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PARENTAL PRACTICES OF DISCIPLINE WITH RE-ADOPTED
CHILDREN: A MIXED METHODS STUDY

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PARENTAL PRACTICES OF DISCIPLINE WITH RE-ADOPTED
CHILDREN: A MIXED METHODS STUDY

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Date _____

To Amber,
My wife, my love.
Brought to me by God's grace.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
DSM	Diagnostics and Statistics Manual for Mental Disorders
PSDQ	Parenting Styles and Dimensions Questionnaire
PS-MAPP	Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting
RAD	Reactive Attachment Disorder
SCAS	Second Chance Adoption Survey
SPSS	Statistical Package for the Social Sciences

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PREFACE

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My family sacrificed the most for me to complete this project. My wife, Amber, faithfully loved and served our family throughout this degree with much joy. Our children, Bree, Owen, Levi, Holt, and Dean, sacrificed many nights of fun with their dad to afford me the opportunity to see this project get completed. Finally, I would like to thank the people of Redemption Hill Baptist Church for their prayers and support throughout this project.

Seth Stillman

Louisville, Kentucky

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CHAPTER 1

RESEARCH CONCERN

Not all children in the United States have suitable parents who are willing or able to take care of them.¹ The number of children being adopted in the United States is on the rise.² Child welfare legislation and practice has made adoption one of the primary options for a permanent, safe, and loving home to children in need of a family.³ The Bureau of Consular Affairs estimates that 242,602 children were adopted around the world during 1999-2012.⁴ Not all of these adoptions end successfully for the children or the parents.

Adoptive parents do not always understand the challenges that come with adoption and often recognize the challenges too late. Emotions, behaviors, and disorders naturally become more visible in children after they suffer a failed adoption. Parents who become the new permanent adoptive family for these hurting children are faced with many obstacles. One of these obstacles for the new adoptive parents is deciding what practice of discipline is best for their child who has already experienced an unsuccessful

¹Johnny Carr and Laura Captari, *Orphan Justice: How to Care for Orphans Beyond Adopting* (Nashville: B & H Publishing Group, 2013), 14: "In the United States, there are nearly 400,000 children in the foster care system at any given time, and some of those foster homes are not exactly ideal. In addition, more than 100,000 of those children are waiting to be adopted."

²Jennifer F. Coakley and Jill D. Berrick, "Research Review: In A Rush to Permanency: Preventing Adoption Disruption," *Child & Family Social Work* 13 (2007): 101: "The number of children adopted from foster care increased from 1998 to 2002, from 36,000 to 51,000."

³Richard P. Barth and Marianne Berry, *Adoption and Disruption: Rates, Risks, and Responses* (New York: Aldine de Gruyter, 1988), 23.

⁴Bureau of Consular Affairs, "Intercountry Adoption: Statistics," accessed March 15, 2014, http://adoption.state.gov/about_us/statistics.php.

adoption.

Introduction to Research Problem

In recent decades, unsuccessful adoptions were sometimes referred to as “breakdowns or failures.”⁵ The more acceptable terms for these types of adoptions are referred to as dissolutions or disruptions.⁶ Throughout this study the terms dissolution and disruption are often combined with the term re-adopted when referring to any child who has been previously placed for adoption.⁷ Adoptions ending in dissolution or disruption are not successful adoptions because the child is pulled from his or her permanent home. Dissolution and disruption are often times used interchangeably; however, they are distinctly different from one another. An adoption that is dissolved refers to “situations where a legalized adoption has been annulled.”⁸ An adoption that is disrupted “refers to the removal of a child from an adoptive placement before the adoption has been legalized.”⁹ Whether a child was part of a dissolved or disrupted adoption, he or she still need a permanent home.

Smith and Howard write, “Adoption disruption is a problem of increasing concern in the field of child welfare.”¹⁰ Research suggests that 10-25 percent of

⁵Trudy Festinger, "Adoption Disruption: Rates and Correlates," in *The Psychology of Adoption*, ed. David M. Brodzinsky and Marshall D. Schechter, 201-18 (New York: Oxford University Press, 1990), 201.

⁶Coakley and Berrick, "Research Review," 101.

⁷The complete list of definitions for this thesis can be found toward the end of this chapter under the following heading “Definitions.”

⁸Festinger, "Adoption Disruption," 201.

⁹Festinger, "Adoption Disruption," 201.

¹⁰Susan Livingston Smith and Jeanne A. Howard, "A Comparative Study of Successful and Disrupted Adoptions," *Social Service Review* 65 (1991): 248, accessed November 10, 2014, <http://www.jstor.org/stable/30012144>.

adoptions disrupt.¹¹ The number of adoptions ending in dissolution or disruption are not on a downward trend. Coakley and Berrick write the following on the trend of dissolved and disrupted adoptions: “The increase in the overall volume of adoptions from public care will likely translate into an increase in the number of children and families affected by disruption.”¹² The goal for adoption should be permanency for both the parents and the child. Johnny Carr writes on the need for permanency by stating, “These children need a family.”¹³

The children affected by these dissolved and disrupted adoptions have many scars that are not easily mended. Smith and Howard write, “The child experiences disruption as one more rejection.”¹⁴ The Child Welfare Information Gateway provides a number of factors that lead to dissolution.¹⁵ Many of these factors show the complexity of scars these children face who are involved with dissolved or disrupted adoptions. The goal of children who have been involved in dissolved or disrupted adoptions is finding a permanent home who is equipped to deal with the scars of the child.

Parents adopting children who have previously been involved with these types of adoptions take on a daunting task. Smith and Howard found the following to be risk factors of children in disrupted adoptions: “History of sexual abuse, sexual acting out,

¹¹Trudy Festinger, “After Adoption: Dissolution or Permanence?” *Child Welfare* 81 (2002): 519. Festinger notes the difficulty in obtaining an accurate number of dissolutions “because of the variety of approaches and differences in samples and sample sizes used, other than to note that among studies completed in the past 15 years, disruptions have ranged from about 10% to about 25%” (519).

¹²Coakley and Berrick, “Research Review,” 101.

¹³Carr and Captari, *Orphan Justice*, 13.

¹⁴Smith and Howard, “A Comparative Study of Successful and Disrupted Adoptions,” 248.

¹⁵“Adoption Disruption and Dissolution,” Child Welfare Information Gateway, accessed October 13, 2014, https://www.childwelfare.gov/pubs/s_disrup.pdf. Some of these factors include the following: older age, presence of emotional and behavioral issues, strong attachment to birth mother, and being a victim of pre-adoptive child sexual abuse.

and strong attachment to birth mother.”¹⁶ Denise Ann Goodman found the greatest problem in her population sample of children who were involved in disrupted adoptions was “the inability to accept authority.”¹⁷ A child who refuses to accept authority can cause many problems in parental practices of discipline because the adoptive parents do not know how to deal with the child’s behavior.¹⁸ The adopted child’s “emotional and behavior problems are frequently cited for dissatisfaction in parent-child relationships.”¹⁹

When a child is separated from his or her birth mother a variety of behaviors are expected.²⁰ Due to behavioral difficulties, the dissatisfaction in the parent-child relationship interferes with the attachment. Daniel Hughes calls this situation a tragedy.²¹ All children need to bond with a caregiver, but many of the children who are being adopted have never formed any previous meaningful attachments with adults. When a child has lived in an orphanage and experienced forms of neglect, he or she likely never formed attachments with a caregiver.²² Pignotti writes, “These conditions may put these

¹⁶Smith and Howard, “A Comparative Study of Successful and Disrupted Adoptions,” 260-61.

¹⁷Denise Ann Goodman, “Here Today, Gone Tomorrow: An Investigation of the Factors that Impact Adoption Disruption” (Ph.D. diss., Ohio State University, 1993), 83. The inability to accept authority was found in 75.8 percent of her population sample. The next three problems and percentages for the adopted child include the following: attachment (62.9 percent), tantrums (64.5 percent), school problems (61.3 percent), and peer problems (62.9 percent).

¹⁸Smith and Howard, “A Comparative Study of Successful and Disrupted Adoptions,” 260: “Thirty-eight percent of disrupted cases involved parents who were unable to deal with child’s behavior.”

¹⁹Greta A. Zuck, “The Relationship among Adult-Attachment Style, Adult Personality, and Parenting Stress in Adults Who Adopt Maltreated Children” (Ph.D. diss., Northcentral University, 2009), 12.

²⁰John Bowlby, “Separation Anxiety: A Critical Review of the Literature,” *Journal of Child Psychology and Psychiatry* 1, no. 4 (1961): 251. The author offers the following sequence of behaviors when a child is separated from his or her biological mother: protest, despair, and detachment (251).

²¹Daniel A. Hughes, *Facilitating Developmental Attachment: The Road to Emotional Recovery and Behavioral Change in Foster and Adopted Children* (Northvale, NJ: Jason Aronson, 1997), 33.

²²Monica Pignotti, “Reactive Attachment Disorder and International Adoption: A Systematic Synthesis,” *The Scientific Review of Mental Health Practice* 8 (2011): 30.

children at risk for developing a disorder known as Reactive Attachment Disorder” or RAD.²³ A child who has been diagnosed with RAD has a difficult time bonding with other people.²⁴ Children with RAD who suffer an unsuccessful adoption will cause families to think reflectively and critically on how they should practice parental discipline.

A parent who has adopted a child with RAD must recognize how his or her practices of discipline may affect attachment with their child. A variety of parenting practices have been implemented for children who suffer from RAD. Some parents have turned to what is known as attachment therapies and other approaches of parenting to help with attachment.²⁵ Other parents have stuck with more traditional forms of parenting practices. Putting a hurt child in time out for not following directions could make him or her feel more distant from their adoptive parent.²⁶ This would cause the attachment process to be that much more difficult for the parent and child. Because of the difficulties these children have faced, the new adoptive family must consider what practices of discipline are best suited for their adopted child and family.

There are many different models of parenting styles, but Diana Baumrind’s model will be applied in this study. Baumrind developed the following three categories

²³Pignotti, “Reactive Attachment Disorder and International Adoption,” 30.

²⁴Gregory C. Keck and Regina M. Kupecky, *Parenting the Hurt Child: Helping Adoptive Families Heal and Grow* (Colorado Springs: Pinon Press, 2002), 251.

²⁵Jane S. Wimmer, M. Elizabeth Vonk, and Patrick Bordnick, “A Preliminary Investigation of the Effectiveness of Attachment Therapy for Adopted Children with Reactive Attachment Disorder,” *Child & Adolescent Social Work Journal* 26 (2009): 351. This study examined the effectiveness of attachment therapy for adopted children diagnosed with Reactive Attachment Disorder. According to the research, “Significant decreases in scores on the Randolph Attachment Disorder Questionnaire and the Child and Adolescent Functional Assessment Scale indicate improvement for the children who received therapy” (351).

²⁶Keck and Kupecky, *Parenting the Hurt Child*, 54. The authors write, “Children who have had so much loneliness and separation from their birth parents need to be with their new parents” (54).

to describe parents and their parenting styles: permissive, authoritarian, and authoritative. She writes the following on the permissive parent: “The permissive parent attempts to behave in a nonpunitive, acceptant, and affirmative manner toward the child’s impulses, desires, and actions.”²⁷ In other words, the permissive parent is more of a resource for the child and provides the child with a sense of entitlement. Unlike the permissive parent, the authoritarian parent “attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct.”²⁸ When a child is not in compliance to the parent’s control, the authoritarian parent will turn to punitive practices of discipline to change the will of the child.²⁹ The authoritative parent borrows from the permissive and authoritarian parent. The authoritative parent allows feedback from the child; however, the parent asserts his or her control over the situation and enforces their position.³⁰ If the techniques used for practices of discipline are changing, what are the new practices of discipline and how do we know they bring the desired change of behavior?

Change in behavior may occur instantaneously for some children, but children who have been involved with dissolved or disrupted adoptions may change more gradually.³¹ These gradual changes force parents in using alternative practices of discipline. Some alternative practices of discipline include compromise, role play or re-

²⁷Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," *Child Development* 37 (1966): 887-908.

²⁸Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 890. The authoritarian parent’s absolute standard is “theologically motivated and formulated by a higher authority.”

²⁹Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 890.

³⁰Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 891.

³¹Holly Gulden and Lisa M. Rabb, *Real Parents, Real Children: Parenting the Adopted Child* (New York: Crossroad, 1993), 95.

do's, and praising positive behavior rather than focusing on the negative behavior.³² The list of things parents do to change their children's negative behavior is endless. Parents resort to what they have done in the past with their other biological or adopted children and find it is not always successful with other children.³³

Keck and Kupecky write that many parents' practices of discipline that were successful with previous children may not always work well with children who previously experienced an unsuccessful adoption.³⁴ A number of factors in the life of the adopted child influence how parents discipline. Parents turn to practices of discipline that they believe will help the child, but may end up causing more problems. Some authors point to rewards, punishments, time outs, and grounding as destructive practices of discipline.³⁵ The contrasting views on these practices of discipline reveal the need for a study of best practices of discipline with children who have previously faced a dissolved or disrupted adoption.

With no current study on best practices of discipline for parents with re-adopted children, parents are left to themselves to deal with the difficult behaviors of children who have previously been adopted. Whether the goal of the parent is attachment, behavioral change, or control, the adoptive parent recognizes the variety of views pertaining to practices of discipline. Parenting a child who has been part of a dissolved or disrupted adoption is not easy. Understanding best practices of discipline in re-adopted children may help the attachment, behavior, and relationship between the adopted child and the new parent.

³²Karyn B. Purvis, David R. Cross, and Wendy L. Sunshine, *The Connected Child: Bring Hope and Healing to Your Adoptive Family* (New York: McGraw-Hill 2007), 89-117.

³³Keck and Kupecky, *Parenting the Hurt Child*, 49.

³⁴Keck and Kupecky, *Parenting the Hurt Child*, 49.

³⁵Keck and Kupecky, *Parenting the Hurt Child*, 50-56.

Research Purpose

The intent of this two-phase, sequential mixed methods study was to explore the effectiveness in disciplinary practices of adoptive parents with children who previously experienced dissolved or disrupted adoptions. Identifying what practices of discipline work best for parents who have adopted a child who was previously part of a dissolved or disrupted adoption would enhance the quality of life for future adopted children and their parents. This research intends to offer support for parents who adopt children who faced unsuccessful adoptions in the past and adoption agencies who place re-adopted children in new permanent homes.

Delimitations of the Study

1. This research was delimited to include only adoptive parents with re-adopted children. Practices of discipline in typical adoptions may have similarities with practices of discipline in re-adopted children; however, this will not be factored into this study.
2. This research was delimited to include only adoptive parents who legally adopted their child and had custody of that re-adopted child for at least one year at the time of the study. Parents who have had the child in their legal custody for at least one year should be able to accurately describe their practice of discipline and the child's behaviors in response to those practices of discipline.³⁶
3. This research was delimited to include only the adoptive parents' views and perspectives on parental practices of discipline as it relates to improvements in the child's behavior. The re-adopted child's views and perspectives on their adoptive parents' practices of discipline will not be researched in this study.
4. The research findings were delimited to the parent's perception of the child's behavior improving or not improving rather than a standardized behavioral measurement tool.

³⁶Gregory C. Keck and Regina M. Kupecky, *Adopting the Hurt Child: Hope for Families with Special-needs Kids* (Colorado Springs: Pinon Press, 1995), 162. A cycle of the entire year will allow adoptive parents to have experienced "feelings of tension, loneliness, grief, and sadness" surrounding all of the holidays (162). Keck and Kupecky refer to these experiences as "the 'holiday horrors' of November and December instead of the holiday cheer" (162).

5. This study did not make distinctions between typical children and children with mental or physical impairments.

Research Methodology

The methodological design consisted of an explanatory and exploratory sequential mixed methods design that involved collecting quantitative data first and then followed up with qualitative research to build on the quantitative results. The sample population was made up of parents who have one or more re-adopted children in their custody who have previously experienced a dissolved or disrupted adoption. The parents could have adopted domestically or internationally.

In the first, quantitative phase of the study, responses to surveys were collected from adoptive parents who have re-adopted children who previously experienced dissolved or disrupted adoptions to determine whether some disciplinary practices may be more or less effective than others. A census was attempted in this research. The second, qualitative phase was conducted as a follow up to the quantitative results. In the second phase, parents were interviewed in order to gain further insights on the numbers in the quantitative phase and provide greater substance and meaning.

Research Question

The focus of this study set out to answer the following research question: What is the relationship, if any, between adoptive parents' practices of discipline in adoptions following previous dissolved or disrupted adoptions and their child's behavior, especially as it relates to improvement in behaviors?

Definitions

The following are terms used throughout the study:

Adoption. David Brodzinsky defines adoption this way: "Adoption is a widely accepted solution for the care and rearing of children whose biological parents could not

or would not provide for them.”³⁷ Adoption occurs when parents do not raise their biological children and another family takes on the responsibility to care legally for the child’s social, emotional, and physical needs.³⁸

Disruption. Disruption of an adoption “commonly refers to the removal of a child from an adoptive placement before the adoption has been legalized.”³⁹ The Child Welfare Information Gateway gives the following definition for disruption of an adoption: “The term disruption is used to describe an adoption process that ends after the child is placed in an adoptive home and before the adoption is legally finalized, resulting in the child’s return to foster care or placement with new adoptive parents.”⁴⁰ Stinson writes, “A disruption is when a family adopts and, for whatever reason, realizes it can no longer take care of the child.”⁴¹ Disrupt, disrupted, and disruption will be the primary forms of disruption used in the study.

Dissolution. Dissolution is a term that refers “to situations where a legalized adoption has been annulled.”⁴² The Child Welfare Information Gateway gives the following definition for an adoption that ends in dissolution:

³⁷David Brodzinsky and Marshall D. Schechter, *The Psychology of Adoption* (New York: Oxford University Press, 1990), viv.

³⁸“Glossary-A,” Child Welfare Information Gateway, accessed March 2, 2014, <https://www.childwelfare.gov/admin/glossary/>.

³⁹Festinger, "Adoption Disruption," 201.

⁴⁰“Adoption Disruption and Dissolution,” Child Welfare Information Gateway, accessed October 13, 2013, https://www.childwelfare.gov/pubs/s_disrup.pdf.

⁴¹Randy Stinson, "Disrupted Adoptions: A New Challenge for the Church," in *A Guide to Adoption & Orphan Care*, ed. Russell Moore, (Louisville: SBTS Press, 2012), 71. Stinson classifies his own two types of disruption: crisis disruption and frivolous disruption. He writes that a crisis disruption happens when “necessary terminations of parental rights when one or more family members are in imminent danger” (71). He defines a frivolous disruption as an adoption where “there’s no danger involved for the adopting family, but somehow the adoption didn’t turn out the way the parents thought it would” (72).

⁴²Festinger, "Adoption Disruption," 201.

The term dissolution is generally used to describe an adoption in which the legal relationship between the adoptive parents and adoptive child is severed, either voluntarily or involuntarily, after the adoption is legally finalized. This results in the child's return to foster care or placement with new adoptive parents.⁴³

Dissolve, dissolved, and dissolution will be the primary forms of dissolution used in the study.

Parental practices of discipline. Parental practices of discipline is a phrase used throughout this study that refers to how “parents influence the actions and character” of their children.⁴⁴ These practices include the behaviors of the parents and how they attempt to adjust or change their adopted children's emotions, behaviors, and attitudes.⁴⁵ These practices of discipline may include the following: rewards, punishments, praise, time outs, spanking, discussions, and others.

Reactive Attachment Disorder (RAD). Reactive Attachment Disorder or RAD is a disorder that is related to young children who suffered neglect and were never given the “opportunity to form an attachment to one primary caregiver.”⁴⁶ Children who have been diagnosed with RAD are often times unable to “form secure and loving attachments with caregivers.”⁴⁷

Re-adopted. The term re-adopted will be used throughout this study when referencing children who have been previously placed for adoption. Re-adopted is a phrase used throughout this study to simplify any confusion that may be caused by over

⁴³“Adoption Disruption and Dissolution,” Child Welfare Information Gateway, accessed October 13, 2013, https://www.childwelfare.gov/pubs/s_disrup.pdf.

⁴⁴Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 888.

⁴⁵Spera, "A Review of the Relationship among Parenting Practices," 127. Spera's citations on parenting practices deal primarily with the topic of socialization, as it relates to school achievement; however, his definition can be shifted to fit other areas of parenting practices of discipline.

⁴⁶Pignotti, “Reactive Attachment Disorder and International Adoption,” 30.

⁴⁷“Reactive Attachment Disorder (RAD),” Child Welfare Information Gateway, accessed March 2, 2014, https://www.childwelfare.gov/systemwide/service_array/disabilities/conditions/reactive.cfm.

using the words dissolution and disruption. Throughout this study the terms dissolution and disruption are often combined with the term re-adopted when referring to a child who has been previously placed for adoption. Re-home or re-homing is sometimes synonymous with the practice of re-adoption.

Summary

Adoptions are ending in dissolution or disruption far too many times. When a child is removed voluntarily or involuntarily before an adoption is legally finalized the adoption is referred to as a disrupted adoption.⁴⁸ When a child is removed voluntarily or involuntarily after an adoption is legally finalized the adoption is referred to as a dissolved adoption.⁴⁹ When an adopted child has experienced a dissolved or disrupted adoption he or she needs a new permanent home. These homes need to have parents who know how to best discipline these hurt children who have previously experienced an unsuccessful adoption.

The scars adopted children face are disheartening, but after suffering a dissolved or disrupted adoption the child is left feeling even more abandoned. A new adoptive family is often chosen for these hurt children. The new adoptive parents are left without many answers on how to best discipline their re-adopted children. The discipline that worked previously in the home with other children, are not guaranteed to work with children who have suffered an unsuccessful adoption. This study attempts to provide answers to best practices of discipline for parents with children who have been involved with a dissolved or disrupted adoption.

⁴⁸Festinger, "Adoption Disruption," 201.

⁴⁹Festinger, "Adoption Disruption," 201.

CHAPTER 2

LITERATURE REVIEW

The precedent literature pertaining to parental practices of discipline in re-adopted children will be explored in this chapter. Parental practices of discipline, as it relates to re-adopted children's behavior, is a topic that needs to be further explored. The first area examined in this chapter will be on dissolved and disrupted adoptions. The second issue examined will be the behaviors of children in dissolved or disrupted adoptions. The final focus of the literature review will study the adoptive parents' practices of discipline. The precedent literature review will conclude with the research hypothesis and a conclusion.

Dissolved and Disrupted Adoptions

What once was referred to as failed adoptions are now referred to as either dissolved or disrupted adoptions.¹ Not all people define dissolved and disrupted adoptions in the same manner. One study cited fourteen different studies with different definitions for adoptive disruption.² Three of the authors wrote more than one of the fourteen studies, showing differences in definitions by the same authors.³ Another article stated, "Adoption disruption describes all placements that end with the return of the child

¹Richard P. Barth and Marianne Berry, *Adoption and Disruption: Rates, Risks, and Responses* (New York: Aldine de Gruyter, 1988), 20.

²Jennifer F. Coakley and Jill D. Berrick, "Research Review: In a Rush to Permanency: Preventing Adoption Disruption," *Child & Family Social Work* 13 (2007): 103-4.

³Coakley and Berrick, "Research Review," 103-4. Barth, Festinger, and Groze each had more than one article with different ways defining dissolved adoptions.

to the adoption agency.”⁴ Most disrupted adoptions end with the child returning to the agency prior to the adoption being legalized.⁵ The primary difference between the two terms dissolution and disruption is whether or not the parents have legally adopted the child.⁶ When an adoption has been legalized and then disrupts, it is often referred to as a dissolved adoption.⁷

Barth writes, “Disruption is often a catch-all phrase used to indicate that any adoptive placement has ended.”⁸ For our study purposes any child who has been previously placed for adoption would be considered re-adopted. Our study does not make the distinction between dissolved and disrupted adoptions, but rather focus on parents who have adopted children who were previously placed for adoption. For this reason, we will follow Barth’s broad definition throughout this study when discussing re-adopted children.

One of the objectives of adoption is providing a “permanent and secure home for a child.”⁹ Adoption is not permanent for every child. One “problem of increasing concern in the field of child welfare” is adoptions that end in disruption.¹⁰ When

⁴Richard P. Barth et al., "Predicting Adoption Disruption," *Social Work* 33, no. 3 (1988): 227.

⁵Barth and Berry, *Adoption and Disruption*, 20.

⁶Trudy Festinger, “After Adoption: Dissolution or Permanence?” *Child Welfare* 81(2002): 517.

⁷Barth and Berry, *Adoption and Disruption*, 21.

⁸Barth and Berry, *Adoption and Disruption*, 20: “Most studies of disruption do not distinguish adoptions that ended before or after they are legalized in court. When the distinction is made, adoptions that end after legalization are called ‘dissolution.’”

⁹Marianne Berry and Richard P. Barth, "A Study of Disrupted Adoptive Placements of Adolescents," *Child Welfare League of America* 69, no. 3 (1990): 209.

¹⁰Susan Livingston Smith and Jeanne A. Howard, "A Comparative Study of Successful and Disrupted Adoptions," *Social Service Review* 65 (1991): 248, accessed November 10, 2014, <http://www.jstor.org/stable/30012144>.

interventions, services, and resources do not help mend the suffering for a given family, disruption is sometimes necessary.¹¹ The rise in adoption rates will most likely “translate into an increase in the number of children and families affected by disruption.”¹²

Dissolved and disrupted adoptions cause pain to the child, adoptive family, and agency.¹³

Understanding the statistics, factors, and preventions of dissolved and disrupted adoptions will help parents with re-adopted children get a glimpse of the difficulties their re-adopted child has faced in order to grasp the best practices of discipline for their child. The statistics on dissolved and disrupted adoptions, factors known to impact dissolved and disrupted adoptions, and preventing dissolved and disrupted adoptions will now be explored.

Statistics on Adoptions Ending in Dissolution or Disruption

The statistics surrounding the number of dissolved and disrupted adoptions are not always thoroughly available.¹⁴ There are many obstacles in obtaining accurate data pertaining to dissolution.¹⁵ Research studies suggests a range of anywhere from 10-25 percent of all adoptions end in dissolution or disruption.¹⁶ One of the first research

¹¹Gregory C. Keck and Regina M. Kupecky, *Adopting the Hurt Child: Hope for Families with Special-needs Kids* (Colorado Springs: Pinon Press, 1995), 201.

¹²Coakley and Berrick, "Research Review," 101.

¹³Festinger, "After Adoption: Dissolution or Permanence?" 516.

¹⁴Barth et al., "Predicting Adoption Disruption," 227.

¹⁵Festinger, "After Adoption," 517: "The difficulty arises because foster care cases are closed when children are legally adopted, and those who reenter the system do so as new cases with new identification numbers. Furthermore, the children may have new first and last names. Thus, there is no easy way of tracking children using existing management information systems."

¹⁶Festinger, "After Adoption," 517.

studies on dissolution and disruption found the disruption rate to be 2.8 percent.¹⁷

The more challenging the child is, the greater risk he or she will have an adoption ending in dissolution or disruption. One study found 23 percent of high risk adoptions end in dissolution or disruption.¹⁸ Similarly, Kagan and Reid found roughly 53 percent of older teenagers with severe emotional and learning disabilities were in at least one or more prior dissolved or disrupted adoption.¹⁹ Another study found in their sample population that four of thirteen adoptions or 31 percent of the adoptions disrupted before the first five years of placement had completed.²⁰ The statistical variance in these studies is largely due to the sample population chosen to be researched. After the 1990s, most research indicates a conservative disruption rate of 6-11 percent.²¹

Due to the differences in the way research defines dissolution and disruption, “determining the adoption disruption rate is not a straightforward task.”²² Trudy Festinger writes, “Past reports on rates of disruption are quite scattered.”²³ Festinger states that up until the 1970s disrupted adoptions were rarely discussed because it was not

¹⁷Alfred Kadushin and Frederick W. Seidl, “Adoption Failure: A Social Work Postmortem,” *Social Work* 16 (1971): 31-38.

¹⁸Richard P. Barth and Marianne Berry, *Adoption and Disruption: Rates, Risks, and Responses* (New York: Aldine de Gruyter, 1988), 70. Barth and Berry cite the following study: J. Boyne et al., “The Shadow of Success: A Statistical Analysis of Outcomes of Adoptions of Hard to Place Children,” *Spaulding for Children* (1984).

¹⁹R. M. Kagan and W. J. Reid, “Critical Factors in the Adoption of Emotionally Disturbed Youths,” *Child Welfare* 65 (1986), 63-73.

²⁰E. Feihn, L. J. Davies, and G. Knight, “Placement Stability in Foster Care,” *Social Work* 24 (1979), 156-57.

²¹Coakley and Berrick, “Research Review,” 102.

²²Coakley and Berrick, “Research Review,” 102.

²³Trudy Festinger, “Adoption Disruption: Rates and Correlates,” in *the Psychology of Adoption*, ed. David M. Brodzinsky and Marshall D. Schechter, 201-39 (New York: Oxford University Press, 1990), 201.

a regular option for adoptive parents.²⁴ Some researchers fear that disruption rates will increase as a direct result of more adoptions taking place.²⁵ Behind the statistics there are factors that contribute to the reasons people are unable to continue with the adoption process. With the number of adoptions rising and the fear of more adoptions ending in dissolution or disruption, it is suspected more people will have the opportunity to re-adopt these children. Identifying the factors known to impact dissolved and disrupted adoptions will help parents with re-adopted children understand the best practices of discipline.

Factors Known to Impact Dissolved and Disrupted Adoptions

Current research studies are limited in exploring the specific factors that lead to dissolved and disrupted adoptions. Some studies indicate the factors are easily recognized, while others have more difficulty with identifying the factors. Coakley and Berrick write, “We know a good deal about the characteristics of children who are more likely to experience adoption disruption.”²⁶ When writing on disruption Trudy Festinger writes, “It is not surprising that little information is available with respect to related factors.”²⁷ There are a variety of different factors that have been suspected, but not all of them have been thoroughly researched. The studies that have tried to seek the factors contributing to disruption have not used large sample populations and only focused on the following factors: sex, race, age, or handicap.²⁸

²⁴Festinger, "Adoption Disruption," 201.

²⁵Coakley and Berrick, "Research Review," 101.

²⁶Coakley and Berrick, "Research Review," 102.

²⁷Festinger, "After Adoption," 519.

²⁸Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 249.

Adoption rates are rising and naturally dissolutions and disruptions are going to be more frequent. One study cites that “disruption will always occur, but through research we can strive to diminish its occurrence by isolating some of the factors.”²⁹ Parents who are re-adopting children have a higher risk of their adoption ending in dissolution or disruption. One study indicated that 7.8 percent of all children placed in adoptions were previously adopted.³⁰ The best practices of parental discipline are demonstrated by parents who understand their role for the re-adopted child. The specific factors help us better understand why disruptions occur; however, they do not teach us what parental practice of discipline is best suited for a change in behavior. Overall, the current research points to the following factors impacting dissolved and disrupted adoptions: age of the child, special needs of the child, and behavior of the child.

Age of the adopted child. Research indicates the age of the child correlates with the likelihood of an adoption ending in dissolution or disruption.³¹ Children who were previously in adoptive placements and older in age were at the greatest risk of disruption.³² There is a direct correlation between younger children and lower chances of the adoption ending in dissolution or disruption.³³ According to one study, children between the ages of twelve to seventeen years old had a disruption rate of 47 percent,

²⁹ Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 248.

³⁰Barth et al., "Predicting Adoption Disruption," 227. The study found that “of the children placed in adoptive homes in California in 1980, 7.8 percent had been adopted previously” (227).

³¹Berry and Barth, "A Study of Disrupted Adoptive Placements of Adolescents," 211: “Older children have increased disruption rates.” They go on to write, “Disruption rate continues to rise smoothly with age.”

³²Barth et al., "Predicting Adoption Disruption," 227.

³³Coakley and Berrick, "Research Review," 107.

while children ages birth to five years had disruption rates of only 7 percent.³⁴

Research suggests the greater the child's age at the time of adoption, the greater the risk for disruption.³⁵ For each year a child increases in age, one study suggests an odds ratio of 1.4 for the adoption to end in disruption.³⁶ When comparing disrupted and stable adoptions, one study found that the mean age at the time of placement for disrupted adoptions was 9.29, while the mean age at time of placement for stable placements was 6.93.³⁷ A similar study found the mean age at the time of placement for disrupted adoptions was 8.8 years old, while the mean age at time of placement for stable placements was 4.4 years old.³⁸ The age of a child would influence the best parental practice of discipline; however, none of the above research includes parental practices of discipline as it relates to a child's age. Consequently, age would influence the practice of discipline chosen by a parent.

Special needs of the adopted child. Any child with emotional, physical, cognitive, or behavioral issues is considered special needs and some research includes

³⁴Barth and Berry, *Adoption and Disruption*, 70. Barth and Berry cite the following study: J. Boyne et al., "The Shadow of Success: A Statistical Analysis of Outcomes of Adoptions of Hard to Place Children," *Spaulding for Children* (1984).

³⁵Barth and Berry, *Adoption and Disruption*, 93. They offer the following statistics relating to age and disruption: "Between ages 3 and 5, 4.7% of cases disrupted, between ages 6 and 8 the rate was 10.4%, between 9 and 11 the rate was 17.1%, between ages 12 and 14 the rate of disruption was 22.4%, and between ages 15 and 18 more than one in four adoptions disrupted" (93).

³⁶Jennifer F. Coakley, "Finalized Adoption Disruption: A Family Perspective" (Ph.D. diss., University of California, Berkeley, 2005), ProQuest Dissertations and Theses, accessed October 13, 2014, <http://ezproxy.sbts.edu/login?url=http://search.proquest.com/docview/305030818?ccountid=14061>.

³⁷Bart et al., "Predicting Adoption Disruption," 229.

³⁸James Rosenthal, Dolores Schmidt, and Jane Conner, "Predictors of Special Needs Adoption Disruption: An Exploratory Study," *Children and Youth Services Review* 10 (1988): 101-17.

children with an abusive past.³⁹ Children who were once considered unadoptable are now labeled with the title of special needs.⁴⁰ One study found that two-thirds of their research population had some form of special needs.⁴¹ In this same study, the researchers found an overrepresentation of disruptions for children with special needs.⁴²

With adoptions on the rise, some people predict the number of adoptions ending in disruption will increase “based upon the more recent inclusion of special needs children.”⁴³ Depending on the type of disability, disruptions may not be affected much.⁴⁴ In one comparative study, 19 percent of the children who were involved in an adoption that ended in disruption had a handicap.⁴⁵

Despite the different statistics on the factor of special needs, more research in the area of best parental practices of discipline for re-adopted children with special needs is a topic that needs to be further explored. Children with special needs cannot be disciplined in the same manner as typical children. The age of the child, the special needs of the child, and finally the behavior of the child are all factors that influence dissolution and disruption.

³⁹Coakley and Berrick, "Research Review," 107.

⁴⁰Festinger, "After Adoption," 516.

⁴¹Berry and Barth, "A Study of Disrupted Adoptive Placements of Adolescents," 214.

⁴²Berry and Barth, "A Study of Disrupted Adoptive Placements of Adolescents," 214.

⁴³Coakley and Berrick, "Research Review," 101.

⁴⁴Barth et al., "Predicting Adoption Disruption," 230. They found that certain types of special needs were associated with disruption: “For example, disruptions were significantly more likely among children with behavioral problems ($p < .001$) or mental retardation ($p < .05$) but not more likely among children with a physical disability or a medical condition.”

⁴⁵Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 255. This same sample population had 26 percent of their successful adoptions identified with some form of handicap (255).

Managing behaviors of the adopted child. The parental practices of discipline are used to correct behaviors. In order to understand the best practices of discipline for specific behaviors, it is important to identify the behaviors most frequently observed with children who have experienced adoptions ending in dissolution or disruption. When a child's behaviors are better known, "a more equipped family sometimes can be found to help him."⁴⁶

Parents not being able to handle a child's behavior had the highest percentage for the reason for a disruption.⁴⁷ Smith and Howard identified school problems as the highest percentage of behavior problems in children who had an adoption end in disruption.⁴⁸ The behavior of sexually acting out also showed a high differentiation between adoptions that ended in dissolution and those adoptions that were successful.⁴⁹

Attachment between the child and his or her new adoptive parent, or the lack of ability to attach, is one variable that influences adoption disruption.⁵⁰ The behaviors exhibited by children involved in dissolved or disrupted adoptions must be considered when selecting the best parental practice of discipline. Many research articles discuss the behavioral issues surrounding disrupted and dissolved adoptions, but none include best

⁴⁶Keck and Kupecky, *Adopting the Hurt Child*, 201.

⁴⁷Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 260.

⁴⁸Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257. They cited that 44 percent of their sample population exemplified school problems in pre-placement of their disrupted adoption. The other problem behaviors resulting in disruption included the following: verbal and physical aggression, lying, stealing, running away, curfew violation, chore performance, self-injury, and defiance (257).

⁴⁹Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

⁵⁰Coakley and Berrick, "Research Review," 107: "Studies have addressed the association between adoption disruption and a child's continued emotional attachment to biological parents, or lack of attachment to adoptive parents." They cite the same Smith and Howard article that has been cited throughout this section of the precedent literature to indicate the rates of difficulty concerning attachment between the following groups: mother to child, child to mother, child to father, father to child (107).

parental practices of discipline to change those behaviors. There will be greater emphasis on the child's behavior under the following heading: Behaviors of Children in Dissolved or Disrupted Adoptions. The factors known to impact dissolved and disrupted adoptions can also help prevent them from happening in the first place.

Preventing Dissolved and Disrupted Adoptions

If a child's adoption ends in dissolution or disruption it does not mean another family is "doomed to repeated failure, nor is the next family to adopt him consigned to chaos and defeat."⁵¹ There are specific areas of concern to prevent dissolved and disrupted adoptions from occurring. Understanding the known factors that impact dissolved and disrupted adoptions should help more children stay in a permanent home. Parents who are planning to re-adopt children who have already experienced an adoption need to be informed on best parental practices of discipline or they are likely to have their adoption dissolve or disrupt.

The increase of interest in adoptions has caused a concern related to "speeding the adoption process."⁵² Decreasing the amount of time for a child to be adopted would also decrease the amount of time for a social worker and adoption agency to make good decisions on placement. When children are at a greater risk for adoptions ending in disruption, it is even more important for the child to be placed with the right family. Many parents who had an adoption end in disruption cite that they lacked "preparation for or knowledge of a child's problems or felt they were misinformed about a child's prognosis."⁵³ In another study, Festinger stated that many families struggled after the

⁵¹Keck and Kupecky, *Adopting the Hurt Child*, 201.

⁵²Festinger, "After Adoption," 516.

⁵³Festinger, "Adoption Disruption," 216.

adoption was complete. She writes, “The post adoption period confronted many families with challenges, struggles, and unmet needs.”⁵⁴ If parents are given the right resources pertaining to their adopted children, they are more prone to have a successful adoption. More studies on best practices of discipline in re-adopted children will help educate parents on how to best interact with their re-adopted children’s specific needs in order to prevent future dissolutions and disruptions in adoption.

Behaviors of Children in Dissolved or Disrupted Adoptions

Children who have been part of an adoption are at a greater risk to have negative behaviors.⁵⁵ Along with age, behavioral problems are most associated with adoption disruption.⁵⁶ Some of the behaviors include: verbal aggression, physical aggression, lying, stealing, acting out sexually, sleeping issues, and attachment difficulties.⁵⁷ Understanding the behaviors of the re-adopted child can help prevent parents from over disciplining the child. Parents who use frequent punishment also experience more behavior problems.⁵⁸ Parents who are re-adopting children need to have an understanding of the behaviors of the re-adopted child in order to best discipline the

⁵⁴Festinger, “After Adoption,” 531.

⁵⁵Barth and Berry, *Adoption and Disruption*, 132.

⁵⁶Barth et al., "Predicting Adoption Disruption," 227.

⁵⁷Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257. This study cited the following behavior problems in their research: “verbal aggression, physical aggression, lying, stealing, running away, curfew violation, eating/elimination/sleeping, chore performance, self-injury, defiance, crying/whining, school problems, over activity, withdrawal, profanity, vandalism, tantrums, sexual acting out, and miscellaneous” (257).

⁵⁸Viktor Brenner and Robert A. Fox, "Parental Discipline and Behavior Problems in Young Children," *Journal of Genetic Psychology* 159 (1998): 254. This study found that “thirty-nine percent of the parents who reported higher levels of problem behaviors also scored high on discipline” (254). The study went on to state, “Only one fifth of the expected number of low-discipline parents reported having many behavior problems” (254). The study concluded that parental discipline was the greatest indicator for behavior problems in children one to five years of age (254).

child. Typical behaviors of re-adopted children will be addressed in the following sections.

Attachment Difficulties between the Adopted Child and the New Parent

Mary Ainsworth and Silvia Bell offer the following definition for attachment:

“An affectionate tie that one person or animal forms between himself and another specific one—a tie that binds them together in space and endures over time.”⁵⁹

Relationships that involve attachment between a child and a caregiver are important in the development of children.⁶⁰ Many children who have experienced dissolved or disrupted adoptions suffer emotional attachment to biological parents or have difficulty attaching to new adoptive parents.⁶¹ Separation anxiety can occur when a child experiences the risk of loss.⁶² A re-adopted child has felt neglect in a variety of different ways. One author writes, “Children who have been abused and neglected are at high risk of having established an insecure, dysfunctional attachment to their primary caregiver.”⁶³ The following states require prospective adoptive parents to go through a training program called Partnering for Safety and Permanence-Model Approach to Partnerships in

⁵⁹Mary D. S. Ainsworth, and Silvia M. Bell, "Attachment, Exploration, and Separation: Illustrated by the Behavior of One-Year-Olds in a Strange Situation," *Child Development* 41, no 1 (1970): 50.

⁶⁰Daniel J. Siegel, "Toward an Interpersonal Neurobiology of the Developing Mind: Attachment Relationships, 'Mindsight,' And Neural Integration," *Infant Mental Health Journal* 22 (2001): 71: "Development is an ongoing process, and so close, emotionally involving relationships may continue to influence us throughout the lifespan."

⁶¹Coakley and Berrick, "Research Review," 107.

⁶²John Bowlby, *A Secure Base: Parent-Child Attachment and Healthy Human Development* (New York: Basic Books, 1988), 31.

⁶³Daniel A. Hughes, *Facilitating Developmental Attachment: The Road to Emotional Recovery and Behavioral Change in Foster and Adopted Children* (Northvale, NJ: Jason Aronson, 1997), 21.

Parenting (PS-MAPP): Florida, Iowa, Kansas, Kentucky, and Massachusetts.⁶⁴ PS-MAPP is a comprehensive program of ten training sessions that deal with attachment difficulties associated with adoptable children.⁶⁵ When adoptive families and their adopted children do not bond, they are at the highest risk for disruption.⁶⁶

Smith and Howard cited that the children within their sample population “who were rated as strongly attached to their mothers were more likely to have a disrupted adoptive placement.”⁶⁷ Previous attachments for the child and the inability to attach to biological parents both had effects on the adopted children’s ability to attach to new adoptive parents. Social workers in this study cited attachment difficulties between the children to mother at 28 percent for the cause of disruption.⁶⁸ Comparatively, 20 percent of adoptive mothers document attachment difficulties as the reason for the adoption ending in disruption.⁶⁹

⁶⁴“PS-MAPP (Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting)" Child Welfare Information Gateway, accessed August 29, 2015, <https://www.childwelfare.gov/topics/adoption/adoptive/before-adoption/preadoption/psmapp/>. The District of Columbia also requires PS-MAPP training for prospective adoptive parents.

⁶⁵Partnering for Safety and Permanence-Model Approach to Partnerships in Parenting (PS-MAPP), "What is Model Approach to Partnerships in Parenting (MAPP)," Model Approach to Partnerships in Parenting, accessed August 17, 2015, <http://gomapp.com/index.php>. The website cites the following information to help adoptive parents understand the difficulties associated with attachment: “For parents who are overwhelmed by physical or emotional problems, who have not developed skills important for parenting, or who have learned harmful and dangerous ways to parent, the connection to a child may be the road to health and new parenting skills.”

⁶⁶Barth and Berry, *Adoption and Disruption*, 72.

⁶⁷Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 258. The authors provide the following equation from their study: ($x^2 = 5.80$, $p < .05$) (258).

⁶⁸Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 260. The study found social workers indicating attachment difficulty between mother to child at 35 percent for reason for disruption (N = 74) (260). Attachment difficulty between child to father and father to child was indicated by the social worker at 20 and 18 percent respectively as the reason for disruption (260).

⁶⁹Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 260. The authors found 7 percent of fathers identified attachment difficulties as the reason for the adoption ending in disruption (260).

Bowlby writes, “All forms of attachment behavior tend to be directed towards a particular object in space.”⁷⁰ For Bowlby, the particular object in space is the mother or caregiver. A child’s susceptibility to fear is reduced when their attachment figure is available.⁷¹ Understanding attachment difficulties in re-adopted children may help determine best practices of discipline because the way a parent chooses to discipline his or her re-adopted child may affect future attachments. When children have experienced significant attachments to parental figures they have a greater likelihood of developing future attachments.⁷²

Reactive attachment disorder (RAD) in adopted children. RAD is referred to as a trauma and stressor-related disorder that is distinguished by “a pattern of markedly disturbed and developmentally inappropriate attachment behaviors, in which a child rarely or minimally turns preferentially to an attachment figure for comfort, support, protection, and nurturance.”⁷³ The disorder has specific diagnostic criteria that doctors must observe before giving a child the label of RAD.⁷⁴ Over the course of the last few decades, the *Diagnostic and Statistical Manual of Mental Disorders* has slightly changed the criteria for the disorder.⁷⁵ In *DSM-III*, the diagnostic criteria states that the age of

⁷⁰John Bowlby, *Attachment and Loss* (New York: Basic Books, 1969), 1:244.

⁷¹John Bowlby, *Attachment and Loss* (New York: Basic Books, 1973), 2:201.

⁷²Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257-58.

⁷³"Trauma- and Stressor-Related Disorders," in *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*, 5th ed. (Washington, DC: American Psychiatric Association, 2013), 266.

⁷⁴"Trauma- and Stressor-Related Disorders," 265. The manual suggests the following diagnostic criteria: “A consistent pattern of inhibited, emotionally withdrawn behavior toward adult caregivers, a persistent social and emotional disturbance, and the child has experienced a pattern of extremes of insufficient care” (265). The list of criteria in the manual also includes specific ways the behavior is manifested or observed (265-66).

⁷⁵The name of the actual disorder has changed from Reactive Attachment Disorder of Infancy in *DSM-III* to Reactive Attachment Disorder of Infancy or Early Childhood in *DSM-IV* and *DSM-IV-TR* to

onset for RAD is before eight months.⁷⁶ The *DSM-III-R* and *DSM-IV* increases the age of onset from before eight months to before five years of age.⁷⁷ The *DSM-III-R*, *DSM-IV*, and *DSM-IV-TR* change the criteria to include two subtypes of Reactive Attachment Disorder that are not part of *DSM-III* or *DSM-5*.⁷⁸ The diagnostic criteria is not well organized, causing the statistics surrounding children who are affected with RAD difficult to discern.⁷⁹ Parents who are concerned that their child may suffer from RAD are encouraged to have the child clinically diagnosed because “a good diagnosis leads to appropriate treatment.”⁸⁰

The most recent shift in literature on RAD is its association with trauma. The *DSM* no longer categorizes RAD as exclusively an infant or early childhood disorder.⁸¹

Reactive Attachment Disorder in *DSM-V*. These changes may seem minor, but they show how research on the topic of RAD has evolved over the last few decades.

⁷⁶*Diagnostic and Statistical Manual of Mental Disorders: DSM III*, 3rd ed. (Washington DC: American Psychiatric Association, 1980), 59.

⁷⁷*Diagnostic and Statistical Manual of Mental Disorders: DSM-IV*, 4th ed. (Washington DC: American Psychiatric Association, 1994), 116.

⁷⁸*Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR*, 4th ed. text revision (Washington, DC: American Psychiatric Association, 2000), 130. The *DSM-III-R*, *DSM-IV* and *DSM-IV-TR* refer to the following two sub-types of Reactive Attachment Disorder: inhibited type and disinhibited type (130). Depending on what criteria “predominates the clinical presentation” the mental health professional would diagnose the patient with RAD under one of the two sub-types depending on how the child behaves during certain times of interactions with a caregiver (130). If a child responded to caregivers “with a mixture of approach, avoidance, and resistance to comforting or may exhibit frozen watchfulness” the child would be categorized under the inhibited sub-type of RAD (130). If a child showed “excessive familiarity with relative strangers or lack of selectivity in choice of attachment figures” the child would be categorized under the disinhibited sub-type of RAD (130).

⁷⁹Helen Minnis, et al., "Reactive Attachment Disorder: A Theoretical Model Beyond Attachment," *European Child & Adolescent Psychiatry* 15, no. 6 (2006): 337.

⁸⁰Deborah D. Gray, *Attaching in Adoption: Practical Tools for Today's Parents* (2002; repr., Philadelphia: Perspectives Press, 2012), 79.

⁸¹“Trauma- and Stressor-Related Disorders,” 265-66. The name of the disorder is listed as Reactive Attachment Disorder; however, in the diagnostic features the disorder is referred to as reactive attachment disorder of infancy or early childhood (266).

In *DSM-5*, RAD is categorized under trauma and stressor-related disorders.⁸² James Corbin connects RAD with trauma by writing, “Early trauma in childhood attachment experiences alters the structures, neuro-chemicals, and connectivity of the brain.”⁸³ A child’s brain develops abnormally when they do not receive consistent care.⁸⁴ The attachment experiences of children who have gone through traumatic situations “shape the early organization of right brain, the neurobiological core of the human unconscious.”⁸⁵ Corbin writes, “The neurobiological effects of early and enduring childhood neglect can be profound.”⁸⁶ Once a child has been diagnosed with RAD, the options for where parents can turn are often limited.

Many children who have been clinically diagnosed with RAD attend different forms of attachment therapy. Corbin gives the benefits of therapy when he writes, “Psychotherapy changes the brain by forming new neural connections through the concurrent processes of attachment and new learning.”⁸⁷ Adoptive mothers who participated in therapy expressed that “their experience was consistently supportive,

⁸²“Trauma- and Stressor-Related Disorders,” 265: “Disorders in which exposure to a traumatic or stressful event is listed explicitly as a diagnostic criterion.” The following disorders are listed as trauma and stressor-related disorders: reactive attachment disorder, disinhibited social engagement disorder, posttraumatic stress disorder (PTSD), acute stress disorder, and adjustment disorders (265).

⁸³James R. Corbin, "Reactive Attachment Disorder: A Biopsychosocial Disturbance of Attachment," *Child and Adolescent Social Work Journal* 24, no. 6 (2007): 539.

⁸⁴Bruce Perry, "Examining Child Maltreatment through a Neurodevelopmental Lens: Clinical Applications Of The Neurosequential Model Of Therapeutics," *Journal of Loss and Trauma* 14 (2009): 246-47. The author writes, “If the caregiver is depressed, stressed, high, inconsistent, or absent, these two crucial neural networks (stress-response and relational) develop abnormally” (247).

⁸⁵Judith Schore and Allan Schore, "Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment," *Clinical Social Work Journal* 36 (2007): 10.

⁸⁶Corbin, “Reactive Attachment Disorder,” 550.

⁸⁷Corbin, “Reactive Attachment Disorder,” 546.

emotionally painful, and physically safe.”⁸⁸ A preliminary study found children with RAD who participate in therapy experience improvements with their attachment disorders.⁸⁹ One study used a treatment that is referred to as Dyadic Developmental Psychotherapy (DDP) and found reductions in a variety of variables relating to attachment.⁹⁰ Children who have been adopted internationally “may have been subjected to conditions of neglect and did not have the opportunity to form an attachment to one primary caregiver.”⁹¹ The behaviors observed in re-adopted children are sometimes due to their difficulty with attachment. Understanding the difficulties surrounding attachment will help parents identify best practices of discipline.

⁸⁸Jane S. Wimmer, M. Elizabeth Vonk, and Patricia M. Reeves, "Adoptive Mothers' Perceptions of Reactive Attachment Disorder Therapy and Its Impact on Family Functioning," *Clinical Social Work Journal* 38, no. 1 (2010): 127. This same study found that the therapy “preserved the family structure” (127).

⁸⁹Jane S. Wimmer, M. Elizabeth Vonk, and Patrick Bordnick, “A Preliminary Investigation of the Effectiveness of Attachment Therapy for Adopted Children with Reactive Attachment Disorder,” *Child & Adolescent Social Work Journal* 26 (2009): 357. The study found that the mean scores on the RADQ at pretest were in the moderate range (76-89) and decreased to subclinical range (under 65), 356. The children’s attachment to their adoptive parents were measured by the Randolph Attachment Disorder Questionnaire (RADQ) and changes in children’s behavior were measured by the Child and Adolescent Functional Assessment Scale (CAFAS), 356. The authors write, “Data were collected from the pretests and posttests completed by the mother of each child. The pretests were completed during the assessment interview which was routinely performed at the therapist’s office prior to the beginning of therapy. The posttests were completed either when the family discontinued therapy or when the funding of the Attachment Network of Georgia ended, whichever occurred first” (356).

⁹⁰Arthur Becker-Weidman, "Treatment for Children with Reactive Attachment Disorder: Dyadic Developmental Psychotherapy," *Child and Adolescent Mental Health* 13, no. 1 (2008): 55. The research cited that one group of people studied under this form of therapy had a mean score of 65 on the pre-test and mean score of 20 on the posttest (55). The study listed the following variables decreasing after children with RAD received therapy: RADQ and CBCL Syndrome Scale Score, withdrawn, anxious/depressed, social problems, thought problems, attention problems, rule-breaking problems, and aggressive behavior (55).

⁹¹Monica Pignotti, “Reactive Attachment Disorder and International Adoption: A Systematic Synthesis,” *The Scientific Review of Mental Health Practice* 8 (2011): 30.

The Adopted Child Acting Out with Verbal and Physical Aggression

Children who have been part of an adoption that ended in disruption can sometimes feel powerless. One book states that this feeling of powerlessness causes aggression because the child does not feel his or her needs are being met.⁹² Another book refers to this feeling of powerlessness as an escape for the child.⁹³ Keck and Kupecky write, “Anger is a friend that can be called upon whenever the child is feeling weak or powerless, or sad.”⁹⁴ Children who have difficulties with aggression also have difficulties with gaining access to friends.⁹⁵ Gray writes, “Their mood regulations necessary for keeping friends is poor. Children who act out their feelings aggressively may lack friends.”⁹⁶ Parents need to understand the emotional side of aggressive behaviors when trying to discipline their re-adopted child.

One study cited that 30 percent of the disrupted adoptions in their study listed verbal aggression as a behavior problem during post placement.⁹⁷ This same study found 33 percent of the disrupted adoptions in their sample included physical aggression as a behavior problem during post placement.⁹⁸ Comparatively, successful adoptions in this study included verbal and physical aggression as a behavior problem at 14 and 18 percent

⁹²Holly Gulden and Lisa M. Rabb, *Real Parents, Real Children: Parenting the Adopted Child* (New York: Crossroad, 1993), 117.

⁹³Keck and Kupecky, *Adopting the Hurt Child*, 53.

⁹⁴Keck and Kupecky, *Adopting the Hurt Child*, 53.

⁹⁵Gray, *Attaching in Adoption*, 123.

⁹⁶Gray, *Attaching in Adoption*, 123.

⁹⁷Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

⁹⁸Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257: “We gathered data by systematically reviewing case records and recording information on a survey form developed for the study. This method was chosen due to the breadth of information sought. Use of case records allowed us to verify information from several documents. We each completed surveys on a sample of five cases to check for interrater reliability. There was agreement on 94 percent of items.” (253-54).

respectively.⁹⁹ Children who act out with verbal or physical aggression may be trying to numb their own emotional pain by creating pain in others.¹⁰⁰ Understanding the number of incidents and possible causes of verbal and physical aggression should help parents when selecting best parental practices of discipline.

Lying and Stealing by the Adopted Child

Due to the difficulty with attachment, many children who are part of a disrupted adoption struggle with telling the truth.¹⁰¹ Many of the lies children with attachment issues share with others are recognized easily.¹⁰² One study found adopted children who endured a disruption listed lying at 41 percent as a troubled behavior.¹⁰³ A separate study listed lying at 37 percent in disrupted adoptions as a behavior problem.¹⁰⁴ Parents need to understand the underlining issues surrounding the re-adopted child's struggles with lying when selecting practices of discipline.

The adopted child who struggles with lying often struggles with stealing too. When children face abuse and neglect their reaction is often that of lying and stealing because of their inability to attach to their caregiver. Similar to lying, adopted children typically steal in such manners that make it easy for others to notice.¹⁰⁵ Keck and

⁹⁹Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

¹⁰⁰Karyn B. Purvis, David R. Cross, and Wendy L. Sunshine, *The Connected Child: Bring Hope and Healing to Your Adoptive Family* (New York: McGraw-Hill 2007), 37.

¹⁰¹Hughes, *Facilitating Developmental Attachment*, 30.

¹⁰²Keck and Kupecky, *Adopting the Hurt Child*, 37.

¹⁰³Barth and Berry, *Adoption and Disruption*, 134. In the same study, adoptions that were successful cited lying as a troubled behavior observed in the child at 33 percent (134).

¹⁰⁴Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257. The study found lying as a problem behavior in only 8 percent of adoptions that were successful post placement.

¹⁰⁵Keck and Kupecky, *Adopting the Hurt Child*, 38: "They steal from their homes, their

Kupecky blame the behavior of stealing on the child's previous dysfunctional environment.¹⁰⁶ Children who experience a disrupted adoption steal at a rate of 23 percent.¹⁰⁷ The rate of re-adopted children who struggle with lying and stealing reveal the need for parents to know best practice of discipline for such behaviors.

The Adopted Child Acting Out Sexually

John Bowlby writes, "Attachment behavior and sexual behavior are believed to have unusually close linkages."¹⁰⁸ One behavior seen in re-adopted children that affects the bonding cycle is sexual abuse.¹⁰⁹ Children who have been previously sexually abused typically have "a very distinct and unsettling pattern of behavior."¹¹⁰ Smith and Howard's study found that children who had an adoption end in disruption acted out sexually at the rate of 25 percent.¹¹¹ In this same study, adoptions that were successful at post placement listed the behavior of sexually acting out at 5 percent.¹¹² When practicing discipline toward a re-adopted child, parents need to help the child understand appropriate touch and affection.

parents, their siblings. The way they steal almost guarantees they will get caught" (38).

¹⁰⁶Gregory C. Keck and Regina M. Kupecky, *Parenting the Hurt Child: Helping Adoptive Families Heal and Grow* (Colorado Springs: Pinon Press, 2002), 28. The authors blame the dysfunctional environment of the adopted child for their attachment interruption in the attachment cycle (28).

¹⁰⁷Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

¹⁰⁸John Bowlby, *Attachment and Loss*, 1:230.

¹⁰⁹Keck and Kupecky, *Adopting the Hurt Child*, 51.

¹¹⁰Keck and Kupecky, *Adopting the Hurt Child*, 51.

¹¹¹Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

¹¹²Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257.

The Adopted Child's Sleeping Issues

Previous episodes of abuse and neglect by re-adopted children's caregivers can make children feel the need to stay awake and alert in order to defend themselves.¹¹³ Children who were previously in an institution or orphanage could experience sleep disturbances because they are not familiar with "sleeping alone, in the dark, or in a large bed may cause restlessness, nightmares, or night terrors."¹¹⁴ A study performed by Barth and Berry found that 22 percent of the children in their sample population suffered from sleep issues.¹¹⁵ Another study found 31 percent of their sample population suffered from sleep difficulties.¹¹⁶ When parents understand the best practice of discipline for specific behaviors in re-adopted children, they have a greater chance of seeing a successful adoption.

Adoptive Parents' Practices of Discipline

There are numerous research studies on specific practices of discipline and their effectiveness in improving behaviors. The current research largely examines best practices of discipline toward children in general terms rather than exploring specific groups of children. The studies do not focus on parents with re-adopted children. Children who have been part of a dissolved or disrupted adoption should not be included in the same category as children in traditional homes because of the major differences

¹¹³Purvis, Cross, and Sunshine, *The Connected Child*, 37.

¹¹⁴Keck and Kupecky, *Adopting the Hurt Child*, 108.

¹¹⁵Barth and Berry, *Adoption and Disruption*, 134. The chart indicating these percentages cited sleep issues at 22 percent under the category of often true and 0 percent under the category of sometimes true when adoptions ended in disruption. When adoptions did not disrupt, this same study listed children cited sleep issues at 5 percent under the category of often true and 7 percent under the category of sometimes true.

¹¹⁶Smith and Howard, "A Comparative Study of Successful and Disrupted Adoptions," 257. This study grouped eating, elimination, and sleeping in the same category when listing the percentages for behavioral problems.

between the children's past experiences. The current literature on parental practices of discipline may not be directly applied to re-adopted children; however, more research needs to be conducted in order to study best practices of discipline as they relate to re-adopted children. In the pages to follow we will explore current research on parenting styles and specific parental practices of discipline.

Parenting Styles

Before exploring the specific parental practices of discipline, we will briefly examine the different parenting styles. The practices of discipline utilized by parents are often times directly connected to their parenting style. There are a variety of different parenting styles identified by scholars, but Diana Baumrind's classification system will be explored in this literature review. Baumrind's system classifies parents in one of the following three parenting styles: permissive, authoritarian, authoritative.¹¹⁷ Depending on a parent's parenting style, their chosen practice of discipline will be influenced.

Characteristics of a permissive parent. A permissive parent is not quick to punish his or her children and includes the child's input in all family rules.¹¹⁸ Permissive parents are considered more "lax in their expectations for their children's level of maturity and their tolerance of misbehavior."¹¹⁹ The parent placed in this category gives authorization for the child to regulate their "own activities as much as possible."¹²⁰ One study found "higher levels of permissive discipline were related to more intense

¹¹⁷Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," *Child Development* 37 (1966): 887.

¹¹⁸Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 889.

¹¹⁹Christopher Spera, "A Review of the Relationship among Parenting Practices, Parenting Styles, and Adolescent School Achievement," *Educational Psychology Review* 17 (2005): 134.

¹²⁰Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 889.

disruptive behavior of only boys.”¹²¹ Parents in this category tend to focus on the disciplines of verbal communication and praise.¹²²

Characteristics of an authoritarian parent. An authoritarian parent operates under a given set of standards that “shape, control, and evaluate the behavior and attitudes of the child.”¹²³ Parents who embrace this style are “strict, expect obedience, and assert power when their children misbehave.”¹²⁴ A child under this type of parenting style would accept the parents’ word as the final authority or endure the consequences.¹²⁵ An authoritarian parent expresses their expectations and rules and do not “communicate to their children the rationale behind these rules.”¹²⁶ According to a group of authors, “Research shows that children with authoritarian, harsh, and overly controlling parents in fact display worse behavior than children with nurturing parents.”¹²⁷ Authoritarian parents primarily utilize the following practices of discipline: corporal punishment, time out, deprivation, and consistency.¹²⁸

¹²¹Justin Parent et al., "The Relation of Harsh and Permissive Discipline with Child Disruptive Behaviors: Does Child Gender Make a Difference in an At-Risk Sample?" *Journal of Family Violence* 26, no. 7 (2011): 527.

¹²²Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 889.

¹²³Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 890.

¹²⁴Spera, "A Review of the Relationship among Parenting Practices," 134.

¹²⁵Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 890.

¹²⁶Spera, "A Review of the Relationship among Parenting Practices," 134.

¹²⁷Purvis, Cross, and Sunshine, *The Connected Child*, 92.

¹²⁸Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 890-91. Baumrind does not specifically list each of these practices of discipline; however, one would presume that these would be the practices of discipline utilized by authoritarian parents based on the way authoritarian parents are defined by Baumrind. Baumrind discusses the religious implications of the authoritarian parent as it relates to corporal punishment, quoting Susannah Wesley (890-91).

Characteristics of an authoritative parent. An authoritative parent administers their “own perspective as an adult, but recognizes the child’s individual interests and special ways.”¹²⁹ Parents in this category participate in “bidirectional communication” with their children to offer rationale for why it is important to operate under certain conditions.¹³⁰ These parents encourage “give and take,” sharing with the child why specific policies are in place.¹³¹ Children under this form of parenting style are known to develop in the area of “competence which is characterized by psychosocial maturity, cooperation with peers and adults, responsible independence, and academic success.”¹³² Authoritative parents primarily utilize the following practices of discipline: time out, verbal communication, praise, and consistency.¹³³

Parental Practices of Discipline

The following are the common parental practices of discipline in the current literature: corporal punishment, time out, reward and deprivation, and verbal communication. These practices of discipline were chosen for this research due to their prevalence in other research studies.

Corporal punishment as a form of parental discipline. A common parental practice of discipline within the United States is corporal punishment or spanking.¹³⁴

¹²⁹Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 891.

¹³⁰Spera, "A Review of the Relationship among Parenting Practices," 134.

¹³¹Baumrind, "Effects of Authoritative Parental Control on Child Behavior," 891.

¹³²Clyde C. Robinson et al., "Authoritative, Authoritarian, and Permissive Parenting Practices: Development of a New Measure," *Psychological Reports* 77 (1995): 819.

¹³³Spera, "A Review of the Relationship among Parenting Practices," 134.

¹³⁴Kathryn Maguire-Jack, Andrea N. Gromoske, and Lawrence M. Berger, "Spanking and Child Development During the First 5 Years of Life," *Child Development* 83, no. 6 (2012): 1961: “Approximately one third of American families report spanking children as young as 10-18 months of age

Corporal punishment has been “linked with a number of negative child behaviors and experiences.”¹³⁵ Brenner and Fox found “corporal punishment was the strongest predictor of reported behavior problems” in their study on parental discipline and behavior problems.¹³⁶ Research shows that children who are spanked at a young age will continue to be spanked due to greater externalizing behavior problems.¹³⁷ While researching the topics of parental reasoning, denying privileges, yelling, and spanking one study found that “only spanking was associated with more child externalizing behaviors.”¹³⁸ Due to the negative parent-child interaction within corporal punishment, one study concluded that “spanking may not be an effective way to discourage problematic behaviors.”¹³⁹

Corporal punishment is considered “harsh discipline” by some researchers.¹⁴⁰ One study found that “higher levels of harsh discipline were related to more intense

and about 70% of families report spanking 2 to 4 year old children.”

¹³⁵Christine A. Ateah, "Disciplinary Practices with Children: Parental Sources of Information, Attitudes, and Educational Needs," *Issues in Comprehensive Pediatric Nursing* 26, no. 2 (2003): 90.

¹³⁶Brenner and Fox, "Parental Discipline and Behavior Problems in Young Children," 251. This study stated, “Parents who use frequent punishment have more behavior problems with their children, whereas using less discipline is related to having fewer behavior problems” (254).

¹³⁷Maguire-Jack, Gromoske, and Berger, "Spanking and Child Development," 1972.

¹³⁸Jennifer E. Lansford et al., “Parental Reasoning, Denying Privileges, Yelling, and Spanking: Ethnic Differences and Associations with Child Externalizing Behavior, Parenting,” *Science and Practice* 12, no. 1 (2012): 42.

¹³⁹Maguire-Jack, Gromoske, and Berger, "Spanking and Child Development," 1974.

¹⁴⁰Joreintje D. Mackenbach et al., "Exploring the Relation of Harsh Parental Discipline with Child Emotional and Behavioral Problems by Using Multiple Informants: The Generation R Study," *Plos One* 9, no. 8 (2014): 1-9, accessed August 30, 2014, <http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.01047931>. The abstract of this study states, “Parental harsh disciplining, like corporal punishment, has been consistently been associated with adverse mental health outcomes in children” (1).

disruptive behaviors of both boys and girls.”¹⁴¹ Laskey and Cartwright-Hatton concluded that “strong correlations were found between parental anxiety and child internalizing symptoms with harsh discipline.”¹⁴² One study found a link between attachment and power assertive discipline.¹⁴³ They found that “power assertive discipline is associated with internalizing problems and less secure attachment.”¹⁴⁴

Some parents believe corporal punishment is a way to show their children they love and care for their children’s future. Many Christians point to the Scriptures of the Old and New Testaments when defending their views of corporal punishment.¹⁴⁵ Russell Moore points to corporal punishment as a parental responsibility.¹⁴⁶ Moore writes the following as he discusses state policies that prohibit foster parents from using corporal punishment: “I actually agree with the policy—not because I oppose corporal punishment but because I think that is exclusively a parental responsibility.”¹⁴⁷

¹⁴¹Parent et al., "The Relation of Harsh and Permissive Discipline with Child Disruptive Behaviors," 527.

¹⁴²B. J. Laskey, and S. Cartwright-Hatton, "Parental Discipline Behaviours and Beliefs about Their Child: Associations with Child Internalizing and Mediation Relationships," *Child: Care, Health and Development* 35, no. 5 (2009): 717.

¹⁴³Guy Bosmans et al., "Parents' Power Assertive Discipline and Internalizing Problems in Adolescents: The Role of Attachment," *Parenting: Science and Practice* 11, no. 1 (2011): 34.

¹⁴⁴Bosmans et al., "Parents' Power Assertive Discipline and Internalizing Problems in Adolescents," 34.

¹⁴⁵Some common Scriptures Christians reference for the use of corporal punishment are the following: Prov 13:24, Prov 23:13-14, and Heb 12:5-11.

¹⁴⁶Russell Moore, *Adopted for Life: The Priority of Adoption for Christian Families and Churches* (Wheaton, IL: Crossway Books, 2009), 120. Moore makes these statements when discussing why he believes corporal punishment policies in the foster care system are appropriate. He cites that this type of practice of discipline should be left exclusively to the parent rather than a temporary caregiver.

¹⁴⁷Moore, *Adopted for Life*, 120: “It can be difficult, though, for Christian families who know the creational good of discipline to resort to time-outs with children when they know a consistently applied, mild spanking would do much more good.”

Time out as a form of parental discipline. Time out is considered by some to be an “effective parental discipline practice to reduce disruptive and oppositional child behavior in young children.”¹⁴⁸ Not all researchers agree that time out is an effective parental practice of discipline. Purvis, Cross, and Sunshine warn against placing adopted children in time out despite research findings that show the effectiveness in the parental practice of time outs with biological children.¹⁴⁹ Gulden and Rabb write, “For some adopted children, timeouts can trigger their fear of abandonment.”¹⁵⁰ Current research does not include re-adopted children in their sample population when researching the effectiveness of time outs.

If parents are going to utilize time outs, it is important to discuss with the child that they are in time out because the parent dislikes the behavior and not the child.¹⁵¹ Keck and Kupecky remind the reader of the difficulties a re-adopted child has experienced and warns against the isolation that time outs require for the adopted child. They write, “Children who have had so much loneliness and separation from their birth parents need to be with their new parents.”¹⁵² Daniel Hughes writes, “By isolating him at that moment, the parents may be losing an opportunity for a stronger attachment.”¹⁵³ What seems to work for typical children may not transfer successfully to adopted

¹⁴⁸Alina Morawska, and Matthew Sanders, "Parental Use of Timeout Revisited: A Useful or Harmful Parenting Strategy?" *Journal of Child and Family Studies* 20, no. 1 (2011): 1.

¹⁴⁹Purvis, Cross, and Sunshine, *The Connected Child*, 101: “These isolating strategies may be useful for biological children who are already connected and emotionally bonded to their families. But isolating and banishing strategies are extremely problematic for at-risk children because these kids are already disconnected from relationships, attachment-challenged, and mildly dissociative because of their early histories of neglect and abuse.”

¹⁵⁰Gulden and Rabb, *Real Parents, Real Children*, 155.

¹⁵¹Gulden and Rabb, *Real Parents, Real Children*, 155.

¹⁵²Keck and Kupecky, *Parenting the Hurt Child*, 54.

¹⁵³Hughes, *Facilitating Developmental Attachment*, 225.

children. Like corporal punishment, there are no known research studies that exclusively include re-adopted children in their sample population on improvement in behavior as a result of the parental practice of time out.

Reward and deprivation as forms of parental discipline. Another disciplinary practice is to reward children for displaying positive behaviors and removing privileges when negative behaviors are displayed. This is sometimes understood as consequences for observed behaviors.¹⁵⁴ Children need to recognize that their actions and behavior have consequences. Allowing children to experience a healthy atmosphere of both choices and consequences help develop strong attachment between the adopted child and parent.¹⁵⁵ Sometimes the consequences are positive, while other times the consequences are negative. Hughes writes, “In teaching a child how his own behavior affects his own happiness, choices and consequences are very convincing.”¹⁵⁶

Children who have been part of a dissolved or disrupted adoption feel like they have been deprived of everything.¹⁵⁷ For this reason, some encourage parents of adopted children to reward their children for succeeding on smaller tasks, and use visual reinforcements such as stickers or marking daily progress on a calendar whenever positive behaviors are observed.¹⁵⁸ This approach concentrates on positive behaviors rather than the negative behaviors. Fahlberg offers the following example for parents when discussing logical consequences and denying a privilege to their adopted child:

¹⁵⁴Hughes, *Facilitating Developmental Attachment*, 201-204.

¹⁵⁵Hughes, *Facilitating Developmental Attachment*, 204.

¹⁵⁶Hughes, *Facilitating Developmental Attachment*, 201.

¹⁵⁷Keck and Kupecky, *Parenting the Hurt Child*, 56.

¹⁵⁸Purvis, Cross, and Sunshine, *The Connected Child*, 159-60.

“You may not go out to play until your room is cleaned.”¹⁵⁹ She goes on to write that this type of statement makes the child more responsible for his or her own behavior.¹⁶⁰

When compared to other parental practices of discipline, one study found denying privileges to be one of the least used measures of discipline.¹⁶¹ Even though some believe depriving adopted children of items is pointless, there are some who resort to such measures. One book suggests if parents are going to remove an item from a child, the child should not get it back.¹⁶² Children who are deprived of items for a short period of time only reinforce their understanding “that it won’t be long before the item is returned.”¹⁶³ Keck and Kupecky warn that when parents take away toys, dolls, scooters, skateboards, computers, and video games from traumatized children the overall effect is small.¹⁶⁴ On average a child is deprived of a toy between five and sixty minutes.¹⁶⁵ There are no known studies indicating reward or deprivation practices with re-adopted children improving behaviors.

¹⁵⁹Vera I. Fahlberg, *A Child’s Journey through Placement* (Philadelphia: Jessica Kingsley Publishers, 2012), 293.

¹⁶⁰Fahlberg, *A Child’s Journey through Placement*, 293.

¹⁶¹Lansford et al., “Parental Reasoning,” 48: “The rank order with which European American and African American mothers used the four forms of discipline was identical, with reasoning used most frequently, followed by yelling, and denying privileges, and spanking used least frequently” (47-48).

¹⁶²Keck and Kupecky, *Parenting the Hurt Child*, 56.

¹⁶³Keck and Kupecky, *Parenting the Hurt Child*, 56.

¹⁶⁴Keck and Kupecky, *Parenting the Hurt Child*, 56: “Unfortunately, frustrated parents, teachers, and others involved with hurt kids tend to rely on taking things away as a means to get some sort of message across. And nothing has any effect. Most often, the child says, ‘Go ahead. Take it. I don’t need it anyway.’ As soon as this kind of comment comes out of his mouth, he has already begun to look for something else to play with, break, or take away from a sibling.”

¹⁶⁵Rebecca R. Socolar et al., “Factors that Affect Parental Disciplinary Practices of Children Aged 12 to 19 Months,” *Southern Medical Journal* 98, no. 12 (2005): 1185. This study’s sample population included children between the ages of twelve months to nineteen months.

Verbal communication as a form of parental discipline. Verbal communication is one characteristic of parenting. Some communication is effective, while other forms of communication can be deemed as less effective. One group of individuals was “virtually unanimous in discouraging the use of yelling or verbal intimidation as a means of child discipline.”¹⁶⁶ The way parents communicate to their children as a form of discipline is often times in the form of a lecture. Keck and Kupecky write, “One of the most difficult lessons for parents to learn is to stop lecturing their children.”¹⁶⁷

When a child’s anger is expressed through an outburst of behavior, parents are encouraged to respond with empathy.¹⁶⁸ The manner in which adoptive parents communicate with their children is important.¹⁶⁹ Lectures are discouraged because many children who have been adopted experience “language learning delays and difficulties processing sounds.”¹⁷⁰ A child may be able to hear a lecture given by their adoptive parent, but the lecture is not going to be effective if the child does not understand precisely what the parent is saying. The best way to utilize the discipline of verbal communication is through specific, short, and enthusiastic verbal praise.¹⁷¹ Thomas writes, “When you speak to your child, the child must always make eye contact with you when listening and answering.”¹⁷² The literature includes many different types of

¹⁶⁶John P. Bartkowski and W. Bradford Wilcox, "Conservative Protestant Child Discipline: The Case of Parental Yelling," *Social Forces* 79, no. 1 (2000): 270.

¹⁶⁷Keck and Kupecky, *Adopting the Hurt Child*, 136.

¹⁶⁸Hughes, *Facilitating Developmental Attachment*, 224.

¹⁶⁹Purvis, Cross, and Sunshine, *The Connected Child*, 98.

¹⁷⁰Purvis, Cross, and Sunshine, *The Connected Child*, 57.

¹⁷¹Keck and Kupecky, *Parenting the Hurt Child*, 68.

¹⁷²Nancy L. Thomas, *When Love is Not Enough: A Guide to Parenting Children with RAD-*

parenting practices of discipline; however, there are no current studies that interact with parental practices of discipline with re-adopted children.

Hypothesis

The hypothesis of this research is that re-adopted children's negative behaviors decrease over time when parents' patterns of discipline emphasize two or more types of discipline and that high frequencies of corporal punishment do not correlate significantly with a decrease in negative behaviors.¹⁷³

Conclusion

The current literature does not include re-adopted children in their studies when discussing best practices of discipline. The practices of discipline chosen by typical parents do not always work with re-adopted children due to attachment disorders and past experiences. The behaviors exhibited by re-adopted children need to be dealt with differently than typical children. In order to see what the relationship, if any, is between adoptive parents' practices of discipline in adoptions following previous dissolved or disrupted adoptions and their child's behavior, especially as it relates to improvement in behaviors, more research is needed. With the difficulty of attachment for re-adopted children, it is expected that corporal punishment might not be the best practice of discipline for re-adopted children; however, there is no current research on this particular topic. Further research in the area of best practices of discipline in re-adopted

Reactive Attachment Disorder (Glenwood Springs, CO: Families by Design, 2005), 59.

¹⁷³Questions 28 through 42 and questions 52 through 66 in the SCAS measure the child's negative behaviors in the first 90 days of placement and the past 90 days. Questions 43 through 51 and questions 67 through 75 measure the parents' patterns of discipline in the first 90 days of placement and the past 90 days. Parents who indicate an answer on question 43 of one or more occurrences will be classified as using corporal punishment.

children would help adoptive parents, adoption agencies, and adopted children have more successful adoption stories.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methods and procedures that applied for this research study, which explored whether some disciplinary practices are more or less effective than others in children who have experienced dissolved or disrupted adoptions, as it relates to improvement in behaviors. The research methodology includes a design overview, population, census and response rate, delimitations, limitations of generalizations, instrumentation, and procedures.

Design Overview

This research was an explanatory and exploratory sequential mixed methods study to explore whether some disciplinary practices are more or less effective than others with children who have experienced dissolved or disrupted adoptions, as it relates to improvements in behavior. Families with re-adopted children were accessed by email. All accredited adoption agencies who directly work with families with re-adopted children were initially contacted (see appendix 1). An email was sent to all the partners listed on the Joint Council on International Children's Services website.¹ An email was also sent to all the adoption service providers listed on the Bureau of Consular Affairs of the U.S. Department of State's website.² An email was sent to every state's adoption

¹"Alphabetical Listing of Joint Council Partners," Joint Council on International Children's Services, accessed January 18, 2015, <http://www.jointcouncil.org/what-we-do/our-partners/alphabetical-listing-of-joint-council-partners/>.

²Bureau of Consular Affairs, "Adoption Service Provider Search," Adoption Service Provider Search, accessed January 18, 2015, <http://travel.state.gov/content/adoptionsabroad/en/hague->

program manager, foster program manager, and state licensing specialist in the United States.³ Any adoption agency or adoption service provider that had access to families with re-adopted children and was willing to participate were sent a link to the actual survey.⁴ The adoption agencies or service providers then sent the link to the survey directly to their respective families.⁵ Families willing to participate were asked to complete the survey and had permission to forward the survey link to other families with re-adopted children. A minimum of twenty-five completed surveys, with a goal of forty completed surveys, was needed to move forward with this study.

There was two distinct phases to this research. The first phase involved “collecting considerable quantitative data.”⁶ The quantitative data provided family demographics, practices of discipline used by the parents, and improvements in the child’s behaviors by comparing behaviors in the first 90 days of placement to the behaviors of the re-adopted child in the past 90 days. This research was “considered explanatory because the initial quantitative data results will be explained further with the qualitative data.”⁷ This research was considered exploratory because the initial

convention/agency-accreditation/adoption-service-provider-search.Default.incoming.html.

³“National Foster Care & Adoption Directory Search,” Child Welfare Information Gateway, accessed January 18, 2015, <https://www.childwelfare.gov/nfcad/>.

⁴Survey Monkey: Free Online Survey Software & Questionnaire Tool, “Create Surveys, Get Answers,” accessed October 22, 2014, <https://www.surveymonkey.com/>.

⁵ATTACH, Carol Lozier and Forever-Families, and Hope for Orphans were all granted permission to post a link of the survey on their protected social media pages in order to reach out to their families.

⁶Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, 10th ed. (Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2013), 260.

⁷John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2003), 15.

explanations have not yet been explored in other research.⁸

An expert panel was put together to validate the SCAS. The survey asks questions that help analyze demographics, examine parental practices of discipline by the adoptive parent, and observe any improvements or setbacks in behaviors of the re-adopted child as indicated by the adoptive parent. The instrument was revised based on the expert panel's recommendations. John Ward, a statistical research analyst, was consulted to assist in analyzing all the data using Statistical Package for the Social Sciences (SPSS) in the first phase of this study.⁹

The primary analysis of the data involved determining the degree of change in behaviors of the re-adopted child in the first 90 days of placement compared to the most recent 90 days. These changes in behavior were compared and analyzed to determine if these changes could be attributed to parental practices of discipline. To test this hypothesis holistically the Likert scale questions 28 through 42 in the survey, which measure the frequency of negative behaviors in the first 90 days of placement, were subtracted case-wise from their matching counterparts in the most recent 90 days as expressed in questions 52 through 66.¹⁰ For each survey recorded, a mean difference for the entire scale of 15 questions were determined and used as a continuous dependent

⁸Creswell, *Research Design*, 16. This study is exploratory because there are no known studies on this topic. It is expected that other researchers will use the findings in this study to answer future research questions and concerns in a follow up study.

⁹Jefferson Community & Technical College, "Faculty & Staff," accessed January 22, 2015, http://jefferson.kctcs.edu/en/Academics/Academic_Divisions/Downtown/NSM_DT/Faculty.aspx. John Ward is on faculty in the Natural Science and Mathematics Division at Jefferson Community and Technical College in Louisville, KY.

¹⁰The following is the formula for identifying the level of change of behavior (dependent

variable): $DV = \frac{\sum_{i=28, j=52}^{42, 66} (x_i - x_j)}{15}$

variable in the statistical analysis. Table 1 summarizes the analyses that was conducted based upon the nature of the independent variable.

Table 1. Summary of the types of analysis

<i>Nature of the Independent Variable</i>	<i>Statistical Procedure</i>
Categorical with exactly two categories: Questions 1-27 (Gender of Child, RAD diagnosis, Sexual Abuse, Physical Abuse, and other demographic factors) Questions 43-51 and 67-75 (Corporal Punishment, Affection, Prayer, Time out, Talk, Remove an Item, Yell, Punish, and Exercise)	T-test
Categorical with three or more categories ¹¹	Analysis of Variance (ANOVA)

A T-test helped determine if changes in the re-adopted child's negative behavior was significantly related to specific parental practices of discipline used by the adoptive parents.¹² Due to the small sample population size, parental practices of discipline will not be based on the Likert-type scale in the survey, but rather with the independent variable nominal of whether or not they utilized a particular practice of

¹¹Due to the low sample population and limited variability in responses, it may be necessary to reduce the number of categories and conduct a T-test to determine whether or not a significant relationship exists with the dependent variable of the re-adopted child's change in behaviors.

¹²If $H_0: \mu_{yes} = \mu_{no}$, then the average behavior changes over time is the same regardless of whether or not the child's parent used corporal punishment. If $H_A: \mu_{yes} \neq \mu_{no}$, then there is a significant difference in the child's behavior over time for children who use corporal punishment as a form of punishment. This same formula and test will be conducted for the following parental practices of discipline: affection, prayer, time out, talking/lecture, removal of an item, yell, punish, and exercise.

discipline.¹³ A T-test was created for each of the parental practices of discipline to determine if changes in the re-adopted child's negative behavior was significantly related to specific practices of discipline used by the adopted parents.

A T-test was created to determine if changes in the re-adopted child's behavior was significantly related to the discipline of time out using SPSS.¹⁴ Other independent variables that were compared with the dependent variable of changes in the child's negative behavior were the following: demographic information of the parents, demographic information on the re-adopted child, and diagnostic features of the re-adopted child. Questions twenty-four through twenty-seven were also analyzed with the use of a T-test to analyze children who meet the criteria of RAD.¹⁵

The dependent variable of the child's change of behavior was compared with categorical variables that had three or more categories using analysis of variance (ANOVA). The independent variables in the ANOVA may be the following: total number of biological children, total number of adopted children, child's current age, parent's age, and specific parental practices of discipline. The choice of this statistical analysis was largely dependent on the degree of variation in the sample data that was not known until the data collection process was complete. For example, the re-adopted child's change in behavior was compared with the number of children for each family using ANOVA.¹⁶

¹³If parents indicate they have used the parental practice of corporal punishment, time out, yelling, etc. at least 1 or more times, they will be categorized as parents who practice that particular parental discipline.

¹⁴A T-test for each of the following practices of discipline was created: corporal punishment, affection, prayer, time out, talking/lecture, removal of an item, yelling, punishment, and exercise.

¹⁵Questions 24-27 include the diagnostic criteria for RAD from the DSM V in a Likert-type format.

¹⁶If $H_0: \mu_1 = \mu_2 = \mu_3$ or more, then the average behavior changes over time is the same regardless of the number of adoptive children in the family.

A second qualitative phase was conducted after completing the quantitative phase.¹⁷ The qualitative phase involved phone interviews with parents who expressed they were both willing to participate. Parents were interviewed in the qualitative phase in order to gain further insights on the numbers in the quantitative phase, elaborate on the actual practices of discipline utilized in the home, and provide greater substance and meaning to the quantitative phase.¹⁸ The format of each interview consisted of pre-determined, open-ended questions on the topics of parental practices of discipline and the re-adopted child's behavior. The interviews were recorded with permission by the families for accuracy.

Population

The population for this study consisted of all re-adoptive parents who had legally adopted a child with the help of an adoption agency or adoption service provider that was connected with one of the following organizations: Joint Council on International Children's Services, The Hague Convention on Intercountry Adoption, or their state's adoption services branch.¹⁹

Census and Response Rate

A census was attempted by contacting every adoption agency and adoption service provider listed with the Joint Council on International Children's Services, The Hague Convention on Intercountry Adoption, and every state's adoption services branch. Many of these adoption agencies and adoption service providers work with families who

¹⁷Creswell and Clark, *Designing and Conducting Mixed Methods Research*, 119.

¹⁸Leedy and Ormrod, *Practical Research*, 260.

¹⁹The adoption services branches of District of Columbia, Puerto Rico, and the U.S. Virgin Islands were also included in this census.

have re-adopted a child that previously experienced a dissolved or disrupted adoption. An initial email was sent to one hundred and 90 adoption agencies and adoption service providers listed with The Hague Convention on Intercountry Adoption (see appendix 1). Fifty more emails were sent to adoption agencies and adoption service providers listed with the Joint Council on International Adoptions.²⁰ Fifty-three emails were also sent to The District of Columbia, Puerto Rico, the U.S. Virgin Islands and all fifty states' adoption services branch. The adoption services branch for each state were contacted via email by the following three positions: adoption program manager, foster program manager, and state licensing specialist. Carol Lozier and Forever-Families and Hope for Orphans were recommended through the census. A total of 295 adoption agencies and adoption service providers were contacted for this census. Seven adoption agencies and adoption service providers agreed to participate for a response rate of 2.37 percent.²¹ A link to the survey was then emailed to the adoption agencies and adoption service providers that had agreed to participate in the research.

The adoption agencies and adoption services that agreed to participate in the research were as follows:

1. Association for Treatment and Training in the Attachment of Children (ATTACH)
2. Carolina Adoption Services
3. Carol Lozier and Forever-Families
4. Hope for Orphans
5. Lifeline Children's Services

²⁰The Joint Council on International Children's Services has more than 50 adoption agencies and service providers listed with their organization; however, many of them are also listed with The Hague Convention on Intercountry Adoption.

²¹The response rate was calculated by dividing the number of participating adoption agencies and adoption services (7) by the total number of all the adoption agencies and adoption service providers contacted (295).

6. Nightlight Christian Adoptions
7. Wasatch International Adoptions

Delimitations

The following is a list of the delimitations to this study:

1. This research was delimited to include only adoptive parents with re-adopted children. Practices of discipline in typical adoptions may have similarities with practices of discipline in re-adopted children; however, this was not researched in this study.
2. This research was delimited to include only adoptive parents who legally adopted their child and have had custody of that re-adopted child for at least one year at the time of the study. Parents who have had the child in their legal custody for at least one year should be able to accurately describe their practice of discipline and the child's behaviors in response to those practices of discipline.²²
3. This research was delimited to include only the adoptive parents' views and perspectives on parental practices of discipline as it relates to improvements in the child's behavior. The re-adopted child's views and perspectives on their adoptive parents' practices of discipline were not researched in this study. School personnel, social workers, and others' views and perspectives on the adoptive parents' practices of discipline were not researched in this study.
4. The research findings was delimited to the parent's perception of the child's behavior improving or not improving rather than a standardized behavioral measurement tool.
5. This study did not make distinctions between typical children and children with mental or physical impairments.

Limitations of Generalization

The low population frequency in this explanatory and exploratory study are not sufficient to generalize these findings to all adopted children and families. This study

²²Gregory C. Keck and Regina M. Kupecky, *Adopting the Hurt Child: Hope for Families with Special-needs Kids* (Colorado Springs: Pinon Press, 1995), 162. A cycle of the entire year will allow adoptive parents to have experienced "feelings of tension, loneliness, grief, and sadness" surrounding all of the holidays (162). Keck and Kupecky refer to these experiences as "the 'holiday horrors' of November and December instead of the holiday cheer" (162).

should not be generalized to parents residing in countries outside of the United States of America.

Instrumentation

Second Chance Adoption Survey (SCAS) was created for the use of this study.²³

Second Chance Adoption Survey

Second Chance Adoption Survey (SCAS) is the instrument created to conduct this study (see appendix 4). The SCAS was developed after evaluating the current literature on practices of discipline. Because there were no studies that explored parental practices of discipline with re-adopted children, the instrument was created with the purpose of exploring the practices of discipline that were most prevalent in the literature review. The practices of discipline that appeared most frequently in the literature review were placed in a question format for re-adoptive parents to answer to help explore best practices of discipline with re-adopted children. The most prevalent behaviors associated with re-adopted children were also selected from the literature review and placed in a question format within the SCAS. The SCAS ask questions that help analyze demographics, examine parental practices of discipline by the adoptive parent, and observe any improvements or setbacks in behaviors of the re-adopted child. There are a total of 77 questions. The majority of the survey is a Likert-type questionnaire. Some questions pertaining to demographics are multiple choice and there are two open response questions.

²³The PSDQ-Short Version (see appendix 2) was initially going to be used in this study to categorize parents into one of the three parenting styles. The PSDQ-Short Version was removed from the study before collecting data due to concerns related to mandated reporting of abuse. The original discussion on the PSDQ-Short Version has been moved to an appendix (see appendix 3).

Fifteen questions in the SCAS ask questions pertaining to the child's negative behavior in the first 90 days of placement. The same fifteen questions are asked about the child's negative behavior in the past 90 days. The child's negative behavior during the first 90 days of placement will be compared with their negative behavior in the past 90 days, as indicated by the adopted parent. There are nine questions pertaining to the parents' practice of discipline during the first 90 days of placement and the same nine questions are asked about the parents' practices of discipline in the past 90 days. Trends in parental practices of discipline and how those parental practices of discipline affected the child's behavior were examined in this study. A statistical research data analyst, John Ward, assisted in analyzing all the data in the first phase of this study.

Expert panel. An expert panel was formed to give an informed opinion about the instrument's validity for measuring parental practices of discipline in re-adopted children.²⁴ Leedy and Ormrod state the following regarding judgment by a panel of experts to determine the validity of a measurement instrument: "Several experts in a particular area are asked to scrutinize an instrument and give an informed opinion about its validity for measuring the characteristic in question."²⁵ The expert panel for this research was selected primarily because of their expertise in the field of adoption. An email (see appendix 5), outlining the directions, were sent to the expert panel. The expert panel comprised of the following five practitioners and professionals in the field of adoption: a clinical psychologist and director of a national adoption service provider; a regional supervisor for a national adoption agency; a licensed clinical social worker and

²⁴Leedy and Ormrod, *Practical Research*, 91.

²⁵Leedy and Ormrod, *Practical Research*, 91: "Although none of the approaches just described guarantees the validity of a measurement instrument, each one increases the likelihood of such validity."

author of a parenting book for foster and adoptive parents; a director of ministry for an adoption assistance program, co-founder of a national adoption conference, and pastor of care and counseling; and an adoptive parent and speaker on the topic of adoption.

The expert panel received a link to the survey via email; the panel was asked to assess the survey, focusing on the following content-related domains:

1. Ensure the content within the survey was appropriate and not offensive to families.
2. Ensure clarity of content and questions within the survey.
3. Ensure the questions asked would help with identifying the best practices of discipline in re-adopted children.

If panel participants had concerns related to any of these areas of assessment, they were asked to provide the question number and to offer suggestions that might improve the survey content. The expert panel's suggestions were carefully considered and much of their feedback resulted in minor revisions to the original SCAS. The minor revisions suggested by the expert panel were implemented in the SCAS prior to sending out the survey to the population based on the severity of the concern by the expert panel. The instrument measured simple frequencies, not perceptions; therefore, did not require validation procedures. The SCAS was assessed for face and content validity by the expert panel and their critical feedback and concerns enhanced the overall instrument's validity.

Face validity. The validity of the survey was established with the use of an expert panel. Face validity "is the extent to which, on the surface, an instrument looks like it is measuring a particular characteristic."²⁶ The individuals within the expert panel was given a link to the survey and asked to evaluate the survey questions for terminology, content, and understandability. The professionals and practitioners of the expert panel

²⁶Leedy and Ormrod, *Practical Research*, 89.

approved the instrument with minor suggested revisions.

Content validity. Content validity “is the extent to which a measurement instrument is a representative sample of the content area being measured.”²⁷ Content validity is helpful when “a researcher wants to assess people’s achievements in some area” and in this case the parents’ practices of discipline and the child’s behavior were being assessed.²⁸ Each individual in the expert panel received a link to the actual survey via email and was asked to make recommendations based on their expert opinions. There were minor revisions suggested by the expert panel and those suggestions were implemented in the SCAS prior to sending out the survey to the population based on the severity of the concern. All of the professionals and practitioners of the expert panel approved the overall content of the survey.

Procedures

The research design was implemented through nine steps. These steps included (1) receive approval from The Southern Baptist Theological Seminary ethics committee, (2) identify adoption agencies, (3) send emails with the survey link to respective adoption agencies and field personnel, (4) collect the quantitative data using Survey Monkey, (5) send results from SCAS to research statistician, (6) analyze results from SCAS, (7) identify families who are willing to participate in the qualitative phase of the research, (8) conduct phone interviews to assist in interpretation of quantitative data.

²⁷Leedy and Ormrod, *Practical Research*, 89.

²⁸Leedy and Ormrod, *Practical Research*, 90.

CHAPTER 4

ANALYSIS OF FINDINGS

The purpose of this study was to explore whether particular parental practices of discipline are more or less effective than others with children who have experienced dissolved or disrupted adoptions, as it relates to improvements in negative behavior. The design of the first and primary phase of the study was quantitative, a census, to gather data from the population. Qualitative research was utilized by conducting interviews with parents to formulate findings and draw more implications from the quantitative data.

This chapter describes the analysis of findings in three sections. The first section describes how the research data was acquired and analyzed. The second section includes a summary of the research findings. The final section evaluates both strengths and weaknesses of the research design.

Compilation Protocols

The data for this study were gathered through surveys completed by parents who have re-adopted a child who was previously involved in a dissolved or disrupted adoption. The participants primarily gained access to the survey by receiving an email with a link to the survey from the adoption agency the family was associated with.¹ There were a few adoption agencies and adoption organizations who received permission to post a link of the survey on their protected social media pages. Each adoption agency

¹All the adoption agencies and adoption organizations used the same link, with the exception of one adoption organization. Upon their request, a separate link was provided for their organization. The primary link to the survey was as follows: <https://www.surveymonkey.com/r/secondchanceadoption>. The secondary link to the survey was as follows: <https://www.surveymonkey.com/r/redemptiveadoptions>.

and adoption organization were allowed to preface the research and the link to the survey however they desired with their families.

The SCAS was administered with the use of Survey Monkey. Participants agreed to participate in the survey by reading the agreement to participate page at the beginning of the survey. Each participant was given a list of definitions and step by step directions on how to complete the survey. Every question of the survey had to be answered before the participant could go on to the next page of questions. The only questions that did not require the participant to answer were the last two questions that asked for identifying information and their willingness to participate in a face to face or phone interview.

A link to the survey was emailed to all the willing adoption agencies and adoption organizations with the expectation that they would forward the link to their families who met the criteria of the research within one week. The families were then given over one month to respond and participate in the research. One family expressed that they did not have reliable internet service, but wanted to complete the survey. The survey was conducted over the phone for this family. The family did not receive any explanation to the questions asked in order to keep the survey consistent. Parents who completed the survey and provided contact information received a letter in the mail and a five dollar gift card to Starbucks after completing the survey (see appendix 6).

After collecting all the data from the research sample, the statistician, John Ward, and I went through each independent variable question to determine where to split the Likert-type scales before analyzing the data in SPSS. This was necessary because several variables had categories with a frequency of one or zero. Most of the questions related to parents' practices of discipline were categorized whether the parent utilized a specific practice of discipline or not, rather than how often they utilized such practices of discipline. For example, if parents indicated they used the parental discipline of corporal

punishment at least one or more times, they were categorized as parents who practice that particular parental discipline. Due to the low sample population, the researcher determined where to split many of the Likert-type scales pertaining to the demographic questions based on the preliminary observations before analyzing the data using SPSS.

Summary of Findings

The summary of findings will be organized in three different parts in this section. First, a description of the general demographic characteristics of the sample population will be provided. Next, the quantitative characteristics and relationships within the research sample will be given. Finally, the research question and hypothesis will be examined based on the research findings.

Demographic Characteristics of the Sample Population

A total of 43 completed surveys were collected. Thirty mothers participated in the survey, while 13 fathers participated in the survey (see figure 1). Nearly 75 percent of the parents who participated in this study were fifty years old or younger at the time of taking the survey (see figure 2). Only 4 parents who participated in this study were sixty years old or older at the time of completing the survey. Thirty-seven of the parents indicated that they were fifty years old or younger at the time they adopted their child (see table 2). Only one parent was sixty years old or older at the time of the adoption.

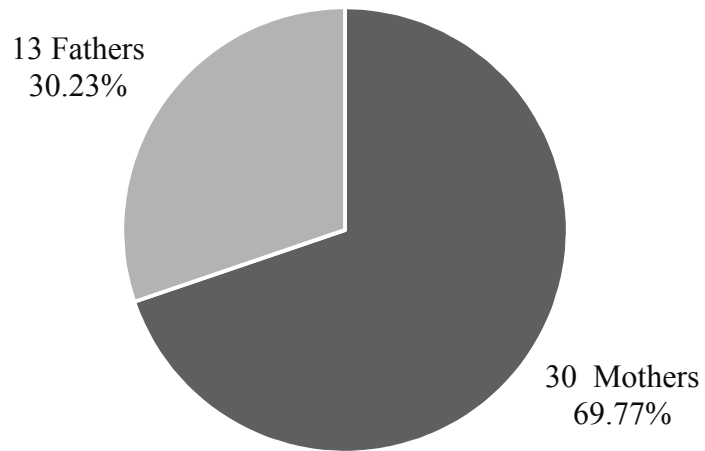


Figure 1. Distribution of parental gender in research sample

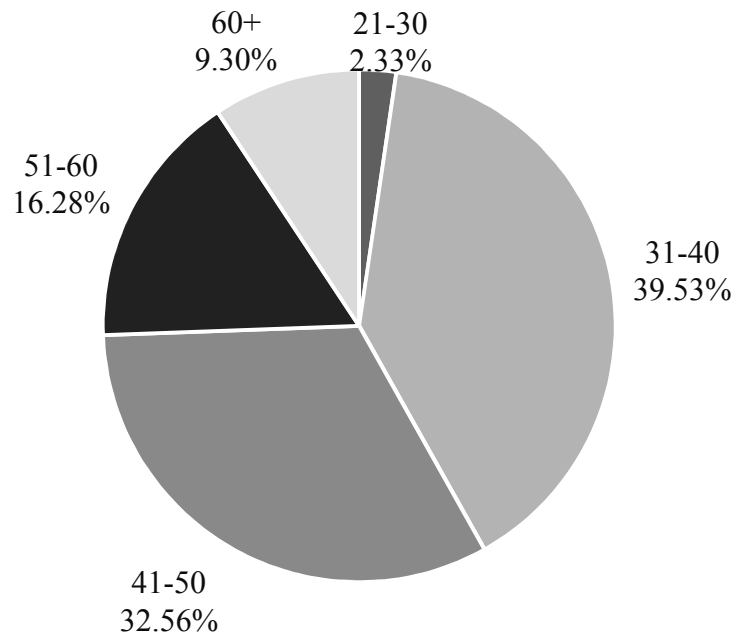


Figure 2. Distribution of age groupings of parents in research sample

Table 2. Age range for parents at the time of adoption

<i>Age range (in years)</i>	<i>Number</i>	<i>Percent (%)</i>
21-30	2	4.65
30-40	23	53.49
41-50	12	27.91
51-60	5	11.63
60+	1	2.33

The percent of couples who indicated they had been married for eleven or more years at the time of participating in the survey was 88.37 percent (see table 3). Couples who had been married between eleven and twenty years at the time of their adoption comprised of 55.81 percent of the sample population (see table 4). Thirty-three of the couples in this sample population had one or more biological children (see table 5). Thirty-five parents indicated they had adopted two or more children (see table 6). Twenty-three parents stated they had only re-adopted one child (see table 7).

Table 3. Total years adoptive parents have been married

<i>Years Married</i>	<i>Number</i>	<i>Percent (%)</i>
0-10	5	11.63
11-20	18	41.86
21-30	13	30.23
31-40	3	6.98
40+	4	9.30

Table 4. Total years adoptive parents were married at the time of the re-adoption

<i>Years Married</i>	<i>Number</i>	<i>Percent (%)</i>
0-10	8	18.60
11-20	24	55.81
21-30	5	11.63
31-40	6	13.95
40+	--	--

Table 5. Number of biological children by the adoptive parents

<i>Biological Children</i>	<i>Number</i>	<i>Percent (%)</i>
0	10	23.26
1-3	21	48.84
4-5	11	25.58
6-7	--	--
8+	1	2.33

Table 6. Number of adopted children by the adoptive parents

<i>Adopted Children (Including the re-adopted child)</i>	<i>Number</i>	<i>Percent (%)</i>
1	8	18.60
2-3	14	32.56
4-5	15	34.88
6-7	--	--
8+	6	13.95

Table 7. Number of re-adopted children by the adoptive parents

<i>Re-adopted Children</i>	<i>Number</i>	<i>Percent (%)</i>
0-1	23	53.49
2-3	16	37.21
4-5	2	4.65
6-7	1	2.33
8+	1	2.33

Nearly 80 percent of the children represented in this study were eleven years of age or younger when their first adoption disrupted or dissolved (see table 8). Thirty-four of the parents indicated that they re-adopted their children when the child was eleven years old or younger (see table 9). More than 80 percent of the parents indicated that they had custody of their re-adopted child for five years or less at the time of completing the survey (see figure 3).

Table 8. Age of child when their first adoption disrupted or dissolved

<i>Child's Age Range (in years)</i>	<i>Number</i>	<i>Percent (%)</i>
0-3	9	20.93
4-7	16	37.21
8-11	9	20.93
12-15	8	18.60
16+	1	2.33

Table 9. Age of child when current parents adopted

<i>Child's Age Range (in years)</i>	<i>Number</i>	<i>Percent (%)</i>
0-3	7	16.28
4-7	17	39.53
8-11	10	23.26
12-15	7	16.28
16+	2	4.65

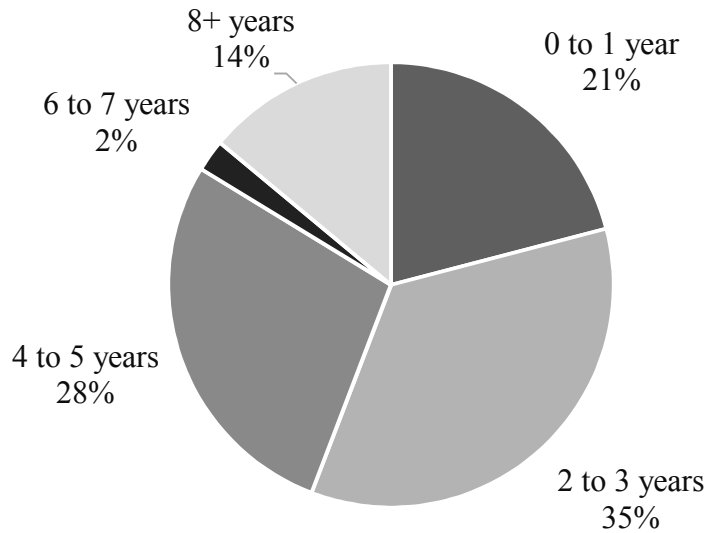


Figure 3. Number of years current adoptive parents have had custody of the re-adopted child

The number of female children re-adopted in this sample population was 19, while 24 were male children (see figure 4). Thirty of the children represented in this study were born internationally, while 13 were born domestically. The following is a list of where the re-adopted children lived before they were adopted the first time:

orphanage, institution, foster home, home with biological parents, or other (see figure 5 and table 10).² Table 11 provides a brief description of the re-adopted child's medical and behavior history, as indicated by the parents. Table 12 provides an overview of how parents answered questions related to the diagnostic criteria for RAD as recorded in the DSM V.

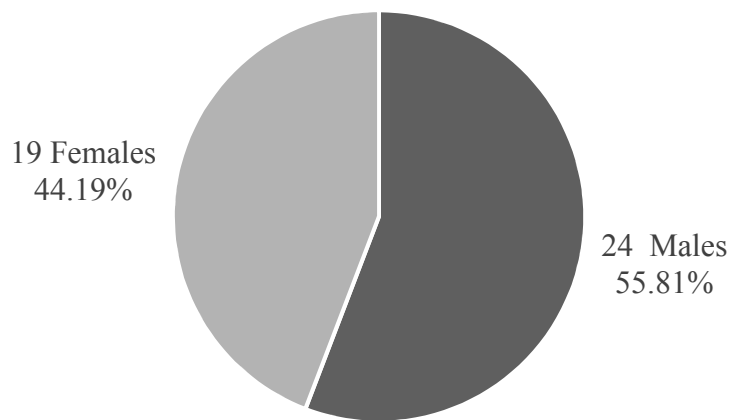


Figure 4. Distribution of gender of re-adopted children in the research sample

²Parents were not given any information or definitions regarding the differences between an orphanage or an institution when asked about where their child lived prior to being adopted the first time. The following is the list of possible answers parents were able to select: orphanage, institution, foster home, home with biological parents, or other.

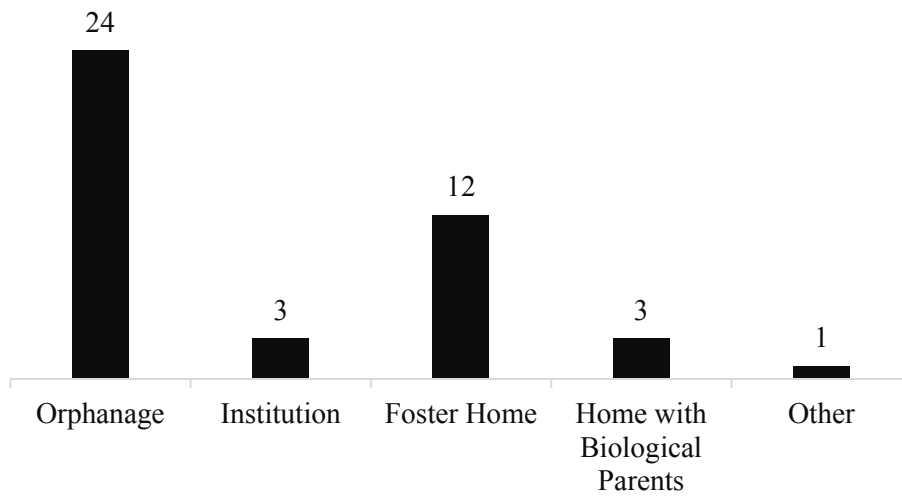


Figure 5. Placement of the re-adopted child before they were adopted the first time

Table 10. Placement of the child before they were adopted the first time

<i>Placement</i>	<i>Number</i>	<i>Percent (%)</i>
Orphanage	24	55.81
Institution	3	6.98
Foster Home	12	27.91
Home With Biological Parents	3	6.98
Other	1	2.33

Table 11. Description of the re-adopted child's medical and behavior history

	<i>Yes (Number)</i>	<i>No (Number)</i>	<i>Not Known (Number)</i>	<i>Yes (%)</i>	<i>No (%)</i>	<i>Not Known (%)</i>
<i>Diagnosed by a Mental Health or Medical Professional with RAD</i>	17	26	--	39.53	60.47	--
<i>Diagnosed by a Mental Health or Medical Professional with ADHD</i>	14	29	--	32.56	67.44	--
<i>Diagnosed by a Mental Health or Medical Professional with any Learning Disability</i>	15	28	--	34.88	65.12	--
<i>Diagnosed by a Mental Health or Medical Professional with Emotional Disturbance or Behavior Disability</i>	21	22	--	48.84	51.16	--
<i>Has your re-adopted child experienced any physical abuse in his or her life?</i>	22	6	15	51.16	13.95	34.88
<i>Has your re-adopted child experienced any sexual abuse in his or her life?</i>	13	13	17	30.23	30.23	39.53
<i>Is your re-adopted child on any medications prescribed to address mood or behavior issues?</i>	8	33	2	18.60	76.74	4.65

Table 12. Questions related to the diagnostic criteria of RAD

	<i>Not at all (Number) (%)</i>	<i>1-2 times (Number) (%)</i>	<i>3-4 times (Number) (%)</i>	<i>5-6 (Number) (%)</i>	<i>7 or more (Number) (%)</i>
<i>How often in the past 90 days did your re-adopted child seek comfort when distressed?</i>	8 18.60	8 18.60	4 9.30	6 13.95	17 39.53
<i>How often in the past 90 days has your re-adopted child responded positively to comfort when distressed?</i>	6 13.95	8 18.60	7 16.28	3 6.98	19 44.19
<i>How often in the past 90 days has your re-adopted child experienced episodes of unexplained irritability, sadness, or fearfulness that are evident even during nonthreatening interactions with adult caregivers?</i>	16 37.21	9 20.93	3 6.98	7 16.28	8 18.60
<i>How often did your re-adopted child experience repeated changes of primary caregivers that limited opportunities to form stable attachments in his or her life?</i>	5 11.63	10 23.26	10 23.26	12 27.91	6 13.95

Quantitative Characteristics and Relationships within the Research Sample

This section shows an assortment of tables presenting the quantitative values from SCAS. Any significant relationships between variables are noted in the data tables in this section. If a significant relationship between variables was not found, a statement of no relationship will be retained. For values of $p < 0.05$, the null hypothesis will be rejected. Given the small sample, the data had to be strongly indicative of differences in order to indicate that significant relationships existed in the population. The emphasis in

this section will be on the significant relationships between variables in the survey. A full list of all tables and tests of hypotheses generated by SPSS are included in the Appendix section.

Questions 28 through 42 in the survey, which measure the frequency of negative behaviors in the first 90 days of placement, were subtracted case-wise from their matching counterparts in the most recent 90 days, as expressed in questions 52 through 66. For each survey recorded, a mean difference for the entire scale of 15 questions were determined and used as the continuous dependent variable in the statistical analysis. The independent variables included demographic information, history of the re-adopted child, and specific parental practices of discipline.

Parents were asked who they perceived to be the primary disciplinarian in their household. Thirty-one of the parents indicated that both the mother and the father were the primary disciplinarian. ANOVA applied to parents' perception of primary disciplinarian and an overall decrease in negative behaviors supported the existence of a significant relationship within the sample. The significance value for this analysis was 0.042, a value less than 0.05. Table 13 and table 14 show the relationship between the parents' perceptions of the primary disciplinarian in the household and how it results in a significant decrease in negative behaviors when parents perceive both the mother and the father are primary disciplinarians compared to families where the mother alone was perceived to be responsible for discipline.³

³An increase in negative behaviors were seen when the mother was the primary disciplinarian.

Table 13. ANOVA of primary disciplinarian in the household

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.188	2	2.594	3.437	.042
Within Groups	30.185	40	.755		
Total	35.372	42			

Table 14. Descriptives of perceived primary disciplinarian

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Mother	7	.2667	.29059	.10983	-.0021	.5354	-.33	.53
Father	5	-.1333	.67165	.30037	-.9673	.7006	-1.00	.87
Mother and Father	31	-.6387	.96391	.17312	-.9923	-.2851	-2.80	.80
Total	43	-.4326	.91771	.13995	-.7150	-.1501	-2.80	.87

Parents who had three or fewer biological children had the most significant decrease in overall behaviors between the time the child was adopted and the time the survey was taken, while parents who had four or more biological children had a slight increase in negative behaviors. The significance value for this analysis was 0.021, a value less than 0.05. Table 15 and table 16 show the significance between parents who have three or fewer biological children and parents who have four or more biological children, and how this affects their re-adopted child's negative behaviors.

Table 15. Independent sample comparing number of biological children

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	3.527	.067	-2.393	41	.021	-.70789	.29581
	Equal variances not assumed			-2.917	31.889	.006	-.70789	.24270

Table 16. Group statistics comparing number of biological children

	Number of biological children	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	3 or less	31	-.6301	.95061	.17073
	4 or more	12	.0778	.59753	.17249

The relationship between the age of the re-adopted child's first adoption ending in disruption or dissolution was of high significance in predicting his or her

decrease in behavior over time. The p-value for this analysis was 0.044, a value less than 0.05. Table 17 and table 18 show the significance of reduction in negative behaviors between the two groups of re-adopted children. Children who experienced their dissolved or disrupted adoption at the age of eight or higher had a greater decrease in negative behaviors when compared with children who were seven or younger at the time their adoption ended in dissolution or disruption. Overall, both groups of children had a decrease in behaviors; however, a significantly higher reduction of negative behaviors occurred for those children who were older in age at the time of their first adoption ending.⁴

Parents who talked to their children about their behavior in the first 90 days of placement had the most significant decrease in overall behaviors between the time the child was adopted and the time the survey was taken compared to those parents who did not talk to their children about the child's negative behaviors. The p-value for this test of significance was 0.000, a value less than 0.05. Table 19 and table 20 display the relationship between the dependent variable and parents who talk to their children about their child's negative behavior and those parents who do not. Parents who did not talk to their re-adopted children about their negative behaviors in the first 90 days of placement had an increase in negative behaviors.

There was a significant relationship between parents who yelled or raised their voice at their re-adopted child in the first 90 days of placement and a decrease in overall behaviors between the time the child was adopted and the time the survey was taken when compared to those parents who did not use this parental practice in the first 90 days

⁴The relationship between the current ages of the re-adopted child was of high significance in predicting his or her decrease in behavior. The p-value for this analysis was 0.043, a value less than 0.05. Tables A81 and A82 show the significance of reduction in negative behaviors between the two groups of re-adopted children. Children in this sample population who were 12 years old or older had a greater decrease in negative behaviors when compared with children who were currently 11 years old or younger.

of placement. The significance value for this analysis was 0.008, a value less than 0.05. Table 21 and table 22 display the relationship between the dependent variable and parents who yelled or raised their voice at their re-adopted children and those parents who did not in the first 90 days of placement.

Table 17. Independent sample of age of child when first adoption ended

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.270	.140	2.081	41	.044	.56830	.27306
	Equal variances not assumed			1.969	28.831	.059	.56830	.28864

There was a significant relationship between parents who did not utilize time out in the past 90 days and a decrease in overall behaviors between the time the child was adopted and the time the survey was taken when compared to parents who used time out at least one time in the past 90 days. Parents who used time out as a form of discipline in

the past 90 days had an increase in negative behaviors.⁵ The significance value for this analysis was 0.000, a value less than 0.05 (see tables A66 and A67).

Table 18. Group statistics of age of child when first adoption ended

	Age of child when adoption disrupted	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	7 or less	25	-.1947	.74335	.14867
	8 or more years old	18	-.7630	1.04967	.24741

There was a significant relationship between parents who punished their re-adopted child for negative behaviors in the first 90 days of placement and a decrease in negative behaviors between the time the child was adopted and the time the survey was taken when compared to those parents who did not punish negative behaviors in the first 90 days of placement. The significance value for this analysis was 0.000, a value less than 0.05. Table 23 and table 24 display the relationship between the dependent variable and parents who punished their re-adopted child for negative behaviors in the first 90 days of placement and those who did not.⁶

⁵There was a significant relationship between parents who did not require their re-adopted child to exercise as a form of punishment in the past 90 days and a decrease in negative behaviors when compared to parents who required their re-adopted child to exercise at least one time in the past 90 days. Parents who used exercise as a form of discipline in the past 90 days had an increase in negative behaviors. The significance value for this analysis was 0.001, a value less than 0.05 (see tables A76 and A77).

⁶There was a significant relationship between parents who did not punish their re-adopted child for negative behaviors in the past 90 days and a greater decrease in negative behaviors when compared to those parents who did punish negative behaviors in the past 90 days. The significance value for this

Table 19. Independent sample of parents who talked to children about their negative behaviors in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	4.270	.045	2.188	41	.034	1.00983	.46145
	Equal variances not assumed			5.244	14.404	.000	1.00983	.19255

analysis was 0.050, a value equal to 0.05 (see tables A74 and A75). Both groups had a decrease in negative behaviors, but those parents who did not punish their re-adopted child for negative behaviors in the past 90 days had greater improvements.

Table 20. Group statistics of parents who talked to their children about their child's negative behaviors in the first 90 days of placement

	Did you talk to your re-adopted child about their behavior?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	4	.4833	.25166	.12583
	At least once	39	-.5265	.91021	.14575

Table 21. Independent sample of parents who yelled or raised their voice in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	4.691	.036	2.126	41	.040	.67657	.31820
	Equal variances not assumed			2.875	28.246	.008	.67657	.23533

Table 22. Group statistics of parents who yelled or raised their voice in the first 90 days of placement

	Did you yell or raise your voice at your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	10	.0867	.52498	.16601
	At least once	33	-.5899	.95817	.16680

Table 23. Independent samples of parents who punished their child for negative behaviors in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	5.303	.026	2.649	41	.011	1.19359	.45062
	Equal variances not assumed			7.539	34.287	.000	1.19359	.15832

Table 24. Group statistics of parents who punished their child for negative behaviors in the first 90 days of placement

	Did you punish your re-adopted child for negative behaviors?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	4	.6500	.13744	.06872
	At least once	39	-.5436	.89070	.14263

Research Question and Hypothesis Data

The hypothesis of this research was that re-adopted children's negative behaviors decrease over time when parents' patterns of discipline emphasize two or more types of discipline and that high frequencies of corporal punishment do not correlate significantly with a decrease in negative behaviors. The following nine types of discipline from the survey were compiled to test the hypothesis: corporal punishment, hugging child, praying with child, time out, removal of an item or privilege, yelling or raising voice, punishing for negative behavior, and exercise. Parents were then categorized into one of the following three groups based on the total number of types of discipline practiced in the home in the first 90 days of placement: 0-3 types, 4-6 types, and 7-9 types. The same thing was done with the total number of types of discipline used in the past 90 days.

The group of parents who utilized between 7-9 types of discipline in the first 90 days of placement had the most significant decrease in overall behaviors between the time the child was adopted and the time the survey was taken between the three groups

(see tables 25 and 26). The significance value for this analysis was 0.038, a value less than 0.05. Figure 6 shows the means plot for total types of discipline used in first 90 days of placement and changes in negative behaviors. The group of parents who utilized 0-3 types of discipline in the past 90 days had the greatest decrease in negative behaviors between the groups (see tables 27 and 28). The significance value for this analysis was .050. Figure 7 shows the means plot for total types of discipline used in the past 90 days of placement and changes in negative behaviors.

Parents who utilized between 7-9 types of discipline in the first 90 days of placement had the most change in negative behaviors. The re-adopted children's negative behaviors in the research sample decreased over time when parents' patterns of discipline included seven or more types of discipline in the first 90 days of placement.⁷ The use of corporal punishment did not correlate significantly with a decrease in negative behaviors in the first 90 days of placement (see tables 29 and 30). There was a significant correlation with a greater decrease in negative behaviors for parents who did not use corporal punishment in the most recent 90 days when compared to those parents who did use corporal punishment in the most recent 90 days (see tables A60 and A61). The p-value for this analysis was 0.032, a value less than 0.05.

⁷There was a significant correlation with a greater decrease in negative behaviors for parents who did not remove an item or privilege as a form of discipline in the most recent 90 days when compared to those parents who did remove an item or privilege in the most recent 90 days (see tables A70 and A71). The p-value for this analysis was 0.008, a value less than 0.05.

Table 25. Total number of types of discipline used in first 90 days of placement

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 to 3 types	4	.6500	.13744	.06872	.4313	.8687	.53	.80
4 to 6	15	-.4622	.64363	.16619	-.8187	-.1058	-2.00	.40
7 to 9	24	-.5944	1.02546	.20932	-1.0275	-.1614	-2.80	.87
Total	43	-.4326	.91771	.13995	-.7150	-.1501	-2.80	.87

Table 26. ANOVA of types of discipline used in first 90 days of placement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.330	2	2.665	3.548	.038
Within Groups	30.042	40	.751		
Total	35.372	42			

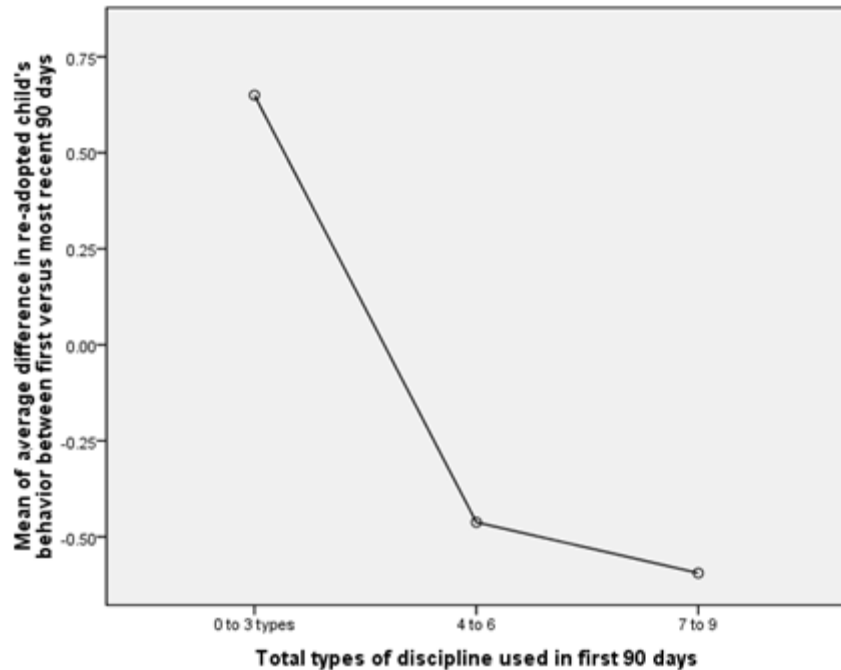


Figure 6. Means plots for total types of discipline in first 90 days of placement

The focus of this study set out to answer the following research question: What is the relationship, if any, between adoptive parents' practices of discipline in adoptions following previous dissolved or disrupted adoptions and their child's behavior, especially as it relates to improvement in behaviors? Parents who indicated they punished their re-adopted child for negative behaviors had a decrease in negative behaviors ($p = 0.000$). As previously discussed, the following parental practices of discipline showed the greatest relationship with a decrease in the child's negative behaviors when parents utilized the following practices of discipline in the first 90 days of placement: talking to the re-adopted child about their behavior ($p = 0.000$), yelling or raising of one's voice ($p = 0.008$), and utilizing between 7-9 types of discipline ($p = 0.038$).

Table 27. Total number of types of discipline used in past 90 days

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0 to 3 types	7	-.9524	.99086	.37451	-1.8688	-.0360	-2.47	.53
4 to 6	15	-.6533	1.10445	.28517	-1.2650	-.0417	-2.80	.80
7 to 9	21	-.1016	.61160	.13346	-.3800	.1768	-1.27	.87
Total	43	-.4326	.91771	.13995	-.7150	-.1501	-2.80	.87

Table 28. ANOVA of types of discipline used in past 90 days

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.923	2	2.462	3.234	.050
Within Groups	30.449	40	.761		
Total	35.372	42			

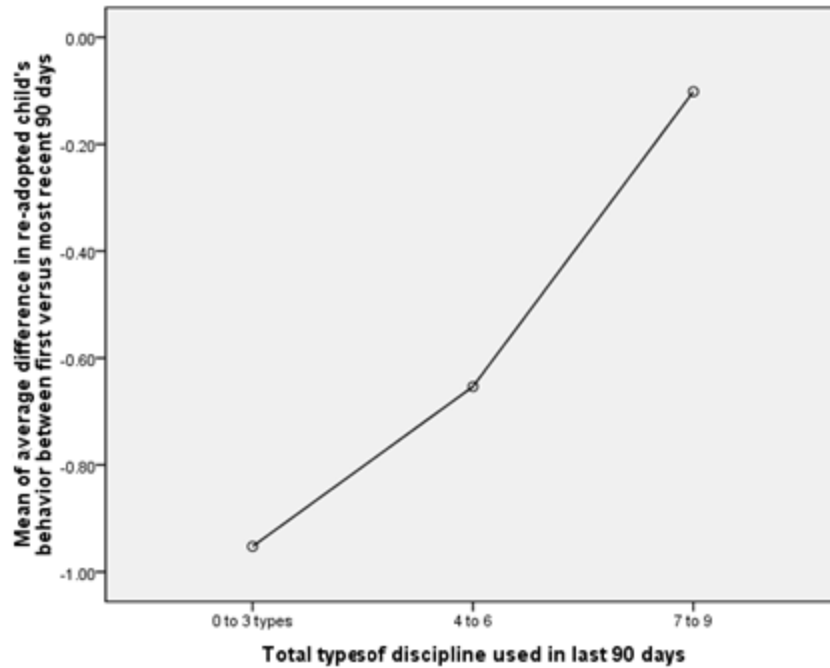


Figure 7. Means plots for total types of discipline in past 90 days

Evaluation of Research Design

This study employed a mixed methods design. The quantitative findings were addressed in this chapter, while the qualitative research will be included in the analysis of results in chapter five. The mixed methods design was most appropriate for the research purpose, which was to explore the effectiveness in disciplinary practices of adoptive parents with children who previously experienced dissolved or disrupted adoptions. The following paragraphs will address the strengths and weaknesses in the research design.

A strength in this research design was the availability of the survey being accessible online to the families. Parents who are responsible for children in their home may find it difficult to find the time to complete a paper and pencil survey. Most families were able to complete the entire survey in less than fifteen minutes. Having the adoption agencies send a link of the survey to their respective families proved to be the best way to

access the sample population.

Table 29. Independent sample of parents who used corporal punishment in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.146	.151	-.583	41	.563	-.17897	.30715
	Equal variances not assumed			-.681	33.581	.500	-.17897	.26271

The qualitative phase of this research helped provide greater substance and meaning to the quantitative phase. Allowing the parents to communicate about their practices of discipline proved to be helpful in understanding the different dynamics of a household with re-adopted children. Hearing directly from the parents and their perspective helped gain further insights on the numbers in the quantitative phase.

Table 30. Group statistics for parents who used corporal punishment in the first 90 days of placement

	In the first 90 days of placement, how frequently did you spank your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	30	-.4867	1.01077	.18454
	At least once	13	-.3077	.67415	.18697

A weakness in the research design was only hearing the parents' standpoint. Allowing other family members, a social worker, or other individuals who have observed the child's negative behaviors and the parents' practices of discipline to share their views could have enhanced this study.

Some of the questions in the survey could have been split into multiple questions. The question regarding parents raising their voice and yelling is one example. If this survey is used again, splitting this question into two separate questions would help eliminate any discrepancies in understanding this particular form of discipline. Yelling and raising your voice are two separate discipline strategies and cover a broad range of possibilities for the parent.

Question sixteen on the SCAS may have lacked clarity for the parents completing the survey regarding where the re-adopted child primarily lived prior to being adopted the first time. The following is the list of possible answers parents were able to select: orphanage, institution, foster home, home with biological parents, or other. There may have been some confusion between the difference between an orphanage and an

institution regarding children who lived in a hospital type setting both domestically or internationally. The question did not give any information or definitions regarding the differences between an orphanage or an institution when asked about where the child lived prior to being adopted the first time. Future studies should provide the families with more clarity on the primary placement of the re-adopted child.

Overall, the mixed methods design was most appropriate considering the research purpose, and proved to be effective despite having a low sample population. The data collected from the sample population provided insights into the best practices of discipline for re-adopted children. Findings from this research will offer support for future parents who re-adopt children and adoption agencies who place re-adopted children in new permanent homes.

CHAPTER 5

CONCLUSIONS

Using a mixed methods approach, this study explored whether particular parental practices of discipline were more or less effective than others with re-adopted children, as it relates to improvements in negative behavior. The quantitative findings were addressed in chapter four, while the qualitative research will be primarily included in the analysis of results in this chapter. This chapter describes the analysis of the results, contribution of research to the precedent literature, and recommendations for practice.

Analysis of Results

This section includes a description of the methodology used in the second phase of the research and an analysis of the research findings. The qualitative methodology section includes how the second phase of the research was conducted. The summary of major findings section includes a more detailed analysis and description of the significant relationships that were found in the first phase of the research. An analysis of the research question is the last part of this section.

Qualitative Methodology

A qualitative research phase was conducted after completing the quantitative phase. The qualitative phase involved phone interviews with parental couples who expressed they were both willing to participate. Parents were interviewed in the qualitative phase in order to gain further insights on the numbers in the quantitative phase, elaborate on the actual practices of discipline utilized in the home, and provide greater substance and meaning to the quantitative phase.

The format of each interview consisted of pre-determined, open-ended

questions on the topics of parental practices of discipline and the re-adopted child's behavior (see appendix 7). Each question was directly related to the significant relationships identified in the first phase of this research. Four couples consented to participate in the second phase of the research, but only five out of the eight parents who agreed to participate completed the phone interviews. The interviews were conducted with both the father and the mother on the phone at the same time, with the exception of Couple 3. Couple 3 only included the mother in the interview because the father was unable to participate. The phone interviews were recorded with permission by the families for accuracy.

Summary of Major Findings

This section includes a more detailed analysis and description of the significant relationships that were found in the first phase of the research. The following seven topics are all the areas of highest significance from the quantitative phase that will be further analyzed in this section: perceived primary disciplinarian, effects of biological children, age of re-adopted child's first adoption ending, parent's communication during discipline, parent's yelling or raising their voice, punishment in first 90 days of placement, and total number of types of discipline.

Perceived primary disciplinarian. According to the research sample, ANOVA applied to parents' perception of primary disciplinarian and an overall decrease in negative behaviors supported the existence of a significant relationship within the sample. The significance value for this analysis was 0.042, a value less than 0.05 (see tables 13 and 14). When the mother and the father both took part in the discipline of the re-adopted child there was a significant decrease in negative behaviors when compared to families where the mother alone was perceived to be responsible for discipline. The manner both spouses worked together with disciplining their re-adopted children was

addressed during the phone interviews.

The father in Couple 1 stated, “We typically have agreed and discussed for what things we would discipline them and then we agree on the means of discipline.” He went on to state that he and his wife both carry out the discipline and often have a conversation before or after the discipline takes place. The father in Couple 2 stated that his wife is primarily at home with the children and does most of the discipline, but he supports whatever she does. He went on to indicate that if he is at home with the re-adopted child and his wife is gone, his wife supports his discipline. The mother in Couple 2 stated, “If we disagree on something we normally go to another room and discuss it quietly and then come to an understanding between ourselves.” The mother in Couple 3 shared that her and her husband try to discuss with one another at the end of the day any discipline that took place in order to get feedback from one another on what they could have done more effectively.

Effects of biological children. Parents who had three or fewer biological children had a decrease in negative behaviors with their re-adopted child, while parents who had four or more biological children had a slight increase in negative behaviors. The significance value for this analysis was 0.021, a value less than 0.05 (see tables 15 and 16). Parents in this sample population had a decrease in negative behavior from their re-adopted children when they had less biological children to care for in the home. The way biological children in the home affected the discipline of the re-adopted children was addressed during the phone interviews.

The father in Couple 1 stated, “Our biological children helped us in our parenting with establishing some norms of discipline.” Both parents in Couple 1 shared they wanted their re-adopted children to feel as much part of their home as their non-adopted children. The father in Couple 2 stated that their biological children felt their

discipline toward the re-adopted child was different and caused frustration. He went on to state that they disciplined differently because the child was coming from a different situation and was not raised with them during the formative years. Couple 2 shared that they had the same standard for their biological children and the re-adopted child, but there was a learning curve for the re-adopted child. The father in Couple 1 cited one of the many ways to make the re-adopted child feel part of the home is equity in discipline. When asked to compare the discipline between their biological children and the re-adopted children the mother in Couple 1 stated, “The discipline is not different. To integrate them into our system as quickly as possible, we treat them the same.” The mother in Couple 3 also responded that she and her husband discipline their re-adopted children the same as their biological children.

Age of re-adopted child’s first adoption ending. The relationship between the age of the re-adopted child’s first adoption ending in disruption or dissolution was of high significance in predicting his or her decrease in negative behavior over time. The p-value for this analysis was 0.044, a value less than 0.05 (see tables 17 and 20). Children who experienced their dissolved or disrupted adoption at the age of eight or higher had a greater decrease in negative behaviors when compared with children who were seven or younger at the time their adoption ended in dissolution or disruption. Parents were asked if the age of their re-adopted child affected the way they discipline during the phone interview.¹

The mother in Couple 3 stated, “We tried to spank more when they were

¹Children in this sample population who were twelve years old or older had a greater decrease in negative behaviors when compared with re-adopted children who were currently eleven years old or younger. The relationship between the current ages of the re-adopted child was of high significance in predicting his or her decrease in behavior. The p-value for this analysis was 0.043, a value less than 0.05. Tables A81 and A82 show the significance of reduction in negative behaviors between the two groups of re-adopted children.

young.” She went on to state that as her re-adopted children have gotten older they have turned to the following forms of discipline: removal of items, time out, and required their re-adopted children to write essays as a form of punishment. The father in Couple 1 stated, “We try to discipline them the way we would other children of the same age.” The father in Couple 2 stated, “If we had adopted a toddler, we would have disciplined more similar to how we disciplined our biological children.” The mother in Couple 2 stated, “Initially I expected the re-adopted child to behave the same way our biological children behaved.” She went on to share that it has taken a long time for the re-adopted child to have the same understanding as her biological children of consequences from parental authority.

Parents’ communication during discipline. Parents who talked to their children about their behavior in the first 90 days of placement had the most significant decrease in overall negative behaviors compared to those parents who did not talk to their children about the child’s negative behaviors. The p-value for this test of significance was 0.000, a value less than 0.05 (see tables 19 and 20). In the research sample, the parents who did not talk to their children about their behavior in the first 90 days of placement had an increase in negative behavior. Parents were asked in the phone interviews to describe what they say to their re-adopted child during a time of discipline.

The mother in Couple 1 emphasized that she and her husband are constantly reaffirming to their re-adopted children their place and their permanence in the family after any form of discipline takes place. The mother in Couple 2 stated, “I always tell him that no matter what he does I love him and I am always going to be there.” The father in Couple 2 stated, “Talking to him about trust is important because it is often difficult for him to trust his parents.” The mother in Couple 3 stated, “I try to say very little because two of our re-adopted children love to get us going to make them the center

of attention.”

Parents’ yelling or raising their voice. There was a significant relationship between parents who yelled or raised their voice at their re-adopted child in the first 90 days of placement and a decrease in negative behaviors when compared to those parents who did not use this parental practice in the first 90 days of placement. The significance value for this analysis was 0.008, a value less than 0.05 (see tables 21 and 22). Parents were asked to describe their tone of voice during a time of discipline and if they thought yelling or raising their voice was an effective form of discipline during the phone interviews.

Couple 1 responded that their tone is authoritatively firm, but not harsh or belittling. The mother in Couple 3 stated that she tries to sound firm and serious, but also in control. After citing that neither one of them agrees with yelling at a child, the father in Couple 1 stated, “The goal of discipline is not to scold the child, but to associate pain with their disobedience and restoration after that.” The mother in Couple 1 stated that parents should not elicit any type of fear into their children. The mother in Couple 3 shared that their re-adopted children feel they are in control when they are able to control their parents’ emotions by causing them to yell.

Punishment in first 90 days of placement. There was a significant relationship between parents who punished their re-adopted child for negative behaviors in the first 90 days of placement and a decrease in negative behaviors when compared to those parents who did not punish negative behaviors in the first 90 days of placement. The significance value for this analysis was 0.000, a value less than 0.05 (see tables 23 and 24). Parents were asked to describe how they determined what practice of discipline to use for specific negative behaviors during the phone interviews.

Couple 1 shared that the negative behaviors of dishonesty, disobedience, and

disrespect would typically produce a spanking. The mother in Couple 2 stated, “Spanking does not work. It brings back every negative and horrible memory in him and all the sudden the people who have ever hurt him is personified in me.” She went on to state that sending him away causes him to feel abandoned and alone. Couple 1 had a system that categorized all different forms of behaviors and when those specific behaviors were observed, the re-adopted child would receive the corresponding punishment. The mother in Couple 1 talked about utilizing natural consequences with the re-adopted child. The mother in Couple 2 shared an example of her re-adopted child telling a lie and his consequence was not being able to watch a movie. Couple 2 shared that they would take a favorite toy away as a form of discipline.

Total number of types of discipline. Parents were placed in one of the following three categories, indicating the number of types of discipline used in the first 90 days of placement: 0-3, 4-6, and 7-9 types. The group of parents who utilized between 7-9 types of discipline in the first 90 days of placement had the greatest decrease in negative behaviors between the three groups. The significant value for this analysis was 0.038, a value less than 0.05 (see tables 25 and 26). Parents were asked about the effectiveness of using a variety of different types of discipline in the first 90 days of placement during the phone interviews. They were also asked to describe any changes or patterns in their parental practices of discipline toward their re-adopted child during the phone interviews.

The mother in Couple 2 stated, “We had a honeymoon period where he was almost perfect. It was almost a whole year before we had to consider giving him discipline.” The father in Couple 1 stated, “I think you have to assess what works and what doesn’t work.” He went on to state that you do not necessarily want to overdo it in the first 90 days of placement because you want to first assess what may or may not be

effective.

Analysis of the Research Question

The focus of this study set out to answer the following research question: What is the relationship, if any, between adoptive parents' practices of discipline in adoptions following previous dissolved or disrupted adoptions and their child's behavior, especially as it relates to improvement in behaviors? The sample population in this study revealed the importance of talking to the re-adopted child about their behavior in the first 90 days of placement ($p = 0.000$). The re-adopted children in this study had an improvement in behavior when their parents took time to talk to them about their discipline and negative behaviors in the first 90 days of placement. Parents should express to their re-adopted child why they are disciplining.

Re-adopted children also had a decrease in behavior when their parents yelled or raised their voice as a form of discipline ($p = 0.008$). Even though this may not be socially acceptable for many people in our society, the data in this study showed a significant relationship for those parents who did utilize this practice of discipline. As discussed above in the qualitative phase, many parents expressed the importance of being firm with their re-adopted child. A better way of thinking about this form of discipline would be for parents to have a firm and serious tone. The question asked in the SCAS included both yelling and raising of the voice. Future studies should consider separating this question into two different questions because yelling and raising your voice are two different things.

Finally, parents should discipline more frequently in the first 90 days of placement ($p = 0.038$). Parents who utilized more types of discipline in the first 90 days of placement had the greatest decrease in negative behaviors in the most recent 90 days. As discussed above in the qualitative phase, all the parents who participated in the phone

interviews expressed the importance of getting to know the child and figuring out what forms of discipline work and do not work for that particular re-adopted child. Parents who utilize a variety of different types of discipline in the first 90 days of placement are able to recognize how the re-adopted child responds to specific types of discipline and discipline accordingly.

Contribution of Research to the Precedent Literature

The literature review in this study primarily examined three categories. The first category was on dissolved and disrupted adoptions. The second category examined the behaviors of children in dissolved or disrupted adoptions. The final focus of the literature review was on the adoptive parents' practices of discipline. This study predominantly contributes to the precedent literature in the area of parental practices of discipline, as it relates to improvements in re-adopted children's behavior. Much of the literature on this topic did not include children in the category of re-adoption before this study was conducted. This study's contribution to the precedent literature on the topic of parental practices of discipline with re-adopted children will be explored in this section.

Age of the Re-adopted Child

The literature review revealed that the age of the child directly correlates to the risk of an adoption ending in disruption. Barth and Berry suggests the greater the child's age at the time of adoption, the greater the risk for disruption.² The sample population in this study shows a relationship between the age of the re-adopted child's first adoption ending in disruption or dissolution was of high significance in predicting his or her decrease in negative behaviors ($p = 0.044$). Children who experienced their dissolved or

²Richard P. Barth and Marianne Berry, *Adoption and Disruption* (New York: Aldine de Gruyter, 1988), 70. Barth and Berry cite the following study: J. Boyne et al., "The Shadow of Success: A Statistical Analysis of Outcomes of Adoptions of Hard to Place Children," *Spaulding for Children* (1984).

disrupted adoption at the age of eight or higher had a greater decrease in negative behaviors when compared with children who were seven or younger at the time their adoption ended in dissolution or disruption. This finding adds to the literature by showing prospective re-adoptive parents that it is possible for older children to improve their negative behaviors.

Corporal Punishment as a Form of Parental Discipline

Preceding this study there were no statistics involving the parental practice of corporal punishment and its effectiveness or lack of effectiveness with re-adopted children. Corporal punishment was “linked with a number of negative child behaviors and experiences.”³ Brenner and Fox found “corporal punishment was the strongest predictor of reported behavior problems” in their study on parental discipline and behavior problems.⁴ The use of corporal punishment did not correlate significantly with a decrease in negative behaviors in the first 90 days of placement (see tables 29 and 30). There was a significant correlation with a greater decrease in negative behaviors for parents who did not use corporal punishment in the most recent 90 days when compared to those parents who did use corporal punishment in the most recent 90 days (see tables A60 and A61). The p-value for this analysis was 0.032, a value less than 0.05.

Reward and Deprivation as a Form of Parental Discipline

When compared to other parental practices of discipline, one study found

³Christine A. Ateah, "Disciplinary Practices with Children: Parental Sources of Information, Attitudes, and Educational Needs," *Issues in Comprehensive Pediatric Nursing* 26, no. 2 (2003): 90.

⁴Viktor Brenner and Robert A. Fox, "Parental Discipline and Behavior Problems in Young Children," *Journal of Genetic Psychology* 159 (1998): 251.

denying privileges to be one of the least used measures of discipline.⁵ Children who are deprived of items for a short period of time only reinforce their understanding “that it won’t be long before the item is returned.”⁶ Keck and Kupecky warn that when parents take away toys, dolls, scooters, skateboards, computers, and video games from hurt children the overall effect is small.⁷ The sample in this study showed a significant correlation with a greater decrease in negative behaviors for parents who did not remove an item or privilege as a form of discipline in the most recent 90 days when compared to those parents who did remove an item or privilege in the most recent 90 days (see tables A70 and A71). The p-value for this analysis was 0.008, a value less than 0.05. The sample in this research responded best when parents did not remove an item or privilege as a form of discipline in the most recent 90 days of placement.

Verbal Communication as a Form of Parental Discipline

The greatest contribution to the precedent literature this study offers is on the topic of communication by the re-adoptive parent during times of discipline. Bartkowski and Wilcox found that “most child-rearing specialists are virtually unanimous in discouraging the use of yelling or verbal intimidation as a means of child discipline.”⁸

⁵Jennifer E. Lansford et al., “Parental Reasoning, Denying Privileges, Yelling, and Spanking: Ethnic Differences and Associations with Child Externalizing Behavior, Parenting,” *Science and Practice* 12, no. 1 (2012): 48: “The rank order with which European American and African American mothers used the four forms of discipline was identical, with reasoning used most frequently, followed by yelling, and denying privileges, and spanking used least frequently” (47-48).

⁶Gregory C. Keck and Regina M. Kupecky, *Parenting the Hurt Child: Helping Adoptive Families Heal and Grow* (Colorado Springs: Pinon Press, 2002), 56.

⁷Keck and Kupecky, *Parenting the Hurt Child*, 56: “Unfortunately, frustrated parents, teachers, and others involved with hurt kids tend to rely on taking things away as a means to get some sort of message across. And nothing has any effect. Most often, the child says, ‘Go ahead. Take it. I don’t need it anyway.’ As soon as this kind of comment comes out of his mouth, he has already begun to look for something else to play with, break, or take away from a sibling.”

⁸John P. Bartkowski and W. Bradford Wilcox, “Conservative Protestant Child Discipline: The

The sample population in this study found the opposite to be true. There was a significant relationship between parents who yelled or raised their voice at their re-adopted child in the first 90 days of placement and a decrease in negative behaviors when compared to those parents who did not use this parental practice in the first 90 days of placement ($p = 0.008$). Even though specialists discourage the use of yelling, the sample population in this study responded in a positive way to the parental discipline of yelling or raising the voice.

A weakness in the SCAS was putting together yelling with raising voices in the same question because it is very possible that many of the participants in this study raised their voice, but did not yell at their re-adopted children. This question should have been split into two separate questions. Splitting this question into two separate ones would help eliminate any discrepancies in understanding this particular form of discipline. Yelling and raising your voice are two separate discipline strategies and cover a broad range of possibilities for the parent and should not have been used in the same question. The phone interviews helped bring clarity on this topic.

The father in Couple 2 stated, "I don't think we can be honest with you if we say we don't yell." He went on to state that the most effective way for their re-adopted child to respond to discipline is when their tone is controlled and calm. While talking about her re-adopted son, the mother in Couple 2 stated, "I am learning that he becomes more and more volatile and much more rigid and angry when I raise my voice with him." She went on to state, "If I want to have a good relationship with him I have to be able to calm down and not raise my voice at him. No one wants to get yelled at."

Talking with your child during times of discipline is not something that

Case of Parental Yelling." *Social Forces* 79, no. 1 (2000), 270.

everyone agrees about. Keck and Kupecky write, “One of the most difficult lessons for parents to learn is to stop lecturing their children.”⁹ The sample population in this study revealed the opposite to be true. Parents who talked to their children about their behavior in the first 90 days of placement had the most significant decrease in overall negative behaviors compared to those parents who did not talk to their children about the child’s negative behaviors ($p = 0.000$). The sample population in this study revealed that they responded best when their parents communicated during times of discipline. Discussing why the re-adopted child is being disciplined is of most importance. Couple 1 during the phone interview shared that they discuss with their re-adopted child why they are being disciplined and make sure the child understands exactly what the discipline is going to look like before executing the discipline.

Total Types of Discipline

When parents utilized a variety of different types of discipline in the first 90 days of placement, they did not have to utilize as many types of discipline in the most recent 90 days. The importance of this finding is that according to the sample population, parents should utilize more types of discipline in the first 90 days of placement in order to see a decrease in negative behavior over time. Parents who utilized between 7-9 types of discipline in the first 90 days of placement had the most change in negative behaviors (see tables 25 and 26). The father in Couple 2 of the phone interviews stated, “You try things and if they don’t work you try something else.” The mother in Couple 3 stated, “We had to learn what works.” The mother in Couple 1 stated that it is difficult to discipline at first because you do not know the re-adopted child. She went on to state, “After a certain amount of time, we would have expectations, and they would be

⁹Gregory C. Keck and Regina M. Kupecky, *Adopting the Hurt Child: Hope for Families with Special-Needs Kids* (Colorado Springs: Pinon Press, 1995), 136.

confident to know the consistency level and what to expect.”

The current study also found the group of parents who utilized 0-3 types of discipline in the past 90 days of placement had the greatest decrease in negative behaviors between the groups (see tables 27 and 28). It is likely that the same parents who used multiple types of discipline in the first 90 days of placement were able to figure out what types of discipline were most effective with their re-adopted children and consequently did not have to utilize as many types of discipline in the most recent 90 days. The mother in Couple 3 of the phone interviews stated that using multiple types of discipline at first “is like pulling the rug out from under them because they do not expect it.” The father in Couple 2 stated that there needs to come a time when the child knows they are going to receive a specific punishment when a certain behavior is displayed.

Parental Practice of Time Out

Gulden and Rabb write, “For some adopted children, timeouts can trigger their fear of abandonment.”¹⁰ Current research did not include re-adopted children in their sample population when researching the effectiveness of time outs. Keck and Kupecky write, “Children who have had so much loneliness and separation from their birth parents need to be with their new parents.”¹¹ This study has added to the precedent literature by including a sample population of re-adopted children when looking at the effectiveness or lack of effectiveness of the parental use of time out.

There was a significant relationship between parents who did not utilize time out in the past 90 days and a decrease in negative behaviors when compared to parents who used time out at least one time in the past 90 days. Parents who used time out as a

¹⁰Holly Gulden and Lisa M. Rabb, *Real Parents, Real Children: Parenting the Adopted Child* (New York: Crossroad, 1993), 155.

¹¹Keck and Kupecky, *Parenting the Hurt Child*, 54.

form of discipline in the past 90 days had an increase in negative behaviors. The significance value for this analysis was 0.000, a value less than 0.05 (see tables A66 and A67). According to this sample population, time out would not be an effective on going parental practice of discipline.

Recommendations for Practice

This exploratory research represents one of the first known studies that address parental practices of discipline with re-adopted children. In this section there are recommendations for practice for parents of re-adopted children and practice for further research.

Practice for Parents of Re-adopted Children

1. When the mother and the father both took part in the discipline of the re-adopted child there was a significant decrease in negative behaviors when compared to families where the mother alone was perceived to be responsible for discipline in this research ($p = 0.042$). When the mother was viewed as the primary disciplinarian there was an increase in negative behaviors of the re-adopted child. As a result of this finding, parents of re-adopted children should work together as much as possible with any and all execution of discipline with their re-adopted children.
2. Parents who had three or fewer biological children had a decrease in negative behaviors with their re-adopted child, while parents who had four or more biological children had a slight increase in negative behaviors ($p = 0.021$). As a result of this finding, re-adoptive parents with more than three biological children should be cautious of all the potential difficulties associated with parenting a re-adopted child and biological children.
3. Children who experienced their dissolved or disrupted adoption at the age of eight or higher had a greater decrease in negative behaviors when compared with children who were seven or younger at the time their adoption ended in dissolution or disruption ($p = 0.044$). Many families allow age to be the determining factor of whether or not they will adopt a specific child for fear of getting the child too late to help. As a result of this research, future parents of re-adopted children should not allow age to be the determining factor for consideration of permanent placement because this research shows that older children can see an improvement in behavior.

4. Parents who talked to their children about their behavior in the first 90 days of placement had the most significant decrease in overall negative behaviors compared to those parents who did not talk to their children about the child's negative behaviors ($p = 0.000$). As a result of this finding, parents of re-adopted children should communicate why they are disciplining their re-adopted child either before or after any form of discipline.
5. There was a significant relationship between parents who yelled or raised their voice at their re-adopted child in the first 90 days of placement and a decrease in negative behaviors when compared to those parents who did not use this parental practice in the first 90 days of placement ($p = 0.008$). A weakness in the SCAS was putting together yelling with raising voices in the same question because it is very possible that many of the participants in this study raised their voice, but did not yell at their re-adopted children. This question should have been split into two separate questions. Splitting this question into two separate ones would help eliminate any discrepancies in understanding this particular form of discipline. Yelling and raising your voice are two separate discipline strategies and cover a broad range of possibilities for the parent and should not have been used in the same question. As a result of this finding, parents of re-adopted children should use a firm and serious tone when disciplining their child in the first 90 days of placement.
6. Parents were placed in one of the following three categories, indicating the number of types of discipline used in the first 90 days of placement: 0-3, 4-6, 7-9 types. The group of parents who utilized between 7-9 types of discipline in the first 90 days of placement had the greatest decrease in negative behaviors between the three groups ($p = 0.038$). As a result of this finding, parents should use a variety of different types of discipline in the first period of placement to help determine what practices of discipline are most effective for their re-adopted child.

Recommendations for Further Research

1. Using a similar design and method as exemplified in this research, a study may be undertaken of a larger sample population including all adopted children to explore best practices of discipline with adopted children.
2. A study may be designed to explore the relationship between typical children and adopted children to determine effectiveness of specific practices of discipline between the two groups.
3. A study may be designed to explore the effectiveness of less traditional forms of discipline than those identified in the current study.
4. Extending from the findings of this research study, an inventory of how parents determine what negative behaviors receive which form of discipline would further add to the precedent literature.

5. Extending from the findings of this research study, an inventory of all parental practices of discipline utilized by parents of both typical children and adopted children would further add to the precedent literature.
6. Extending from the findings of this research study, a future study that allows professionals to participate in the quantitative phase of the research to see how parents and professionals' perspective on child's behaviors are similar or different would further add to the precedent literature.
7. A study may be designed to explore how adoption agencies select parents for specific re-adopted children.
8. A study may be designed to explore how biological children of the re-adopted family helps or hinders the re-adopted child's overall behavior.

APPENDIX 1
EMAIL TO ADOPTION AGENCIES

From: Seth Stillman <sstillman150@students.sbts.edu>
Subject: Research on Parental Practices of Discipline

To Whom it May Concern:

I am writing because I am in the Ed.D. program at The Southern Baptist Theological Seminary in Louisville, Kentucky, and I am working on a doctoral thesis about parental practices of discipline with re-adopted children. The research is designed to explore the relationship between parents' practices of discipline in re-adopted children (children who previously experienced a disrupted or dissolved adoption) and their child's behavior. I am trying to compile a list of adoption agencies or adoption services that would be willing to participate in this research. Would your adoption agency be willing to participate in this research by doing the following: Send a survey link to parents in your database who have re-adopted children that have previously experienced a disrupted/dissolved adoption?

I can assure you that the families who participate in this study will remain anonymous. Each parent that responds within a month of receiving the survey will receive a \$5 gift card to Starbucks (\$10/family).

If you are not the person who oversees this area, please forward this email to the right personnel or department. If you have any questions or concerns, please do not hesitate to reply back to this email.

On behalf of the 2013 Ed.D. cohort at The Southern Baptist Theological Seminary, we would like to say thank you for any help you may provide to this research.

Thank You,
Seth Stillman

APPENDIX 2
PSDQ-SHORT VERSION

**PARENTING STYLES & DIMENSIONS QUESTIONNAIRE –
SHORT VERSION
(PSDQ-Short Version)**

Directions:

This questionnaire is designed to measure *how often* you exhibit certain behaviors towards your child _____ (name).

Example:

Please read each item on the questionnaire and think about *how often* you exhibit this behavior and place your answer on the line to the left of the item.

 3 1. I allow my child to choose what to wear to school.

I EXHIBIT THIS BEHAVIOR:

1 = Never

2 = Once in Awhile

3 = About Half of the Time

4 = Very Often

5 = Always

REMEMBER: For each item, rate how often you exhibit this behavior with your child.

I EXHIBIT THIS BEHAVIOR:

- 1 = Never
- 2 = Once In Awhile
- 3 = About Half of the Time
- 4 = Very Often
- 5 = Always

- _____ 1. I am responsive to my child's feelings and needs.
- _____ 2. I use physical punishment as a way of disciplining my child.
- _____ 3. I take my child's desires into account before asking him/her to do something.
- _____ 4. When my child asks why he/she has to conform, I state: because I said so, or I am your parent and I want you to.
- _____ 5. I explain to my child how I feel about the child's good and bad behavior.
- _____ 6. I spank when my child is disobedient.
- _____ 7. I encourage my child to talk about his/her troubles.
- _____ 8. I find it difficult to discipline my child.
- _____ 9. I encourage my child to freely express (himself)(herself) even when disagreeing with me.
- _____ 10. I punish by taking privileges away from my child with little if any explanations.
- _____ 11. I emphasize the reasons for rules.
- _____ 12. I give comfort and understanding when my child is upset.
- _____ 13. I yell or shout when my child misbehaves.
- _____ 14. I give praise when my child is good.
- _____ 15. I give into my child when the child causes a commotion about something.
- _____ 16. I explode in anger towards my child.
- _____ 17. I threaten my child with punishment more often than actually giving it.
- _____ 18. I take into account my child's preferences in making plans for the family.
- _____ 19. I grab my child when being disobedient.
- _____ 20. I state punishments to my child and do not actually do them.
- _____ 21. I show respect for my child's opinions by encouraging my child to express them.
- _____ 22. I allow my child to give input into family rules.
- _____ 23. I scold and criticize to make my child improve.
- _____ 24. I spoil my child.
- _____ 25. I give my child reasons why rules should be obeyed.
- _____ 26. I use threats as punishment with little or no justification.
- _____ 27. I have warm and intimate times together with my child.
- _____ 28. I punish by putting my child off somewhere alone with little if any explanations.
- _____ 29. I help my child to understand the impact of behavior by encouraging my child to talk about the consequences of his/her own actions.
- _____ 30. I scold or criticize when my child's behavior doesn't meet my expectations.
- _____ 31. I explain the consequences of the child's behavior.
- _____ 32. I slap my child when the child misbehaves.

**PARENTING STYLES & DIMENSIONS QUESTIONNAIRE -
SHORT VERSION
(PSDQ-Short Version)
Constructs Scoring Key**

AUTHORITATIVE PARENTING STYLE (FACTOR 1*)

Subfactor 1 - Connection Dimension (Warmth & Support)

- 7. Encourages child to talk about the child's troubles.
- 1. Responsive to child's feelings or needs
- 12. Gives comfort and understanding when child is upset.
- 14. Gives praise when child is good.
- 27. Has warm and intimate times together with child.

[To obtain a Connection Dimension score - mean the above 5 items]

Subfactor 2 - Regulation Dimension (Reasoning/Induction)

- 25. Gives child reasons why rules should be obeyed.
- 29. Helps child to understand the impact of behavior by encouraging child to talk about the consequences of his/her own actions.
- 31. Explains the consequences of the child's behavior.
- 11. Emphasizes the reasons for rules.
- 5. Explains to child how we feel about the child's good and bad behavior.

[To obtain a Regulation Dimension score - mean the above 5 items]

Subfactor 3 – Autonomy Granting Dimension (Democratic Participation)

- 21. Shows respect for child's opinions by encouraging child to express them.
- 9. Encourages child to freely express (him/herself) even when disagreeing with parents.
- 22. Allows child to give input into family rules.
- 3. Takes child's desires into account before asking the child to do something.
- 18. Takes into account child's preferences in making plans for the family.

[To obtain an Autonomy Granting Dimension score - mean the above 5 items]

***Alpha = .86; Sample = 1377**

[To obtain an overall Authoritative Parenting Style score - mean all 15 items]

AUTHORITARIAN PARENTING STYLE (FACTOR 2*)

Subfactor 1 - Physical Coercion Dimension

2. Uses physical punishment as a way of disciplining our child.
6. Spanks when our child is disobedient.
32. Slaps child when the child misbehaves.
19. Grabs child when being disobedient.

[To obtain a Physical Coercion Dimension score - mean the above 4 items]

Subfactor 2 - Verbal Hostility Dimension

16. Explodes in anger towards child.
13. Yells or shouts when child misbehaves.
23. Scolds and criticizes to make child improve.
30. Scolds and criticizes when child's behavior doesn't meet our expectations.

[To obtain a Verbal Hostility Dimension score - mean the above 4 items]

Subfactor 3 - Non-Reasoning/Punitive Dimension

10. Punishes by taking privileges away from child with little if any explanations.
26. Uses threats as punishment with little or no justification.
28. Punishes by putting child off somewhere alone with little if any explanations.
4. When child asks why (he)(she) has to conform, states: because I said so, or I am your parent and I want you to.

[To obtain a Non-Reasoning/Punitive Dimension score - mean the above 4 items]

Alpha = .82; Sample = 1377

[To obtain an overall Authoritarian Parenting Style score - mean all 12 items]

PERMISSIVE PARENTING STYLE (FACTOR 3*)

Indulgent Dimension

- 20. States punishments to child and does not actually do them.
 - 17. Threatens child with punishment more often than actually giving it.
 - 15. Gives into child when (he)(she) causes a commotion about something.
 - 8. Finds it difficult to discipline child.
 - 24. Spoils child.
-

Alpha = .64; Sample = 1377

[To obtain an overall Permissive Parenting Style score - mean all 5 items]

Note: Please use the following when referencing the PSDQ-Short Version:

Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (2001). The Parenting Styles and Dimensions Questionnaire (PSDQ). In B. F. Perlmutter, J. Touliatos, & G. W. Holden (Eds.), *Handbook of family measurement techniques: Vol. 3. Instruments & index* (pp. 319 - 321). Thousand Oaks: Sage.

APPENDIX 3
SECTION ON PSDQ-SHORT VERSION

The PSDQ-Short Version was initially part of this study; however, due to concerns related to mandated reporting it was removed from the instrumentation. Below is an unedited excerpt from the original methodology section.

The first phase of the research includes an adapted survey that includes the Parenting Styles and Dimensions Questionnaire-Short Version (PSDQ-Short Version).¹ Permission from Clyde Robinson, Craig Hart, and Susanne Roper of Brigham Young University was given to use and modify the PSDQ-Short Version instrument in any way.² The PSDQ-Short Version is a thirty-two item Likert-type questionnaire that will help categorize parents. The PSDQ is designed for two purposes. The first purpose for the PSDQ is “to measure three global parenting style variables consistent with Baumrind’s typologies.”³ The second purpose for the PSDQ is “to measure the dimensions and internal structures within those typologies.”⁴ The responses collected from the PSDQ-Short Version will be scored independently for each of the three parenting style

¹C. Robinson et al., “The Parenting Styles and Dimensions Questionnaire” (PSDQ), in *Handbook of Family Measurement Techniques: Instruments & Index*, ed. B. F. Perlmutter, J. Touliatos, and G. W. Holden, 319-321, 3rd ed. (Thousand Oaks, CA: Sage, 2001). The PSDQ-Short is also referred to as a modification of the PSDQ. The PSDQ-Short has been validated by the same authors of the original questionnaire and has the same purposes.

²Permission to use this instrument was granted with the use of the professor’s Brigham Young University email addresses.

³Robinson et al., “The Parenting Styles and Dimensions Questionnaire” 189. The original PSDQ was a sixty-two item Likert-type questionnaire.

⁴Robinson et al, “The Parenting Styles and Dimensions Questionnaire,” 189.

categories to seek correlations between each tendency and particular parenting and discipline patterns. The thirty-two item questionnaire was modified and added to the SCAS.

APPENDIX 4
SECOND CHANCE ADOPTION SURVEY

Second Chance Adoption Survey

Welcome

Agreement to Participate

The research in which you are about to participate is designed to explore the relationship between parents' practices of discipline in re-adopted children and their child's behavior. This research is being conducted by Seth Stillman for purposes of a mixed-methods research project in connection with a doctoral thesis at The Southern Baptist Theological Seminary. In this research, you will answer questions about your practices of discipline with your re-adopted child. Any information you provide will be held *strictly confidential*, and at no time will your name be reported, or your name identified with your responses. *Participation in this study is totally voluntary and you are free to withdraw from the study at any time.*



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Second Chance Adoption Survey

Welcome

Definitions of dissolved/disrupted adoptions:

- When a child is removed voluntarily or involuntarily before an adoption is legally finalized the adoption is referred to as **disrupted**.
- When a child is removed voluntarily or involuntarily after an adoption is legally finalized the adoption is referred to as **dissolved**.
- The term **re-adopted** in this research is referring to a child who has previously experienced a dissolved or disrupted adoption and has been legally adopted by a new adoptive family.

Each parent that responds within a month of receiving the survey will receive a \$5.00 gift card to Starbucks (max= \$10.00/family). You will need to complete the personal information section at the end of the survey in order to receive the gift.

By your completion of this survey you are affirming you have adopted one or more children who were previously adopted by another family that ended in dissolution or disruption.

On behalf of the 2013 Ed.D. cohort at The Southern Baptist Theological Seminary, we would like to say thank you for your participation in this research.

*Neither this survey nor the researcher is affiliated in any way with any adoption agency, including Second Chance For Kids and Wasatch International Adoptions.

In Christ,
Seth Stillman
sstillman150@students.sbts.edu

Second Chance Adoption Survey

Directions:

This survey is designed to measure how often you exhibit certain behaviors towards each of your re-adopted children.

Each parent (mother and father) should fill out a separate survey for each of their re-adopted children. For example, if you have two re-adopted children, your family should complete four total surveys (Father completes two surveys and mother completes two surveys.)

- Please read and answer each item on the questionnaire carefully.
- Please pay attention to the given scale that corresponds to the question you are answering.
- Please answer each question by clicking on the item that corresponds to your answer.
- After answering all the questions on each page, click "next" to go to the next section of the survey.

Thank you for your time in completing this survey.



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Second Chance Adoption Survey

* 1. Who is filling out this survey?

- Mother Father

* 2. Who do you perceive to be the primary disciplinarian in your household?

- Mother Father Mother and Father

* 3. What is your age?

- 21-30 31-40 41-50 51-60 60+

* 4. What was your age when you adopted your child?

- 21-30 31-40 41-50 51-60 60+

* 5. How many years have you been married?

- 0-10 11-20 21-30 31-40 40+

* 6. How many years had you been married to current spouse when you adopted your child?

- 0-10 11-20 21-30 31-40 40+

* 7. How many biological children do you have?

- 0 1-3 4-5 6-7 8+

* 8. How many adopted children, including re-adopted children, do you have?

- 1 2-3 4-5 6-7 8+



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Second Chance Adoption Survey

* 9. How many re-adopted children do you have?

0-1 2-3 4-5 6-7 8+

* 10. How many years old was this re-adopted child when their first adoption was disrupted or dissolved?

0-3 4-7 8-11 12-15 16+

* 11. How many years old is this re-adopted child?

0-3 4-7 8-11 12-15 16+

* 12. How many years old was this re-adopted child when you adopted them?

0-3 4-7 8-11 12-15 16+

* 13. What is the sex of this re-adopted child?

Female Male

* 14. How many years have you had custody of this re-adopted child?

0-1 2-3 4-5 6-7 8+

* 15. My re-adopted child was born:

Domestically Internationally

* 16. Before being adopted the first time, my child primarily lived in:

orphanage institution foster home home with biological parents other



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Second Chance Adoption Survey

* 17. Has your re-adopted child been diagnosed by a mental-health or medical professional with Reactive Attachment Disorder (RAD)?

yes

no

* 18. Has your re-adopted child been diagnosed by a mental-health or medical professional with Attention Deficit Hyperactivity Disorder (ADHD)?

yes

no

* 19. Has your re-adopted child been diagnosed by a mental-health or medical professional with any learning disability?

yes

no

* 20. Has your re-adopted child been diagnosed by a mental health or medical professional with emotional disturbance or behavior disability?

yes

no

* 21. Has your re-adopted child experienced any physical abuse in his or her life?

yes

no

not known

* 22. Has your re-adopted child experienced any sexual abuse in his or her life?

yes

no

not known

* 23. Is your re-adopted child on any medications prescribed to address mood or behavior issues?

yes

no

not known



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Second Chance Adoption Survey

* 24. How often in the **PAST 90 DAYS** did your re-adopted child seek comfort when distressed?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 25. How often in the **PAST 90 DAYS** has your re-adopted child responded positively to comfort when distressed?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 26. How often in the **PAST 90 DAYS** has your re-adopted child experienced episodes of unexplained irritability, sadness, or fearfulness that are evident even during nonthreatening interactions with adult caregivers?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 27. How often did your re-adopted child experience repeated changes of primary caregivers that limited opportunities to form stable attachments in his or her life?

Not at all 1-2 times 3-4 times 5-6 times 7 or more



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Second Chance Adoption Survey

* 28. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child become physically aggressive?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 29. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child become verbally aggressive?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 30. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child throw tantrums?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 31. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child respond disrespectfully to a verbal direction?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 32. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child break an object in your home intentionally?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="text"/>	53%
----------------------	-----

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Second Chance Adoption Survey

* 33. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child attempt to run away?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 34. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child attempt to isolate themselves from the rest of the family?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child cry?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child complain?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child act out sexually?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 38. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child hoard food?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child have sleep issues?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 40. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child have nightmares?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Second Chance Adoption Survey

* 41. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child attempt to manipulate you or your spouse?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 42. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did your re-adopted child lie?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. In the first **FIRST 90 DAYS OF PLACEMENT**, how frequently did you spank your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 44. In the **FIRST 90 DAYS OF PLACEMENT**, how many times did you hug your re-adopted child after any form of discipline?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 45. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you pray with your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 46. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you place your re-adopted child in time out?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 47. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you talk with your re-adopted child about their behavior?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* 48. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you remove an item or privilege from your re-adopted child as a form of punishment?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Second Chance Adoption Survey

* 49. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you yell or raise your voice at your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 50. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you punish your re-adopted child for negative behaviors?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 51. In the **FIRST 90 DAYS OF PLACEMENT**, how frequently did you require your re-adopted child to exercise as a form of punishment?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Second Chance Adoption Survey

* 52. In the **PAST 90 DAYS**, how frequently has your re-adopted child become physically aggressive?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 53. In the **PAST 90 DAYS**, how frequently has your re-adopted child become verbally aggressive?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 54. In the **PAST 90 DAYS**, how frequently has your re-adopted child thrown tantrums?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 55. In the **PAST 90 DAYS**, how frequently has your re-adopted child responded disrespectfully to a verbal direction?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 56. In the **PAST 90 DAYS**, how frequently has your re-adopted child broken an object in your home intentionally?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 57. In the **PAST 90 DAYS**, how frequently has your re-adopted child attempted to run away?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 58. In the **PAST 90 DAYS**, how frequently has your re-adopted child isolated themselves from the rest of the family?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

* 59. In the **PAST 90 DAYS**, how frequently has your re-adopted child cried?

Not at all 1-2 times 3-4 times 5-6 times 7 or more

Second Chance Adoption Survey

* 60. In the **PAST 90 DAYS**, how frequently has your re-adopted child complained?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 61. In the **PAST 90 DAYS**, how frequently has your re-adopted child acted out sexually?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 62. In the **PAST 90 DAYS**, how frequently has your re-adopted child hoarded food?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 63. In the **PAST 90 DAYS**, how frequently has your re-adopted child had sleep issues?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 64. In the **PAST 90 DAYS**, how frequently has your re-adopted child had nightmares?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 65. In the **PAST 90 DAYS**, how frequently has your re-adopted child attempted to manipulate you or your spouse?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 66. In the **PAST 90 DAYS**, how frequently has your re-adopted child lied?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 67. In the **PAST 90 DAYS**, how frequently have you spanked your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Second Chance Adoption Survey

* 68. In the **PAST 90 DAYS**, how many times have you hugged your child after any form of discipline?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 69. In the **PAST 90 DAYS**, how frequently have you prayed with your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 70. In the **PAST 90 DAYS**, how frequently have you placed your re-adopted child in time out?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 71. In the **PAST 90 DAYS**, how frequently have you talked with your re-adopted child about their behavior?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 72. In the **PAST 90 DAYS**, how frequently have you removed an item or privilege from your re-adopted child as a form of punishment?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 73. In the **PAST 90 DAYS**, how frequently have you yelled or raised your voice at your re-adopted child?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 74. In the **PAST 90 DAYS**, how frequently have you punished your re-adopted child for negative behaviors?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 75. In the **PAST 90 DAYS**, how frequently have you required your re-adopted child to exercise as a form of punishment?

Not at all	1-2 times	3-4 times	5-6 times	7 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Second Chance Adoption Survey

Personal Information

In order to receive your \$5 gift card to Starbucks you must complete the personal information section below and respond within a month of receiving the survey.

Any information you provide will be held strictly confidential, and at no time will your name be reported, or your name identified with your responses.

If you do not want your gift you can skip these questions and submit your survey.

76. Complete this form to receive your \$5 Starbucks gift card.

Name	<input type="text"/>
Address	<input type="text"/>
Address 2	<input type="text"/>
City/Town	<input type="text"/>
State/Province	<input type="text"/>
ZIP/Postal Code	<input type="text"/>
Email Address	<input type="text"/>

* 77. Would you be willing to participate in a face to face or phone interview with Seth Stillman?

- Yes
 No

Other (please specify)

If you have more than one re-adopted child in your household, please complete a survey for each of your re-adopted children. In order to complete an additional survey, you will need to go back to the original link that was sent to you.

Please feel free to send the survey link to any other families you know who have re-adopted a child.

 100%

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Done

APPENDIX 5
EMAIL TO EXPERT PANEL

From: Seth Stillman <sstillman150@students.sbts.edu>
Subject: Expert Panel for Second Chance Adoption Survey

Dear _____:

Thank you for your willingness to be part of my expert panel.

Questions 1-32 have already been validated and do not need to be evaluated by the panel.

As an expert in the field, you were chosen to help ensure the following:

- 1) The content within the survey is appropriate and not offensive to families;*
- 2) Clarity of content and questions;*
- 3) Determine the questions asked will help in identifying the best practices of discipline in re-adopted children;*
- 4) Any suggestions you think would help make the survey better, please include the question number in your feedback.*

The survey link below will be the in the same format families who meet the criteria will receive. **Because of this, you will be required to mark an answer to each question before moving on to the next page; however, none of the panel's responses will be scored or be part of the research.** If there is something within the survey that you think is not clear or may need to be changed, please do not hesitate to suggest those changes (always include the question number). All of the feedback I receive from the panel will be evaluated by my adviser and we will consider all recommendations before conducting the study.

Link to survey: <https://www.surveymonkey.com/s/secondchanceadoption>

In Christ,

Seth Stillman

APPENDIX 6
THANK YOU LETTER TO PARTICIPANTS

Dear Parent:

Please find your attached \$5 Starbucks gift card for completing the survey on parental practices of discipline with re-adopted children. Please encourage your spouse to also complete the survey for each of your re-adopted children, if they have not yet done so. You may also send the link to any other families who have re-adopted children.

<https://www.surveymonkey.com/s/secondchanceadoption>

In Christ,

Seth Stillman

sstillman@students.sbts.edu

APPENDIX 7
QUALITATIVE INTERVIEW QUESTIONS

- 1) Describe how you and your spouse work together with disciplining your re-adopted child.
- 2) If you have biological children, describe how your biological children have affected the way you discipline your re-adopted child. Describe how your discipline of your re-adopted child is similar or different to your biological children.
- 3) Has the age of your re-adopted child affected the way you discipline them? If so, how?
- 4) Describe what you say to your re-adopted child during a time of discipline.
- 5) How would you describe your tone of voice with your re-adopted child during a time of discipline? Do you think parents' yelling or raising their voice would be effective? Why or why not?
- 6) Describe how you determine what practice of discipline to use for specific negative behaviors.
- 7) Do you think using a variety of different types of discipline in the first ninety days of placement is effective? Describe any changes or patterns in your parental practices of discipline toward your re-adopted child.

APPENDIX 8

TABLES

Table A1. Group statistics comparing parents completing survey

	Who is filling out this survey?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Mother	30	-.5911	.96128	.17550
	Father	13	-.0667	.71181	.19742

Table A2. Independent sample of parents completing survey

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.129	.152	-1.764	41	.085	-.52444	.29734
	Equal variances not assumed			-1.985	30.563	.056	-.52444	.26415

Table A3. Multiple comparisons of primary disciplinarian in the household

(I) Who do you perceive to be the primary disciplinarian in your household?	(J) Who do you perceive to be the primary disciplinarian in your household?	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Mother	Father	.40000	.50865	.713	-.8380	1.6380
	Mother and Father	.90538	.36352	.044	.0206	1.7901
Father	Mother	-.40000	.50865	.713	-1.6380	.8380
	Mother and Father	.50538	.41865	.456	-.5136	1.5243
Mother and Father	Mother	-.90538	.36352	.044	-1.7901	-.0206
	Father	-.50538	.41865	.456	-1.5243	.5136

Table A4. Group statistics for age of parents

	Age	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	40 years old or less	18	-.6926	.95387	.22483
	41 years old or older	25	-.2453	.86146	.17229

Table A5. Independent sample for age of parents

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.431	.515	-1.606	41	.116	-.44726	.27850
	Equal variances not assumed			-1.579	34.421	.123	-.44726	.28326

Table A6. Group statistics for age of parents at the time of re-adoption

	Parent's age when they re-adopted the child	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	40 years old or less	25	-.6347	.96822	.19364
	41 years old or older	18	-.1519	.78342	.18466

Table A7. Independent samples for age of parents at the time of re-adoption

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.896	.349	-1.743	41	.089	-.48281	.27704
	Equal variances not assumed			-1.804	40.369	.079	-.48281	.26757

Table A8. Group statistics for years married

	Years of marriage	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	20 years or less	23	-.5130	.95736	.19962
	21 years or more	20	-.3400	.88520	.19794

Table A9. Independent samples for years married

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.459	.502	-.612	41	.544	-.17304	.28270
	Equal variances not assumed			-.616	40.828	.542	-.17304	.28112

Table A10. Group statistics for years married at the time of re-adoption

	Years married to spouse at time of adoption	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	10 or less years	8	-.2333	1.20211	.42501
	11 or more years	35	-.4781	.85520	.14456

Table A11. Independent sample for years married at the time of re-adoption

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	1.047	.312	.676	41	.503	.24476	.36198
	Equal variances not assumed			.545	8.689	.599	.24476	.44892

Table A12. Group statistics for number of children adopted

	Total number of adopted children	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	3 or less	22	-.3364	.81376	.17350
	4 or more	21	-.5333	1.02589	.22387

Table A13. Independent samples for number of adopted children

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	1.498	.228	.699	41	.488	.19697	.28169
	Equal variances not assumed			.695	38.137	.491	.19697	.28323

Table A14. Group statistics for number of re-adopted children by parents

	Number of re-adopted children	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	zero or one	23	-.5130	.98646	.20569
	two or more	20	-.3400	.84740	.18948

Table A15. Independent sample for number of re-adopted children by parents

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.768	.386	-.612	41	.544	-.17304	.28270
	Equal variances not assumed			-.619	40.997	.540	-.17304	.27967

Table A16. Group statistics for age of child at time of re-adoption

	Age of re-adopted child at time of adoption	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	11 or younger	34	-.2647	.72724	.12472
	12 or older	9	-1.0667	1.29142	.43047

Table A17. Independent sample of age of child at time of re-adoption

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	6.287	.016	2.468	41	.018	.80196	.32488
	Equal variances not assumed			1.789	9.383	.106	.80196	.44818

Table A18. Group statistics of sex of the re-adopted child

	What is the sex of this re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Female	19	-.6596	1.02437	.23501
	Male	24	-.2528	.80024	.16335

Table A19. Independent sample of sex of the re-adopted child

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.699	.108	-1.463	41	.151	-.40687	.27806
	Equal variances not assumed			-1.422	33.479	.164	-.40687	.28620

Table A20. Group statistics of years parents have had custody of re-adopted child

	Years of custody of this re-adopted child	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	3 or less	24	-.1833	.65769	.13425
	4 or more	19	-.7474	1.10679	.25391

Table A21. Independent samples of years parents have had custody of re-adopted child

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	5.977	.019	2.079	41	.044	.56404	.27128
	Equal variances not assumed			1.964	27.772	.060	.56404	.28722

Table A22. Group statistics of where re-adopted child was born

	My re-adopted child was born:	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Domestically	13	-.4359	.91717	.25438
	Internationally	30	-.4311	.93362	.17045

Table A23. Independent samples of where re-adopted child was born

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.285	.597	-.016	41	.988	-.00479	.30842
	Equal variances not assumed			-.016	23.256	.988	-.00479	.30621

Table A24. Descriptives of where the child lived prior to first adoption

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
orphanage	24	-.5278	.89527	.18275	-.9058	-.1497	-2.80	.53
institution	3	.1333	.17638	.10184	-.3048	.5715	.00	.33
foster home	12	-.3833	1.16969	.33766	-1.1265	.3599	-2.60	.87
home with biological parents	3	-.5778	.42861	.24746	-1.6425	.4869	-1.07	-.27
Total	42	-.4429	.92632	.14293	-.7315	-.1542	-2.80	.87

Table A25. ANOVA of where the child lived prior to first adoption

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.266	3	.422	.473	.703
Within Groups	33.914	38	.892		
Total	35.181	41			

Table A26. Group statistics of children diagnosed with RAD

	Re-adopted Child Diagnosed with RAD	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	yes	17	-.1255	.69757	.16919
	no	26	-.6333	.99871	.19586

Table A27. Independent samples of children diagnosed with RAD

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.320	.135	1.823	41	.076	.50784	.27864
	Equal variances not assumed			1.962	40.765	.057	.50784	.25882

Table A28. Group statistics of children diagnosed with ADHD

	Re-adopted Child Diagnosed with ADHD	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Yes	14	-.5905	.98079	.26213
	No	29	-.3563	.89341	.16590

Table A29. Independent samples of children diagnosed with ADHD

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.731	.398	-.780	41	.440	-.23415	.30006
	Equal variances not assumed			-.755	23.733	.458	-.23415	.31022

Table A30. Group statistics of children diagnosed with any learning disability

	Re-adopted Child Diagnosed with Any Learning Disability	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Yes	15	-.2311	.91785	.23699
	No	28	-.5405	.91577	.17306

Table A31. Independent samples of children diagnosed with any learning disability

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.383	.539	1.055	41	.298	.30937	.29325
	Equal variances not assumed			1.054	28.684	.301	.30937	.29345

Table A32. Group statistics of children diagnosed with emotional disturbance or behavior disability

	Re-adopted Child Diagnosed with emotional disturbance or behavior disability	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Yes	21	-.4190	1.00314	.21890
	No	22	-.4455	.85186	.18162

Table A33. Independent samples of children diagnosed with emotional disturbance or behavior disability

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	1.166	.286	.093	41	.926	.02641	.28334
	Equal variances not assumed			.093	39.283	.927	.02641	.28443

Table A34. Descriptives of children who experienced physical abuse

Re-adopted child experienced any physical abuse in their life	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
yes	22	-.6030	1.14392	.24389	-1.1102	-.0958	-2.80	.87
no	6	-.4444	.47641	.19449	-.9444	.0555	-1.00	.13
not known	15	-.1778	.60614	.15651	-.5134	.1579	-1.27	.73
Total	43	-.4326	.91771	.13995	-.7150	-.1501	-2.80	.87

Table A35. ANOVA for children who experienced physical abuse

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.614	2	.807	.956	.393
Within Groups	33.758	40	.844		
Total	35.372	42			

Table A36. Descriptives of children who experienced sexual abuse

Re-adopted child experienced any sexual abuse in their life	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
yes	13	-.8513	1.21538	.33709	-1.5857	-.1168	-2.80	.80
no	13	-.1538	.62205	.17253	-.5297	.2221	-1.07	.87
not known	17	-.3255	.77132	.18707	-.7221	.0711	-2.00	.53
Total	43	-.4326	.91771	.13995	-.7150	-.1501	-2.80	.87

Table A37. ANOVA for children who experienced sexual abuse

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.484	2	1.742	2.185	.126
Within Groups	31.888	40	.797		
Total	35.372	42			

Table A38. Group statistics of children on medications to address mood or behavior issues

	Is your re-adopted child on any medications prescribed to address mood or behavior issues?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Yes	8	-.2583	.88115	.31153
	No	33	-.3879	.88025	.15323

Table A39. Independent samples of children on medications to address mood or behavior issues

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.129	.722	.373	39	.711	.12955	.34696
	Equal variances not assumed			.373	10.660	.716	.12955	.34718

Table A40. Group statistics of children who sought comfort when distressed

	How often in past 90 days re-adopted child sought comfort when distressed	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	8	-.3583	1.03030	.36426
	At least once	35	-.4495	.90566	.15308

Table A41. Independent samples of children who sought comfort when distressed

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.008	.930	.251	41	.803	.09119	.36372
	Equal variances not assumed			.231	9.629	.822	.09119	.39512

Table A42. Group statistics of children who responded positively to comfort when distressed

	How often in past 90 days re-adopted child responded positively to comfort when distressed	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	6	-.3333	1.15007	.46952
	At least once	37	-.4486	.89272	.14676

Table A43. Independent samples of children who responded positively to comfort when distressed

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.051	.823	.282	41	.779	.11532	.40839
	Equal variances not assumed			.234	6.017	.822	.11532	.49192

Table A44. Group statistics of children who experienced episodes of unexplained sadness, irritability, or fearfulness

	How often in past 90 days re-adopted child experienced episodes of unexplained sadness, irritability or fearfulness	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	16	-.5500	.75992	.18998
	At least once	27	-.3630	1.00687	.19377

Table A45. Independent samples of children who experienced episodes of unexplained sadness, irritability, or fearfulness

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.086	.156	-.641	41	.525	-.18704	.29158
	Equal variances not assumed			-.689	38.441	.495	-.18704	.27137

Table A46. Group statistics of children who experienced repeated changes of primary caregivers

	How often re-adopted child experienced repeated changes of primary caregivers limiting stable attachments	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	5	.0000	.79022	.35340
	At least once	38	-.4895	.92730	.15043

Table A47. Independent samples of children who experienced repeated changes of primary caregivers

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.193	.663	1.125	41	.267	.48947	.43521
	Equal variances not assumed			1.274	5.561	.253	.48947	.38408

Table A48. Group statistics comparing low and high RAD scores

	Low v. High RAD score	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Two or less of diagnostic criteria	9	-.4370	.99225	.33075
	Three or more of diagnostic criteria	34	-.4314	.91279	.15654

Table A49. Independent samples comparing low and high RAD scores

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.015	.902	-.016	41	.987	-.00566	.34819
	Equal variances not assumed			-.015	11.842	.988	-.00566	.36593

Table A50. Group statistics of parents who hugged their child in the first 90 days of placement

	In the first 90 days of placement, how frequently did you hug your re-adopted child after any form of discipline?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	2	.1667	.80139	.56667
	At least once	41	-.4618	.92164	.14394

Table A51. Independent samples of parents who hugged their child in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.223	.640	.944	41	.350	.62846	.66542
	Equal variances not assumed			1.075	1.133	.460	.62846	.58466

Table A52. Group statistics of parents who prayed with their child in the first 90 days of placement

	In the first 90 days of placement, how frequently did you pray with your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	3	-.0444	.94595	.54614
	At least once	40	-.4617	.92121	.14566

Table A53. Independent samples of parents who prayed with their child in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.026	.872	.756	41	.454	.41722	.55218
	Equal variances not assumed			.738	2.294	.529	.41722	.56523

Table A54. Group statistics of parents who used time out in the first 90 days of placement

	In the first 90 days of placement, how frequently did you place your re-adopted child in time out?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	11	-.1394	.75980	.22909
	At least once	32	-.5333	.95595	.16899

Table A55. Independent samples of parents who used time out in the first 90 days placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.323	.573	1.236	41	.224	.39394	.31876
	Equal variances not assumed			1.384	21.765	.180	.39394	.28467

Table A56. Group statistics of parents who removed an item or privilege in the first 90 days of placement

	In the first 90 days of placement, how frequently did you remove an item or privilege from your re-adopted child as a form of punishment?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	8	-.0667	.93944	.33214
	At least once	35	-.5162	.90552	.15306

Table A57. Independent samples of parents who removed an item or privilege in the first 90 days placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.011	.918	1.259	41	.215	.44952	.35716
	Equal variances not assumed			1.229	10.194	.247	.44952	.36571

Table A58. Group statistics of parents who used exercise as punishment in the first 90 days of placement

	In the first 90 days of placement, how frequently did you require your re-adopted child to exercise as a form of punishment?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	35	-.5257	.96118	.16247
	At least once	8	-.0250	.57673	.20391

Table A59. Independent samples of parents who used exercise as punishment in the first 90 days of placement

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	3.482	.069	-1.408	41	.167	-.50071	.35549
	Equal variances not assumed			-1.921	17.276	.071	-.50071	.26072

Table A60. Group statistics of parents who used corporal punishment in the past 90 days

	In the past 90 days of placement, how frequently did you spank your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	24	-.6833	1.05304	.21495
	At least once	19	-.1158	.59870	.13735

Table A61. Independent samples of parents who used corporal punishment in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	6.763	.013	-2.093	41	.043	-.56754	.27111
	Equal variances not assumed			-2.225	37.606	.032	-.56754	.25509

Table A62. Group statistics of parents who hugged their child in the past 90 days

	In the past 90 days of placement, how frequently did you hug your re-adopted child after any form of discipline?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	5	-.9467	.90234	.40354
	At least once	38	-.3649	.90971	.14757

Table A63. Independent samples of parents who hugged their child in past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.084	.773	-1.345	41	.186	-.58175	.43243
	Equal variances not assumed			-1.354	5.131	.232	-.58175	.42968

Table A64. Group statistics of parents who prayed with their child in the past 90 days

	In the past 90 days of placement, how frequently did you pray with your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	3	-.5111	1.72605	.99654
	At least once	40	-.4267	.86815	.13727

Table A65. Independent samples of parents who prayed with their child in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	3.844	.057	-.152	41	.880	-.08444	.55585
	Equal variances not assumed			-.084	2.077	.940	-.08444	1.00595

Table A66. Group statistics of parents who used time out in the past 90 days

	In the past 90 days of placement, how frequently did you place your re-adopted child in time out?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	23	-.8754	.95162	.19843
	At least once	20	.0767	.55029	.12305

Table A67. Independent samples of parents who used time out in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	5.927	.019	-3.935	41	.000	-.95203	.24195
	Equal variances not assumed			-4.078	36.008	.000	-.95203	.23348

Table A68. Group statistics of parents who talked to their children about their behavior in the past 90 days

	In the past 90 days of placement, how frequently did you talk to your re-adopted child about their behavior?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	1	-2.4667	.	.
	At least once	42	-.3841	.87145	.13447

Table A69. Independent samples of parents who talked to their children about their behavior in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	--	--	-2.362	41	.023	-2.08254	.88176
	Equal variances not assumed			--	--	--	-2.08254	--

Table A70. Group statistics of parents who removed an item or privilege in the past 90 days

	In the past 90 days of placement, how frequently did you remove an item or privilege from your re-adopted child as a form of punishment?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	14	-.9571	1.05364	.28160
	At least once	29	-.1793	.73746	.13694

Table A71. Independent samples of parents who removed an item or privilege in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	2.954	.093	-2.810	41	.008	-.77783	.27680
	Equal variances not assumed			-2.484	19.373	.022	-.77783	.31313

Table A72. Group statistics of parents who yelled or raised their voice in the past 90 days

	In the past 90 days of placement, how frequently did you yell or raise your voice at your re-adopted child?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	13	-.7897	1.01502	.28151
	At least once	30	-.2778	.84347	.15400

Table A73. Independent samples of parents who yelled or raised their voice in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	1.308	.259	-1.719	41	.093	-.51197	.29787
	Equal variances not assumed			-1.595	19.533	.127	-.51197	.32088

Table A74. Group statistics of parents who punished their re-adopted child in the past 90 days

	In the past 90 days of placement, how frequently did you punish your re-adopted child for negative behaviors?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	9	-.9630	.99337	.33112
	At least once	34	-.2922	.85769	.14709

Table A75. Independent samples of parents who punished their re-adopted child in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	.521	.474	-2.020	41	.050	-.67081	.33205
	Equal variances not assumed			-1.851	11.362	.090	-.67081	.36233

Table A76. Group statistics of parents who used exercise as punishment in the past 90 days

	In the past 90 days of placement, how frequently did you require your re-adopted child to exercise as a form of punishment?	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	Not at all	35	-.5676	.95731	.16181
	At least once	8	.1583	.33417	.11815

Table A77. Independent samples of parents who used exercise as punishment in the past 90 days

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	7.744	.008	-2.099	41	.042	-.72595	.34589
	Equal variances not assumed			-3.623	33.572	.001	-.72595	.20036

Table A78. Group statistics for current age of re-adopted child

	Age of re-adopted child	N	Mean	Std. Deviation	Std. Error Mean
Average difference in re-adopted child's behavior between first versus most recent 90 days	11 or younger	26	-.1769	.65725	.12890
	12 or older	17	-.8235	1.12570	.27302

Table A79. Independent samples of current age of re-adopted child

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Average difference in re-adopted child's behavior between first versus most recent 90 days	Equal variances assumed	7.707	.008	2.381	41	.022	.64661	.27154
	Equal variances not assumed			2.142	23.190	.043	.64661	.30192

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ABSTRACT

PARENTAL PRACTICES OF DISCIPLINE WITH RE-ADOPTED CHILDREN: A MIXED METHODS STUDY

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The intent of this two-phase, sequential mixed methods study was to explore the effectiveness in disciplinary practices of adoptive parents with children who previously experienced dissolved or disrupted adoptions. The research question this study set out to answer was the following: What is the relationship, if any, between adoptive parents' practices of discipline in adoptions following previous dissolved or disrupted adoptions and their child's behavior, especially as it relates to improvement in behaviors?

The design of the first and primary phase of the study was quantitative, a census, to gather data from the population. The data for this study were gathered through surveys completed by parents who have re-adopted a child who was previously involved in a dissolved or disrupted adoption. The participants primarily gained access to the survey by receiving an email with a link to the survey from the adoption agency or adoption service provider the family was associated with.

The questions in the instrument that measured the frequency of negative behaviors in the first 90 days of placement, were subtracted case-wise from their matching counterparts in the most recent 90 days. For each survey completed, a mean difference for the entire scale of fifteen questions were determined and used as the continuous dependent variable in the statistical analysis. The independent variables

included demographic information, history of the re-adopted child, and specific parental practices of discipline.

ANOVA applied to parents' perception of primary disciplinarian and an overall decrease in negative behaviors supported the existence of a significant relationship within the sample ($p = 0.042$). There was a significant decrease in negative behaviors when parents perceive both the mother and the father as the primary disciplinarians when compared to families where the mother alone was perceived to be responsible for discipline. Parents who had three or fewer biological children had the most significant decrease in overall behaviors between the time the child was adopted and the time the survey was taken, while parents who had four or more biological children had a slight increase in negative behaviors ($p = 0.021$). Children who experienced their dissolved or disrupted adoption at the age of eight or higher had a greater decrease in negative behaviors when compared with children who were seven or younger at the time their adoption ended in dissolution or disruption ($p = 0.044$).

The following parental practices of discipline showed the greatest relationship with a decrease in the child's negative behaviors when parents utilized the following practices of discipline in the first 90 days of placement: talking to the re-adopted child about their behavior ($p = 0.000$), yelling or raising of one's voice ($p = 0.008$), utilizing between 7-9 types of discipline ($p = 0.038$).

A qualitative research phase was conducted after completing the quantitative phase. The qualitative phase involved phone interviews with parental couples in order to assist in interpretation of quantitative data, elaborate on the actual practices of discipline utilized in the home, and provide greater substance and meaning to the quantitative phase.

KEYWORDS: adoption, attachment, behavior, communication, corporal punishment, disruption, discipline, dissolution, failed adoption, foster care, lying, orphanage, parental discipline, parenting, physical aggression, punishment, raising voice, Reactive Attachment Disorder (RAD), re-adopted, re-home, time out, verbal aggression, yelling.

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