

Index

adoption. See also adoptive families; international abandonment, 3, 9 abuse. See specific topics adoption; internationally adopted academic readiness, 118-120 children; post-institutionalized academic remediation children academic readiness and, 118-120 pre-adoptive childhood trauma, 16-17 in BGCenter Approach, 76, 113-114 adoptive families. See also therapeutic parenting bi-directionality and, 120-123 external services and support for, 156-160 classroom accommodations for, 132-134 in-person parents' groups and support with Individual Education Program, 134 networks, 160 correlation factors for, 116-118 Internet-based, 160 age of adoption, 116 medical management, 156-157 country of origin, 116 psychiatric hospitals, 159-160 gender, 116 residential treatment centers, 159-160 Individual Education Program and, psychotherapy for, 157-159 parental counseling in, 158-159 134-135 for mathematics, 126-128 selection of psychotherapist, 157-158 multisensory methodologies for, 127-128 theoretical approach to, 155-156 in middle school, 115-116 adverse childhood experience (ACE), 44 misconceptions with, 125-126 aggressiveness. See proactive aggressiveness Application of Cognitive Function Scale (ACFS), overview of, 114 for reading skills, 128-131 32-33 multisensory methodologies for, 129-130 ARC model. See Attachment, Regulation and Orton-Gillingham methodology, 128-129 Competence model for reading comprehension, 130-131 assessment mechanisms, for internationally-Wilson Reading System, 128-129 adopted children. See also Dynamic retention in, 123-125 Assessment methodology Light's Retention Scale-5th Edition, developmental, neuropsychological and educational, 27-28 123-124 adaptive behaviour domain, 29 special education compared to, 124-125 special education options, 134-135 developmental history domain, 28-29 retention compared to, 124-125 emotional/social functioning domain, 29 for writing skills, 131-132 neuropsychological domain, 29 Self-Regulated Strategy Development skills domain, 29 general intellectual functioning domains, 30 intervention, 131-132 ACE. See adverse childhood experience academic/cognitive aspects, 30 ACFS. See Application of Cognitive Function for language, 30 Scale initial screening in clinical procedures, 25-26 acquired-institutional autism, 51 ADHD. See attention-deficit/hyperactivity goals of, 24-27 disorder referral questions in, 25-27 ADHD-like behaviour, 50-51 tests in, 25-27



More Information

Cambridge University Press & Assessment 978-1-009-01475-5 — Rehabilitation and Remediation of Internationally Adopted Children Boris Gindis Index

Index 213

for language acquisition, 101-103
age of adoption as factor in, 103
for "at risk" groups, 102
for English as Second Language learners,
102–103
language development in, 102–103
language of, 21–23
for native language of adopted children, 21
under Standards for Educational and
Psychological Testing, 22
time frames of language attrition, 21–22
for non-English speaking children, legal
requirements for, 20–21
by pediatricians, 20
professional qualifications for assessors, 23-24
bilingual screening for, 23
theoretical approach to, 19–21
for trauma, 40–46
adverse childhood experience and, 44
clinical case studies, 42–46
neuropsychological tests for, 40
for post-traumatic stress disorder, 41–42
verification of trauma, 41
types of evaluations available, 24–27
Attachment, Regulation and Competence (ARC)
model, 70–72
attachment disorder
causes of, 54–55
developmental trauma disorder compared to,
54–56
diagnosis of, 55–56
reactive, 54
symptoms of, range for, 55
Trust-Based Relational Intervention for, 70, 72–73
attachment theory, distorted attachment,
13–18
attention-deficit/hyperactivity disorder (ADHD)
ADHD-like behaviour, 50–51
developmental trauma disorder compared to,
49-51
Generalized Anxiety Disorder and, 51
misdiagnosis of, 50
trauma and, 50
attention-seeking. See extreme attention-seeking
autism. See acquired-institutional autism;
classical autism; institutionally
induced autism; post-institutional
autistic syndrome; quasi-autism
autistic spectrum disorder. See also specific
disordersautistic-like behaviour, 52-53
developmental trauma disorder compared to,
51–54
Post-Orphanage Behaviour Syndrome and, 51
prevalence of, in orphanages, 51
pseudo-autism, 53–54

```
behaviour contracts, 163-164
behaviour patterns. See survival behaviour
         patterns
behavioural functioning
  emotional, 180-181
  social, 180-181
BGCenter Approach, to developmental trauma
         disorder, 73-79
  academic remediation in, 76, 113-114
    from 5-12 years old, in level one, 75-76
    from 5-18 years old, in level three, 76-77
     from 6-18 years old, in level two, 76
    from 14-21 years old, in level four, 77-78
  in clinical case studies, 78-79
  physiological regulatory restoration in, 75-76
  school-based therapies
    counseling programs, 79
    occupational therapy, 78-79
  in transition to adulthood, 77-78
    Individual Educational Program, 77
     Individual Transition Plan, 77
  Trauma-Informed Safety Plan, 79-81
bi-directionality, 120-123
bilingualism
  forced, 142-144
  as professional qualification for assessors, 23
Bright Start program, 90-92
Bureau of Consular Affairs, 1
CALLA. See Cognitive/Academic Language
         Learning Approach
CANS. See Child and Adolescent Needs and
         Strengths
catch-up deficiencies, from DTD, 15-18
CCD. See Cumulative Cognitive Deficit
central nervous system (CNS)
  developmental trauma disorder and, 7
     in internal working model, 12
Child and Adolescent Needs and Strengths
          (CANS) - Trauma Comprehensive
          Version, 42
childhood disorder of social functioning,
          57-58
children. See specific topics
chronic stress, 12
chronic trauma, developmental trauma disorder
         and, 12
classical autism, 53-54
classrooms, accommodations in
  for academic remediation, 132-134
    with Individual Education Program, 134
  for educational remediation, 61
CNS. See central nervous system
Cogen, Patty, 161
```



214 Index

Cognitive Enhancement Training (COGNET), developmental trauma disorder and, 85 etiology of, 84-88 Cognitive Enrichment Advantage, 89-90 psychological roots, 84-85 cognitive functioning in family environment-based remediation, 88 definition of, 82 language remediation programs, 92-93 language attrition and, 86 educational remediation and, 57, 62 SmartStart Program and, 94-95 prevalence of, 87-88 cognitive remediation. See also Cumulative school-based remediation of, 88 Cognitive Deficit Bright Start program, 90–92 cognitive ability deficits, 82-83 SmartStart Program, 93-96 association and generalization skills, 96 cognitive skills and, 82-83 Cognitive/Academic Language Learning cognitive functioning, 94-95 Approach (CALLA), 100-101, parts-of-a-whole training, 95 110-112 problem solving training, 95-96 communicative/social language acquisition special education and, 96-98 clinical case study, 97-98 compared to, 106 elements of, 112 deprivation, of culture, 138-139 compensation definition of, 5 cultural differences compared to, 140–142 for internationally adopted children, 65-66 Deutsch, Martin, 83 remediation compared to, 5 developmental, neuropsychological, and culture. See also social skills educational (DNE) assessment mechanisms, 27-28 deprivation of, 138-139 cultural differences compared to, 140-142 adaptive behaviour domain, 29 development of, 136 developmental history domain, 28-29 differences in, 137, 150 emotional/social functioning domain, 29 cultural deprivation compared to, 140-142 neuropsychological domain, 29 skills domain, 29 familiarization of, as social skills development developmental trauma disorder (DTD),7-18. See strategy, 153 as heritage, 136 also BGCenter Approach; Dynamic language and, 140-142 Assessment methodology; rehabilitation preservation of, 138-140 attachment disorders compared to, 54-56 language as forced bilingualism, 142-144 attention-deficit/hyperactivity disorder as heritage, 140-142 compared to, 49-51 preservation of, 138-140 autistic spectrum disorder compared to, 51-54 preservation of catch-up deficiencies from, 15-18 as heritage, 138-140 central nervous system and, 7 in internal working model, 12 in orphanages, 139-140 chronic trauma and, 12 social language development and, 149-150 trauma and, 144-146 conceptualization of, 7 culture shock, 137, 150 definition of, 7-10 Cumulative Cognitive Deficit (CCD), 83-90 diagnosis of, 41, 55-56 clinical presentation, 84-88 distorted attachment from, 13-18 major characteristics, 85 dysregulated high psychological functions, cognitive education programs, 88-90 10-11 dissociative states, 11 Cognitive Enhancement Training, 89-90 Cognitive Enrichment Advantage, 89-90 emotional volatility, 11 Instrumental Enrichment, 89-90 for executive functions, 11 educational remediation and, 63-64 selection criteria for, 89 Tools of the Mind, 89-90 internal working model for, distortion of, Transactional Metacognitive Approach, 90 11-13 contributing factors in, 84-88 central nervous system and, 12 cultural deprivation, 86-87 for hyper-arousal, 12 definition of, 83-84 for hypo-arousal, 12



Index 215

lack of developmental competence, 12 emotional volatility, 11 mixed maturity and, 12-13 for executive functions, 11 long-lasting deficiencies from, 15-18 dysregulation, 11 dose-response factors, 17 pre-adoption impairment, 16-17 education. See also academic readiness; learning; Post-Orphanage Behaviour Syndrome and special education; specific internalized survival skills, 14 psychoeducational tests Individual Educational Program survival behavior patterns, 14-15 components of, 56 resilience to, 17-18 individual characteristics and, 18 in educational placement settings, 59 goals for, 62-63 social connectedness and, 18 risk factors for, 9 educational remediation, 56-64 adverse social circumstances, 9 application of, 2-3 Fetal Alcohol Syndrome Disorder, 9 behaviour improvement through, 61 inherited transgenerational trauma, 9 classroom and school accommodations for, 61 social connectedness from, 13-18, 74 cognitive functioning and, 57, 62 resilience to, 18 developmental trauma disorder and, 63-64 social connectedness theory and, 74 diagnostic criteria for, 56-58 stress response in, 8-9 for childhood disorder of social functioning, symptomatic presentation of, 10 57-58 physiological symptoms, 10, 42 for mixed anxiety and depressive disorder, psychological symptoms, 10 direct instruction, as social skills development educational classifications in, 58-59 strategy, 151-153 under Individuals with Disabilities distorted attachment, developmental trauma Education Act, 58 disorder and, 13-18 educational placement in, 59 Individual Educational Program in, 59 DNE assessment mechanisms. See developmental, emotional rehabilitation through, 61 neuropsychological, and educational extended school year options, 62 Individual Educational Program assessment mechanisms donating countries, for international adoption, 2 components of, 56 dose-response factors, DTD and, 17 in educational placement settings, 59 DTD. See developmental trauma disorder goals for, 62-63 Dynamic Assessment methodology, for reading and mathematics, 60 Wilson Reading System, 60 24, 30-40 Application of Cognitive Function Scale, school-based services for, 59-60 supportive services, 60 32-33 social rehabilitation through, 61 case studies in, 33-39 test-taking modifications, 61-62 classification tasks, 33-34 curriculum-based, 39-40 therapeutic placement in, 59 procedures and tests in, 39-40 ELL. See English Language Learners diversity of, 32-33 EMDR therapy. See Eye Movement imitating tasks in, 38 Desensitization and Reprocessing modelling in, 38 emotional behavioural functioning, 180–181 perspective-taking tasks, 34-35 procedures in, 31 emotional rehabilitation, through educational remediation, 61 role-playing in, 38 scope of, 30-33 English as a Second Language (ESL), 106-110 sequential pattern completion tasks, 36-37 affidavits for, 109 short-term auditory memory tasks, 35 components of, 108-109 short-term visual memory tasks, 35-36 skills assessment for ESL learners, 102-103 verbal planning tasks, 36 English Language Learners (ELL), 106-107 dysregulated high psychological functions, from entitlement, feelings of, 139-140 epigenetic factors, 4, 8, 18 DTD, 10-11 dissociative states, 11 ESL. See English as a Second Language



216 Index

extended school year (ESY) options, 62 extreme attention-seeking, 140 Eye Movement Desensitization and Reprocessing (EMDR) therapy, 69–70

Fetal Alcohol Syndrome Disorder (FASD), 9 flexibility, of CALLA methodology, 112 forced bilingualism, 142–144 friendliness. *See* indiscriminate friendliness functioning. *See* cognitive functioning

gender, academic remediation and, 116 Generalized Anxiety Disorder, 51

HALTS. See hungry, angry, lonely, tired, or sick Haywood, Carl, 31–32, 90 helplessness. See learned helplessness hungry, angry, lonely, tired, or sick (HALTS), temper tantrums and, 165 hyper-arousal, 12. See also attention-deficit/hyper-vigilance, 140 hypo-arousal, 12

IA children. See internationally adopted children IDEA. See Individuals with Disabilities
Education Act
IEP. See Individual Educational Program immature self-regulation, 85, 113
Immigration Law, US, internationally adopted children under, 3

indiscriminate friendliness, 140 Individual Educational Program (IEP) academic remediation and, 134–135 in BGCenter Approach, 77 components of, 56 in educational placement settings, 59 goals for, 62–63 Individual Transition Plan (ITP), 77

accommodations for, 176-177

adaptive behaviour objectives, 176 assessment mechanisms for, 173 content of, 170–171 contributing agencies, implementation through, 177–178

intermediate agencies, 178 in school districts, 178 developmental history of, 172–173 emotional behaviour goals, 180–181 family role in, 179–180 goals for, 170–171 independent living objectives, 176 legal foundations for, 171–172

occupational evaluation in, 174-175

post-secondary college education, 181-183

vision statements as element of, 173–174 vocational goals in, development of, 174-175 Individuals with Disabilities Education Act (IDEA), US, 58 inherited transgenerational trauma, 9 institutionally induced autism, 51, 53-54 Instrumental Enrichment, 89-90 integration, of CALLA methodologies, 112 internal working model (IWM), distortion of, for DTD, 11-13 central nervous system and, 12 for hyper-arousal, 12 for hypo-arousal, 12 lack of developmental competence, 12 mixed maturity and, 12-13 international adoption. See also post-institutionalized children by age, 2

services and support for, 176-177

theoretical approach to, 169-170

state-by-state modifications for, 171-172

social behaviour goals, 180-181

structure of, 170-171

declines in, I
demographics for, I
donating countries for, 2
methodological approach to, 6
as natural experiment, 6, 184–185
pre-adoption care and, 2
in US, I
internationally adopted (IA) children. See also

specific topicsage factors for, 3 behavioural models for, 4 compensation for, 65–66 definition of, 3–4 under US Immigration Law, 3 demographics of, 3 language learning by, 4 late-adopted, 3–5 parent surveys, 87–88 qualitative characteristics of, 2 quantitative characteristics of, 2 remediation for, 65–66

assessment mechanisms; rehabilitation;

Kolk, B. van der, 7, 10 Kuypers, Leah, 79

IWM. See internal working model

language. See also Cognitive/Academic Language Learning Approach acquisition and learning of, 99–100 circumstantial, 100 by internationally adopted children, 4



Index 217

of assessment mechanisms, for internationallylanguage, acquisition of, 99-100 adopted children, 21-23 circumstantial, 100 for native language of adopted children, 21 mediated, 74 under Standards for Educational and Lidz, Carol, 31-33 Psychological Testing, 22 Light's Retention Scale, 5th Edition (LRS-5), time frames of language attrition, 21-22123-124 assessment of skills, 101-103 age of adoption as factor in, 103 MADD. See mixed anxiety and depressive for "at risk" groups, 102 disorder for English as Second Language learners, maturity. See mixed maturity 102-103 McCarthy, Harriet, 167-168 for language development, 102-103 mediated learning, 74 misdiagnoses, of attention-deficit/hyperactivity attrition of with Cumulative Cognitive Deficit, 86 disorder, 50 definition of, 100 mixed anxiety and depressive disorder (MADD), emotion as factor in, 104-105 57 of first language, 103-105 mixed maturity, 12-13 psychosocial consequences of, 105 NARM. See NeuroAffective Relational Model behavioural regulation through, 101 bilingualism National Council on Measurement in Education (NCME), 22 forced, 142-144 as professional qualification for assessors, 23 NeuroAffective Relational Model (NARM), 70, 72 communicative/social, 100 Cognitive/Academic Language Learning occupational therapy. See school-based therapies Approach compared to, 106 orphanages. See also adoption as culture autistic spectrum disorder in, 51 forced bilingualism, 142-144 extreme attention-seeking in, 140 hyper-vigilance in, 140 as heritage, 140-142 preservation of, 138-140 indiscriminate friendliness in, 140 Post-Orphanage Behaviour Syndrome English as Second Language methodology, 106-110 autistic spectrum disorder and, 51 affidavits for, 109 internalized survival skills, 14 components of, 108-109 survival behavior patterns, 14-15 skills assessment for ESL learners, 102-103 preservation of culture in, 139-140 English Language Learners and, 106-107 proactive aggressiveness in, 140 post-adoption traumatic experience and, 144-146 in Romania, 51-52 as psychological function, 99 self-parenting in, 140 Orton-Gillingham methodology, 128–129 self-regulation and, 101 overlearning, CALLA methodology and, 112 social language development, 149-150 special education assessments for, 110 language development, 99-100 parental burnout, 167-168 language remediation parenting. See adoptive families; therapeutic of assessment mechanisms, for internationallyparenting adopted children, 21-23 pediatricians, assessment mechanisms for internationally-adopted children by, for Cumulative Cognitive Deficit, in family environments, 92-93 late-adopted children, 4-5 peer rejection, 148-149 definition of, 3 physiological regulatory restoration, 75-76 POB Syndrome. See Post-Orphanage Behaviour learned helplessness, 74 learning. See also Cognitive/Academic Language Syndrome Learning Approach post-adoption stress, 6, 9, 17 acquisition and learning of, by internationally post-adoption traumatic experience adopted children, 4 language and, 144-146 Cognitive/Academic Language Learning native culture and, 144-146 Approach, 100-101, 110-112 post-institutional autistic syndrome, 51, 53-54



218 Index

post-institutionalized children, definition of, remediation. See also BGCenter Approach: cognitive remediation; educational Post-Orphanage Behaviour (POB) Syndrome remediation; language remediation; autistic spectrum disorder and, 51 rehabilitation internalized survival skills, 14 academic, 76 survival behaviour patterns, 14–15 compensation compared to, 5 post-traumatic stress disorder (PTSD) Cumulative Cognitive Deficit and assessment mechanisms for, 41-42 in family environments, 88, 92-93 Child and Adolescent Needs and Strengths school-based remediation of, 88, 90-92 Trauma Comprehensive Version, 42 Trauma Assessment Pathway Model for, 42 goals and purpose of, 5 developmental trauma disorder compared to, for internationally adopted children, 65-66 principles and requirements of, 74-75 47-49 diagnosis for, 48 residential treatment centers (RTCs), 159-160 physiological origins of, 47-48 resilience symptoms assessment for, 49 definition of, 17-18 therapies for, 49 to developmental trauma disorder, 17-18 triggers for, 47-49 individual characteristics and, 18 social connectedness and, 18 pragmatics development, 150-151 pre-adoption care, before international adoption, 2 RTCs. See residential treatment centers pre-adoption stress and impairment, 6, 16-18 pre-adoptive childhood trauma, 16-17 scaffolding, in CALLA methodology, 112 prenatal stress, 6 Schmid, Monika S., 104 primary physiological trauma, 10, 42 school Internet, 152 proactive aggressiveness, 140 school-based therapies. See also classrooms pseudo-autism, 53-54 in BGCenter Approach psychotherapy, for adoptive families, 157-159 counseling programs, 79 occupational therapy, 77-79 parental counseling in, 158-159 selection of psychotherapist, 157-158 self-regulation in, 77 self-parenting, 140 Self-Regulated Strategy Development (SRSD) PTSD. See post-traumatic stress disorder Purvis, Karyn, 73 intervention, 131-132 quasi-autism, 51 self-regulation, 11, 32-33, 57, 69, 119. See also Attachment, Regulation and reactive attachment disorder, 54 Competence model regulation. See dysregulation; self-regulation development of, 94 rehabilitation immature, 85, 113 for internationally adopted children, 65-66 language development and, 101 in school-based occupational therapy, 77 definition of, 5 emotional, 61 self-confidence and, 179, 183 goals and purpose of, 5 self-soothing, 52-53, 79 self-stimulation, 52 neuro-physiological therapies, 68-70 Eye Movement Desensitization and sensitive periods, 13 Reprocessing therapy, 69-70 skills. See specific topics SmartStart Program, 93-96 neurofeedback therapy, 69 sensory integration therapy, 68 association and generalization skills, 96 psychosocial therapies, 70-73 cognitive functioning, 94-95 Attachment, Regulation and parts-of-a-whole training, 95 Competence model, 70-72 problem solving training, 95-96 NeuroAffective Relational Model, 70, 72 social behavioral functioning, 180-181 Trust-Based Relational Intervention, 70, social competence, 146-148 social connectedness, developmental trauma talking therapies, 66 disorder and, 13-18, 74 trauma-focused therapies, 66-68 resilience to, 18 social, 61 social language development, 149-150



Index 219

social learning. See social skills TISP. See Trauma-Informed Safety Plan social rehabilitation, through educational Tools of the Mind, 89-90 TP. See therapeutic parenting remediation, 61 social situation of development (SSD), 4-5, 9, Transactional Metacognitive Approach, 90 15, 82-83, 100, 184-185 transference, CALLA methodology and, 112 social skills trauma. See also developmental trauma disorder; deficiency of, 146-148 post-adoption traumatic experience; pre-adoptive childhood trauma development strategies for, 150-154 culture familiarization, 153 assessment mechanisms for, 40-46 direct instruction in, 151-153 adverse childhood experience and, 44 environmental organization, 153-154 Child and Adolescent Needs and pragmatics development, 150-151 Strengths - Trauma Comprehensive specialized help, 153-154 Version, 42 special education clinical case studies, 42-46 academic remediation and, 134-135 neuropsychological tests for, 40 retention compared to, 124-125 for post-traumatic stress disorder, Cumulative Cognitive Deficit and, 96-98 41-42 clinical case study for, 97-98 verification of trauma, 41 for language acquisition, 110 attention-deficit/hyperactivity disorder SRSD intervention. See Self-Regulated Strategy and, 50 Development intervention chronic, 12 SSD. See social situation of development culture and, 144-146 Standards for Educational and Psychological inherited transgenerational, 9 Testing, 22 pre-adoptive childhood, 16-17 stress. See also post-traumatic stress disorder primary physiological, 10 recovery after, 184-186 chronic, 12 trauma disorders. See developmental trauma post-adoption, 6, 9, 17 pre-adoption, 6, 18 disorder prenatal, 6 Trauma-Informed Safety Plan (TISP), stress response, in developmental trauma 79-8 t Trust-Based Relational Intervention (TBRI), 70, disorder, 8-9 survival behaviour patterns, 14, 72, 74 talking therapies, 66 unique "natural experiment," international TBRI. See Trust-Based Relational Intervention adoption as, 6, 184-185 temper tantrums, 164-167 United States (US) Department of State Statistics, for HALTS and, 165 therapeutic parenting (TP), 150-151, 160-168 international adoption, 1 behaviour contracts, 163-164 Immigration Law, internationally adopted consequences of, 164 children under, 3 daily routines, structure of, 163-164 Individuals with Disabilities Education Act, as intentional method, 162 objectives of, 162 Vygotsky, Lev, 74 parental burnout, 167-168 temper tantrums and, 164-167 HALTS and, 165 Welsh, Janet, 6 Wilson Reading System (WRS), 60, 128-129 theoretical approach to, 155-156