

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

**DATA REPORT: FAMILIES 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.

## **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). This survey was self-administered and designed to gather information about the experiences of families who adopt children from China.

Questions were grouped according to topics. The following topics were answered: 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.

**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 for this report consisted of 191 surveys completed by families who were not receiving EI services. 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 41.36 with a standard deviation of 5.02. The mean age did not significantly differ between those not receiving EI services with and without developmental concerns (Table 1).

The majority of the parents were white (96%) with 1.6% Asian and 1.6% Latino and 1% Native American. Almost half of the parents were Catholic (40%) with 9% did not identify with any religion. Most of the sample was currently married (85%) with 13% never married, 1% co-parenting relationship, and 2% divorced or separated before the adoption. Almost half of the parents who completed the survey were employed full time (44%) 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 (91%), with 4% employed part time, and 5% not currently employed (Table 1).

The parents surveyed were highly educated with only 13% having less than a college degree and 40% having a college degree, 34% with a Master's degree and 14% 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 21% with an annual income between \$60,000-\$89,000; and 29% with an income between \$90,000-119,000; and 35% with an annual income over \$120,000 (Table 1).

The average age of the child when adopted was 14 months. There were 10 children who were a waiting child. The average age of the child when the survey was filled out was 38.40 months (3.2 years old) and almost all are female (98%). For most parents (152, 80%) the child's age at adoption was the age they requested. Fifty-seven 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 average amount of time in the US for those children not receiving EI services was 25.24 months.

## **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 survey:

1) Expectations about Child; 2) Child Development; 3) Child Progress; 4) Child Today; 5) Family Life; 6) Parenting Experiences and 7) Quality of Life.

### 1) Expectations about Child

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

Parents reported that their child either behaved somewhat or much better than they expected in the following dimensions: eating/feeding (52%), attachment to me (51%), sleep patterns (51%), showing pleasure (50%), overall health (50%), smiling and laughing (47%), facial affect/expression (47%), showing interest in toys (47%), stranger anxiety towards parent (46%), and crying episodes (42%) (Table 2).

Parents reported that their child either behaved somewhat or much worse than they expected on the following dimensions: crawling/walking around (37%), height/weight (27%), crying episodes (27%), eating/feeding (20%), showing pleasure (22%), and using speech to express needs and wants (17%) (Table 2).

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 3.32, standard deviation of 0.62.

Of the entire group not receiving EI services (n=191) parents noted that their expectations of their child was higher than expected on the following items which scored above the overall mean: attachment to parent, able to focus on things in the environment, able to show pleasure,

eating/feeding, expressing affection, facial affect/expression, overall health, shows interest in toys/objects, sleep patterns, smiling/laughing, and stranger anxiety towards parent (Table 3).

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 whose 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 3).

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 3).

## 2) Child Development

When asked of the parent if they were ever concerned about their child's development, about half of the parents were concerned about their development (51%) and half were not (49%) (Table 4).

Thirty-seven percent of the children had been 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 4). A formal developmental assessment was completed on 44% of the sample. Those parents 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 4).

Many parents felt that it was not at all difficult to find an expert on the development of children from China where they lived (32%). Fourteen percent felt that it was somewhat difficult, and 12% felt that it was very difficult. Forty-three percent of the sample felt that it was not needed or wanted.

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

A scale was created with an alpha reliability coefficient of 0.89. The mean of the scale for the entire sample was 2.18, with numbers closer to 4 indicating worse performance. Of the entire group (n=191) children performed slightly below age level on the following items that fell above the overall mean: gross motor skills, expressive language skills and adaptive self help skills. Those parents who were concerned about their child's 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 5).

When asked if their child has ever been given a specific diagnosis that is associated with their health and development 82% answered no. Of the group with a developmental concern only 20% received a specific diagnosis (Table 6). Of those not receiving EI services 88% were not recommended for EI services. Those parents with a developmental concern only 16% were recommended by a professional to receive EI services (Table 6). The most common diagnosis

was speech delay followed by physical defects, developmental delay, sensory, and gross and fine motor delays.

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 questionnaire 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. The response options ranged 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 7).

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 7).

Those who had developmental concerns scored significantly lower compared to those without developmental concerns 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.

#### 4) Child 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. A scale was created about what their child is like today with an alpha reliability of 0.70. The mean for the sample was 3.82. There was a statistically significant difference between the means of the group who had developmental concerns (mean=3.78) and those who did not have developmental concerns (mean=3.93;  $p=.002$ ) (Table 8).

On specific items on the scale, "What your child is like today" those items that fell below the overall mean were: fuss or cry, get upset or frustrated, try to get other people's attention, adjust to new situations, cling to parents, get anxious when separated from parents, have problems napping during the day and sleeping at night.

The group of families that had developmental concerns scored significantly lower compared to those with no developmental concerns on the following dimensions: getting excited about learning new things, like to be around people, tries hardest to do new things, tries to get attention from parent, hurt themselves physically, adjust to new situations, cling to parent, get anxious when separated from parents, and have problems sleeping at night (Table 8).

Families (n=191) 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 9).

#### 5) Family Life

Questions in this section asked about what family life is like at this time. The response options varied from not at all true to always true on a 5pt. scale. There were no significant differences in the means between any of the questions comparing those with developmental concerns and without concerns. While most parents knew where to go for information about cultural heritage of children adopted from China (89%), only 69% of parents reported that they knew where to go for information on the health and development of children adopted from China (Table 10).

Ninety-eight percent of parents responded that their child is healthy most or all of the time, and 96% felt that they are the person most responsible for their child's progress. All of the parents felt that their child will progress in their development (100%). Parents felt that they are the person to instill their child with their cultural heritage (98%) (Table 10).

#### 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. Significant differences were seen in the means between those not receiving EI services but having concerns with their child's development (mean=4.75) compared to those not receiving EI services but with no developmental concerns (mean=4.96). This indicates that those with developmental concerns have lower parenting experiences ( $t=-2.043$ ,  $p=0.042$ ) (Table 11).

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 ( $t=-2.22$ ,  $p=0.027$ ) 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 11).

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 (98%). Parents spend many happy moments together with their child (99%) and they really enjoy holding and snuggling with their child (98%) (Table 12).

Expressing the difficulties of parenting young children, 8% 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 (23%). Almost a third of the parents (32%) thought their parenting experiences have been more challenging than they expected before adoption (Table 12).

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 (98%) (Table 12).

## 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 7.99 with a standard deviation of 0.67. There was no significant difference in quality of life between those with and without a developmental concern (Table 13).

**APPENDIX A: TABLES**

Table 1. Descriptive Statistics of Sample

<b>Groups within Sample</b>	<b>n</b>
NON-EI total group	191
NON-EI w/NO developmental concerns	93
NON-EI w/developmental concerns	98

<b>Variable</b>	<b>n=191</b>	
	<b>Mean</b>	<b>S.D.</b>
<i>Age</i>	41.36	5.02
	<b>Freq.</b>	<b>Percent</b>
<i>Ethnic background</i>		
White	183	96%
Asian	3	1.6%
Latino/Hispanic	3	1.6%
Native American	2	1%
<i>Religious Affiliation</i>		
Catholic	76	40%
Protestant	49	26%
None	17	9%
Jewish	11	6%
Other	38	20%
<i>Marital Status</i>		
Married	161	85%
Never married	24	13%
Co-parenting relationship	2	1%
Divorced/separated before adoption	3	2%
<i>Currently employed</i>		
Yes-Full time	84	44%
Yes-Part time	40	21%
No	67	35%
<i>Spouse currently employed</i>		
Yes-full time	146	91%
Yes-Part time	7	4%
No	8	5%
<i>Highest educational attainment</i>		
High school	3	2%
Some college	20	11%
College	76	40%
Master's	64	34%
Doctoral	26	14%
<i>Income(in thousands)</i>		
\$30-39	5	3%
\$40-49	9	5%
\$50-59	14	8%

\$60-69	8	4%
\$70-79	14	8%
\$80-89	16	9%
\$90-99	14	8%
\$100-109	25	14%
\$110-119	13	7%
\$120-129	10	6%
\$130-139	7	4%
\$140-149	9	5%
\$150-and up	36	20%

Table 2. Frequencies from Expectations about child (n=191)

Variable: Expectations about child	Much Worse than I expected		Somewhat worse than I expected		About what I expected		Somewhat better than I expected		Much better than I expected	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Attachment to me	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%
Able to focus on things	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%
Show pleasure	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%
Communicate with me	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%
Communicate with others	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%
Control her/his behavior	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%
Control her/his emotions	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%
Coping with frustration	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%
Crawl/walk/get around	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%
Crying Episodes	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%
Eating/Feeding	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%
Expressing Affection	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%
Facial affect/expression	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%
Following Directions	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%
Get along with adults	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%
Get along with children	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%
Grieving Behaviors	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%
Height/Weight	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%
Attachment to me	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%
Overall health	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%
Shows interest in toys	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%
Show sympathy	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%
Sleep patterns	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%
Smiling/laughing	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%
Stranger anxiety with me	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%
Stranger anxiety w/ others	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%
Using speech to express	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 3. Means and Significance tests on “Your Expectations About Child” Section.

Variable: Expectations about child	NON-EI 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.
Attachment to me	3.51	1.20	3.58	1.17	3.44	1.28
			t=-.772 p=.441			
Able to focus on things in the environment	3.72	0.96	3.59	0.84	3.51	1.02
			t=6.6 p=.011*			
Able to show pleasure	3.52	1.24	3.67	1.14	3.38	1.32
			t=-1.628 p=.105			
Communicating with me	3.24	1.07	3.36	1.01	3.12	1.12
			t=-1.5 p=.135			
Communicating with others	3.09	.965	3.29	0.89	2.92	1.00
			t=-2.638 p=.009**			
Controlling her/his behavior	3.29	0.89	3.35	0.81	3.23	0.96
			t=-0.911 p=0.364			
Controlling her/his emotions	3.24	0.98	3.28	.924	3.21	1.03
			t=-0.457 p=0.648			
Coping with frustration	3.25	0.95	3.29	0.90	3.21	0.988
			t=-0.546 p=0.585			
Crawl/walk/get around on own	3.09	1.31	3.44	1.18	2.76	1.35
			t=-3.671 p=.0001**			
Crying episodes	3.18	1.37	3.32	1.25	3.23	1.36
			t=-.482 p=-.630			
Eating/feeding	3.49	1.24	3.73	1.08	3.27	1.35
			t=-2.609 p=0.010*			
Expressing affection	3.36	1.12	3.52	1.11	3.21	1.10
			t=-1.960 p=0.051*			
Facial affect/ expression	3.49	1.12	3.67	1.03	3.33	1.17
			t=-2.116 p=0.036*			
Following Directions	3.25	0.832	3.34	0.866	3.15	0.789
			t=-1.344 p=0.181			
Getting along with adults	3.16	0.96	3.17	0.973	3.16	0.951
			t=-0.053 p=0.958			
Getting along with children	3.28	0.88	3.40	0.93	3.15	0.80
			t=-1.865 p=0.064			
Grieving behaviors	3.23	1.23	3.26	1.19	3.21	1.27
			t= 0.999 p=0.778			
Height/weight	3.04	1.01	3.17	1.04	2.92	0.98
			t=-1.742 p=0.083			
Helping to dress her/himself	3.08	0.627	3.13	0.64	3.02	0.61
			t=-0.841 p=0.403			
Overall Health	3.49	1.04	3.58	1.06	3.40	1.02
			t=-1.187 p=0.237			
Shows interest in toys/objects	3.41	1.02	3.54	0.96	3.29	1.06
			t= -1.693 p=0.09			

Showing sympathy	3.13	0.83	3.19	0.75	3.07	0.89
				t=-0.721 p=0.472		
Sleep patterns	3.51	1.22	3.64	1.15	3.39	1.27
				t=-1.411 p=0.16		
Smiling/laughing	3.49	1.14	3.59	1.06	3.39	1.21
				t=-1.209 p=0.288		
Stranger anxiety with me	3.44	1.14	3.43	1.06	3.44	1.22
				t=0.052 p=0.958		
Stranger anxiety with others	3.13	1.07	3.13	1.024	3.13	1.109
				t=-0.027 p=0.979		
Using speech to express what she/he wants	3.09	0.88	3.32	0.83	2.86	0.87
				t=-2.877 p=0.005**		
SCALE: Expectations about child (alpha=0.87)	3.32	0.62	3.43	0.61	3.22	0.61
				t=-2.372,p=.019*		

Table 4. Child's Development Frequencies and Percents (n=191)

Variable Child's Development	Yes		No	
	Freq.	Percent	Freq.	Percent
<i>Concerns about development</i>	98	51%	93	49%
<i>Seen by developmental specialist</i>	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>Formal developmental assessment completed</i>	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 5. Developmental Assessment Scale Means and Significance Tests.

Developmental Assessment (4pt.scale, higher#=worse)	NON-EI 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.
Gross motor skills	2.25	0.87	1.93	0.79	2.43	0.89
			t=2.562, p=.012**			
Fine motor skills	2.17	0.78	1.97	0.71	2.29	0.81
			t=1.859, p=.067			
Receptive language skills	2.15	0.89	2.03	0.85	2.21	0.92
			t=.871, p=.386			
Expressive language skills	2.40	0.97	2.17	0.95	2.53	0.97
			t=1.641, p=1.05			
Cognitive skills	1.98	0.82	1.87	0.92	2.04	0.76
			t=.899, p=.371			
Adaptive/self help skills	2.24	0.80	1.83	0.65	2.48	0.79
			t=3.787, p=0001**			
Social emotional skills	2.13	0.78	1.93	0.83	2.25	0.73
			t=1.771, p=.081			
SCALE Developmental Assessment (alpha=.89)	2.18	0.65	1.96	0.66	2.31	0.62
			t=2.357, p=.021*			

Table 6. Specific Diagnosis and Recommendation for EI, Frequencies and Percents.

<b>Variable</b>	<b>Yes</b>		<b>No</b>	
	<b>Freq.</b>	<b>Percent</b>	<b>Freq.</b>	<b>Percent</b>
<i>Specific diagnosis</i>	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>Recommended for EI</i>	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 7. Frequencies for Child Progress (n=191).

Variable: Child Progress	Much less progress than I expected		Less Progress than I expected		About the progress I expected		More progress than I expected		Much more progress than I expected	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Attachment to me	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%
Able to focus on things in the environment	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%
Able to show pleasure	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%
Communicating with me	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%
Communicating with others	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%
Controlling their behavior	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%
Controlling their emotions	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%
Coping with frustrations	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%

Crawling, walking, or getting around on their own	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%
Crying episodes	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%
Eating/feeding	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%
Expressing affection toward me or others	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%
Following instructions at daycare/school	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%
Following instructions at home	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%
Getting along with adults (other than parents)	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%
Getting along with other children	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%
Grieving behaviors	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%
Height/weight	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%
Helping to dress her/himself	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%
Overall affect	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%
Overall health	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%
Showing interest in toys or objects presented to them	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%
Showing sympathy	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%
Sleep Patterns	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%
Smiling/laughing	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%
Stranger anxiety with me	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%
Stranger anxiety with others	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%
Understanding other people's emotions	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%
Using speech to express what she/he wants	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 8. Child Today Means and Significance Tests.

Variable: What your Child is Like Today	NON-EI 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.
Smile and laugh	4.67	0.57	4.65	0.545	4.69	0.582
			t= 0.597 p=0.551			
Get excited about learning new things	4.41	0.79	4.60	0.58	4.38	0.70
			t=-2.369 p=0.019*			
Fuss or cry	3.05	0.67	3.16	0.68	2.95	0.65
			t=-2.209 p=0.28			
Like to be around people	4.32	0.76	4.44	0.68	4.21	0.82
			t=0.039*			
Get upset or frustrated	3.07	0.67	3.11	0.68	3.03	0.68
			t=-0.788 p=0.431			
Tries hardest to do new things	4.10	0.77	4.22	0.71	4.00	0.812
			t=0-.1.950 p=0.053*			
Try to get attention from parent	4.22	0.786	4.04	0.783	4.39	0.755
			t=3.085 p=0.002**			
Hurt her/himself physically	4.39	0.75	4.55	0.745	4.24	0.719
			t=-2.866 p=0.005**			
Try to get other people's attention	3.29	0.93	3.24	0.81	3.34	1.03
			t=0.746 p=0.457			
Adjust to new situations	3.60	0.81	3.75	0.77	3.47	0.83
			t=-2.414 p=0.017*			
Cling to parents	2.87	0.877	3.02	0.921	2.72	0.944
			t=-2.213 p=0.028*			
Cling to other adults	4.11	0.78	4.12	0.76	4.10	0.79
			t=-0.144 p=0.886			
Get anxious when separated from parents	3.10	0.94	3.28	0.88	2.93	0.96
			t=-2.643 p=0.009**			
Have problems napping during the day	3.67	1.04	3.77	1.03	3.58	1.06
			t=-1.20 p=0.235			
Have problems sleeping at night	3.63	1.00	3.77	0.91	3.49	1.06
			t=-1.987 p=0.048*			
Hoard things	4.43	0.99	4.48	0.789	4.30	1.07
			t=-1.379 p=0.170			
Hurt siblings or other children physically	4.47	0.73	4.51	0.76	4.43	0.69
			t=-0.687 p=0.493			
SCALE Child Like Today (alpha=0.70)	3.82	0.37	3.93	0.32	3.78	0.30
			t=-3.197,p=.002*			

Table 9. Child Today (n=191).

Variable: What your Child is Like Today	Never		Rarely		Sometimes		Often		Very Often	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
Smile and Laugh	0	0%	0	0%	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%
Get excited and learn new things	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%
Fuss or cry	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%
Like to be around people	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%
Get upset or frustrated	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%
Try hardest to do new things	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%
Try to get attention from parents	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%
Hurt themselves physically	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%
Try to get other people's attention	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%

Adjust to new situations	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%
Cling to parents	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%
Cling to other adults	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%
Get anxious when separated from parents	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%
Have problems napping during day	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%
Have problems sleeping at night	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%
Try to hoard things	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%
Hurt siblings or other children physically	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 10. Family Life (n=191)

Variable: What Our Life is Today	Not at all true		A little true		Sometimes true		Mostly true		Always True	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
My child is healthy most of the time	0	0%	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 am the person most responsible for my child's progress	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 am the person to instill in my child his/her cultural heritage	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 believe my child will progress in his/her development	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 know a lot about the supports available to children adopted from China	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%
My child gets the health care he/she needs	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 am able to get childcare	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%
My wishes and desires are considered by professionals	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%
My child gets lots of opportunities to play with other children	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 expect my child's quality of life will be the best possible	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 know where to go for information I need about the cultural heritage of children adopted from China	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 know where to go for information I need about the health and development of children adopted from China	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 am looking forward to my child's school experience	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 feel good about the people who care for my child	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 11. Parenting Experiences Significant Means

Parenting Experiences	NON-EI 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.
My parenting experiences have been less challenging than what I expected before adopting my child	3.46	1.60	3.76	1.64	3.17	1.52
			t=-2.582, p=.011*			
SCALE: Parenting Experiences (alpha=0.90)	4.85	0.69	4.96	0.63	4.75	0.73
			t=-2.043, p=0.042*			

Table 12. Parenting Experiences Frequencies (n=191).

Variable: Parenting Experiences	Never		Rarely		Some of the time		More often than not		Most of the time		Almost Always		Always	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I know my child better than anyone else	0	0%	0	0%	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 am good at calming my child when he/she is upset	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%
My child and I spend many happy moments together	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%
It's a breeze doing everyday parenting activities like feeding and bathing my child	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%
Getting my child to play or interact with me is easy to do	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 really enjoy holding and snuggling with my child	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 am really good at figuring out what my child likes	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 am good at showing my child how much I love him/her	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 think of myself as a good parent	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%
Playing and doing things with my child is a lot of fun	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 feel good about getting my everyday parenting responsibilities done	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%
Being a good parent comes naturally to me	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%
My parenting experiences have been less challenging than what I expected before adopting my child	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 13. Quality of Life Means and Significance tests

QUALITY	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.
<b>Your quality of Life</b>	7.99	0.69	8.02	0.67	7.96	0.72
			t=-0.625,p=.533			

**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 <sup>st</sup> child		M F		No Yes	No Yes	No Yes	
2 <sup>nd</sup> child		M F		No Yes	No Yes	No Yes	
3 <sup>rd</sup> child		M F		No Yes	No Yes	No Yes	

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 <sup>st</sup> child		M F	No Yes	
2 <sup>nd</sup> child		M F	No Yes	
3 <sup>rd</sup> child		M F	No Yes	

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

1<sup>st</sup> adopted child  
 2<sup>nd</sup> adopted child  
 3<sup>rd</sup> adopted child

### 2. Do you have a child adopted from a country other than China?

### 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 <sup>st</sup> child		M F	No	Yes
2 <sup>nd</sup> child		M F	No	Yes
3 <sup>rd</sup> 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:

<b>How did your child perform in each of the following:</b>	<b>Above age level</b>	<b>At or near age level</b>	<b>Slightly below age level</b>	<b>Significantly below age level</b>
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?

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**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.

<b>How much progress has your child made in the following:</b>	<b>Much less progress than I expected</b>	<b>Less progress than I expected</b>	<b>About the progress I expected</b>	<b>More progress than I expected</b>	<b>Much more progress than I expected</b>
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.

<b>On a typical day, how often does your child ...</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very Often</b>
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.

<b>How true is each of the following:</b>	<b>Not at all true</b>	<b>A little true</b>	<b>Sometimes true</b>	<b>Mostly true</b>	<b>Always true</b>
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.

<b>As a parent I feel</b>	<b>Never</b>	<b>Rarely</b>	<b>Some of the time</b>	<b>More often than not</b>	<b>Most of the time</b>	<b>Almost always</b>	<b>Always</b>
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.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>My family has the worst life</b>					<b>My family has neither a good or</b>			<b>My family has the best life</b>

**possible**

**bad 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?

Less than \$19, 999       \$60, 000-\$69, 999       \$110, 000 - \$119,999

\$20, 000-\$29, 999       \$70, 000-\$79, 999       \$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.