

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

**DATA REPORT:
ENTIRE SAMPLE: FAMILIES RECEIVING AND NOT
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 415 questionnaires were mailed or emailed out, 253 were surveys for families not receiving EI services and 162 were surveys for families receiving EI services. A total of 307 surveys were received resulting in an overall response rate of 74%, with a 75% response rate among those not receiving EI services and a 72% response rate for those receiving EI services. 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 B and C for a copy of both questionnaires). 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 topics, topics 1-7 were asked of everyone, topics 8-14 were asked only of those families whose child was receiving EI services. The following topics were answered by both groups, those receiving and not receiving EI services: 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 307 surveys completed, all of which corresponded to a child adopted from China, with 116 of the surveys completed by families receiving EI services and 191 surveys completed by families who were not receiving EI services (Table 1; All tables listed in Appendix A). An interesting finding was that of the group that did not receive EI services almost half of them had concerns about the development of their child (n=98). The other half, who did not receive EI services, did not have any developmental concerns (n=93) (Table 1).

The mean age for the primary parent who completed the survey was 41.75 with a standard deviation of 5.14. The mean age did not significantly differ between those receiving EI services and those not receiving EI services, nor did the age significantly differ between those not receiving EI services with and without developmental concerns (Table 1).

The majority of the parents were white (95%) with 3% Asian and 1% Latino and 1% Native American. Almost half of the parents were Catholic (41%) with 12% did not identify with any religion. Most of the sample was currently married (82%) with 14% never married, 2% co-parenting relationship, and 2% divorced or separated before the adoption. Almost half of the parents who completed the survey were employed full time (45%) with 21% employed part time and 34% not currently employed. The spouses of those parents who filled out the survey were overwhelmingly employed full time (92%), with 4% employed part time, and 4% not currently employed (Table 1).

The parents surveyed were highly educated with only 13% having less than a college degree and 38% having a college degree, 33% with a Master's degree and 16% 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 22% with an annual income between \$60,000-\$89,000; and 27% with an income between \$90,000-119,000; and 36% with an annual income over \$120,000 (Table 1).

Parents from 42 different states completed the survey. Twelve percent of the respondents were from New York, about 9% were from Pennsylvania, and 7% from California (Table 1A). The average age of the child when adopted was 14 months. There were 17 children (5%) who were a waiting child. Of those families receiving EI services 7 were a waiting child and those

not receiving EI services 10 were a waiting child. Of those 10 children who were a waiting child and not receiving EI services the average age was 43.30 months.

The average age of the child when the survey was filled out was 39.46 months (3.3 years old) and almost all are female (98%). Those children who received EI services had a mean age of 41.86 months which was not significantly older than those who did not receive EI services whose average age was 38.40 months ($t=1.786$, $p=0.075$). For most parents (246, 80%) the child's age at adoption was the age they requested. Seventy-five children were in foster care prior to adoption.

The length of time the child has been in the US was computed by subtracting their current age by their adopted age. The mean for the entire sample was 26.10 months with a standard deviation of 16.48. The average length of time in the US for those children receiving EI services was 27.50 months. The average amount of time in the US for those children not receiving EI services was 25.24. There was no significant difference between those children receiving EI services and those not receiving EI services in length of time in the US ($t=1.157$, $p=0.248$).

Of all 307 surveys completed, there were 253 unique families that had at least one child adopted from China. Of the 253 families, 181 had 1 child adopted from China (71%), 66 families had 2 children adopted from China (26%), and 6 families had 3 children adopted from China (2%). Ten of the families had 1 child adopted from another country (4%) and 2 families had 2 children adopted from another country (0.8%) in addition to the child they had adopted from China (Table 2). Thirty-five or 14% of the sample had 1 biological child in addition to the child they adopted from China and 30 families, or 12% of the sample, had 2 biological children. Nine families (4%) had 3 biological children, and 6 families (2%) had more than 3 biological

children. Families with a child adopted from China and at least one biological child comprised 31% of the total sample (Table 3).

DATA ANALYSIS

Descriptive statistics (means, frequencies, percentages, and cross plots) were calculated for the quantitative data. Significance testing was conducted to evaluate significant difference between groups. The results from the data analysis of the survey are presented in the following results section.

RESULTS

The findings were categorized into topics consistent with those addressed in the two surveys.

The following topics were answered by both groups, those receiving and not receiving EI services:

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.

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

indicated 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.

Of the entire sample parents reported that their child either behaved somewhat or much better than they expected in the following dimensions: attachment to me (50%), sleep patterns (49%), showing pleasure (47%), smiling and laughing (46%), stranger anxiety towards parent (45%), facial affect/expression (44%), eating/feeding (44%), overall health (43%), showing interest in toys (43%), and crying episodes (43%) (Table 4).

Of the entire sample parents reported that their child either behaved somewhat or much worse than they expected on the following dimensions: crawling/walking around (42%), height/weight (33%), using speech to express needs and wants (30%), eating/feeding (29%), crying episodes (28%), and showing pleasure (25%) (Table 4).

A scale of the 27 questions that were asked about the skills and behaviors expected on a 5pt Likert Scale ranging from “Much worse than I expected” to “Much better than I expected” was created with an alpha reliability coefficient of 0.87. The scale indicated a mean score for the entire sample of 3.22, standard deviation of 0.65. When comparing those children who received EI services with those who did not, there was a significant difference between the means with those receiving EI services having a mean score of 3.06 and those who did not receive EI services with a mean of 3.32 ($t=-3.515, p=.001$). Indicating that those children who are receiving EI services rated lower on how their skills and behaviors compared to what was expected by the parent. Similarly, those families with children not receiving EI services but whose parents had developmental concerns scored significantly lower on expectations for child’s skills and development with a mean score of 3.22 compared to those parents who’s children were not

receiving EI services and did not have any developmental concerns who had a mean score of 3.43 ($t=-2.372, p=.02$) (Table 5).

On individual items of the scale, Expectations about their child, there was significant difference in the means between those receiving EI services compared to those not receiving EI services in the following dimensions, with those receiving EI services scoring significantly lower: able to show pleasure, communicating with parents, coping with frustration, crawling/walking on their own, eating and feeding, getting along with children, grieving behaviors, height/weight, overall health, showing interest in toys/objects, and using speech to express wants (Table 5).

On the individual items on the scale, Expectations about their child, there was significant difference in the means between those who were not receiving EI services and had developmental concerns and those who did not have developmental concerns. Those who had developmental concerns scored significantly lower on the following items: able to focus on things in the environment, communicating with others, crawling and walking on own, eating and feeding, expressing affection, facial affect/expression, and using speech to express wants (Table 5).

2) Child Development

When asked of the parent if they were ever concerned about their child's development 205 (67%) indicated that they were and 102 (33%) indicated that they were not. Of that group, the children receiving EI services almost all or 107 (92%) were concerned and 9 (8%) were not. As mentioned previously, the group of children not receiving EI services about half of the parents were concerned about their development (51%) and half were not (49%) (Table 6).

More than half of the sample had been seen by a developmental specialist (60%). Not surprisingly the group receiving EI services 97% had been seen by a developmental specialist. The group of children that were not receiving EI services, 37% were seen by a developmental specialist. Those children who had parents who were not concerned about their child's development 26% did see a developmental specialist. Those who were concerned about their child's development 48% of saw a developmental specialist (Table 6). 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%).

Interestingly, many felt that it was not at all difficult to find an expert on the development of children from China where they lived (freq=111, 37%). Nineteen percent felt that it was somewhat difficult, and 13% felt that it was very difficult. Thirty two percent of the sample felt that it was not needed or wanted. Of the group receiving EI services, 45% felt it was not at all difficult, 27% somewhat difficult, 14% very difficult, and 14% not needed or wanted. Of the group not receiving EI services 32% felt it was not difficult, 14% somewhat difficult, 12% very difficult and 43% not needed or wanted.

A formal developmental assessment was completed on 63% of the sample, of the group receiving EI services 96% received a formal developmental assessment, and of the group not receiving EI services 44% received a formal assessment. Comprising the group not receiving EI services those with a developmental concern 54% received a formal assessment and those who were not concerned with their child's development 33% received a developmental assessment (Table 6).

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.

A scale was created with an alpha reliability coefficient of 0.89. The mean of the scale for the entire sample was 2.47, with numbers closer to 4 indicating worse performance. Not surprisingly, those children receiving EI services scored significantly higher with a mean of 2.69 compared to those not receiving EI services with a mean of 2.18 ($t=5.093, p=.0001$). Those children receiving EI services scored significantly worse on their developmental assessments in all the areas measured on the scale. Those children not receiving EI services but whose parents were concerned about their development scored significantly worse compared to those who were not concerned with their child's development in the following areas: gross motor skills and adaptive self help skills (Table 7).

Interestingly when asked if their child has ever been given a specific diagnosis that is associated with their health and development 72% answered no. Of the group receiving EI services 56% answered no, and the group not receiving EI services 82% answered no they did not receive a specific diagnosis. Of the group not receiving EI services with a developmental concern only 20% received a specific diagnosis (Table 8).

Of the entire sample 60% were not recommended for EI services by a professional. In the group receiving EI services almost all (86%) were recommended for EI services by a professional. Of the group not receiving EI services 88% were not recommended for EI services. Those with a developmental concern only 16% were recommended by a professional to receive EI services (Table 8).

There were 23 children who were recommended for services but did not enroll in EI. Parents listed the following reasons: ten parents stated that their child was currently being monitored by their doctor to see if EI was really necessary, four parents thought it was not needed or necessary, three are currently in the process of enrolling their child, and three waited a period of time and their child caught up on their own, and 2 parents decided to work with their child on their own.

3) Child Progress

The Child Progress section of the survey asked slightly different questions of the group receiving EI services compared to the group not receiving EI services. The questionnaire for those receiving EI services 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 questionnaire for those not receiving EI services asked the parent to think about the changes their child has made since coming home from China and indicate how much progress they think they have made in each skill or behavior. For both questionnaires the skills and behaviors are identical with the same 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 not receiving EI services responded that their child made more progress, since coming home from China, than they expected on the following items: overall affect (93%), smiling/laughing (75%), communicating with parent (72%), able to show pleasure (70%), expressing affection towards parent(s) (69%), following instructions at daycare/school (68%), using speech to express wants (67%), attachment to parent (67%), overall health (66%),

communicating with others (65%), getting along with adults (63%), showing interest in toys (61%), getting along with other children (60%), and crawling and walking (60%) (Table 9).

Families not receiving EI services felt that their child made much less or less progress than they expected since coming home from China in the following dimensions: sleep patterns (17%), stranger anxiety with others (16%), using speech to express wants (15%), coping with frustrations (15%), crying episodes (12%), grieving behaviors (11%), and controlling their emotions (11%) (Table 9).

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 9).

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 peoples emotions (13%), controlling their emotions (12%), eating and feeding (12%), being able to dress themselves (9%), height/weight (7%), and showing sympathy (7%) (Table 9).

While those receiving EI services and those not receiving EI services were asked slightly different questions the means were still compared, a scale was created, and significant differences in the means were noted. A scale was created for the Child Progress section

resulting in an alpha reliability coefficient of 0.95. A significant difference in the means between those receiving EI services and those not receiving EI services was found. Those receiving EI services had a significantly lower mean of 3.38 compared to those not receiving EI services with a mean of 3.75 ($t=-5.319$, $p=.0001$). There was no significant difference between those not receiving EI services and having a developmental concern and not having a developmental concern (Table 10).

More specifically, those receiving EI services scored significantly lower than those not receiving EI services on the following dimensions: attachment to me, able to focus on the things in the environment, able to show pleasure, communicating with me, communication with others, controlling their behavior, coping with frustrations, crawling and walking around, crying episodes, eating and feeding, expressing emotions toward others, following directions at school, getting along with other adults, getting along with other children, height/weight, being able to dress themselves, overall affect, overall health, showing interest in toys, showing sympathy, sleep patterns, smiling and laughing, stranger anxiety with parent, understanding other peoples emotions, and using speech to express wants (Table 10).

Although there was no significant difference between the means of those not receiving EI services and with and without developmental concerns on the scale, on the individual items there were some that were significantly different. Those not receiving EI services but who had developmental concerns scored significantly lower on the following dimensions: communicating with me, controlling their emotions, following instructions at school, getting along with other children, understanding other peoples emotions, and using speech to express wants (Table 10).

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.

Of the entire sample, parents noted that their child sometimes, often, or very often: fusses and cries (75%), gets upset and frustrated (79%), and tries to get other peoples attention (80%). Parents reported that their child is still having problems sleeping (42%) and napping (40%). Parents also noted that their child gets anxious separating from them (65%) and tends to cling to them (75%). However, parents responded that their child is extremely happy, he/she smiles and laughs often, (96%) tries very hard to do new things (98%), gets excited about learning new things (100%), and enjoys being around people (98%) (Table 11).

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 11).

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 11).

Families who did not receive EI services noted that their children sometimes, often, or very often: smiles and laughs (100%), gets excited to learn new things (100%), tries to get attention from parents (99%), tries their hardest to do new things (99%), likes to be around people (98%), and adjusts to new situations (94%). Parents also noted that their child never or rarely does the following: hurt siblings or other children physically (91%), hurt themselves

physically (89%), tries to hoard things (83%), cling to other adults (83%), has problems napping during the day (62%), and has problems sleeping at night (60%) (Table 11).

5) What the 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. Significant differences in the means between those receiving EI services and those not receiving EI services was seen in the following constructs, with those receiving EI services scoring lower: I believe my child will progress in his/her development, my child gets the health care they need, and my wishes and desires are considered by professionals. There were no significant differences in the means between any of the questions comparing those not receiving EI service with developmental concerns and without concerns (Table 12).

Ninety-five percent of parents responded that their child is healthy most or all of the time, and 81% felt that they are the person most responsible for their child's progress. Almost all of the parents felt that their child will progress in their development (99%). While most parents knew where to go for information about cultural heritage of children adopted from China (89%), only 74% of parents reported that they knew where to go for information on the health and development of children adopted from China (Table 13).

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. A scale was created on Parenting Experiences with an alpha reliability coefficient of 0.90. The scale of parenting experiences did not result in significant differences between those receiving EI services and those not. However, significant differences were seen in the means

between those not receiving EI services but having concerns with their child's development ($x=4.75$) compared to those not receiving EI services but with no developmental concerns ($x=4.96$). This indicated those not receiving EI services but with developmental concerns having lower parenting experiences ($t=-2.043$, $p=0.42$) (Table 14).

Although the scale of parenting experiences did not show any significant differences in the means between those receiving EI services and those not, the specific scale item of my parenting experiences have been less challenging than what I expected before adopting my child was significant ($t=-2.22$, $p=0.27$) with those receiving EI services having an overall lower mean score. Similarly, when comparing each item on the scale for those not receiving EI services but having a developmental concern they had a lower mean score compared to those not have developmental concerns ($t=-2.852$, $p=.011$) (Table 14).

As a group, parents felt they knew their child better than anyone else (99%), and that they were able to calm their child when he/she is upset (97%). Parents spend many happy moments together with their child (99%) and they really enjoy holding and snuggling with their child (98%) (Table 15).

Expressing the difficulties of parenting young children, 11% of parents felt that it was not always a breeze doing everyday parenting activities, or that they felt great about getting all the parenting responsibilities done each day (4%), and many expressed that parenting often does not come naturally (10%). Almost half of the parents (48%) thought their parenting experiences have been more challenging than they expected before adoption (Table 15).

All parents felt that they are good at showing their child how much they love them (100%) and expressed that playing and doing things with their child was a lot of fun (97%) (Table 15).

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 overall mean for the sample was 7.92 with a standard deviation of 0.73. When comparing those who receive EI services and those who do not, there is a significant difference in the means. Those families receiving EI services rated their quality of life significantly lower with a mean of 7.81 than those who were not receiving EI services with a mean of 7.99 ($p=.035$). There was no significant difference in quality of life between those not receiving EI services with and without a developmental concern (Table 16).

8) Types of EI Services

This begins the sections that were only asked of those families receiving EI services. Table 13 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 17).

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 18).

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 19).

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 20). The results were similar for all other staff members mentioned (Table 20).

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 3-6 months, 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 21).

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 *speech and language 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 22).

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 23 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 24).

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 of Sample

Groups within Sample	N
ALL	307
EI	116
NON-EI total group	191
NON-EI w/NO developmental concerns	93
NON-EI w/developmental concerns	98

Variable	n=307	
	Mean	S.D.
<i>Age</i>	41.75	5.14
	Freq.	Percent
<i>Ethnic background</i>		
White	293	95%
Asian	8	3%
Latino/Hispanic	4	1%
Native American	3	1%
<i>Religious Affiliation</i>		
Catholic	125	41%
None	36	12%
Protestant	23	7%
Jewish	22	7%
Baptist	21	7%
Lutheran	14	5%
Other	67	22%
<i>Marital Status</i>		
Married	252	82%
Never married	44	14%
Co-parenting relationship	5	2%
Divorced/separated before adoption	6	2%
<i>Currently employed</i>		
Yes-Full time	137	45%
Yes-Part time	66	21%
No	104	34%
<i>Spouse currently employed</i>		
Yes-full time	234	92%
Yes-Part time	10	4%
No	11	4%
<i>Highest educational attainment</i>		
High school	10	3%
Some college	31	10%
College	115	38%

Master's	101	33%
Doctoral	47	16%
<i>Income(in thousands)</i>		
\$30-39	6	2%
\$40-49	14	5%
\$50-59	24	9%
\$60-69	14	5%
\$70-79	20	7%
\$80-89	27	10%
\$90-99	22	8%
\$100-109	38	13%
\$110-119	18	6%
\$120-129	14	5%
\$130-139	14	5%
\$140-149	12	4%
\$150-and up	61	22%

Table 1A: Geographical Locations of Chinese Adoption Survey Respondents (n=307)

States and Outside the US	Respondents	Percentage
New York*	35	12.0
Pennsylvania*	26	8.9
California*	20	6.8
Colorado	17	5.8
Connecticut	15	5.1
Illinois*	13	4.5
New Jersey*	12	4.1
Virginia	12	4.1
Massachussetts	10	3.4
Oklahoma	10	3.4
Canada	9	3.1
Missouri	9	3.1
Texas*	9	3.1
Indiana	7	2.4
Washington	7	2.4
Florida*	6	2.1
Michigan*	6	2.1
Kansas	5	1.7
Maryland	5	1.7
North Carolina	5	1.7
Minnesota	4	1.4
Tennessee	4	1.4
Vermont	4	1.4
Georgia*	3	1.0
Iowa	3	1.0
Mississippi	3	1.0
New Hampshire	3	1.0
New Mexico	3	1.0
Ohio*	3	1.0
Wisconsin	3	1.0
Arkansas	2	0.7
Arizona	2	0.7
Delaware	2	0.7
Hawaii	2	0.7
Maine	2	0.7
South Carolina	2	0.7
Ireland	2	0.7
Alaska	1	0.3
Alabama	1	0.3
Idaho	1	0.3
Kentucky	1	0.3
Nebraska	1	0.3
South Dakota	1	0.3
Utah	1	0.3
Unreported	16	-
Total	307	100.0

* Denotes ten most populated states

Table 2: Number of families with children by Adoption Location (n=253)

	Children adopted from China		Children adopted from other country		Biological children	
	Number	Percent	Number	Percent	Number	Percent
# of families with 1 child	181	71%	10	4%	35	14%
# of families with 2 children	66	26%	2	0.8%	30	12%
# of families with 3 children	6	2%	-	-	9	4%
# of families with more than 3 children	-	-	-	-	6	2%
Mean # of children	1.31		1.17		1.88	

Table 3: Families with adopted child from china and have at least one biological child (n=253)

	Children adopted from China		Families with child adopted from China AND at least one biological child	
	Number	Percent	Number	Percent of total families
# of families with 1 child	181	71%	69	27%
# of families with 2 children	66	26%	11	4.3%
# of families with 3 children	6	2%	0	-

Table 4. Frequencies from Expectations about child (n=307)

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.	%
<i>ALL: Attachment to me</i>	26	9%	31	10%	95	31%	80	26%	74	24%
EI	9	8%	14	12%	37	32%	32	28%	24	21%
NON-EI	17	9%	17	9%	58	31%	48	25%	50	26%
Non-EI no disb.	6	7%	9	7%	28	30%	25	27%	25	27%
Non-EI yes disb.	11	11%	8	8%	30	30%	23	24%	25	25%
<i>ALL: Able to focus on things</i>	9	3%	28	9%	113	37%	84	27%	70	23%
EI	7	6%	17	12%	46	40%	26	23%	22	19%
NON-EI	2	1%	14	7%	67	35%	58	31%	48	25%
Non-EI no disb.	0	0%	2	2%	29	31%	33	36%	28	30%
Non-EI yes disb.	2	2%	12	12%	38	39%	25	26%	20	21%
<i>ALL: Show pleasure</i>	26	9%	48	16%	85	28%	69	22%	77	25%
EI	15	13%	18	16%	30	26%	34	29%	19	16%
NON-EI	11	6%	30	16%	55	29%	35	19%	58	31%
Non-EI no disb.	1	1%	15	16%	28	30%	17	18%	31	34%
Non-EI yes disb.	10	10%	15	16%	27	30%	18	19%	27	34%
<i>ALL: Communicate with me</i>	28	9%	34	11%	154	52%	41	14%	40	13%
EI	12	11%	22	20%	54	49%	13	12%	10	9%
NON-EI	16	9%	12	7%	100	54%	28	15%	30	16%
Non-EI no disb.	5	6%	4	5%	50	56%	14	16%	16	18%
Non-EI yes disb.	11	11%	8	8%	50	52%	14	14%	14	14%
<i>ALL: Communicate with others</i>	22	7%	42	14%	169	55%	29	9%	31	10%
EI	10	9%	22	20%	58	50%	10	9%	10	9%
NON-EI	12	6%	20	11%	111	58%	19	10%	21	11%
Non-EI no disb.	2	2%	6	7%	57	61%	9	10%	13	14%
Non-EI yes disb.	10	10%	14	14%	54	55%	10	10%	8	8%

<i>ALL: Control her/his behavior</i>	13	4%	26	8%	460	52%	54	18%	33	11%
EI	8	7%	10	9%	62	53%	17	15%	13	11%
NON-EI	5	3%	16	8%	98	51%	37	19%	20	11%
Non-EI no disb.	1	1%	6	7%	49	58%	20	24%	9	11%
Non-EI yes disb.	4	4%	10	11%	49	54%	17	19%	11	12%
<i>ALL: Control her/his emotions</i>	16	6%	40	14%	144	50%	54	19%	34	12%
EI	9	8%	15	14%	58	53%	16	15%	12	11%
NON-EI	7	4%	25	14%	86	49%	38	21%	22	12%
Non-EI no disb.	2	2%	12	14%	43	49%	20	23%	10	12%
Non-EI yes disb.	5	6%	13	14%	43	47%	18	20%	12	13%
<i>ALL: Coping with frustration</i>	19	7%	40	14%	142	49%	61	21%	30	10%
EI	12	11%	16	14%	55	50%	16	15%	11	10%
NON-EI	7	4%	24	13%	87	48%	45	25%	19	10%
Non-EI no disb.	3	3%	9	10%	43	50%	24	28%	8	9%
Non-EI yes disb.	4	4%	15	16%	44	46%	21	22%	11	12%
<i>ALL: Crawl/walk/get around</i>	58	19%	70	23%	73	24%	50	16%	54	18%
EI	34	30%	25	22%	25	22%	15	13%	16	14%
NON-EI	24	13%	45	24%	48	25%	35	18%	38	20%
Non-EI no disb.	4	4.3%	18	19%	27	29%	21	23%	23	25%
Non-EI yes disb.	20	21%	27	28%	21	22%	14	14%	15	15%
<i>ALL: Crying Episodes</i>	40	13%	46	15%	89	30%	55	19%	71	24%
EI	18	16%	17	15%	31	27%	21	19%	26	23%
NON-EI	22	12%	29	15%	58	31%	34	18%	45	24%
Non-EI no disb.	10	11%	9	10%	35	39%	16	18%	21	23%
Non-EI yes disb.	12	12%	20	21%	23	24%	18	19%	24	25%
<i>ALL: Eating/Feeding</i>	43	14%	47	15%	83	27%	64	21%	69	23%
EI	27	23%	24	21%	30	26%	17	15%	18	16%
NON-EI	16	8%	23	12%	53	28%	47	25%	51	27%
Non-EI no disb.	2	2%	10	11%	27	29%	26	28%	28	30%
Non-EI yes disb.	14	14%	13	13%	26	27%	21	22%	23	24%
<i>ALL: Expressing Affection</i>	27	9%	31	10%	125	41%	76	25%	46	15%
EI	14	12%	10	9%	50	43%	31	27%	11	10%

NON-EI	13	7%	21	11%	75	40%	45	24%	35	19%
Non-EI no disb.	4	4.3%	11	12%	32	35%	23	25%	22	24%
Non-EI yes disb.	9	9%	10	10%	43	44%	22	23%	13	13%
<i>ALL: Facial affect/expression</i>	20	7%	42	14%	107	35%	68	22%	68	22%
EI	12	10%	19	17%	36	31%	25	22%	23	20%
NON-EI	8	4%	23	12%	71	37%	43	23%	45	24%
Non-EI no disb.	1	1%	10	11%	32	34%	26	28%	24	26%
Non-EI yes disb.	7	7%	13	13%	19	40%	17	18%	21	22%
<i>ALL: Following Directions</i>	11	5%	13	6%	140	64%	36	17%	18	8%
EI	5	6%	9	11%	52	63%	10	12%	6	7%
NON-EI	6	4%	4	3%	88	65%	26	19%	12	9%
Non-EI no disb.	3	4%	1	1%	43	61%	15	21%	8	11%
Non-EI yes disb.	3	5%	3	5%	45	68%	11	17%	4	6%
<i>ALL: Get along with adults</i>	16	6%	38	14%	150	55%	45	16%	25	9%
EI	7	7%	17	16%	59	57%	14	14%	7	7%
NON-EI	9	5%	21	12%	91	54%	31	18%	18	11%
Non-EI no disb.	4	5%	11	13%	45	54%	13	16%	10	12%
Non-EI yes disb.	5	6%	10	12%	46	53%	18	21%	8	9%
<i>ALL: Get along with children</i>	5	2%	42	16%	140	52%	61	23%	22	8%
EI	3	2%	21	21%	87	52%	40	21%	17	5%
NON-EI	3	2%	21	13%	87	52%	40	24%	17	10%
Non-EI no disb.	2	2%	8	10%	40	48%	22	26%	12	14%
Non-EI yes disb.	1	1%	13	16%	47	56%	18	21%	5	6%
<i>ALL: Grieving Behaviors</i>	28	10%	42	14%	104	37%	58	20%	53	19%
EI	10	9%	14	13%	43	40%	23	21%	18	17%
NON-EI	18	10%	28	16%	61	35%	35	20%	35	20%
Non-EI no disb.	9	11%	10	12%	30	35%	22	26%	14	17%
Non-EI yes disb.	9	10%	18	20%	31	34%	13	14%	21	23%
<i>ALL: Height/Weight</i>	29	10%	69	23%	144	47%	38	12%	26	9%
EI	19	16%	27	23%	55	47%	10	9%	5	4%
NON-EI	10	5%	42	22%	89	47%	28	15%	21	11%
Non-EI no disb.	4	4%	16	17%	48	52%	10	11%	15	16%

Non-EI yes disb.	6	6%	26	27%	41	43%	18	19%	6	6%
<i>ALL: Attachment to me</i>	10	6%	8	5%	118	71%	26	16%	4	2%
EI	6	9%	5	8%	42	65%	9	14%	3	5%
NON-EI	4	4%	3	3%	76	75%	17	17%	1	1%
Non-EI no disb.	2	4%	1	2%	41	75%	10	18%	1	2%
Non-EI yes disb.	2	4%	2	4%	35	76%	7	15%	0	0%
<i>ALL: Overall health</i>	19	6%	45	15%	109	36%	89	29%	44	14%
EI	13	11%	20	17%	45	39%	29	25%	9	8%
NON-EI	6	3%	25	13%	64	34%	60	32%	35	18%
Non-EI no disb.	2	2%	12	13%	31	33%	26	28%	22	24%
Non-EI yes disb.	4	4%	13	13%	33	34%	34	35%	13	13%
<i>ALL: Shows interest in toys</i>	14	4%	52	17%	108	35%	94	31%	38	12%
EI	8	7%	24	21%	41	35%	34	30%	9	8%
NON-EI	6	3%	28	15%	67	35%	60	32%	29	15%
Non-EI no disb.	1	1%	11	12%	35	38%	29	31%	17	18%
Non-EI yes disb.	5	5%	17	18%	32	33%	31	32%	12	12%
<i>ALL: Show sympathy</i>	12	7%	9	5%	115	66%	25	14%	13	8%
EI	5	8%	6	9%	39	60%	8	13%	6	9%
NON-EI	7	6%	3	2%	76	69%	17	16%	7	6%
Non-EI no disb.	2	4%	2	4%	37	69%	10	19%	3	6%
Non-EI yes disb.	5	9%	1	2%	39	70%	7	13%	4	7%
<i>ALL: Sleep patterns</i>	24	8%	41	13%	90	30%	74	24%	76	25%
EI	10	9%	18	16%	35	30%	28	24%	25	22%
NON-EI	14	7%	23	12%	55	29%	46	24%	51	27%
Non-EI no disb.	5	5%	8	9%	29	32%	23	25%	27	29%
Non-EI yes disb.	9	9%	15	16%	26	27%	23	24%	24	25%
<i>ALL: Smiling/laughing</i>	20	7%	47	15%	99	33%	72	24%	67	22%
EI	14	12%	14	12%	38	33%	30	26%	19	17%
NON-EI	6	3%	33	17%	61	32%	42	22%	48	25%
Non-EI no disb.	1	1%	13	14%	33	36%	22	24%	24	26%
Non-EI yes disb.	5	5%	20	21%	28	29%	20	21%	24	25%
<i>ALL: Stranger anxiety with me</i>	25	8%	28	9%	112	37%	76	25%	59	20%

EI	11	10%	12	10%	43	37%	29	25%	20	17%
NON-EI	14	8%	16	9%	69	37%	47	25%	39	21%
Non-EI no disb.	5	6%	7	8%	39	43%	22	24%	17	19%
Non-EI yes disb.	9	10%	9	10%	30	32%	25	26%	22	23%
<i>ALL: Stranger anxiety w/ others</i>	25	8%	41	14%	144	48%	54	18%	35	12%
EI	10	9%	14	12%	60	53%	17	15%	13	11%
NON-EI	15	8%	27	15%	84	45%	37	20%	22	12%
Non-EI no disb.	5	6%	16	18%	43	47%	16	18%	11	12%
Non-EI yes disb.	10	11%	11	12%	41	44%	21	22%	11	12%
<i>ALL: Using speech to express</i>	24	13%	32	17%	98	52%	22	12%	12	6%
EI	19	25%	18	24%	30	40%	6	8%	3	4%
NON-EI	5	5%	14	12%	68	61%	16	14%	9	8%
Non-EI no disb.	2	4%	1	2%	37	65%	1	19%	6	11%
Non-EI yes disb.	3	6%	13	24%	31	56%	5	9%	3	6%

Table 5. Means and Significance tests on “Your Expectations About Your Child” Section.

Variable Expectations about child	ALL n=307		EI n=116		NON-EI total group n=191		NON-EI w/NO developmental concerns n=93		NON-EI w/developmental concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attachment to me	3.47	1.20	3.41	1.10	3.51	1.20	3.58	1.17	3.44	1.28
	t=-.681 p=.496				t=-.772 p=.441					
Able to focus on things in the environment	3.59	1.03	3.37	1.11	3.72	0.96	3.59	0.84	3.51	1.02
	t= -0.68 p= 0.50				t=6.6 p=.011*					
Able to show pleasure	3.40	1.26	3.21	1.26	3.52	1.24	3.67	1.14	3.38	1.32
	t= -2.152 p=.032*				t=-1.628 p=.105					
Communicating with me	3.10	1.09	2.88	1.05	3.24	1.07	3.36	1.01	3.12	1.12
	t= -2.767 p=.006**				t=-1.5 p=.135					
Communicating with others	3.02	0.98	2.89	1.01	3.09	.965	3.29	0.89	2.92	1.00
	t=-1.706 p=.089				t=-2.638 p=.009**					
Controlling her/his behavior	3.24	0.93	3.15	1.00	3.29	0.89	3.35	0.81	3.23	0.96
	t=-1.194 p=0.233				t=-0.911 p=0.364					
Controlling her/his emotions	3.17	1.00	3.06	1.03	3.24	0.98	3.28	.924	3.21	1.03
	t=-1.474 p=0.141				t=-0.457 p=0.648					
Coping with frustration	3.15	1.00	2.98	1.07	3.25	0.95	3.29	0.90	3.21	0.988
	t=-2.214 p=0.028*				t=-0.546 p=0.585					
Crawl/walk/get around on own	2.19	1.36	2.60	1.40	3.09	1.31	3.44	1.18	2.76	1.35
	t=-3.114 p=.002**				t=-3.671 p= .0001**					
Crying episodes	3.24	1.33	3.27	1.30	3.18	1.37	3.32	1.25	3.23	1.36
	t=-.596 p=.551				t=-.482 p=-.630					
Eating/feeding	3.23	1.36	2.78	1.37	3.49	1.24	3.73	1.08	3.27	1.35
	t=-4.667 p=.0001**				t=-2.609 p=0.010*					
Expressing affection	3.27	1.11	3.13	1.10	3.36	1.12	3.52	1.11	3.21	1.10
	t=-1.762 p=0.079				t=-1.960 p=0.051*					
Facial affect/ expression	3.40	1.17	3.24	1.25	3.49	1.12	3.67	1.03	3.33	1.17
	t=-1.831 p=0.068				t=-2.116 p=0.036*					
Following Directions	3.17	0.86	3.04	0.776	3.25	0.832	3.34	0.866	3.15	0.789
	t=-1.794 p=0.074				t=-1.344 p=0.181					
Getting along with adults	3.09	0.95	2.97	0.92	3.16	0.96	3.17	0.973	3.16	0.951
	t=-1.647 p=.101				t=-0.053 p=0.958					
Getting along with	3.20	0.86	3.06	0.83	3.28	0.88	3.40	0.93	3.15	0.80

children										
			t=-2.05 p=0.041*				t=-1.865 p=0.064			
Grieving behaviors	3.23	1.20	3.23	1.16	3.23	1.23	3.26	1.19	3.21	1.27
			t=-.001 p=0.041*				t= 0.999 p=0.778			
Height/weight	2.88	1.03	2.61	1.00	3.04	1.01	3.17	1.04	2.92	0.98
			t=-.3.619 p=0.001**				t=-1.742 p=0.083			
Helping to dress her/himself	3.04	0.74	2.97	0.88	3.08	0.627	3.13	0.64	3.02	0.61
			t=0.937 p=0.350				t=-0.841 p=0.403			
Overall Health	3.31	1.08	3.01	1.09	3.49	1.04	3.58	1.06	3.40	1.02
			t=-3.809 p=.0001**				t=-1.187 p=0.237			
Shows interest in toys/objects	3.29	1.04	3.10	1.04	3.41	1.02	3.54	0.96	3.29	1.06
			t=-2.537 p=0.012*				t= -1.693 p=0.09			
Showing sympathy	3.10	0.87	3.06	0.96	3.13	0.83	3.19	0.75	3.07	0.89
			t=-0.47 p=0.630				t=-0.721 p=0.472			
Sleep patterns	3.45	1.22	3.34	1.22	3.51	1.22	3.64	1.15	3.39	1.27
			t=-1.17 p=0.24				t=-1.411 p=0.16			
Smiling/laughing	3.39	1.18	3.23	1.22	3.49	1.14	3.59	1.06	3.39	1.21
			t= -1.903 p=0.058				t=-1.209 p=0.288			
Stranger anxiety with me	3.39	1.15	3.3	1.16	3.44	1.14	3.43	1.06	3.44	1.22
			t=0.978 p=0.329				t=0.052 p=0.958			
Stranger anxiety with others	3.11	1.06	3.08	1.04	3.13	1.07	3.13	1.024	3.13	1.109
			t=-.404 p=0.687				t=-0.027 p=0.979			
Using speech to express what she/he wants	2.82	1.01	2.42	1.07	3.09	0.88	3.32	0.83	2.86	0.87
			t=-4.681 p=0.0001**				t=-2.877 p=0.005**			
SCALE: Expectations about child (alpha=0.87)	3.22	0.65	3.06	0.68	3.32	0.62	3.43	0.61	3.22	0.61
			t=-3.515, p=.001**				t=-2.372,p=.019*			

Table 6. Child's Development

Variable Child's Development	Yes		No	
	Freq.	Percent	Freq.	Percent
<i>ALL: Concerns about development (n=307)</i>	205	67%	102	33%
EI (n=116)	107	92%	9	8%
NON-EI (n=191)	98	51%	93	49%
<i>ALL: Seen by developmental specialist (n=307)</i>	183	60%	123	40%
EI (n=116)	112	97%	4	3%
NON-EI (n=191)	71	37%	119	63%
Non-EI no dev. (n=93)	24	26%	69	74%
Non-EI Yes dev. (n=98)	47	48%	50	51%
<i>ALL: Formal developmental assessment completed(n=307)</i>	194	63%	112	36%
EI (n=116)	111	96%	5	4%
NON-EI (n=191)	83	44%	107	56%
Non-EI no dev. (n=93)	31	33%	62	67%
Non-EI Yes dev. (n=98)	52	54%	45	46%

Table 7. Developmental Assessment Scale Means

Developmental Assessment (4pt.scale, higher#=worse)	ALL N=307		EI n=116		NON-EI total group n=191		NON-EI w/NO developmental Concerns n=93		NON-EI w/developmental Concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Gross motor skills	2.51	1.00	2.70	1.10	2.25	0.87	1.93	0.79	2.43	0.89
	t=3.135, p=.002**				t=2.562, p=.012**					
Fine motor skills	2.40	1.00	2.58	1.13	2.17	0.78	1.97	0.71	2.29	0.81
	t=2.807, p=.006**				t=1.859, p=.067					
Receptive language skills	2.51	1.00	2.79	1.10	2.15	0.89	2.03	0.85	2.21	0.92
	t=4.441, p=.0001**				t=.871, p=.386					
Expressive language skills	2.96	1.10	3.38	0.92	2.40	0.97	2.17	0.95	2.53	0.97
	t=7.131, p=.0001**				t=1.641, p=1.05					
Cognitive skills	2.19	0.94	2.35	0.99	1.98	0.82	1.87	0.92	2.04	0.76
	t=2.782, p=.006**				t=.899, p=.371					
Adaptive/self help skills	2.42	0.91	2.55	0.96	2.24	0.80	1.83	0.65	2.48	0.79
	t=2.378, p=.018**				t=3.787, p=.0001**					
Social emotional skills	2.35	0.90	2.50	0.95	2.13	0.78	1.93	0.83	2.25	0.73
	t=2.876, p=.005**				t=1.771, p=.081					
SCALE Developmental Assessment (alpha=.89)	2.47	0.73	2.69	0.71	2.18	0.65	1.96	0.66	2.31	0.62
	t=5.118, p=.0001**				t=2.357, p=.021*					

Table 8. Specific Diagnosis and Recommendation for EI.

Variable	Yes		No	
	Freq.	Percent	Freq.	Percent
<i>ALL: Specific diagnosis (n=307)</i>	86	28%	220	72%
EI (n=116)	51	44%	64	56%
NON-EI (n=191)	35	18%	56	82%
Non-EI no dev. (n=93)	15	16%	78	84%
Non-EI Yes dev. (n=98)	20	20%	78	80%
<i>ALL: Recommended for EI (n=307)</i>	122	40%	184	60%
EI (n=116)	99	86%	16	14%
NON-EI (n=191)	23	12%	168	88%
Non-EI no dev. (n=93)	7	8%	86	93%
Non-EI Yes dev. (n=98)	16	16%	82	84%

Table 9. Frequencies for Child Progress.

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.	%
<i>EI: Attachment to me</i>	2	2%	4	5%	42	53%	17	21%	15	19%
NON-EI	0	0%	3	2%	61	32%	62	33%	64	34%
Non-EI no disb.	0	0%	0	0%	34	37%	29	31%	30	32%
Non-EI Yes disb.	0	0%	3	3%	27	28%	33	34%	34	35%
<i>EI: Able to focus on things in the environment</i>	0	0%	5	6%	47	54%	23	26%	12	14%
NON-EI	0	0%	3	2%	63	33%	55	29%	69	22%
Non-EI no disb.	0	0%	1	1%	29	31%	25	27%	38	41%
Non-EI Yes disb.	0	0%	2	2%	34	35%	30	31%	31	32%
<i>EI: Able to show pleasure</i>	0	0%	3	4%	49	60%	18	22%	12	15%
NON-EI	0	0%	3	2%	54	28%	54	28%	79	42%
Non-EI no disb.	0	0%	0	0%	26	28%	28	30%	39	42%
Non-EI Yes disb.	0	0%	3	3%	28	28%	26	26%	40	41%
<i>EI: Communicating with me</i>	2	2%	13	13%	29	29%	23	23%	32	32%
NON-EI	1	1%	15	8%	38	20%	49	26%	88	46%
Non-EI no disb.	0	0%	2	2%	21	23%	21	23%	49	53%
Non-EI Yes disb.	1	1%	13	13%	17	17%	28	29%	39	40%
<i>EI: Communicating with others</i>	3	3%	18	18%	25	26%	25	26%	27	28%
NON-EI	1	1%	14	7%	52	27%	45	24%	79	41%
Non-EI no disb.	0	0%	3	3%	26	28%	22	24%	42	45%
Non-EI Yes disb.	1	1%	11	11%	26	27%	23	24%	37	38%
<i>EI: Controlling their behavior</i>	3	4%	9	10%	52	61%	15	17%	7	8%
NON-EI	1	1%	13	7%	99	52%	47	25%	30	16%
Non-EI no disb.	0	0%	3	3%	50	54%	22	24%	17	19%
Non-EI Yes disb.	1	1%	10	10%	49	50%	25	26%	13	13%

<i>EI: Controlling their emotions</i>	3	4%	7	8%	52	61%	15	18%	8	9%
NON-EI	2	1%	19	10%	101	53%	41	22%	26	14%
Non-EI no disb.	0	0%	5	5%	51	55%	19	21%	17	19%
Non-EI Yes disb.	2	2%	14	14%	50	52%	22	23%	9	9%
<i>EI: Coping with frustrations</i>	2	2%	16	18%	48	55%	18	21%	4	5%
NON-EI	0	0%	29	15%	96	51%	46	24%	19	10%
Non-EI no disb.	0	0%	12	13%	46	50%	21	23%	13	14%
Non-EI Yes disb.	0	0%	17	17%	50	51%	25	26%	6	6%
<i>EI: Crawling, walking, or getting around on their own</i>	0	0%	2	2%	42	47%	25	28%	20	23%
NON-EI	1	1%	8	4%	68	36%	37	20%	76	40%
Non-EI no disb.	0	0%	2	2%	34	37%	15	16%	41	45%
Non-EI Yes disb.	1	1%	6	6%	34	35%	22	22%	35	36%
<i>EI: Crying episodes</i>	2	3%	9	11%	55	70%	12	15%	1	1%
NON-EI	5	3%	17	9%	103	55%	39	21%	25	13%
Non-EI no disb.	1	1%	7	8%	52	57%	19	21%	12	13%
Non-EI Yes disb.	4	4%	10	10%	51	52%	20	20%	13	13%
<i>EI: Eating/feeding</i>	4	5%	6	7%	49	56%	18	21%	10	12%
NON-EI	2	1%	6	3%	85	45%	48	25%	50	26%
Non-EI no disb.	0	0%	1	1%	48	52%	14	15%	30	32%
Non-EI Yes disb.	2	2%	5	5%	37	38%	34	35%	20	20%
<i>EI: Expressing affection toward me or others</i>	1	1%	5	6%	40	51%	20	25%	13	17%
NON-EI	0	0%	6	3%	53	28%	59	31%	73	38%
Non-EI no disb.	0	0%	1	1%	33	36%	25	27%	34	37%
Non-EI Yes disb.	0	0%	5	5%	20	20%	34	35%	39	40%
<i>EI: Following instructions at daycare/school</i>	0	0%	3	4%	35	46%	27	35%	12	16%
NON-EI	0	0%	6	4%	45	28%	50	31%	58	37%
Non-EI no disb.	0	0%	1	1%	21	26%	23	29%	35	44%
Non-EI Yes disb.	0	0%	5	6%	24	30%	27	34%	23	29%
<i>EI: Following instructions at</i>	0	0%	6	7%	42	49%	27	31%	11	13%

<i>home</i>										
NON-EI	0	0%	11	6%	81	42%	60	31%	39	20%
Non-EI no disb.	0	0%	2	2%	42	45%	29	31%	20	22%
Non-EI Yes disb.	0	0%	9	9%	36	40%	31	32%	19	19%
<i>EI: Getting along with adults (other than parents)</i>	0	0%	5	6%	43	52%	18	22%	16	20%
NON-EI	0	0%	14	7%	56	30%	64	34%	55	29%
Non-EI no disb.	0	0%	7	8%	25	27%	30	33%	30	33%
Non-EI Yes disb.	0	0%	7	7%	31	32%	34	35%	25	26%
<i>EI: Getting along with other children</i>	1	1%	7	8%	43	52%	16	20%	15	18%
NON-EI	1	1%	8	4%	68	36%	66	35%	47	25%
Non-EI no disb.	0	0%	0	0%	32	35%	30	33%	30	33%
Non-EI Yes disb.	1	0%	8	8%	36	37%	36	37%	17	17%
<i>EI: Grieving behaviors</i>	0	0%	4	6%	50	74%	9	13%	5	7%
NON-EI	5	3%	14	8%	108	60%	29	16%	25	14%
Non-EI no disb.	1	1%	5	6%	49	57%	19	22%	12	14%
Non-EI Yes disb.	4	4%	9	10%	59	62%	10	11%	13	14%
<i>EI: Height/weight</i>	0	0%	6	7%	57	70%	13	16%	6	7%
NON-EI	0	0%	14	7%	97	51%	44	23%	36	19%
Non-EI no disb.	0	0%	5	5%	50	54%	17	18%	21	23%
Non-EI Yes disb.	0	0%	9	9%	47	48%	27	28%	15	15%
<i>EI: Helping to dress her/himself</i>	2	2%	6	7%	54	63%	18	21%	6	7%
NON-EI	0	0%	7	4%	92	49%	48	25%	42	22%
Non-EI no disb.	0	0%	1	1%	48	52%	18	20%	25	27%
Non-EI Yes disb.	0	0%	6	6%	44	45%	30	31%	17	18%
<i>EI: Overall affect</i>	0	0%	5	6%	42	50%	22	26%	15	18%
NON-EI	0	0%	2	1%	68	36%	53	28%	67	65%
Non-EI no disb.	0	0%	0	0%	36	39%	17	19%	39	42%
Non-EI Yes disb.	0	0%	2	2%	32	33%	36	37%	28	29%
<i>EI: Overall health</i>	0	0%	1	1%	56	68%	18	22%	8	10%
NON-EI	0	0%	4	2%	61	32%	60	31%	66	35%

Non-EI no disb.	0	0%	2	2%	29	31%	28	30%	34	37%
Non-EI Yes disb.	0	0%	2	2%	32	33%	32	33%	32	33%
<i>EI: Showing interest in toys or objects presented to them</i>	0	0%	4	5%	50	58%	19	22%	13	15%
NON-EI	0	0%	3	2%	71	37%	55	29%	61	32%
Non-EI no disb.	0	0%	2	2%	37	40%	20	22%	33	36%
Non-EI Yes disb.	0	0%	1	1%	34	35%	35	36^	28	29%
<i>EI: Showing sympathy</i>	1	1%	5	6%	52	66%	14	18%	7	9%
NON-EI	2	1%	9	5%	74	39%	59	31%	44	23%
Non-EI no disb.	1	1%	4	4%	34	37%	30	33%	22	24%
Non-EI Yes disb.	1	1%	5	5%	40	41%	29	30%	22	23%
<i>EI: Sleep Patterns</i>	5	6%	23	27%	41	48%	10	12%	6	7%
NON-EI	6	3%	27	14%	70	37%	44	23%	44	23%
Non-EI no disb.	2	2%	9	9%	36	39%	21	23%	25	27%
Non-EI Yes disb.	4	4%	18	18%	34	35%	23	24%	19	19%
<i>EI: Smiling/laughing</i>	1	1%	1	1%	46	57%	20	24%	13	16%
NON-EI	0	0%	2	1%	46	24%	58	31%	83	44%
Non-EI no disb.	0	0%	0	0%	29	32%	21	23%	41	45%
Non-EI Yes disb.	0	0%	2	2%	17	17%	37	38%	42	43%
<i>EI: Stranger anxiety with me</i>	1	1%	3	4%	49	68%	8	11%	11	15%
NON-EI	3	2%	5	3%	100	54%	31	17%	45	25%
Non-EI no disb.	1	1%	2	2%	57	63%	11	12%	19	21%
Non-EI Yes disb.	2	2%	3	3%	43	46%	20	21%	26	28%
<i>EI: Stranger anxiety with others</i>	3	4%	8	10%	43	54%	18	23%	8	10%
NON-EI	3	2%	27	14%	99	52%	35	18%	26	14%
Non-EI no disb.	1	1%	11	12%	49	53%	17	19%	14	15%
Non-EI Yes disb.	2	2%	16	16%	50	51%	18	18%	12	12%
<i>EI: Understanding other people's emotions</i>	2	3%	8	10%	46	57%	17	21%	8	10%
NON-EI	1	1%	9	5%	70	37%	66	35%	42	22%
Non-EI no disb.	0	0%	4	4%	29	32%	32	35%	26	29%
Non-EI Yes disb.	1	1%	5	5%	41	42%	34	35%	16	17%

<i>EI: Using speech to express what she/he wants</i>	9	9%	19	20%	22	23%	22	23%	24	25%
NON-EI	6	3%	23	12%	33	17%	44	23%	84	44%
Non-EI no disb.	3	3%	4	4%	17	18%	18	19%	51	55%
Non-EI Yes disb.	3	3%	19	20%	16	17%	26	27%	33	34%

Table 10. Child Progress Means and Significance Test

Variable: Child Progress	EI n=116		NON-EI total group n=191		NON-EI w/NO developmental Concerns n=93		NON-EI w/developmental Concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attachment to me	3.49	0.94	3.98	0.85	3.96	0.83	4.01	0.87
	t=-4.241,p=.0001**				t=.431, p=.667			
Able to focus on things in the environment	3.48	0.81	4.00	0.87	4.08	0.88	3.93	0.87
	t=-4.689,p=.0001**				t=-1.165,p=.276			
Able to show pleasure	3.48	0.79	4.10	0.87	4.14	0.83	4.06	0.91
	t=-5.581,p=.0001**				t=-6.16,p=.539			
Communicating with me	3.71	1.12	4.09	1.00	4.26	0.88	3.93	1.10
	t=-2.944,p=.004**				t=-2.28,p=.024*			
Communicating with others	3.56	1.17	3.98	1.02	4.11	0.93	3.86	1.08
	t=-3.145,p=.002**				t=-1.712,p=.089			
Controlling their behavior	3.16	0.85	3.48	0.86	3.58	0.83	3.40	0.88
	t=-2.886,p=.004**				t=-1.432, p=.154			
Controlling their emotions	3.21	0.86	3.37	0.88	3.52	0.86	3.23	0.88
	t=-1.388,p=.166				t=-2.326,p=.021*			
Coping with frustrations	3.07	0.81	3.29	0.85	3.38	0.89	3.20	0.80
	t=-2.054,p=.041*				t=-1.441,p=.151			
Crawling, walking, or getting around on their own	3.71	0.84	3.94	0.99	4.03	0.95	3.86	1.02
	t=-1.932,p=.054*				t=-1.225,p=.222			
Crying episodes	3.01	0.65	3.33	0.91	3.37	0.85	3.29	0.96
	t=-2.795,p=.006**				t=-.663,p=.508			
Eating/feeding	3.28	0.92	3.72	0.92	3.78	0.92	3.66	0.93
	t=-3.737,p=.0001**				t=-.909,p=.364			
Expressing affection toward me or others	3.49	0.89	4.04	0.89	3.99	0.88	4.09	0.90
	t=-4.614,p=.0001**				t=.789,p=.426			
Following instructions at daycare/school	3.62	0.80	4.01	0.90	4.15	0.86	3.86	0.92
	t=-3.189,p=.002**				t=-2.055,p=.042*			
Following instructions at home	3.50	0.81	3.66	0.87	3.72	0.83	3.61	0.90
	t=-1.496,p=.136				t=-.862,p=.039			

Getting along with adults	3.55	0.88	3.85	0.93	3.90	0.95	3.79	0.91
	t=-2.463,p=.014*				t=-.800,p=.425			
Getting along with other children	3.45	0.93	3.79	0.88	3.98	0.83	3.61	0.90
	t=-2.85,p=.005**				t=-2.909,p=.004**			
Grieving behaviors	3.22	0.67	3.30	0.90	3.42	0.85	3.20	0.94
	t=-.64,p=.489				t=-1.637,p=.103			
Height/weight	3.23	0.69	3.53	0.88	3.58	0.90	3.49	0.86
	t=-2.763,p=.006**				t=-.711,p=.478			
Helping to dress her/himself	3.23	0.78	3.66	0.86	3.73	0.88	3.60	0.85
	t=-3.934,p=.0001**				t=-1.037,p=.301			
Overall affect	3.56	0.86	3.97	0.87	4.03	0.91	3.92	0.83
	t=-3.654,p=.0001**				t=-.905,p=.367			
Overall health	3.40	0.68	3.98	0.87	4.01	0.88	3.96	0.86
	t=-5.473,p=.0001**				t=-.410,p=.682			
Showing interest in toys or objects presented to them	3.48	0.81	3.92	0.87	3.91	0.92	3.92	0.82
	t=-3.973,p=.0001**				t=0.42,p=.966			
Showing sympathy	3.27	0.76	3.71	0.92	3.75	0.91	3.68	0.92
	t=-3.819,p=.0001**				t=-.50,p=.618			
Sleep patterns	2.87	0.95	3.49	1.09	3.62	1.05	3.36	1.12
	t=-4.508,p=.0001**				t=-1.697,p=.091			
Smiling/laughing	3.53	0.82	4.17	0.84	4.13	0.87	4.21	0.80
	t=-5.828,p=.0001**				t=.677,p=.499			
Stranger anxiety with me	3.35	0.84	3.60	0.94	3.50	0.89	3.69	0.98
	t=-1.971,p=.05*				t=1.382,p=.169			
Stranger anxiety with others	3.25	0.91	3.28	0.93	3.35	0.92	3.22	0.94
	t=-.279,p=.781				t=-9.15,p=.361			
Understanding other people's emotions	3.26	0.86	3.74	0.88	3.88	0.88	3.61	0.86
	t=-4.135,p=.0001**				t=-2.133,p=.034*			
Using speech to express what she/he wants	3.34	1.30	3.93	1.18	4.18	1.08	3.69	1.22
	t=-3.843,p=.0001**				t=-2.937,p=.004*			
SCALE Child Progress (alpha=0.95)	3.38	0.55	3.75	0.56	3.83	0.60	3.68	0.51
	t=-5.319,p=.0001**				t=-1.814,p=.071			

Table 11. What Child is Like Today Frequencies.

Variable: What your Child is Like Today	Never		Rarely		Sometimes		Often		Very Often	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
<i>ALL: Smile and Laugh</i>	0	0%	0	0%	14	5%	76	25%	216	71%
EI	0	0%	0	0%	5	4%	31	27%	79	69%
NON-EI	0	0%	0	0%	9	5%	45	24%	137	72%
Non-EI no disb.	0	0%	0	0%	3	3%	27	29%	63	68%
Non-EI Yes disb.	0	0%	0	0%	6	6%	18	18%	74	76%
<i>ALL: Get excited and learn new things</i>	0	0%	2	1%	27	9%	105	35%	170	56%
EI	0	0%	2	2%	11	10%	39	34%	62	54%
NON-EI	0	0%	0	0%	16	8%	66	35%	108	57%
Non-EI no disb.	0	0%	0	0%	4	4%	29	32%	59	64%
Non-EI Yes disb.	0	0%	0	0%	12	12%	37	38%	49	50%
<i>ALL: Fuss or cry</i>	2	1%	76	25%	181	60%	33	11%	11	4%
EI	2	2%	33	30%	63	55%	10	9%	6	5%
NON-EI	0	0%	43	23%	118	62%	23	12%	5	3%
Non-EI no disb.	0	0%	27	29%	56	61%	6	7%	3	3%
Non-EI Yes disb.	0	0%	16	17%	62	64%	17	18%	2	2%
<i>ALL: Like to be around people</i>	0	0%	5	2%	40	13%	113	37%	147	48%
EI	0	0%	1	1%	18	16%	40	35%	55	48%
NON-EI	0	0%	1	2%	18	12%	40	38%	55	48%
Non-EI no disb.	0	0%	0	0%	10	11%	32	34%	51	54%
Non-EI Yes disb.	0	0%	4	4%	12	12%	41	42%	41	42%
<i>ALL: Get upset or frustrated</i>	1	0.3%	63	21%	187	61%	46	15%	9	3%
EI	0	0%	20	17%	68	59%	22	19%	5	4%
NON-EI	1	0.5%	43	23%	119	62%	24	13%	4	2%
Non-EI no disb.	1	1%	22	24%	57	61%	12	13%	1	1%
Non-EI Yes disb.	0	0%	21	21%	62	63%	12	12%	3	3%
<i>ALL: Try hardest to do new things</i>	0	0%	6	2%	69	23%	127	42%	104	35%

EI	0	0%	4	4%	28	24%	44	38%	39	34%
NON-EI	0	0%	2	1%	41	22%	83	44%	65	34%
Non-EI no disb.	0	0%	0	0%	15	16%	43	46%	35	38%
Non-EI Yes disb.	0	0%	2	2%	26	26%	40	40%	30	30%
<i>ALL: Try to get attention from parents</i>	0	0%	5	2%	58	19%	113	37%	129	42%
EI	0	0%	3	3%	22	19%	43	37%	47	41%
NON-EI	0	0%	2	1%	36	19%	70	37%	82	43%
Non-EI no disb.	0	0%	1	1%	23	25%	39	42%	23	32%
Non-EI Yes disb.	0	0%	1	1%	13	13%	31	32%	53	54%
<i>ALL: Hurt themselves physically</i>	166	54%	108	35%	28	9%	3	1%	1	0.3%
EI	66	57%	38	33%	10	9%	1	1%	0	0%
NON-EI	100	52%	70	37%	18	9%	2	1%	1	1%
Non-EI no disb.	61	66%	25	27%	5	5%	1	1%	1	1%
Non-EI Yes disb.	39	40%	45	46%	13	13%	1	1%	0	0%
<i>ALL: Try to get other people's attention</i>	6	2%	59	19%	133	44%	79	26%	29	10%
EI	3	3%	27	24%	49	42%	28	24%	8	7%
NON-EI	3	2%	32	17%	84	44%	51	27%	21	11%
Non-EI no disb.	0	0%	15	16%	48	52%	23	25%	7	8%
Non-EI Yes disb.	3	3%	17	17%	36	37%	28	29%	14	14%
<i>ALL: Adjust to new situations</i>	0	0%	18	6%	126	42%	111	37%	45	15%
EI	0	0%	5	5%	52	46%	37	33%	19	17%
NON-EI	0	0%	3	4%	74	40%	74	40%	26	14%
Non-EI no disb.	0	0%	3	3%	31	35%	40	45%	15	17%
Non-EI Yes disb.	0	0%	10	10%	43	44%	34	35%	11	11%
<i>ALL: Cling to parents</i>	7	2%	68	22%	141	46%	64	21%	24	8%
EI	1	1%	31	27%	50	44%	26	23%	6	5%
NON-EI	6	3%	37	20%	91	48%	38	20%	18	10%
Non-EI no disb.	4	4%	21	23%	48	52%	25	26%	11	11%
Non-EI Yes disb.	2	2%	16	17%	43	44%	25	26%	11	11%

<i>ALL: Cling to other adults</i>	97	32%	152	50%	50	16%	5	2%	2	1%
EI	37	32%	53	46%	23	20%	2	2%	0	0%
NON-EI	60	31%	99	52%	27	14%	3	2%	2	1%
Non-EI no disb.	30	32%	46	50%	16	17%	0	0%	1	1%
Non-EI Yes disb.	30	31%	53	54%	11	11%	3	3%	1	1%
<i>ALL: Get anxious when separated from parents</i>	13	4%	93	31%	138	45%	42	14%	18	6%
EI	5	4%	37	32%	53	46%	15	13%	4	4%
NON-EI	8	4%	56	30%	85	45%	27	14%	13	7%
Non-EI no disb.	5	5%	34	37%	38	41%	12	13%	3	3%
Non-EI Yes disb.	3	3%	22	23%	47	48%	15	16%	10	10%
<i>ALL: Have problems napping during day</i>	61	22%	109	39%	65	24%	29	11%	13	5%
EI	20	19%	44	43%	23	22%	7	6%	9	9%
NON-EI	1	24%	65	38%	42	24%	22	13%	4	2%
Non-EI no disb.	22	27%	33	40%	16	19%	11	13%	1	1%
Non-EI Yes disb.	19	21%	32	35%	26	29%	11	12%	3	3%
<i>ALL: Have problems sleeping at night</i>	59	19%	121	40%	72	24%	36	12%	17	6%
EI	24	21%	41	36%	19	17%	20	18%	10	9%
NON-EI	35	18%	80	42%	53	28%	16	8%	7	4%
Non-EI no disb.	19	20%	43	46%	24	26%	5	5%	2	2%
Non-EI Yes disb.	16	16%	37	38%	29	30%	11	11%	5	5%
<i>ALL: Try to hoard things</i>	198	65%	55	18%	37	12%	10	3%	6	2%
EI	79	69%	15	13%	14	12%	5	4%	2	2%
NON-EI	119	62%	40	21%	23	12%	5	3%	4	2%
Non-EI no disb.	60	65%	20	22%	11	12%	2	2%	0	0%
Non-EI Yes disb.	59	60%	20	20%	12	12%	3	3%	4	4%
<i>ALL: Hurt siblings or other children physically</i>	177	58%	93	31%	25	8%	7	2%	2	1%
EI	67	59%	30	26%	11	10%	5	4%	1	1%
NON-EI	110	58%	63	33%	14	7%	2	1%	1	1%

Non-EI no disb.	58	62%	27	29%	6	7%	1	1%	1	1%
Non-EI Yes disb.	52	54%	36	37%	8	8%	1	1%	0	0%

Table 12. What the Family Life is Like Today Means and Significance tests.

Variable What Our Life is Today	ALL N=307		EI n=116		NON-EI total group n=191		NON-EI w/NO developmental Concerns n=93		NON-EI w/developmental Concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
My child is healthy most of the time	4.41	0.62	4.41	0.59	4.41	0.63	4.49	0.524	4.34	0.72
	t=-0.67 p=0.95				t=-1.730 p=0.085					
I am the person most responsible for my child's progress	4.08	0.82	4.06	0.77	4.09	0.84	4.13	0.87	4.05	0.82
	t= -0.294 p=0.769				t= -.0642 p=0.522					
I am the person to instill in my child his/her cultural heritage	4.15	0.75	4.15	0.69	4.15	0.79	4.12	0.87	4.18	0.69
	t= -0.045 p=0.964				t= 0.576 p=0.566					
I believe my child will progress in his/her development	4.79	0.45	4.73	0.50	4.83	0.39	4.88	0.33	4.79	0.45
	t= -1.991 p=0.047*				t=-1.717 p=0.088					
I know a lot about the supports available to children adopted from China	3.83	1.03	3.93	1.02	3.77	1.03	3.85	1.22	3.69	0.94
	t= -1.329 p=0.185				t=-1.043 p=0.298					
My child gets the health care he/she needs	4.91	0.29	4.84	0.37	4.95	0.23	4.97	0.18	4.93	0.26
	t= -3.099 p=0.002**				t= -1.213 p=0.0227					
I am able to get childcare when needed	4.57	0.84	4.50	0.87	4.61	0.82	4.63	0.83	4.59	0.81
	t= -1.098 p=0.273				t=-0.358 p=0.720					
My wishes and desires are considered by professionals	4.48	0.82	4.34	0.62	4.56	0.92	4.68	0.96	4.45	0.87
	t= -2.293 p=0.023*				t=-1.734 p=0.085					
My child gets lots of opportunities to play with other children	4.50	0.73	4.49	0.754	4.51	0.71	4.58	0.67	4.45	0.75
	t=-0.305 p=-0.761				t=-1.284 p=0.201					
I expect my child's	4.81	0.42	4.76	0.49	4.84	0.37	4.88	0.325	4.80	0.405

quality of life will be the best possible										
	t=-1.645 p=0.101				t=-1.610 p=0.109					
I know where to go for information I need about the cultural heritage of children adopted from China	4.35	0.72	4.43	0.74	4.30	0.71	4.38	0.71	4.23	0.72
	t=-1.436 p=0.152				t=-1.377 p=0.170					
I know where to go for information I need about the health and development of children adopted from China	3.92	1.02	4.06	0.98	3.84	1.03	3.98	1.00	3.71	1.06
	t=1.823 p=0.069				t=-1.774 p=0.078					
I am looking forward to my child's school experience	4.41	0.82	4.44	0.77	4.39	0.85	4.51	0.65	4.29	0.98
	t=0.526 p=0.600				t=-1.807 p=0.072					
I feel good about the people who care for my child	4.82	0.84	4.74	0.81	4.87	0.85	4.91	0.79	4.83	0.91
	t=-1.319 p=0.188				t=-0.709 p=0.479					

Table 13. What life is like today frequencies.

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
<i>ALL: My child is healthy most of the time</i>	0	0%	3	1%	12	4%	147	48%	144	47%
EI	0	0%	0	0%	6	5%	56	49%	53	46%
NON-EI	0	0%	3	2%	6	3%	91	47%	91	47%
Non-EI no disb.	0	0%	0	0%	1	1%	45	48%	47	51%
Non-EI Yes disb.	0	0%	3	3%	5	5%	46	47%	44	45%
<i>ALL: I am the person most responsible for my child's progress</i>	2	1%	6	2%	49	16%	162	53%	86	28%
EI	1	1%	1	1%	21	19%	59	51%	33	29%
NON-EI	1	1%	5	3%	28	14%	103	54%	53	28%
Non-EI no disb.	0	0%	2	2%	13	14%	53	57%	24	26%
Non-EI Yes disb.	1	1%	3	3%	15	15%	50	51%	29	30%
<i>ALL: I am the person to instill in my child his/her cultural heritage</i>	0	0%	6	2%	38	12%	170	56%	91	30%
EI	0	0%	2	2%	14	12%	64	55%	35	30%
NON-EI	0	0%	4	2%	24	13%	106	56%	56	30%
Non-EI no disb.	0	2%	2	2%	14	15%	52	56%	24	26%
Non-EI Yes disb.	0	0%	2	2%	10	10%	54	55%	32	33%
<i>ALL: I believe my child will progress in his/her development</i>	0	0%	0	0%	4	1%	55	18%	247	80%
EI	0	0%	0	0%	3	3%	25	22%	81	76%
NON-EI	0	0%	0	0%	1	1%	30	16%	160	39%
Non-EI no disb.	0	0%	0	0%	0	0%	11	12%	82	88%
Non-EI Yes disb.	0	0%	0	0%	1	1%	19	19%	78	80%
<i>ALL: I know a lot about the</i>	6	2%	25	8%	70	23%	123	40%	81	27%

<i>supports available to children adopted from China</i>										
EI	1	1%	10	9%	27	24%	35	30%	42	37%
NON-EI	5	3%	15	8%	43	23%	88	46%	39	20%
Non-EI no disb.	1	1%	9	10%	23	25%	34	37%	25	27%
Non-EI Yes disb.	4	4%	6	6%	20	20%	54	55%	14	14%
<i>ALL: My child gets the health care he/she needs</i>	0	0%	0	0%	0	0%	28	9%	278	91%
EI	0	0%	0	0%	0	0%	18	16%	97	84%
NON-EI	0	0%	0	0%	0	0%	10	5%	181	95%
Non-EI no disb.	0	0%	0	0%	0	0%	3	3%	90	97%
Non-EI Yes disb.	0	0%	0	0%	0	0%	7	7%	91	93%
<i>ALL: I am able to get childcare</i>	0	0%	7	2%	24	8%	74	24%	197	64%
EI	0	0%	4	4%	10	9%	28	24%	72	63%
NON-EI	0	0%	3	2%	14	7%	46	24%	125	65%
Non-EI no disb.	0	0%	1	1%	6	7%	25	27%	53	63%
Non-EI Yes disb.	0	0%	2	2%	8	8%	21	21%	66	67%
<i>ALL: My wishes and desires are considered by professionals</i>	0	0%	1	0%	22	7%	132	43%	145	47%
EI	0	0%	0	0%	9	8%	58	50%	48	42%
NON-EI	0	0%	1	1%	13	7%	74	39%	97	51%
Non-EI no disb.	0	0%	0	0%	4	4%	35	38%	50	54%
Non-EI Yes disb.	0	0%	1	1%	9	9%	39	40%	47	48%
<i>ALL: My child gets lots of opportunities to play with other children</i>	0	0%	7	2%	21	7%	89	29%	189	62%
EI	0	0%	4	2%	12	6%	57	30%	118	62%
NON-EI	0	0%	3	3%	9	8%	32	28%	71	62%
Non-EI no disb.	0	0%	2	2%	3	3%	27	29%	61	66%
Non-EI Yes disb.	0	0%	2	2%	9	9%	30	31%	57	58%
<i>ALL: I expect my child's quality of life will be the best possible</i>	0	0%	0	0%	3	1%	53	17%	250	82%

EI	0	0%	0	0%	0	0%	31	16%	160	84%
NON-EI	0	0%	0	0%	3	3%	22	19%	90	78%
Non-EI no disb.	0	0%	0	0%	0	0%	11	12%	82	88%
Non-EI Yes disb.	0	0%	0	0%	0	0%	20	20%	78	80%
<i>ALL: I know where to go for information I need about the cultural heritage of children adopted from China</i>	0	0%	5	2%	30	10%	124	41%	147	48%
EI	0	0%	3	2%	19	10%	86	45%	83	44%
NON-EI	0	0%	2	2%	11	10%	38	33%	64	56%
Non-EI no disb.	0	0%	2	2%	6	7%	40	43%	45	48%
Non-EI Yes disb.	0	0%	1	1%	13	13%	46	47%	38	39%
<i>ALL: I know where to go for information I need about the health and development of children adopted from China</i>	6	2%	29	10%	47	15%	124	41%	100	33%
EI	2	2%	8	7%	15	13	46	40%	44	38%
NON-EI	4	2%	21	11%	32	16%	18	40%	56	29%
Non-EI no disb.	3	3%	6	7%	11	12%	43	46%	30	32%
Non-EI Yes disb.	1	1%	15	15%	21	21%	35	36%	26	26%
<i>ALL: I am looking forward to my child's school experience</i>	5	2%	4	1%	23	8%	102	33%	172	56%
EI	1	1%	1	1%	11	10%	35	30%	67	58%
NON-EI	4	2%	3	2%	12	6%	67	35%	105	55%
Non-EI no disb.	0	0%	1	1%	5	5%	33	36%	54	58%
Non-EI Yes disb.	4	4%	2	2%	7	7%	34	35%	51	52%
<i>ALL: I feel good about the people who care for my child</i>	0	0%	0	0%	6	2%	82	27%	205	67%
EI	0	0%	0	0%	2	2%	38	33%	71	62%
NON-EI	0	0%	0	0%	4	2%	44	23%	134	70%
Non-EI no disb.	0	0%	0	0%	1	1%	18	19%	70	75%
Non-EI Yes disb.	0	0%	0	0%	3	3%	26	27%	64	65%

Table 14. Parenting Experiences Significant Means

Parenting Experiences	ALL N=307		EI n=116		NON-EI total group n=191		NON-EI w/NO developmental concerns n=93		NON-EI w/developmental concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
My parenting experiences have been less challenging than what I expected before adopting my child	3.30	1.63	3.03	1.66	3.46	1.60	3.76	1.64	3.17	1.52
	t=-2.22, p=.027*				t=-2.582, p=.011*					
SCALE: Parenting Experiences (alpha=0.90)	4.83	0.68	4.78	0.68	4.85	0.69	4.96	0.63	4.75	0.73
	t=-0.893,p=.372				t=-2.043,p=0.042*					

Table 15. Parenting Experiences Frequencies.

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>ALL: I know my child better than anyone else</i>	0	0%	0	0%	3	1%	3	1%	29	10%	127	42%	144	47%
EI	0	0%	0	0%	1	1%	0	0%	10	9%	54	47%	50	44%
NON-EI	0	0%	0	0%	2	1%	3	2%	19	10%	73	38%	94	49%
Non-EI no disb.	0	0%	0	0%	1	1%	2	2%	6	7%	36	39%	48	52%
Non-EI Yes disb.	0	0%	0	0%	1	1%	1	1%	13	13%	37	58%	46	47%
<i>ALL: I am good at calming my child when he/she is upset</i>	0	0%	1	0.3%	7	2%	22	7%	66	22%	120	39%	90	29%
EI	0	0%	0	0%	3	3%	9	8%	28	24%	44	38%	31	27%
NON-EI	0	0%	1	0.5%	4	2%	13	7%	38	20%	76	40%	59	31%
Non-EI no disb.	0	0%	0	0%	2	2%	5	5%	16	17%	40	43%	30	32%
Non-EI Yes disb.	0	0%	1	1%	2	2%	8	8%	22	22%	36	37%	29	30%
<i>ALL: My child and I spend many happy moments together</i>	0	0%	0	0%	3	1%	11	4%	47	15%	110	36%	135	44%
EI	0	0%	0	0%	2	2%	3	3%	19	16%	43	37%	48	41%
NON-EI	0	0%	0	0%	1	0.5%	8	4%	28	15%	67	35%	87	46%
Non-EI no disb.	0	0%	0	0%	0	0%	2	2%	17	18%	28	30%	46	50%
Non-EI Yes disb.	0	0%	0	0%	1	1%	6	6%	11	11%	39	40%	41	42%
<i>ALL: It's a breeze doing everyday parenting activities like feeding and bathing my child</i>	0	0%	5	2%	28	9%	54	18%	95	31%	82	27%	41	13%
EI	0	0%	1	1%	17	15%	15	13%	31	27%	35	30%	16	14%
NON-EI	0	0%	4	2%	11	6%	39	20%	64	34%	47	25%	25	13%
Non-EI no disb.	0	0%	0	0%	6	7%	15	16%	34	37%	23	25%	14	15%
Non-EI Yes disb.	0	0%	4	4%	5	5%	24	26%	30	31%	24	25%	11	11%
<i>ALL: Getting my child to play or interact with me is easy to do</i>	0	0%	0	0%	6	2%	10	3%	31	10%	110	36%	149	49%

EI	0	0%	0	0%	4	4%	7	6%	11	10%	37	32%	56	49%
NON-EI	0	0%	0	0%	2	1%	3	2%	20	11%	73	39%	93	49%
Non-EI no disb.	0	0%	0	0%	0	0%	1	1%	7	8%	39	42%	46	50%
Non-EI Yes disb.	0	0%	0	0%	2	2%	2	2%	13	13%	34	35%	47	48%
<i>ALL: I really enjoy holding and snuggling with my child</i>	0	0%	0	0%	7	2%	4	1%	19	6%	51	17%	225	74%
EI	0	0%	0	0%	4	4%	1	1%	7	6%	25	22%	78	68%
NON-EI	0	0%	0	0%	3	2%	3	2%	12	6%	26	14%	147	77%
Non-EI no disb.	0	0%	0	0%	0	0%	0	0%	6	7%	16	16%	72	78%
Non-EI Yes disb.	0	0%	0	0%	3	3%	3	3%	6	6%	11	11%	75	77%
<i>ALL: I am really good at figuring out what my child likes</i>	0	0%	0	0%	2	1%	18	6%	70	23%	146	48%	70	23%
EI	0	0%	0	0%	1	1%	9	8%	26	23%	51	44%	28	24%
NON-EI	0	0%	0	0%	1	1%	9	5%	44	23%	95	50%	42	22%
Non-EI no disb.	0	0%	0	0%	0	0%	4	4%	19	20%	44	47%	26	28%
Non-EI Yes disb.	0	0%	0	0%	1	1%	5	5%	25	26%	51	52%	16	16%
<i>ALL: I am good at showing my child how much I love him/her</i>	0	0%	0	0%	0	0%	10	3%	26	9%	81	27%	189	62%
EI	0	0%	0	0%	0	0%	4	4%	9	8%	31	27%	115	62%
NON-EI	0	0%	0	0%	0	0%	6	3%	17	9%	50	26%	118	62%
Non-EI no disb.	0	0%	0	0%	0	0%	1	1%	9	10%	22	24%	61	66%
Non-EI Yes disb.	0	0%	0	0%	0	0%	5	5%	8	8%	28	29%	57	58%
<i>ALL: I think of myself as a good parent</i>	0	0%	0	0%	4	1%	15	5%	78	26%	150	49%	59	19%
EI	0	0%	0	0%	2	2%	7	6%	26	23%	55	48%	25	22%
NON-EI	0	0%	0	0%	2	1%	8	4%	52	27%	95	50%	34	18%
Non-EI no disb.	0	0%	0	0%	0	0%	5	5%	24	26%	44	47%	20	22%
Non-EI Yes disb.	0	0%	0	0%	2	2%	3	3%	28	29%	51	52%	14	14%
<i>ALL: Playing and doing things with my child is a lot of fun</i>	0	0%	1	0.3%	5	2%	7	2%	60	20%	122	40%	109	36%
EI	0	0%	0	0%	2	2%	3	3%	21	18%	49	43%	39	34%
NON-EI	0	0%	1	1%	3	2%	4	2%	39	20%	73	38%	70	37%

Non-EI no disb.	0	0%	0	0%	0	0%	1	1%	17	18%	40	43%	35	38%
Non-EI Yes disb.	0	0%	1	1%	3	3%	3	3%	22	22%	33	34%	35	36%
<i>ALL: I feel good about getting my everyday parenting responsibilities done</i>	0	0%	1	0.3%	10	3%	23	8%	83	27%	127	42%	62	20%
EI	0	0%	0	0%	5	4%	8	7%	28	24%	51	44%	23	20%
NON-EI	0	0%	1	1%	5	3%	15	8%	55	29%	76	40%	39	20%
Non-EI no disb.	0	0%	0	0%	3	3%	3	3%	28	30%	39	42%	20	22%
Non-EI Yes disb.	0	0%	1	1%	2	2%	12	1%	227	28%	37	38%	19	19%
<i>ALL: Being a good parent comes naturally to me</i>	1	0.3%	2	1%	24	8%	40	13%	109	36%	105	34%	24	8%
EI	0	0%	2	2%	9	8%	13	11%	47	41%	33	29%	11	10%
NON-EI	1	1%	15	8%	27	14%	62	33%	72	38%	13	7%	1	1%
Non-EI no disb.	0	0%	0	0%	8	9%	12	13%	26	28%	40	43%	6	7%
Non-EI Yes disb.	1	1%	0	0%	7	7%	15	15%	36	37%	32	33%	7	7%
<i>ALL: My parenting experiences have been less challenging than what I expected before adopting my child</i>	11	4%	28	9%	75	35%	48	16%	64	21%	51	17%	28	9%
EI	6	5%	14	12%	33	28%	14	12%	22	19%	17	15%	9	8%
NON-EI	5	3%	14	7%	42	22%	34	18%	42	22%	34	18%	19	10%
Non-EI no disb.	1	1%	5	5%	20	22%	14	15%	19	20%	20	22%	13	14%
Non-EI Yes disb.	4	4%	9	9%	22	22%	20	20%	23	23%	14	14%	6	6%

Table 16. Quality of Life Means and Significance tests

QUALITY	ALL N=307		EI n=116		NON-EI total group n=191		NON-EI w/NO developmental concerns=93		NON-EI w/developmental concerns n=98	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Your quality of Life	7.92	0.73	7.81	0.78	7.99	0.69	8.02	0.67	7.96	0.72
	t=-2.113,p=.035*						t=-0.625,p=.533			

Table 17. Types of EI Services Received

Variable: Types of Services	EI n=116		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 18. 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 19. 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 20. 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, healthy 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	3.14	1.22	3.00	1.32	3.08	1.40

children learning English as a second language						
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 21. 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 22. 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 23. Parenting Experiences as a Result of EI services Frequencies and Percentages (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%

Table 24. Parenting Experiences as a Result of EI Services (n=116)

Variable: Parenting Experiences as a result of EI services	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	6	5%	1	1%	14	12%	51	45%	45	37%

my child effective learning opportunities										
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 B

**QUESTIONNAIRE for those NOT 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? _____

This survey was sent to you because you identified the fact that your child is not receiving specialized services in the form of early intervention or therapy.

h) If the services were recommended to you, can you tell us why you did not enroll your child in them?

7. Child Progress: Think about the changes your child has made since coming home from China, and please indicate how much progress you think he or she (has) made in each skill or behavior.

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

8. 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

9. 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

10. 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

11. 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

12. 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.

APPENDIX C

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
-----------------------	--	---	---	----	-----

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.

