1 being Never to 5 meaning All the time, with higher numbers indicating more positive responses.

The scale created on the first staff member noted by families on experiences with service delivery staff had an alpha reliability coefficient of 0.91, with a mean of 4.05, standard deviation of 0.77. Two items scored much lower than the scale mean, particularly the question asking about if the therapist is knowledgeable about medical issues related to children adopted from China which had a mean of 2.65, standard deviation 1.14. The second item was if the therapist is knowledgeable about the development of attachment in children adopted from China with a mean of 2.53, standard deviation of 1.27 (Table 13). The results were similar for all other staff members mentioned (Table 13).

Parents reported that the staff member working with their family never or very rarely is knowledgeable about the effects of early environmental risk and neglect on early childhood

development (11%), is never or rarely knowledgeable about medical issues related to children adopted from China (53%), is never or rarely knowledgeable about language development for children learning English as a second language (30%) and is never or rarely knowledgeable about the development of attachment in children adopted from China (63%).

12) Length of EI Services

Parents were asked how long their child has received early intervention services or private therapy services. The majority had been receiving services for about 3-6 months. More specifically those receiving *physical therapy* (n=45) 18% had been receiving it for less than 3 months, 36% for 3-6months, 13% for 7-12 months, 29% for 13-24 months and 4% for over 24 months. Those receiving *occupational therapy* (n=59) 20% had been receiving it for less than 3 months, 24% for 3-6months, 27% for 7-12 months, 24% for 13-24 months and 5% for over 24 months. Those receiving *speech/language therapy* (n=90) 17% had been receiving it for less than 3 months, 26% for 3-6months, 22% for 7-12 months, 20% for 13-24 months and 16% for over 24 months. Those receiving *special education/special instruction* (n=26) 15% had been receiving it for less than 3 months, 31% for 3-6months, 19% for 7-12 months, 15% for 13-24 months and 19% for over 24 months. Those receiving *nursing care* (n=7) 86% had been receiving it for less than 3 months, 14% for 3-6months. Those receiving *nutritional therapy* (n=11) 73% had been receiving it for less than 3 months, 9% for 3-6months, 18% for 7-12 months. Those receiving *social and emotional or mental health services/therapy* (n=16) 31% had been receiving it for less than 3 months, 31% for 3-6months, 13% for 7-12 months, 13% for 13-24 months and 13% for over 24 months. Those receiving *attachment therapy/support* (n=10) 40% had been receiving it for less than 3 months, 40% for 3-6months, 10% for 7-12 months, 0% for 13-24 months and 10% for over 24 months. Those receiving *other therapy/support* (n=21)

14% had been receiving it for less than 3 months, 38% for 3-6months, 19% for 7-12 months, 19% for 13-24 months and 10% for over 24 months (Table 14).

13) Why Ended Services

Parents were asked if they did decide to end any of the services their child was receiving the reason for terminating the services. There were very few parents who answered this section suggesting that most are continuing to use all services provided. There were nine parents who decided to end their *physical therapy* services, 4 families responded that the child aged out of service, 1 moved out of geographic locality for services, 3 felt that their child no longer needed the service and 1 family was dissatisfied with the service. There were eleven families who ended *occupational therapy* services, 5 families responded that the child aged out of service, 2 moved out of geographic locality for services, 3 felt that their child no longer needed the service and 1 family was dissatisfied with the service. There were sixteen families who ended *occupational therapy* services, 5 families responded that the child aged out of service, 2 moved out of geographic locality for services, 3 felt that their child no longer needed the service and 1 family was dissatisfied with the service. There were two families who ended *special education/special instruction* services, 1 moved out of geographic locality for services, and 1 family was dissatisfied with the service. There were three families who ended *social and emotional or mental health services/therapy*, 1 felt that their child no longer needed the service and 2 families was dissatisfied with the service. There were three families who ended *attachment therapy or support* services, 1 family responded that the child aged out of service, 1 felt that their child no longer needed the service and 1 family was dissatisfied with the service. There were two families who ended *other therapy or support* services, 1 felt that their child no longer needed the service

and 1 family was dissatisfied with the service. No families reported ending services for nursing care or nutritional therapy (Table 15).

There were 71 children over the age of 3 and 33 reported (47%) that they were continuing to receive services, while 38 (54%) were no longer receiving services. Those that were continuing to receive services 26 were receiving special education through the public school system and 16 were receiving services from private therapists.

14) Parenting Experiences as a Result of EI Services

Questions were asked of the parent about their parenting experiences as a result of early intervention or private therapy. They were asked to indicate the extent to which their involvement with early intervention or private therapy services changed how they felt about themselves as a parent. The question items are listed below in Table 16 with the frequencies and percentages for each item. A scale was created for Parenting as a result of EI services with an alpha reliability of 0.98, a mean score of 3.73, standard deviation of 0.82, indicating that most felt that their parenting experiences were somewhat effected by early intervention services.

Early intervention services encouraged parents to find ways to spend quality time with their child (64%), and have more fun playing together (56%). Early intervention services also encouraged parents to see the good things they do as a parent (65%) and helped them feel better about how they do everyday parenting activities (65%). Many parents felt that it improved their knowledge of how their child learns (86%) and improved their ability to provide their child with effective learning activities (82%) (Table 16).

SUMMARY

The information collected in this study provides invaluable knowledge for personnel who work with families who adopt children from China. Currently, there is no empirical data that has

been systematically collected that documents the strengths, needs, and concerns of families who adopt a child from China and participate in early intervention. We anticipate that this data will inform training practices and improve the training curriculum used with personnel in early intervention. It also provides information to families who have adopted or wish to adopt a child from China. It will provide information to Part C coordinators and E.I. Personnel that will enable them to ensure that their programs meet the needs of this population of families.

APPENDIX A: Tables

Table 1. Descriptive Statistics (n=116)

Variable		
	Mean	S.D.
<i>Age of Parent</i>	42.40	5.32
	Freq.	Percent
<i>Ethnic background</i>		
White	110	95%
Asian	5	4%
Latino/Hispanic	1	1%
<i>Religious Affiliation</i>		
Catholic	49	42%
None	19	16%
Jewish	11	9%
Protestant	8	7%
Other	29	25%
<i>Marital Status</i>		
Married	91	78%
Never married	20	17%
Co-parenting relationship	3	3%
Divorced/separated before adoption	2	2%
<i>Currently employed</i>		
Yes-Full time	53	46%
Yes-Part time	26	22%
No	37	32%
<i>Spouse currently employed</i>		
Yes-full time	88	94%
Yes-Part time	3	3%
No	3	3%
<i>Highest educational attainment</i>		
High school	7	6%
Some college	11	10%
College	39	34%
Master's	37	32%
Doctoral	21	18%
<i>Income(in thousands)</i>		
\$30-39	1	1%
\$40-49	5	5%
\$50-59	10	10%
\$60-69	6	6%
\$70-79	6	6%
\$80-89	11	11%
\$90-99	8	8%
\$100-109	13	13%
\$110-119	5	5%
\$120-129	4	4%
\$130-139	7	7%
\$140-149	3	3%

\$150-and up	25	24%
<i>Age of Child</i>		
2 years old	16	14%
3 years old	24	21%
4 years old	24	21%
5 years old	20	17%
6 years old	16	14%
7 years old	8	7%
8 years old	3	3%
9 years old	5	4%

Table 2. Frequencies from Expectations about child (n=116)

Variable: Expectations about child	Much Worse than I expected		Somewhat worse than I expected		About what I expected		Somewhat better than I expected		Much better than I expected	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Attachment to me	9	8%	14	12%	37	32%	32	28%	24	21%
Able to focus on things	7	6%	17	12%	46	40%	26	23%	22	19%
Show pleasure	15	13%	18	16%	30	26%	34	29%	19	16%
Communicate with me	12	11%	22	20%	54	49%	13	12%	10	9%
Communicate with others	10	9%	22	20%	58	50%	10	9%	10	9%
Control her/his behavior	8	7%	10	9%	62	53%	17	15%	13	11%
Control her/his emotions	9	8%	15	14%	58	53%	16	15%	12	11%
Coping with frustration	12	11%	16	14%	55	50%	16	15%	11	10%
Crawl/walk/get around	34	30%	25	22%	25	22%	15	13%	16	14%
Crying Episodes	18	16%	17	15%	31	27%	21	19%	26	23%
Eating/Feeding	27	23%	24	21%	30	26%	17	15%	18	16%
Expressing Affection	14	12%	10	9%	50	43%	31	27%	11	10%
Facial affect/expression	12	10%	19	17%	36	31%	25	22%	23	20%
Following Directions	5	6%	9	11%	52	63%	10	12%	6	7%
Get along with adults	7	7%	17	16%	59	57%	14	14%	7	7%
Get along with children	3	2%	21	21%	87	52%	40	21%	17	5%
Grieving Behaviors	10	9%	14	13%	43	40%	23	21%	18	17%
Height/Weight	19	16%	27	23%	55	47%	10	9%	5	4%
Attachment to me	6	9%	5	8%	42	65%	9	14%	3	5%
Overall health	13	11%	20	17%	45	39%	29	25%	9	8%
Shows interest in toys	8	7%	24	21%	41	35%	34	30%	9	8%
Show sympathy	5	8%	6	9%	39	60%	8	13%	6	9%
Sleep patterns	10	9%	18	16%	35	30%	28	24%	25	22%
Smiling/laughing	14	12%	14	12%	38	33%	30	26%	19	17%
Stranger anxiety with me	11	10%	12	10%	43	37%	29	25%	20	17%
Stranger anxiety w/ others	10	9%	14	12%	60	53%	17	15%	13	11%
Using speech to express	19	25%	18	24%	30	40%	6	8%	3	4%

Table 3. Child's Development Frequencies and Percents (n=116).

Variable: Child's Development	Yes		No	
	Freq.	Percent	Freq.	Percent
Concerns about development	107	92%	9	8%
Seen by developmental specialist	112	97%	4	3%
Formal developmental assessment completed	111	96%	5	4%

Table 4. Developmental Assessment Means (n=116).

Variable: Developmental Assessment (4pt.scale, higher#=worse)	Mean	S.D.
Gross motor skills	2.70	1.10
Fine motor skills	2.58	1.13
Receptive language skills	2.79	1.10
Expressive language skills	3.38	0.92
Cognitive skills	2.35	0.99
Adaptive/self help skills	2.55	0.96
Social emotional skills	2.50	0.95
Mean of all items	2.69	0.71

Table 5. Specific Diagnosis and Recommendation for EI, Frequencies and Percents (n=116).

Variable: Diagnosis and Recommendation	Yes		No	
	Freq.	Percent	Freq.	Percent
Specific diagnosis	51	44%	64	56%
Recommended for EI	99	86%	16	14%

I

Table 6. Frequencies for Child Progress (n=116)

Variable: Child Progress	Much less progress than I expected		Less Progress than I expected		About the progress I expected		More progress than I expected		Much more progress than I expected	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Attachment to me	2	2%	4	5%	42	53%	17	21%	15	19%
Able to focus on things in the environment	0	0%	5	6%	47	54%	23	26%	12	14%
Able to show pleasure	0	0%	3	4%	49	60%	18	22%	12	15%
Communicating with me	2	2%	13	13%	29	29%	23	23%	32	32%
Communicating with others	3	3%	18	18%	25	26%	25	26%	27	28%
Controlling their behavior	3	4%	9	10%	52	61%	15	17%	7	8%
Controlling their emotions	3	4%	7	8%	52	61%	15	18%	8	9%
Coping with frustrations	2	2%	16	18%	48	55%	18	21%	4	5%
Crawling, walking, or getting around on their own	0	0%	2	2%	42	47%	25	28%	20	23%
Crying episodes	2	3%	9	11%	55	70%	12	15%	1	1%
Eating/feeding	4	5%	6	7%	49	56%	18	21%	10	12%
Expressing affection toward me or others	1	1%	5	6%	40	51%	20	25%	13	17%
Following instructions at daycare/school	0	0%	3	4%	35	46%	27	35%	12	16%
Following instructions at home	0	0%	6	7%	42	49%	27	31%	11	13%
Getting along with adults (other than parents)	0	0%	5	6%	43	52%	18	22%	16	20%
Getting along with other children	1	1%	7	8%	43	52%	16	20%	15	18%
Grieving behaviors	0	0%	4	6%	50	74%	9	13%	5	7%
Height/weight	0	0%	6	7%	57	70%	13	16%	6	7%
Helping to dress her/himself	2	2%	6	7%	54	63%	18	21%	6	7%
Overall affect	0	0%	5	6%	42	50%	22	26%	15	18%
Overall health	0	0%	1	1%	56	68%	18	22%	8	10%

Showing interest in toys or objects presented to them	0	0%	4	5%	50	58%	19	22%	13	15%
Showing sympathy	1	1%	5	6%	52	66%	14	18%	7	9%
Sleep Patterns	5	6%	23	27%	41	48%	10	12%	6	7%
Smiling/laughing	1	1%	1	1%	46	57%	20	24%	13	16%
Stranger anxiety with me	1	1%	3	4%	49	68%	8	11%	11	15%
Stranger anxiety with others	3	4%	8	10%	43	54%	18	23%	8	10%
Understanding other people's emotions	2	3%	8	10%	46	57%	17	21%	8	10%
Using speech to express what she/he wants	9	9%	19	20%	22	23%	22	23%	24	25%

Table 7. What Child is Like Today (n=116).

Variable: What your Child is Like Today	Never		Rarely		Sometimes		Often		Very Often	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Smile and Laugh	0	0%	0	0%	5	4%	31	27%	79	69%
Get excited and learn new things	0	0%	2	2%	11	10%	39	34%	62	54%
Fuss or cry	2	2%	33	30%	63	55%	10	9%	6	5%
Like to be around people	0	0%	1	1%	18	16%	40	35%	55	48%
Get upset or frustrated	0	0%	20	17%	68	59%	22	19%	5	4%
Try hardest to do new things	0	0%	4	4%	28	24%	44	38%	39	34%
Try to get attention from parents	0	0%	3	3%	22	19%	43	37%	47	41%
Hurt themselves physically	66	57%	38	33%	10	9%	1	1%	0	0%
Try to get other people's attention	3	3%	27	24%	49	42%	28	24%	8	7%
Adjust to new situations	0	0%	5	5%	52	46%	37	33%	19	17%
Cling to parents	1	1%	31	27%	50	44%	26	23%	6	5%
Cling to other adults	37	32%	53	46%	23	20%	2	2%	0	0%
Get anxious when separated from parents	5	4%	37	32%	53	46%	15	13%	4	4%
Have problems napping during day	20	19%	44	43%	23	22%	7	6%	9	9%
Have problems sleeping at night	24	21%	41	36%	19	17%	20	18%	10	9%
Try to hoard things	79	69%	15	13%	14	12%	5	4%	2	2%
Hurt siblings or other children physically	67	59%	30	26%	11	10%	5	4%	1	1%

Table 8. What life is like today (n=116).

Variable: What Our Life is Today	Not at all true		A little true		Sometimes true		Mostly true		Always True	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
My child is healthy most of the time	0	0%	0	0%	6	5%	56	49%	53	46%
I am the person most responsible for my child's progress	1	1%	1	1%	21	19%	59	51%	33	29%
I am the person to instill in my child his/her cultural heritage	0	0%	2	2%	14	12%	64	55%	35	30%
I believe my child will progress in his/her development	0	0%	0	0%	3	3%	25	22%	81	76%
I know a lot about the supports available to children adopted from China	1	1%	10	9%	27	24%	35	30%	42	37%
My child gets the health care he/she needs	0	0%	0	0%	0	0%	18	16%	97	84%
I am able to get childcare when needed	0	0%	4	4%	10	9%	28	24%	72	63%
My wishes and desires are considered by professionals	0	0%	0	0%	9	8%	58	50%	48	42%
My child gets lots of opportunities to play with other children	0	0%	4	2%	12	6%	57	30%	118	62%
I expect my child's quality of life will be the best possible	0	0%	0	0%	0	0%	31	16%	160	84%
I know where to go for information I need about the cultural heritage of children	0	0%	3	2%	19	10%	86	45%	83	44%

adopted from China										
I know where to go for information I need about the health and development of children adopted from China	2	2%	8	7%	15	13	46	40%	44	38%
I am looking forward to my child's school experience	1	1%	1	1%	11	10%	35	30%	67	58%
I feel good about the people who care for my child	0	0%	0	0%	2	2%	38	33%	71	62%

Table 9. Parenting Experiences (n=116).

Variable: Parenting Experiences	Never		Rarely		Some of the time		More often than not		Most of the time		Almost Always		Always	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I know my child better than anyone else	0	0%	0	0%	1	1%	0	0%	10	9%	54	47%	50	44%
I am good at calming my child when he/she is upset	0	0%	0	0%	3	3%	9	8%	28	24%	44	38%	31	27%
My child and I spend many happy moments together	0	0%	0	0%	2	2%	3	3%	19	16%	43	37%	48	41%
It's a breeze doing everyday parenting activities like feeding and bathing my child	0	0%	1	1%	17	15%	15	13%	31	27%	35	30%	16	14%
Getting my child to play or interact with me is easy to do	0	0%	0	0%	4	4%	7	6%	11	10%	37	32%	56	49%
I really enjoy holding and snuggling with my child	0	0%	0	0%	4	4%	1	1%	7	6%	25	22%	78	68%
I am really good at figuring out what my child likes	0	0%	0	0%	1	1%	9	8%	26	23%	51	44%	28	24%
I am good at showing my child how much I love him/her	0	0%	0	0%	0	0%	4	4%	9	8%	31	27%	115	62%
I think of myself as a good parent	0	0%	0	0%	2	2%	7	6%	26	23%	55	48%	25	22%
Playing and doing things with my child is a lot of fun	0	0%	0	0%	2	2%	3	3%	21	18%	49	43%	39	34%
I feel good about getting my everyday parenting responsibilities done	0	0%	0	0%	5	4%	8	7%	28	24%	51	44%	23	20%
Being a good parent comes naturally to me	0	0%	2	2%	9	8%	13	11%	47	41%	33	29%	11	10%
My parenting experiences have been less challenging than what I expected before adopting my child	6	5%	14	12%	33	28%	14	12%	22	19%	17	15%	9	8%

Table 10. Types of EI Services Received (n=116)

Variable: Types of Services			Provided Services	
	Mean	S.D.	n	%
Physical therapy	2.92	1.03	36	16%
Occupational therapy	3.24	1.21	49	21%
Speech/language therapy	2.84	0.98	87	38%
Special education/special instruction	2.30	1.03	20	9%
Nursing care	4.50	2.12	2	1%
Nutritional therapy	4.00	1.92	7	3%
Social and emotional or mental health services /therapy	3.50	1.40	14	6%
Attachment therapy/support	4.00	1.32	9	4%
Other	3.19	1.22	6	3%

Table 11. Parent Choice in Service Delivery (n=116)

Variable: Parent Choice	No say or choice		Very little say or choice		Some say or choice		Quite a bit of say or choice		Absolute say or choice	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Who provides intervention to your child or family	25	23%	23	21%	20	18%	20	18%	22	20%
Where intervention is provided to your child	16	15%	10	9%	22	20%	31	28%	31	28%
How intervention staff work with your child and family	5	5%	10	9%	31	28%	44	40%	20	18%
When intervention is provided to your child or family	2	2%	11	10%	32	29%	34	31%	30	28%
How often your child receives intervention services	9	8%	22	20%	36	33%	24	22%	18	17%

Table 12. Where Services Take Place (n=116)

Variable: Where Service Takes Place	Never		Rarely		Once in a while		Sometimes		A lot of time	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Family meal times	57	51%	7	6%	13	12%	24	21%	11	10%
Food shopping	93	84%	7	6%	5	5%	5	5%	1	1%
Child dressing and undressing	71	63%	9	8%	9	8%	21	19%	2	2%
Community playground	70	63%	10	9%	11	10%	15	13%	6	5%
Playing outside in the yard	55	49%	11	10%	21	19%	20	18%	5	4%
Walks around the house or neighborhood	64	57%	11	10%	13	12%	18	16%	6	5%
Child's bath time	87	78%	6	5%	7	6%	8	7%	4	4%
Library/bookstore story hours	84	75%	6	5%	5	5%	12	11%	5	5%
Family picnics or gatherings	94	85%	5	5%	7	6%	4	4%	1	1%
Visit to pond/lake or park	88	79%	8	7%	8	7%	6	5%	2	2%

Table 13. Experiences with Service Delivery Staff Means and Standard Deviations

Variable: Experiences with Staff	Staff #1 n=111		Staff #2 n=79		Staff #3 n=41	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Listens to my concerns or requests	4.46	0.72	4.34	0.90	4.29	0.97
Sees my child and family in a positive way	4.61	0.61	4.46	0.77	4.45	0.77
Is flexible when my family's situation changes	4.47	0.74	4.22	0.94	4.24	0.91
Provides me with information I need to make good choices	4.24	0.91	4.13	1.10	4.05	1.01
Helps me learn new things to do with my child	4.19	0.93	4.03	1.17	3.93	1.14
Is responsive to my requests for advice or assistance	4.38	0.84	4.24	1.00	4.14	1.14
Tries hard to understand my child and family's situation	4.40	0.83	4.24	1.00	4.21	1.09
Recognizes my child and family's strengths	4.46	0.72	4.27	0.94	4.31	1.09
Helps me be an active part of getting desired resources and support	4.22	0.98	3.96	1.19	4.00	1.16
Is knowledgeable about the effects of early environmental risk and neglect on early childhood development	4.02	1.14	3.87	1.21	3.88	1.21
Is knowledgeable about medical issues related to children adopted from China	2.65	1.14	2.62	1.25	2.63	1.39
Is knowledgeable about language development for children learning English as a second language	3.14	1.22	3.00	1.32	3.08	1.40
Is knowledgeable about the development of attachment in children adopted from China	2.53	1.27	2.47	1.23	2.55	1.43
SCALE Experiences with Staff (alpha=0.91)	4.05	0.77	3.84	0.88	3.84	0.89

Table 14. Length of Services

Variable: Length of Services	Less than 3 months		3-6 months		7-12 months		13-24 months		Over 24 months	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Physical therapy (n=45)	8	18%	16	36%	6	13%	13	29%	2	4%
Occupational therapy (n=59)	12	20%	14	24%	16	27%	14	24%	3	5%
Speech/language therapy (n=90)	15	17%	23	26%	20	22%	18	20%	14	16%
Special education/special instruction (n=26)	4	15%	8	31%	5	19%	4	15%	5	19%
Nursing care (n=7)	6	86%	1	14%	0	0%	0	0%	0	0%
Nutritional therapy (n=11)	8	73%	1	9%	2	18%	0	0%	0	0%
Social and emotional or mental health services/therapy (n=16)	5	31%	5	31%	2	13%	2	13%	2	13%
Attachment therapy/support (n=10)	4	40%	4	40%	1	10%	0	0%	1	10%
Other (n=21)	3	14%	8	38%	4	19%	4	19%	2	10%

Table 15. Reason for Ending Services

Variable: Ended Services	Child aged out of service		We moved out of geographic locality of service		I felt my child no longer needed the service		I was dissatisfied with the service	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Physical therapy (n=9)	4	44%	1	11%	3	33%	1	11%
Occupational therapy (n=11)	5	46%	2	18%	3	27%	1	9%
Speech/language therapy (n=16)	5	31%	2	13%	3	19%	6	38%
Special education/special instruction (n=2)	0	0%	1	50%	0	0%	1	50%
Social and emotional or mental health services/therapy (n=3)	0	0%	0	0%	1	33%	2	67%
Attachment therapy/support (n=3)	1	33%	0	0%	1	33%	1	33%
Other (n=2)	0	0%	0	0%	1	50%	1	50%

Table 16. Parenting Experiences as a Result of EI services (n=116)

Variable: Parenting Experiences as a Result of EI	Definitely not true		Mostly not true		Neither true nor not true		Somewhat true		Definitely true	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Encouraged me to find more ways to spend quality time with my children	8	7%	1	1%	31	28%	38	34%	34	30%
Helped me have more fun playing with my children	5	4%	4	4%	40	35%	32	28%	32	28%
Encouraged me to see the good things I do as a parent	7	6%	4	4%	28	25%	35	31%	38	34%
Encouraged me to spend time doing activities I enjoy with my children	8	7%	4	4%	51	46%	22	20%	27	24%
Helped me enjoy being with my children more	9	8%	4	4%	50	45%	22	20%	27	24%
Influenced the amount of intervention services my child receives	7	6%	4	4%	27	24%	40	36%	34	30%
Helped me feel better about how I do everyday parenting activities	6	5%	3	3%	31	28%	39	35%	33	30%
Improved my knowledge of how children learn	5	4%	3	3%	8	7%	49	43%	48	43%
Helped me figure out what my child likes to do	5	5%	10	9%	38	34%	30	27%	29	26%
Helped me recognize that parenting can be fun and enjoyable	9	8%	7	6%	65	59%	14	13%	16	14%
Increased my confidence in being a good parent	6	5%	2	2%	37	33%	39	35%	28	25%
Improved my ability to provide my child effective learning opportunities	6	5%	1	1%	14	12%	51	45%	45	37%
Made me feel I am a better parent	7	6%	2	2%	35	31%	44	39%	24	21%
Made it easier to get my children to play or interact with me	8	7%	4	4%	48	43%	30	27%	22	20%
Improved my sense of being a good parent	6	5%	3	3%	41	37%	35	32%	26	23%
Taught me games and/or songs to do when playing with my children	6	5%	8	7%	24	21%	40	36%	34	30%
Taught me new ways of helping my children learn	6	5%	2	2%	15	13%	46	40%	45	40%

APPENDIX A

**QUESTIONNAIRE for those RECEIVING EI SERVICES:
Parental Perceptions of Their Children's Developmental Needs and the Use of Early
Intervention Services for Young Children Adopted from China**

Questionnaire about Your Child From China

Thank you for taking the time to complete this questionnaire. This information will be helpful in understanding your experiences adopting and raising a child from China. Providing an answer to each question will improve the overall quality of the study outcomes. However, you may skip any question that makes you feel uncomfortable. To indicate that you wish to omit a response, write NA beside the question. We will send a follow-up letter requesting any missing information to ensure that no question was inadvertently skipped. Again, you have the option of not answering a question. If you need more space for any of your responses, please use the back.

1. Please tell us about the child(ren) you have adopted from China.

Child	Current age in months	Gender	Child's age at adoption? (in months)	Was your child's age at adoption the age you requested?	Was your child a waiting (special needs) child?	Was the child in foster care?	Which SWI or orphanage?
1 st child		M F		No Yes	No Yes	No Yes	
2 nd child		M F		No Yes	No Yes	No Yes	
3 rd child		M F		No Yes	No Yes	No Yes	

For which child are you completing the remainder of this survey? (Please check box)

- 1st adopted child
 2nd adopted child
 3rd adopted child

2. Do you have a child adopted from a country other than China? No Yes

If yes, please tell us about him/her/them:

Child	Current age in months	Gender	Currently living with you?	Country of Birth
1 st child		M F	No Yes	
2 nd child		M F	No Yes	
3 rd child		M F	No Yes	

3. Do you have a biological child? No Yes If yes, please tell us about him/her/them:

Child	Current age in months	Gender	Currently living with you?
1 st child		M F	No Yes
2 nd child		M F	No Yes

3 rd child		M	F	No	Yes
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4. To what adoption organizations or support networks/groups do you belong?

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

5. Your Expectations About Your Child: Think about the expectations you had regarding your child's behavior and development prior to meeting him/her. For each item below, please indicate how the skills and behaviors observed in your child **during the first 48 hours after you met** differed from the expectations you had before you met him/her.

My child's abilities and skills at the time of adoption were:

c) Skills and Behaviors:	Does not apply	Much worse than I expected	Somewhat worse than I expected	About what I expected	Somewhat better than I expected	Much better than I expected
Attachment to me	0	1	2	3	4	5
Able to focus on things in the environment	0	1	2	3	4	5
Able to show pleasure	0	1	2	3	4	5
Communicating with me	0	1	2	3	4	5
Communicating with others	0	1	2	3	4	5
Controlling her/his behavior	0	1	2	3	4	5
Controlling her/his emotions	0	1	2	3	4	5
Coping with frustration	0	1	2	3	4	5
Crawling, walking, or getting around on his/her own	0	1	2	3	4	5
Crying episodes	0	1	2	3	4	5
Eating/feeding	0	1	2	3	4	5
Expressing affection toward me or others	0	1	2	3	4	5
Facial affect/expression	0	1	2	3	4	5
Following directions	0	1	2	3	4	5
Getting along with adults (other than parents)	0	1	2	3	4	5
Getting along with other children	0	1	2	3	4	5
Grieving behaviors	0	1	2	3	4	5
Height/weight	0	1	2	3	4	5
Helping to dress her/himself	0	1	2	3	4	5
Overall health	0	1	2	3	4	5
Showing interest in toys or objects presented to her/him	0	1	2	3	4	5
Showing sympathy	0	1	2	3	4	5
Sleep patterns	0	1	2	3	4	5
Smiling/laughing	0	1	2	3	4	5
Stranger anxiety with me	0	1	2	3	4	5
Stranger anxiety with others	0	1	2	3	4	5
Using speech to express what she/he wants	0	1	2	3	4	5

6. Your Child's Development: Please tell us about any concerns that you have had regarding your child's development.

a) Are/were you ever concerned about your child's development? Yes No

If yes, please describe _____

b) Have you ever had your child seen by a development specialist? Yes No

If yes, please check off the box next to the type of specialist(s) the child has seen:

International adoption clinic Intervention Developmental pediatrician

Private therapist (Please indicate what type of therapist) _____

Other (Please describe) _____

c) How difficult has it been to find an expert on the development of children from China where you live?

Not at all difficult Somewhat difficult Very difficult Not needed/wanted

d) Was a formal developmental assessment ever completed on your child? Yes No

If yes, at what age? _____ (months)

e) Developmental Assessment

If your child was evaluated on his or her development, please indicate how he or she performed on assessments related to each of the following areas:

How did your child perform in each of the following:	Above age level	At or near age level	Slightly below age level	Significantly below age level
Gross motor skills	1	2	3	4
Fine motor skills	1	2	3	4
Receptive language skills	1	2	3	4
Expressive language skills	1	2	3	4
Cognitive skills	1	2	3	4
Adaptive/self-help skills	1	2	3	4
Social emotional skills	1	2	3	4

f) Has your child ever been given a specific diagnosis that is associated with his/her health and development?

Yes No

If yes, please list _____

If yes, how soon after returning home from China did the diagnosis occur? _____

g) At any time did a professional recommend that your child be referred to early intervention, therapy, or any other kind of specialized treatment? Yes No

If yes, please tell us what he/she recommended _____

If yes, how soon after returning home from China did the referral occur? _____

h) Have you enrolled your child who was adopted from China in specialized services? Yes No

If yes, was/is it: government (federal), state or locally funded early intervention program

private therapy or therapies (speech/physical/occupational/other)

other (please describe) _____

If yes, how easy/difficult was it for you to locate/enroll in services?

very easy

somewhat easy

very difficult

somewhat difficult

Please tell us why _____

7. Types of Services Your Child Receives or Received in Early Intervention Services or Private Therapy

Services: Please indicate how often your child receives or received each of the following services or supports.

How often does your child receive each of the following:	Receives almost everyday	Receives a couple of times a week	Receives once a week	Receives every couple of weeks	Receives once a month	Receives less than once a month	Does not receive
Physical therapy	1	2	3	4	5	6	7
Occupational therapy	1	2	3	4	5	6	7
Speech/language therapy	1	2	3	4	5	6	7
Special education/ special instruction	1	2	3	4	5	6	7
Nursing care	1	2	3	4	5	6	7
Nutritional therapy	1	2	3	4	5	6	7
Social and emotional or mental health services/therapy	1	2	3	4	5	6	7
Attachment therapy/ support	1	2	3	4	5	6	7
Other (please describe) _____	1	2	3	4	5	6	7

8. Parent Choice in Service Delivery: How much say or choice do/did you have in terms of the following ways that services are/were provided to your child and family?

How much say or choice do you have with the following:	No say or choice	Very little say or choice	Some say or choice	Quite a bit of say or choice	Absolute say or choice
Who provides intervention to your child or family	1	2	3	4	5
Where intervention is provided to your child	1	2	3	4	5
How intervention staff work with your child and family	1	2	3	4	5
When intervention is provided to your child or family	1	2	3	4	5
How often your child receives intervention services	1	2	3	4	5

9. Where Services Take Place: Early intervention and therapy are delivered to children in many places during different times of the day.

How often does/did the intervention staff or therapists help you use each of the following to help your child learn new things?

	Never	Rarely	Once in a while	Sometimes	A lot of time
Family meal times	1	2	3	4	5
Food shopping	1	2	3	4	5
Child dressing and undressing	1	2	3	4	5
Community playground	1	2	3	4	5
Playing outside in the yard	1	2	3	4	5
Walks around the house or neighborhood	1	2	3	4	5
Child's bath time	1	2	3	4	5
Library/bookstore story hours	1	2	3	4	5
Family picnics or gatherings	1	2	3	4	5
Visit to pond/lake or park	1	2	3	4	5

10. a) Experiences With the Service Delivery Staff: Intervention staff or therapists sometimes differ in HOW they interact with and treat families. Please indicate how often the (e.g. physical therapist) interacted with, and treated you, in the following ways **(fill in the discipline who saw your child the most, OR if multiple providers use the next page to answer these questions about each interventionist/therapist).**

My child's intervention staff:	Never	Very little	Sometimes	Majority of time	All the time
Listens to my concerns or requests	1	2	3	4	5
Sees my child and family in a positive, healthy way	1	2	3	4	5
Is flexible when my family's situation changes	1	2	3	4	5
Provides me with information I need to make good choices	1	2	3	4	5
Helps me learn new things to do with my child	1	2	3	4	5
Is responsive to my requests for advice or assistance	1	2	3	4	5
Tries hard to understand my child and family's situation	1	2	3	4	5
Recognizes my child and family's strengths	1	2	3	4	5
Helps me be an active part of getting desired resources and support	1	2	3	4	5
Is knowledgeable about the effects of early environmental risk and neglect on early childhood development	1	2	3	4	5
Is knowledgeable about medical issues related to children adopted from China	1	2	3	4	5
Is knowledgeable about language development for children learning English as a second language	1	2	3	4	5
Is knowledgeable about the development of attachment in children adopted from China	1	2	3	4	5

10. b) Experiences With the Service Delivery Staff: Intervention staff or therapists sometimes differ in HOW they interact with and treat families. Please indicate how often the _____ (fill in staff member's discipline) interacted with, and treated you, in the following ways.

My child's intervention staff:	Never	Very little	Sometimes	Majority of time	All the time
Listens to my concerns or requests	1	2	3	4	5
Sees my child and family in a positive, healthy way	1	2	3	4	5
Is flexible when my family's situation changes	1	2	3	4	5
Provides me with information I need to make good choices	1	2	3	4	5
Helps me learn new things to do with my child	1	2	3	4	5
Is responsive to my requests for advice or assistance	1	2	3	4	5
Tries hard to understand my child and family's situation	1	2	3	4	5
Recognizes my child and family's strengths	1	2	3	4	5
Helps me be an active part of getting desired resources and support	1	2	3	4	5
Is knowledgeable about the effects of early environmental risk and neglect on early childhood development	1	2	3	4	5
Is knowledgeable about medical issues related to children adopted from China	1	2	3	4	5
Is knowledgeable about language development for children learning English as a second language	1	2	3	4	5
Is knowledgeable about the development of attachment in children adopted from China	1	2	3	4	5

10. c) Experiences With the Service Delivery Staff: Intervention staff or therapists sometimes differ in HOW they interact with and treat families. Please indicate how often the _____ (fill in staff member's discipline) interacted with, and treated you, in the following ways.

My child's intervention staff:	Never	Very little	Sometimes	Majority of time	All the time
Listens to my concerns or requests	1	2	3	4	5
Sees my child and family in a positive, healthy way	1	2	3	4	5
Is flexible when my family's situation changes	1	2	3	4	5
Provides me with information I need to make good choices	1	2	3	4	5
Helps me learn new things to do with my child	1	2	3	4	5
Is responsive to my requests for advice or assistance	1	2	3	4	5
Tries hard to understand my child and family's situation	1	2	3	4	5
Recognizes my child and family's strengths	1	2	3	4	5
Helps me be an active part of getting desired resources and support	1	2	3	4	5
Is knowledgeable about the effects of early environmental risk and neglect on early childhood development	1	2	3	4	5
Is knowledgeable about medical issues related to children adopted from China	1	2	3	4	5
Is knowledgeable about language development for children learning English as a second language	1	2	3	4	5
Is knowledgeable about the development of attachment in children adopted from China	1	2	3	4	5

**11. How long has/did your child receive/received early intervention services or private therapy services?
(circle services that apply)**

	Less than 3 months	3-6 months	7-12 months	13-24 months	Over 24 months
Physical therapy	1	2	3	4	5
Occupational therapy	1	2	3	4	5
Speech/language therapy	1	2	3	4	5
Special education/ special instruction	1	2	3	4	5
Nursing care	1	2	3	4	5
Nutritional therapy	1	2	3	4	5
Social and emotional or mental health services/therapy	1	2	3	4	5
Attachment therapy/ support	1	2	3	4	5
Other (please describe) _____	1	2	3	4	5

12. If you ended any of these services before the interventionist/therapist discharged your child, please tell us why.

	Child aged out of service	We moved out of geographic locality of service	I felt my child no longer needed the service	I was dissatisfied with the service
Physical therapy	1	2	3	4
Occupational therapy	1	2	3	4
Speech/language therapy	1	2	3	4
Special education/special instruction	1	2	3	4
Nursing care	1	2	3	4
Nutritional therapy	1	2	3	4
Social and emotional or mental health services/therapy	1	2	3	4
Attachment therapy/ support	1	2	3	4
Other (please describe) _____	1	2	3	4

13. If your child is older than 3 is he/she continuing to receive services?

Yes No

If yes, is it through: the public school special education

private therapists you are paying for, or your insurance pays for

14. Parenting Experiences as a Result of Early Intervention or Private Therapy: Please indicate the extent to which your involvement with early intervention or private therapy services changed how you feel about yourself as a parent.

How much has your involvement with early intervention services or private therapy services influenced each of the following:	Definitely not true	Mostly not true	Neither true nor not true	Somewhat true	Definitely true
Encouraged me to find more ways to spend quality time with my child(ren)	1	2	3	4	5
Helped me have more fun playing with my child(ren)	1	2	3	4	5
Encouraged me to see the good things I do as a parent	1	2	3	4	5
Encouraged me to spend time doing activities I enjoy with my child(ren)	1	2	3	4	5
Helped me enjoy being with my child(ren) more	1	2	3	4	5
Influenced the amount of intervention services my child receives	1	2	3	4	5
Helped me feel better about how I do everyday parenting activities	1	2	3	4	5
Improved my knowledge of how children learn	1	2	3	4	5
Helped me figure out what my child(ren) like(s) to do	1	2	3	4	5
Helped me recognize that parenting can be fun and enjoyable	1	2	3	4	5
Increased my confidence in being a good parent	1	2	3	4	5
Improved my ability to provide my child effective learning opportunities	1	2	3	4	5
Made me feel I am a better parent	1	2	3	4	5
Made it easier to get my child(ren) to play or interact with me	1	2	3	4	5
Improved my sense of being a good parent	1	2	3	4	5
Taught me games and/or songs to do when playing with my child(ren)	1	2	3	4	5
Taught me new ways of helping my child(ren) learn	1	2	3	4	5

15. Child Progress: Think about the services your child has received since beginning intervention or therapy, and please indicate how much progress you think he or she (has) made in each skill or behavior as a result of these services.

How much progress has your child made in the following:	Much less progress than I expected	Less progress than I expected	About the progress I expected	More progress than I expected	Much more progress than I expected
Attachment to me	1	2	3	4	5
Able to focus on things in the environment	1	2	3	4	5
Able to show pleasure	1	2	3	4	5
Communicating with me	1	2	3	4	5
Communicating with others	1	2	3	4	5
Controlling her/his behavior	1	2	3	4	5
Controlling her/his emotions	1	2	3	4	5
Coping with frustration	1	2	3	4	5
Crawling, walking, or getting around on his/her own	1	2	3	4	5
Crying episodes	1	2	3	4	5
Eating/feeding	1	2	3	4	5
Expressing affection toward me or others	1	2	3	4	5
Following instructions at daycare/school	1	2	3	4	5
Following instructions at home	1	2	3	4	5
Getting along with adults (other than parents)	1	2	3	4	5
Getting along with other children	1	2	3	4	5
Grieving behaviors	1	2	3	4	5
Height/weight	1	2	3	4	5
Helping to dress her/himself	1	2	3	4	5
Overall affect	1	2	3	4	5
Overall health	1	2	3	4	5
Showing interest in toys or objects presented to her/him	1	2	3	4	5
Showing sympathy	1	2	3	4	5
Sleep patterns	1	2	3	4	5
Smiling/laughing	1	2	3	4	5
Stranger anxiety with me	1	2	3	4	5
Stranger anxiety with others	1	2	3	4	5
Understanding other people's emotions	1	2	3	4	5
Using speech to express what she/he wants	1	2	3	4	5

16. What Your Child is Like Today: Please tell us about your child's current behavior by circling the response that best describes your child.

On a typical day, how often does your child ...	Never	Rarely	Sometimes	Often	Very Often
Smile and laugh	1	2	3	4	5
Get excited about learning new things	1	2	3	4	5
Fuss or cry	1	2	3	4	5
Like to be around people	1	2	3	4	5
Get upset or frustrated	1	2	3	4	5
Try her/his hardest to do new things	1	2	3	4	5
Try to get attention from parent(s)	1	2	3	4	5
Hurt herself/himself physically	1	2	3	4	5
Try to get other people's attention (besides parents)	1	2	3	4	5
Adjust to new situations	1	2	3	4	5
Cling to parents	1	2	3	4	5
Cling to other adults	1	2	3	4	5
Get anxious when separated from parents	1	2	3	4	5
Have problems napping during the day	1	2	3	4	5
Have problems sleeping at night	1	2	3	4	5
Try to hoard things	1	2	3	4	5
Hurt siblings or other children physically	1	2	3	4	5

17. What Our Life is Like Today: Please indicate the extent to which each of the statements is true for you or your child.

How true is each of the following:	Not at all true	A little true	Sometimes true	Mostly true	Always true
My child is healthy most of the time	1	2	3	4	5
I am the person most responsible for my child's progress	1	2	3	4	5
I am the person to instill in my child his/her cultural heritage	1	2	3	4	5
I believe my child will progress in his/her development	1	2	3	4	5
I know a lot about the supports available to children adopted from China	1	2	3	4	5
My child gets the health care he/she needs	1	2	3	4	5
I am able to get childcare for my son/daughter when it is needed	1	2	3	4	5
My wishes and desires are considered by professionals who have seen my child	1	2	3	4	5
My child gets lots of opportunities to play with other children	1	2	3	4	5
I expect my child's quality of life will be the best possible	1	2	3	4	5
I know where to go for information I need about the cultural heritage of children adopted from China	1	2	3	4	5
I know where to go for information I need about the health and development of children adopted from China	1	2	3	4	5
I am looking forward to my child's school experience	1	2	3	4	5
I feel good about the people who care for my child	1	2	3	4	5

18. Tell Us About Your Parenting Experiences: The list includes different things parents do or might think about every day or almost every day. Please read each statement and circle the number that best reflects how you see yourself as a parent.

As a parent I feel	Never	Rarely	Some of the time	More often than not	Most of the time	Almost always	Always
I know my child better than anyone else	0	1	2	3	4	5	6
I am good at calming my child when he/she is upset	0	1	2	3	4	5	6
My child and I spend many happy moments together	0	1	2	3	4	5	6
It's a breeze doing everyday parenting activities like feeding and bathing my child	0	1	2	3	4	5	6
Getting my child to play or interact with me is easy to do	0	1	2	3	4	5	6
I really enjoy holding and snuggling with my child	0	1	2	3	4	5	6
I am really good at figuring out what my child likes	0	1	2	3	4	5	6
I am good at showing my child how much I love him/her	0	1	2	3	4	5	6
I think of myself as a good parent	0	1	2	3	4	5	6
Playing and doing things with my child is a lot of fun	0	1	2	3	4	5	6
I feel good about getting my everyday parenting responsibilities done	0	1	2	3	4	5	6
Being a good parent comes naturally to me	0	1	2	3	4	5	6
My parenting experiences have been less challenging than what I expected before adopting my child	0	1	2	3	4	5	6

19. Your Quality of Life: Thinking about your family's quality of life at this moment, which of the following best describes your feelings and thoughts. **Circle** the response that best reflects how you feel. Please use the numbers in between if you feel your family's quality of life is different than the three marked ratings.

1	2	3	4	5	6	7	8	9
My family has the worst life possible				My family has neither a good or bad life				My family has the best life possible

20. Background: Please tell us about yourself by completing each section or checking the box to the left of your choice.

Your age in years: _____

Your ethnic background: _____

Your religious affiliation(s): _____

Your current marital status: married never married co-parenting relationship
 divorced/separated before adoption divorced/separated after adoption
 widowed-spouse passed away before adoption widowed-spouse passed away after adoption

Are you currently employed? Yes-full-time Yes-part-time No

Is your spouse/partner currently employed? Yes-full-time Yes-part-time No NA

What is your highest educational attainment? high school some college

college (Degree in _____)

Master's (Degree in _____) Doctorate/Ph.D./Ed.D/M.D./J.D (Degree in _____)

In 2004, what was your approximate combined gross household income in US dollars?

<input type="checkbox"/> Less than \$19, 999	<input type="checkbox"/> \$60, 000-\$69, 999	<input type="checkbox"/> \$110, 000 - \$119,999
<input type="checkbox"/> \$20, 000-\$29, 999	<input type="checkbox"/> \$70, 000-\$79, 999	<input type="checkbox"/> \$120, 000-\$129, 999
<input type="checkbox"/> \$30, 000-\$39, 999	<input type="checkbox"/> \$80, 000-\$89, 999	<input type="checkbox"/> \$130, 000-\$139, 999
<input type="checkbox"/> \$40, 000-\$49, 999	<input type="checkbox"/> \$90, 000-\$99, 999	<input type="checkbox"/> \$140, 000-\$149, 999
<input type="checkbox"/> \$50, 000-\$59, 999	<input type="checkbox"/> \$100,000-\$109,999	<input type="checkbox"/> More than \$150, 000

Thank you for taking the time to complete this survey about your experiences involving your child adopted from China. This information will be helpful in learning about the supports necessary to provide optimum experiences to families and their children adopted from China.