



DAUGHTERS OF CHINA: A CONCEPTUAL FRAMEWORK FOR AN INQUIRY INTO THE EXPERIENCES OF ADOLESCENT AND YOUNG ADULT CHINESE-AMERICAN ADOPTEES

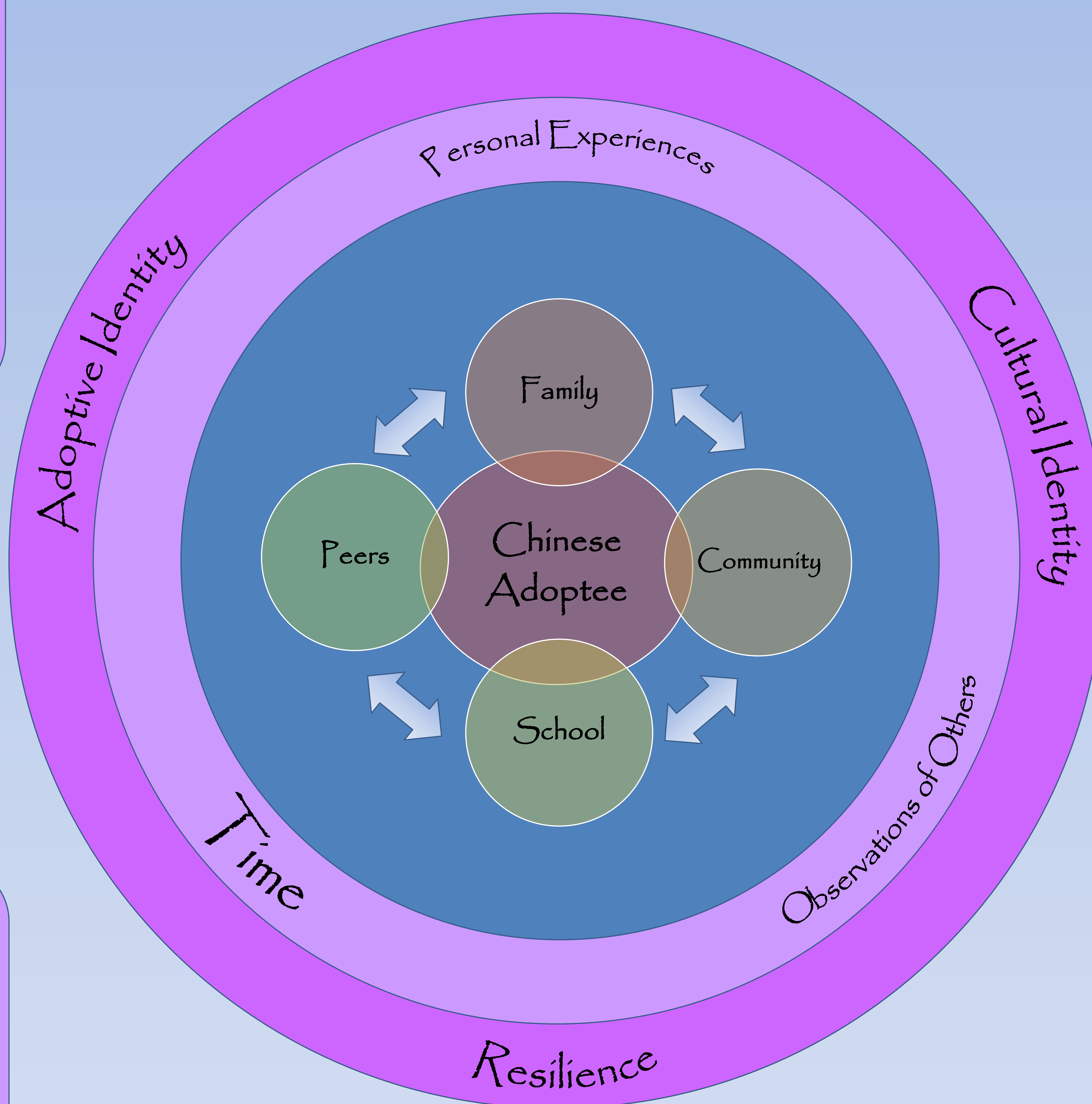
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Research Questions

1. From their own perspective as adolescents and young adults, what is the essence of the experience of being a Chinese adoptee in different sociological contexts: at home, with peers, at school, and in the community?
2. Retrospectively, how do the adoptees perceive their experiences at different stages of development: during childhood, during adolescence, and at present?

Research Questions

3. How do parents view their child's family, social, and academic experiences developmentally?
4. How do educators who work with the adoptees view their academic progress and social adjustment?
5. Do the perspectives of the adoptees concur with those of their parents and educators?



Research Design

Qualitative multiple case study

Methodology

Participants:

- 10 Cases, each to include:
- ✓ One female adoptee (between the ages of 16-21)
 - ✓ One parent
 - ✓ One educator

Sampling Methods:

Purposeful, maximum variation sampling
Snowball/Chain sampling
Voluntary participants

Instrumentation:

Adoptee

- Researcher-developed interviews
- PASCI Self-concept inventory (Fleming, 2007)

Parent

- Researcher-developed online survey
- Purposefully selected follow-up interviews

Educator

- Researcher-developed online survey
- Purposefully selected follow-up interviews

Implications of the Research

To provide exclusive insight into the personal experiences of Chinese adoptees, from their own perspective as young adults and older adolescents

To uncover what factors might contribute to Chinese adoptees':

- academic success
- positive identity development
- healthy relationships

To provide data which can be used to expand or establish sensitivity trainings, anti-harassment programs, and interventions for:

- school counselors
- school psychologists
- teachers
- school social workers
- adoption agencies
- mental health professionals
- pre-service professionals

