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Philippine Normal University
National Center for Teacher Education

**CASE STUDY OF ADOPTED CHILDREN
WITH AGGRESSIVE BEHAVIORS**

A Thesis

Presented to the Faculty of
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfillment of the Requirements
for the Degree Master of Arts in Education
With Specialization in Guidance and Counseling

SR. EVANGELINE F. BALUYUT, SMdC

September 2019



APPROVAL SHEET

This thesis entitled “**CASE STUDY OF ADOPTED CHILDREN WITH AGGRESSIVE BEHAVIOR**” prepared and submitted by **SR. EVANGELINE F. BALUYUT, SMdC** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with specialization in Guidance and Counseling**, is hereby recommended for approval and acceptance.

AURORA B. FULGENCIO, Ph. D.

Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Education by the Oral Examination Committee.

ADONIS P. DAVID, Ph. D.

Chairperson

MARIE CHIELA C. MALCAMPO, MA
Member

PRAKSIS A. MIRANDA, Ph. D.
Member

TERESITA T. RUNGDUIN, Ph. D.
Member

Accepted in partial fulfillment of the requirements for the degree of **Master of Arts in Education**.

DATE

RONALD ALLAN S. MABUNGA, Ph. D.
Dean
College of Graduate Studies and
Teacher Education Research



ABSTRACT

Name: Sr. Evaangeline F. Baluyut, SMdC

Title: “CASE STUDY OF ADOPTED CHILDREN WITH
AGGRESSIVE BEHAVIOR”

Key Concepts: Adopted children, aggressive behavior, covert aggression,
overt aggression

Degree: Master of Arts in Education

Specialization: Guidance and Counseling

Adviser: Aurora B. Fulgencio, Ph. D.

This research takes an informed look at adopted children by presenting the risk of potential maladaptive behavior among them. It presents various applications especially in the field of Guidance and Counseling, family intervention and child psychology. Evidences are presented about the potential development of aggression among adopted children. Each case presents a unique aspect of adoption and the risk of aggression. A qualitative approach was employed and thematic analysis applied to answer the research questions; first, how aggressive behaviors manifest in adopted children? Second, what influences the aggressive behavior of adopted children? Finally, what intervention can be developed to help improve the behavior of these adopted children?



DEDICATION

This collaborative work is lovingly dedicated to my 3 families –
My biological family (Jose and Angela),
my adoptive family (Rodolfo and Dometila)
and my religious family (Sister Handmaids of Charity of St. Vincent de Paul)
To those who have journeyed and prayed with me
and those who have inspired me to never give up!
To my new friends, my 10 adoptees and their parents who participated in this
endeavor and shared their life with me!
And above all to my God who has never abandoned me...
Thank you and I love you all!



ACKNOWLEDGEMENTS

This research paper would not have been possible without the guidance and help of several individuals who in one way or another contributed and extended their valuable assistance in the preparation and completion of this study.

First and foremost, my utmost gratitude to Dr. Aurora B. Fulgencio, who guided me gently into this undertaking and encouraged me to aim high to improve my craft and not to get tired of pursuing the best that life can offer. To all my PNU professors...I pray for your health and continuous dedication.

To my dear superiors, Sr. Graziella B. Milani, Sr. Jennifer B. Morales, and Sr. Nela Morado and my SMdC sisters especially to Sr. Ellen Arellano (Pansol, QC community) thank you for your unwavering encouragement, presence and unceasing prayers.

To my Guidance and Counseling classmates, especially to Ms. Tintin Sison and Ms. Tina Firmante who were sensitive enough to inform me of the requirements and patiently guide me in my days of absence. To the staff of PNU OASAS, GRESO and CGESTER'S office – special thanks to Mr. Nathan Dalida always available to help me.

To my GBLS teachers/staff and LEAP, Mr. Francisco "Franco" Chingcuanco, Ms. Eden Acosta, Ms. Corazon Morta, and Dr. Corazon Villareal of the University of the Philippines and Ms. Malou Perez, Mr. Joseph Dela Cruz and Mr. Erwine dela Paz of Ateneo de Manila University, Ms. Divine Insigni of JOES Publication and to my dadee and spiritual director, Fr. James W. U. Gascon, SJ (President of RMT-CEFAM Ateneo de Manila University) who was my inspiration and who encouraged me to the max... advised me to be diligent and prayed with me that I will be given enough physical strength to be able to finish all the requirements, my heartfelt gratitude.

And last, to my omnipresent, compassionate, merciful, and loving God for just being there and answering my faint prayers that despite my weaken health, will never let me down... thank you for supporting this adopted child... may all this work be for your greater glory! *EFB



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CHAPTER 1

The Problem and Literature Review

Background of the Study

Adoption is the act of permanently retaining a minor with a parent or parents other than the natural parents. A process whereby a person assumes the responsibility of taking care of the child, from that person's birth or legal parents, and, in doing so, permanently transfers all legal rights and responsibilities, along with lineage, from the biological parents (French, 2013). It is as a lifelong process that requires awareness of attitudes, perspectives, deep beliefs and values of concern and cares for the plight of these children plus a sincere commitment for their well-being (Siegel, 2013).

In a report by Barbarotto (2008), countries like the European Union composed of Italy, Romania, Latvia, Bulgaria, France and a host of other countries have come together to discuss in a report of abandon children policies in childcare and protection aiming to promote family-based childcare alternatives like fostering and adoption. The organization has enacted specific laws governing the adoption of these children.

In the Philippines, the law which governs domestic adoption is Republic Act 8552 or the Domestic Adoption Act of 1998 and it is through the Department of Social Welfare and Development or a licensed child-placing agency where the process of adoption is done. The DSWD categorizes the adoption process as to having three types: agency, private or kinship, and simulation. Tarroja (2007), explains that adoptees coming from licensed child adoption agency are made through the DSWD, while those coming from a private or independent adoption, are placed under a family which is known or related by blood to the



child's biological parents (also called kinship adoption) or placing them under any parent or parents who are interested in adopting them which are not his/her relatives. An alternative way is by simulation of birth. This occurs when a childless couple, for example, comes into the custody of a baby or child, given to them and then applies for a birth certificate, making it appear that the baby or child is their own biological offspring. Under RA 8552, simulation of birth is a criminal offense punishable by eight years imprisonment and a fine of fifty thousand pesos.

Dalen (2007) says that adoption gives many children great opportunities, like having a loving family, a caring environment, parents who can provide for all their financial needs as well as access to education. In short, it serves to gain a positive change for a brighter future. Nevertheless, studies suggest otherwise. Menlove (2013) and Smith and Brodzinsky (1994) in their studies of adopted children and aggression says that there are more emotionally disturbed adopted children with behavioral symptoms of aggression compared with non-adopted children. If adoption is a positive means to have a positive change, why are there many observed reports of maladaptive behaviors such as aggression among adoptees and why do they continue to increase in number?

Aggressive behavior is the visible expression of aggression and less attention has been given to the understanding and origin of such behavior among children and infants although many researches been done with adolescence and adulthood, greater research is needed to identify factors, manifestation, and causes that can give rise to aggressive behavior among adopted children (Connor, 2002).



Adoption data and statistical trends reported by Biafora and Esposito (2006) p. 1, states that there were over 240,000 children adopted across the United States from other countries from a report to the US Department of State. Also, a 2007 National Report of Adopted Parents, reports the breakdown of adopted children in the US are as follow: 677, 000 (38%) in private domestic adoption, 440, 000 (25%) in international adoption, 21% are transracial, 88% adopted parents describes themselves as a “happy couple”. Many of these children come out with remarkably good outcome and some with difficulties in adjustment and other developmental issues such as aggression.

In the Philippines, according to DSWD Secretary Corazon Soliman, about 500 children in orphanages and other child caring agencies are waiting to be adopted by prospective parents who hold back on adoption because of its stigma (Pazzibugan, 2012). While Dalen (2007) presents positive outcomes of adoption, Smith and Brodzinsky (1994) suggest that adoption can be viewed as being threatening, stigmatizing and involving loss. Children become aware that adoption is viewed not only as a family building but also as family loss, thus leading the adoptee to feelings of distress and the emergence of adjustment problems. Hence, such child’s emotional inadequacy is a potential source of aggression.

What is aggression? According to Connor (2000) p. 1, “they are complex, heterogeneous conditions with diverse etiologies and consequences”. It has an evident and harmful interaction that has the intention of causing damage and danger to another person. Some people have the intention to do it as vengeance even without provocation. Often it is an annoyance due to a blocked goal.



Young (2008) says that aggression in children can be an indicator of many different underlying problems. He says that these problematic aggressive kids often get into fights with people who are tougher than they are. They face problems not because they are aggressive, but because they become aggressive at the wrong time and in inappropriate situations and events

The increasing number of reported cases of adoptees manifesting aggression or excessive anger in the researcher's workplace has led to a great interest in finding out how and why these aggressive behavior cases continue to increase in its workplace. Concern regarding how these children and their parents could be helped in coping, handling, reducing or eliminating this maladaptive behavior has led the researcher to focus on this study. As an educator, these observed behaviors have been reported among adopted school-aged children by their advisers and subject teachers and, also surprisingly as shared by the neighboring public-school counselor.

LITERATURE REVIEW

Dalen's (2007) study attested that adoption gives children great opportunities they may never otherwise receive. It also serves to increase a positive change and to give a hopeful future for the adoptee. Such opportunities include a loving home, a caring environment and adoptive parents who can provide for their financial needs as well as access to schooling.

The review of the literature will be presented in this sequence, first is the characteristics of adopted children, and second is the attachment issues. Third, identity



issues. Fourth, self-esteem issues. Fifth, difficult temperament in adopted children. Sixth, adoptive parent-adoptee relationships studies. Seventh, the risk factors on adopted children and lastly, the aggression of adopted children.

Characteristics of Adopted Children

Wierzbicki (1993) conducted a meta-analysis of 66 published studies that compared the psychological adjustment of adopted and non-adopted children. These studies show that adopted children had higher levels of maladjustment than non-adopted children. It also mentions that depression among adopted children appears to be related to environmental stressors rather than to factors associated with depression.

Cadoret, O'Gorman, Heywood, and Troughton (1985) interviewed 48 adults (ages 18–40 years) diagnosed with major depression and were adopted at birth, raised by non-relatives. Depression was positively and significantly correlated with several environmental variables occurring prior to age 18, such as the death of an adoptive parent or mental illness in the adoptive family but not with a biological family history of depression. Another study reveals that adoptees experience grief because of their rejection by their birth family and that during adolescence, these children may suffer from heightened identity conflicts because of their membership in two distinct family groups (Brodzinsky, 1987; Sorosky, Baran, and Pannor, 1975).

Brodzinsky et al. (1987) re-analyzed data from a previous study (Brodzinsky, Schechter, et al. (1984) to determine the frequency of definite clinical symptoms in a school sample of 130 adopted children and 130 non-adopted children matched by age 6–11 years



old. The result shows that higher rates of depression only in the adopted girls relative to the non-adopted girls. In contrast, Rogeness et al. (1988) p. 5, examined the charts of 546 boys and 217 girls' ages 4–16 years admitted to a psychiatric hospital which shows that non-adopted children manifest more frequent diagnoses of major depression and separation anxiety disorders while adopted children, proved more “impaired relatedness” which means that they show extra attention symptoms and hyperactivity symptoms of which mostly are boys.

Hodges and Tizard (1989) monitored 42 children who were raised in institutions up to 2 years of age or older and were then adopted or returned to a biological parent in adolescence. They found high rates of depression and antisocial behavior only in adopted children who were returned to their biological families. Children who remained in adopted families did not differ from controls on either depressive or antisocial behaviors.

Attachment Issues

Carlson (1998) p. 54, says that during the early stage of infancy, the child shows an assortment of pre-adapted behaviors like crying, clinging, seeking closeness to get the attention of its caregiver, a strategy used by the infant to promote closeness which results to reduce the child's stress. This repeated interaction of the infant and its caregiver become well-arranged and serve to control the infant's emotion and behavior. This emerging relation between the caregiver and the child is called “attachment”.

Van Ijzendoorn (1995), mentions four attachment patterns; one secure pattern and three insecure patterns. The four patterns are as follow a secure attachment pattern, an



insecure-avoidant pattern, an insecure-resistant or insecure-ambivalent and lastly, an insecure-disorganized pattern.

Constantino (1995) and Main (1996) as mentioned from their data that a secure attachment pattern describes the child missing its caregiver upon separation and seeking nearness upon reunion. After being satisfied, returns to active exploration. The caregiver is experienced as available, responsive and sensitive to the infant's needs.

In an insecure-avoidant pattern, the infant shows no signs of missing the caregiver when separated, avoids and pay no attention upon reunion with the caregiver. The caregiver is felt only as seldom available and responsive.

An insecure-resistant or insecure-ambivalent pattern is when the infant overly preoccupied with caregiver throughout the separation-reunion process. Alternately in search of and resisting its caregiver and upon reunion, fails to be comforted and continues to focus on the caregiver and cry, does not return to exploring the environment. The caregiver is viewed as occasionally available and responsive.

Lastly, the insecure-disorganized pattern shows infant in a combination of contradictory features of several coping strategies. The child exhibits disorganized behaviors such as freezing behaviors, slowed movements, depressed effect and apprehension and anxiety in the presence of the caregiver.

Constantino (1995) and Lyons-Ruth (1996), adds that patterns of attachment have been linked as one of the several risk factors in the development of widespread psychopathology which includes aggression and anti-social problems in children and adolescence. The avoidant pattern of insecure attachment appears to be related to later



aggression in the presence of added caregiver and family risk factor. Poverty, adolescent motherhood, intrusive or hostile caregiver parenting style, maternal psychopathology, and family psychosocial problems are additional risk factors mentioned in the study of Fagot and Kavanaugh (1990).

Also, failure to organized and strategized efforts on the part of the infant to obtain security from the caregiver results to a disorganized attachment. As a result, a disorganized pattern of infant attachment appears strongly related to later childhood psychopathology and aggressive behavior in the studies of Carlson (1998) and Lyons-Ruth (1996).

Schofield and Beek (2006), explains that an approachable mother to his child creates a mutual positive reaction from which attachment develops. It is the most vital and essential step which consist of the adoptee's learning to develop a sense of trust with their caregivers. During this early stage, adoptees must learn to bond and have a secure attachment with their caregiver to maintain continued existence.

A satisfying interaction and a secure parent-child bond produce in a sturdy foundation for the child sense of trust. Bimmel, Juffer, Van Ijzendoorn, and Bekermans-Kranenburg (2003) states that a secure attachment relationship with the adoptive parents may surely influence the adoptee's future social development. A close attachment bond with a primary caregiver may also serve as a protective factor (Werner, 1993).

Chisholm, (1998) and Marcovitch, Goldenberg, Gold Washington, Wasson, Krekewich, et al. (1997) argues that secure attachments are challenging and not easy to develop.



Palacios, Moreno, and Roman (2013) mentioned that when children become conscious that they have been adopted, children may feel unhappy over the loss of a relationship. Losses include birth parents, birth history, medical history, family traditions and stories about family ancestry. This feeling of loss may be extremely be felt in non-relative adoptions where little or no information or contact is available with the natural parents and such distressing and helpless feelings may anger the child if he/she learns that the biological mother later had other children that she decided to raise up. The moment the child is separated from the birthmother and gives up hope of involving with her again, the child begins to deal with this loss. This lost in children cannot be restored and it becomes a seemingly irremovable shame.

Patricelli (1995) adds that children may feel unhappy over the loss of this bond with their birth parents. Such grief feeling may be triggered at many different times throughout the child's life including when they find out about their adoption story. Adopted children may also feel the pain from a loss of access to important medical and genetic family histories.

In contrast with the above mentioned studies, the works of Plomin and Defries (1983), Marquis and Detweiler (1985), and Rende, Lomkowski, Stocker, Fulker and Plomin (1992) shows that there are no direct indications that adopted children as a group are less intensely attached to their adoptive parents than those who were not adopted. It is not clear as to whether these insecure attachments in adopted children directly causes bigger behavior problems.



Identity Issues

Nancy Verrier (2014) says that adoptees feel a sort of division in their lives because they feel a kind of genetic confusion. A confusion that has its origin when the infant was separated from the birth mother and starts his life with his adoptive mother. Biology tells that this child will be able to distinguish the mother through their senses. The smell, touch, sight of mother's face, tone of voice or its heartbeat will never be forgotten and no matter how pleasant the adoptive mother is, she doesn't pass this sense test. The baby is disoriented, frightened, irritated, unhappy, helpless, hopeless and alone.

Patricelli (2010) mentions that identity is defined by what one is and what one is not. Adopted children when born into one family, lose an identity but and borrows one from the adopting family. The formation of identity, in this case, is a complicated process. The construction of the identity is an ongoing formation, development, and change in identifying with the self.

Gagnon-Oosterwaal, Cossette, Smolla, Pomerleau and Berthiaume (2012), mentions that identity shapes our person. Studies from Princeton University revealed that adoptees may suffer from a wide range of psychological effects in all stages of life especially in the area of the formation of their identity.

Hence, identity is an essential issue of adoption because it is believed that children who are adopted may feel that they "do not fit in" with their adoptive families knowing that their adoptive parents are not their real parents. They struggle with who they are or whom they could become. This uncertainty can be confusing and uncomfortable. This identity issue can trigger the child to question everything about himself thus complicating



the development of a stable ego identity as mentioned in the works of Brinich, (1990), Brodzinsky (1987), Nickman (1985) Schechter (1960), Scheter and Bertocci, (1990) and Sorosky, Baran and Pannor (1975).

Carandang (1987) also says that for a positive outcome among adopted children, they need first, to question their identity, to test their adoptive parents' love and to search and find their natural parents.

Tarroja (2007), articulates that the family plays a dynamic role in identity formation which constitutes one's gender, sexuality, origin, religion, and family up bringing which are constantly being formed. The family plays an important role in the formation of the new member. A stable, secure, loving, open and supportive family with all members feeling safe to explore their identity is an important and necessary component for the formation of a sound identity.

Self-esteem Issues

Watson (1995) p. 1 says that the central task of childhood is defining and coming to value one's "self". Cobranding (2004), a well-known child psychologist explains that self-concept is a perception of the person about himself or herself. As self-concept becomes better known and expressed, children begin to make value judgments about themselves. Their self-esteem or self-worth denotes how they value themselves. Whereas self-concept is the cognitive part of the self-esteem, self-worth is known as the affective portion of the self.



Brodzinsky, Schechter, and Henig (1992) and Juffer and Ijzendoorn (2007), discussed how adoptees cope with difficulties connected with lack of hereditary connection and similarities to their adoptive parents. The feeling of being different may develop low self-worth and may undesirably influence his social development and somewhat intensify the risks of behavior problem and cognitive delays.

Brodzinsky et al. (1992) p. 92, says that "being adopted can complicate the development of self-image and self-esteem". In another study by Smith and Brodzinsky (1994) found that adopted children who reported higher levels of negative affect about the loss of birth parents manifest high levels of depression and low self-worth.

Watson (1995) says that adopted children may also struggle with self-esteem problems and issues on identity. There are two types of self-esteem difficulties, one is situational where one feels not good about oneself in some areas or at some point in time. The other one is global, wherein one feels inadequate always in most areas, its origin is in the early childhood experiences of abuse and abandonment. Children here tends to ask and seek explanation on why they were given up and what is wrong with them. It is this unexplainable rejection that leaves adopted children with a weak core at the center of their self-image.

Though there are conflicting studies and findings as to whether adoptive status influences self-esteem, research study like that of Stein and Hoopes (1985), state otherwise that there are no indications that adoptees had lower self-esteem. The study of Bensen et al. (1994) found that the adoptees have as high or higher self-esteem than their non-adoptive counterpart. Another study by Juffer et al. (2007), says that he investigated the



self-esteem of adoptees and results showed that there is no difference in self-esteem between adoptees and non-adoptees. Contrary to expectation, these children can develop normal levels of esteem and this appears to be the case in a specific group of adoptees across the life span. He also mentions that this result happens if adoptive parents can offer secure parent-child attachment relationship with a high level of support from the environment, this may result in fewer behavior problems and a positive self-esteem in adoptees.

Another important developmental need aside from self-identity of a child which is also essential for his growth is the need to explore the world, but if a child is too insecure and is not encouraged, such exploration will be inhibited, and the child may grow into an adult who lacks confidence and stays in a restrained life. Gaining self-esteem is a development process that begins in infancy and is connected to children's early caregiving experiences. As their basic needs are met, their sense of being worthwhile also develops. This process begins before they developed the capacity to cognitively process their life experiences. As they are loved and cared for by their caregivers, the children recognize at some point that they are loved, cared and protected for by these persons and because of this, they are valued (Watson, 1995)

De Los Reyes (2002), adds that the adoptive status alone does not result in poor or negative self-concept. In his study, it shows that family relations and functioning such as open communication on matter pertaining to adoption can minimize the negative impact of the identified psychological factors like loss or absence of knowledge of biological roots.



Difficult Temperament in Adopted Children

Connected to adoption issues is literature about aspects of children's temperament which are stable over time and that a difficult early temperament can be predictive of behavioral difficulties in later childhood. Although there is no evidence that adopted children as a group has a more difficult temperament than non-adopted children, there is tentative support that adopted children's higher rates of behavior problems may result from a poor "goodness of fit". This is derived from studies that suggested that adopted parents with a psychiatric history or difficult childhood experiences may find it more difficult to manage children with difficult temperaments.

Maladjusted adoptees do not appear to fit a specific temperament type, although all children with difficult temperaments appear to be at greater risk for social and emotional problems (Goldsmith and Campos, 1982). Maurer, Cadoret, and Cain (1988) performed a cluster analysis with temperament data on 162 children ages 14–17 years. The membership in the "difficult" temperament group, as defined by Thomas and Chess (1977), predicted later childhood behavior disorder in both males and females.

A study by Rende and Plomin (1992) says that having an adoptive parent with a psychiatric condition predicted difficult temperament in male adoptees and suggested an interaction model explaining the onset of behavior problems. Coon, Carey, Corley, and Fulker (1992) replicated Maurer's (1988) study and results on a sample of 474 adopted children with a similar outcome. In the study, adoptive parent responses on the Carey Temperament Survey and parent and teacher responses on the activity scale of the Colorado Childhood Temperament Inventory indicates that difficult temperament was a strong



predictor of later conduct disorder but it was not significantly associated with parental characteristics. However, adoptive parents' previous history may impact adoptees' conduct problems, probably through parents' sensitivity to problems which are due to their own negative experiences or by the use of inadequate parenting strategies.

Adoptive Parent-Adoptee Relationships Studies

Peter, B. R. (1999) says that adoptive parents and children appear to have fortunately a positive relationship, and there is no direct evidence indicating that higher rates of children's behavior problems are related to impaired relations with their adopted parents. Actually, adoptive parents show high quality of parenting which can be due to what Compensatory Theory of Hamilton et al. (2007) p.100, which says that "the pressure that adopted parents face to prove themselves may cause them to increase their effort in fulfilling all the requirements of being good parents" which results in high satisfaction with parenting. Though there is some evidence that expectations and effect of adoptive parents may impact adoptee adjustment.

Risk Factors on Adopted Children

Hamilton et al. (2007), mentions in the Theory of Kin Selection which suggests that because unrelated children offer few reproductive benefits to their parents, they are less likely to garner valuable resources and may even suffer mistreatment at the hands of their parents.



The adoptee populace seems to be more at risk for certain behavioral issues. Studies found that the additional risks faced by adoptees are largely confined to adolescence. Toussaint (2008) mentions that adoptees who had been adopted found that they were twice as likely as non-adopted people to undergo oppositional defiant disorder and ADHD. Suicide risks were also significantly greater.

The Theory of Risk and Protective Factors (Juffer, 2007) states that an accumulation of risk factors in adopted children leads to less optimal child development but protective factors may buffer the negative effects of the risk, resulting in resilience in children.

Aggression of Adopted Children

Connor (2002) explains that aggression is forceful action or procedure (an unprovoked attack) especially intended to dominate or master. It can be classified into adaptive or maladaptive aggression, an overt and covert type, non-destructive to destructive, reactive and proactive, instrumental and hostile, predatory and affective, offensive and defensive and relational aggression.

“Adaptive aggression often occurs in the service of ensuring the integrity or survival of the individual while maladaptive aggression appears to be loose, disinhibited aggression. Overt aggression is an openly confrontational act of physical aggression while a covert one is any hidden furtive, clandestine act of aggression” (Connor, 2002, p. 4).



“The Overt and Covert Antisocial Behaviors in One Dimension Model” by Loeber and Schmalzing (1985) p. 11 is conceptualized as unidimensional and bipolar. The two poles of behavior show overtly confronting antisocial behaviors and furtive covert acts.

Deater-Deckard and Plomin (1999), mentioned that adoptive children are more aggressive, and delinquent compared to biological children based on a parent and teacher checklist ratings.

Kraemer and Clarke (1996), studied the characteristics of maladaptive aggression as seen in infant monkeys who were randomly given two rearing conditions: mother reared and peer-reared, the absence of the biological mother from early infancy in the peer-reared condition appeared to constitute major stress. Here, aggression seemed less likely to occur in the social goals like attaining and gaining status in the group. Maladaptive aggression seems to be unregulated and disinhibited.

Subtypes for aggression were empirically derived from statistical techniques such as factor analysis: overt aggression and the covert aggression continuum. The overt-aggression is described as an openly confrontational act of physical aggression which includes: physical fighting, bullying others, using a weapon in the hostile act and open defiance of rule and authority figure while covert-aggression is any hidden, cautious, clandestine act of aggression which includes: stealing, fire setting, truancy, and running away. Oppositional defiant behavior appears to be at the midpoint of the overt-covert continuum (Loeber and Schmalzing, 1985)

Peters, Atkins, and McKay (1999), presents a pathogenic model to explain the maladjustment among adopted children as a function of psychological stress coming from



the child adoptive status. Most adopted children who experience negative or ambivalence toward their adoption experience relied more frequently on avoidant coping strategies while children who experience “intrusive thoughts” engage in cognitive-behavioral problem solving or assistance seeking strategies, to gain more control over stressful events related to their adoption status.

According to Wipfler (2000), aggression is one of the first responses to frustration that an infant learns. Grabbing, biting, hitting, and pushing are especially common before children develop the verbal skills that allow them to talk in a sophisticated way about what they want and how they feel.

In a study by Liu, Lewis and Evans (2013), aggressive behavior emerges at an early age and is even manifested in lessor high intensity and can persist and become permanent and eventually become problematic. Extraordinary levels of aggression occurring as early as the infant period, foretell of future troublesome behaviors. The first five years of life emerge the critical establishment and foundation for persistent aggressive behavior. Multiple areas of functioning likely influence the course of aggressive behavior including uncontrolled emotion, inattention, impulsivity and other developmental delays, particularly in the domain of social communication. Similarly, children who have suffered the trauma of abuse or neglect respond differently because they have experienced the world being an unsafe and a dangerous place. A child’s violent behavior reveals extreme distress and a need to feel safe and protected. These children need to receive a strong sense of belonging from their parents and need to know what unacceptable behavior is.



Synthesis

Many of the research findings on adopted children show conflicting evidence as to whether an adoptive status is beneficial or detrimental. Possibilities of positive or negative outcomes or whether their feelings, attitudes and behavior are positively or negatively affected by their adoption status and a host of other issues related to adoption such as attachment, identity, feelings, attitudes, temperament, behaviors, specifically maladaptive behavior like aggression; the essential and most important thing that all these studies seek is to improve the well-being of the adopted child. It also seeks to understand, enhance and strengthen both the adoptee and their family so that a positive outcome may result in their personal development.

According to Jean MacLeod (2017), the core issues which are the basis for an adoptee's thoughts, feelings and reactions are keys to understanding a child's perceptions of himself/herself and his/her view of her biological and adoptive families. These issues are inter-related and overlap, and they decisively affect almost every aspect of an adopted child's life.

Research Problem

The study aims to identify the conditions and relevant experiences of adopted children.

Specifically, it seeks to answer the following questions:

1. How do aggressive behaviors manifest in adopted children?
2. What influences the aggressive behaviors of adopted children?



3. What intervention can be developed to help improve the behavior of adopted children with aggressive behavior?

Conceptual Framework

The study focused on the adopted child. It presents an in-depth description and case study of adopted children's aggression. Particularly, it investigated how adopted children manifest aggression and what influences such behavior and proposed intervention programs for healthy coping activities for their growth and development.

The following theories were used to support the study on adopted children's aggression; Bowlby's Attachment Theory (1952), Theory of Risk and Protective Factors by Juffer (1007), and Stress and Coping Theory (Lazarus and Folkman, 1984).

Bowlby's Attachment Theory (1952) concludes that the separation of a child from his birth mother during the first five years of life is crucial because it is the foremost causes of delinquent character development. The bond is severely damaged because of the fact that these children were relinquished. This "maternal deprivation" experienced by the adopted child which supposedly should have been a warm intimate continuous relationship will never be established.

The Theory of Risk and Protective Factors of Juffer (2007), states that an accumulation of risk factors in adopted children may lead to less optimal child development but protective factors may buffer the negative effects of the risk, resulting in resilience in children.



Stress and Coping Theory by Lazarus and Folkman (1984) states that children's adjustment to adoption is mediated by the way they understand and appraise the adoption experience and by the type of coping patterns they use to deal with adoption related stress.

See figure 1.

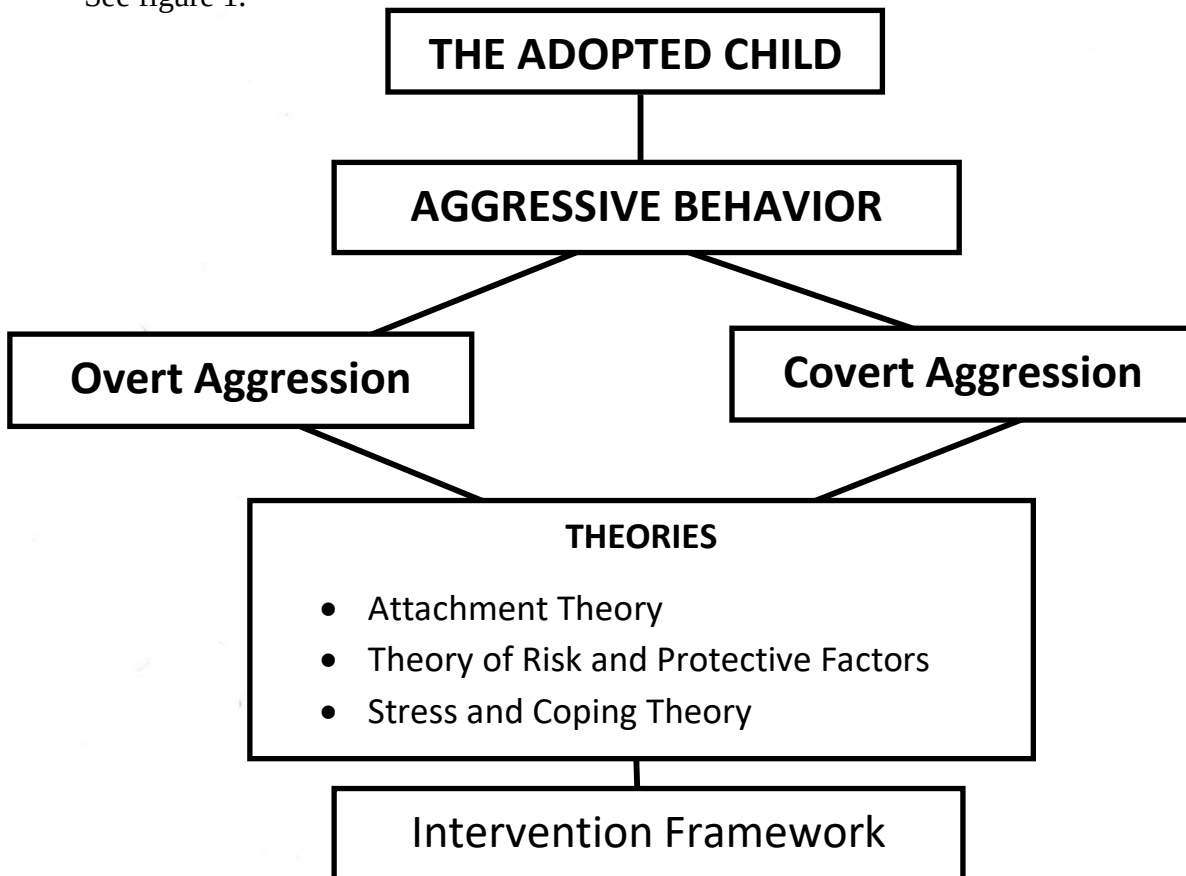


Figure 1. Conceptual Framework

The conceptual framework is a descriptive framework of how adopted children express aggression. It is expressed through either overt or covert manifestation which can be explained by the theories of attachment, risk and protective factor, and stress and coping theory. Using these theories, the researcher formulated a framework of intervention.



Scope and Delimitation

This study tried to identify the issues regarding the aggressive behaviors of adopted children in the Philippines. It also investigated how it was manifested and what influences them to act and exhibit such behavior. The major delimitation of the study is that it is intrinsic to a qualitative case study, therefore limited to purposive sampling or a small number of participants. The case study is limited to a small number of cases. Because of the small sample, it was hard to make a generalization. The researcher had difficulty with errors due to personal interpretation, as data is filtered through the researcher's point of view. The 10 participants coming from a private school and public school with ages 8-13 years old were scarce and hard to find. Participants must come from either relative or non-relative adoption placement. All the participants knew their adoption story to be able to join the interview.

Definition of Terms

Adopted Child

A child who cannot be reared by his biological or natural parents and had acquired a legal status wherein he can benefit from a new relationship with a permanent family.

Adoptive parent

Someone who provides a permanent home to a child or children through a legal process.



Aggression

It is a forceful action or procedure (as an unprovoked attack) especially when intended to dominate or master

Attachment

As used in this study. It is a secure attachment relationship with the adoptive parents may positively influence the adoptee's later social development

Covert Aggression

It is any hidden, cautious, clandestine act of aggression which includes: stealing, fire setting, truancy, and running away.

Overt Aggression

It is an openly confrontational act of physical aggression which includes: physical fighting, bullying others, using a weapon in hostile act and open defiance of rule and authority figure while covert-aggression is any hidden, cautious, clandestine act of aggression which includes: stealing, fire setting, truancy, and running away.

Self –Identity

For the adopted child, the self-identity is one that is lost at birth and then borrows one from the adopting family. The formation of identity, in this case, is a complicated process and there are many factors that affect its outcome. The construction of the identity is an ongoing formation, development, and change in identifying with the self.



CHAPTER 2

Procedures

This chapter deals with the methodology used in the study. It presents how the research was conducted and was arranged. The steps follow: (1) Research Design and Methodology (2) Research Site (3) Selection Criteria and Participants (4) Data Collection (4) Role of Researcher (5) Method of Validation and (6) Ethical Considerations.

Research Design

The qualitative design particularly the case study method was used to investigate thoroughly and in-depth the situation and experiences of the adopted child. According to Picinich (2007), a qualitative design is more likely to give richer examination of a phenomenon and their deeper meaning. This method helps convey a sense of what it's like to walk in the shoes of the people being described, providing details about their environments, interactions, and everyday activity.

Yin (2009) p.31, defined a case study as “an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. The case study is an appropriate method would be the case study because it has the “ability to deal with a full variety of evidence, documents, artifacts, interviews, and observations” to explore the complex social phenomenon under investigation.

As explained by Creswell (2003), Yin (2003), Stake (2000) and Gillham (2000), this process will give us a holistic picture of the case under investigation. Hanson and



Creswell (2005), pointed out that employing the case study research strategy will allow the researcher to enrich the results in an in-depth manner. Hartley (2006) p. 323 mentioned that “case study research is a heterogeneous activity comprising a range of research methods and techniques, coverage, varying levels of analysis and different lengths and levels of involvement”.

A case study design is used or considered for the following reasons: First, the focus of the study is to answer “how and why” questions. Second, the behavior of those involved in the study cannot be manipulated. The method can also cover contextual conditions relevant to the phenomenon under study or where the boundaries are not clear between the phenomenon and context. (Baxter and Jack, 2008 p. 544)

Also, the case study method allows the researcher not only to explore the situation but to help in the therapeutic process of the client, in this case, an adoptive child and his/her caregiver, in a specific time frame, emotional state, and life experience. Through this method, the researcher believes that it will enhance the researcher’s understanding of the process and will enrich future understanding of interacting with this type of client.

The first part of the study is an in-depth inquiry of the demographics among adopted children coming from private or public schools. They are either under the care of a relative and non-relative. The participants were referred by relatives, friends, teachers and fellow guidance counselor. They were picked through purposive sampling because of the difficulty in finding respondents who were open to talking about their adoption story.

After identifying the said participants, a consent form was then sent to their respective parents stating that they have allowed their children to join and participate in the



said study accompanied by their respective parents. These forms were collected before the formal in-depth interview. To make sure that the participants were really qualified to join the study, a pre-interviews with the parents were done. They were asked if the children knew about their adoption story and, two out of the ten children were not aware of their adoption story and because of this, they were not qualified and were not invited to the formal in-depth interview. The researcher had to look for a replacement who would qualify for the study. It took two weeks for the researcher to find new participants that were qualified to join the study

Research Process

The design for this qualitative case study consists of four (4) major phases;

Phase 1- Planning and Preparation Stage. Here the researcher properly identified and selected participants through purposive sampling, simultaneous with this was the validation of the research instruments which were checked thoroughly through the helped of a pool of experts in the field of research and adoption.

There was a pre-interview with the parents and guardians of the participants. This was done to find out if the selected adoptees knew their adoption stories; if not, they were advised by the researcher that only adoptees who know their story could proceed with the in-depth interview and were given a letter of consent to be filled up.

When all the necessary information was clearly explained to the participant's caregiver, their children were called to the scheduled interview. Before proceeding with the interview proper, they were asked if they agreed that the interview can be recorded.



Again, they were assured of the confidentiality of the issues being shared and it was promised that right after the finalization of the study all recording will be erased. During the interview, it was explained to the participant what will be done. They were reassured that if they feel that they cannot continue with the interview, they were free to back out and that all gathered information will be highly confidential. Recorded interview will be erased after the end of the research study.

Phase 2 –In the second phase, there were two (2) in-depth interviews conducted. The first was with the adoptees and the other one with the adopted parents or caregivers. We used an open-ended structured interview and the questions prepared was checked by an expert researcher. After this, a behavior checklist of observed aggressive behaviors of adopted children in the school setting was filled up by their teachers and counselors.

Phase 3 –Data were collected and transcribed into categories and themes, were analyzed through triangulation and cross-analyzed the different cases.

Phase 4 – Based on the results, an Intervention Program was developed and recommended for the adoptees. A sample program was adapted for the intervention program, Forgiveness Therapy plus counseling was employed to lessen, prevent and eliminate aggressive behaviors among adopted children.

According to Baxter and Jack (2008), the goal of research is to develop generalizations that represent multiple accounts. The qualitative researcher must develop an interpretation of these data that reflects everyone's experience and applies equally well across all of the accounts that constitute the data set. The use of coding and sorting and



the identification of themes are an important and indispensable part of the research process (Coffey and Atkinson, 1996).

After analyzing the cases and gaining new ideas and insight in adopted children's aggression, the researcher will develop an intervention program. The intervention program is geared to integrating past and present experiences of the child by utilizing an intervention like forgiveness therapy, play therapy or a regularly scheduled counseling. Forgiveness therapy is a concept adapted from the works of Robert Enright and Richard Fitzgibbons which explain the process of forgiveness in psychotherapy in a way that can be applied to adopted children and their caregiver. This is a cognitive forgiveness exercise of thinking about trying to forgive. This was utilized to master angry feeling; emotional reactions slowly diminish as the degree of inner anger diminishes also. As we build up trust and diminish anger in adopted children, they will come to an awareness of how important it is to let go of the past, be aware of those who love and care for them now, and move on to the future for their own well-being.

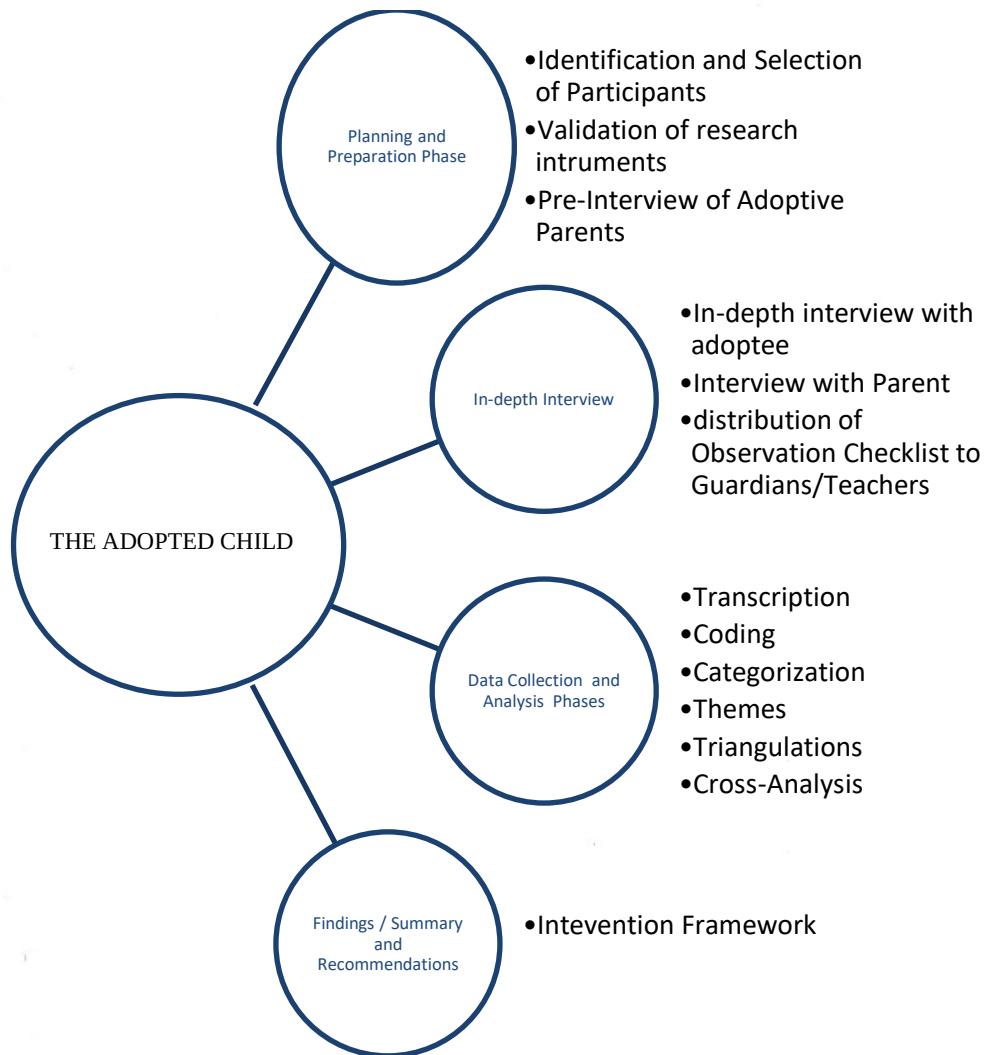


Figure 2 – Illustration of the Research Process



Research Site

The site for the interview was done at the Guidance Office of Giovanni Battista Leonardi School the workplace of the researcher. A school located at 28 A Pansol Road, Brgy. Pansol, QC. This place is in the heart of Barangay Pansol where most of the participants come from, although two (2) of them requested that the interview be done in their respective homes.

Selection Criteria and Participants

The researcher, aware that subjects for this study were rare and very hard to find, asked help from different person for referrals who they knew were adopted children ages 7-13 years old. These adoptees were referred to either by the guidance office of their schools or by relatives and friends who knew the adoption story. They were purposively selected by the researcher for this activity. There were originally 20 students who were referred but was trimmed down to 10, and only 8 were qualified to join because the participants did not meet the criteria that they should be ages 7-13 years old and must know about their adoptive status. So, the researcher looked for another 2 new subjects in a span of 2 weeks who were invited to the pre-interview for the parents/guardians. They were invited to go at Giovanni Battista Leonardi School, QC for the interview sessions. They were also given tokens for participating in the interview and some who were coming from far places from the venue were given transportation allowance.



Data Collection Process

The data gathering collection was done by the researcher by asking the help of friends, relatives and other professionals related to the school setting to identify children who were potential subjects for the study.

After identifying the subjects, they were given letter regarding the study with a consent form requesting permission to conduct an interview of the 10 participants and their parents. These consent forms were collected and a pre-interview with the parent followed for some clarification regarding the participation of their children and information on whether the adoptees are aware of their adoption status and story. During the process of the pre-interviewing with the parents/guardians, there were two (2) “would be” participants who did not meet the criteria of having to know their adoption story. They were not informed yet of their adoption status. Upon learning this situation, the researcher explained to their parents/guardians that it is essential for the interviewee to have a knowledge of their adoption story because it might be complicated if they did not know it and they were asked to answer matter pertaining to their adoption. In this case, the researcher continued to look for other subjects to complete the number of 10 participants. The search lasted for two weeks and it was a long wait. Also, during the pre-interview, both the researcher and the parents/guardians agreed that the whole interview would be recorded using a recording machine.

Upon completion of the number of subjects for the study and the collection of the consent form, the researcher gave the teachers and guidance counselors a Checklist of



Aggressive Behaviors which were supposed to be answered and given back to collaborate and analyzed all the sources.

The researcher then proceeded with the interview of the adoptees while their parents were asked to fill in a Personal Information Data Form and was also interviewed separately. Building rapport and trust was established. The researcher followed an Open-Ended Structured Interview Form. After the in-depth interview, the researcher thanked the children for their time and openness and gave them a small token for their participation. The data in the interview were then transcribed and were given back to the adoptees and their parents to check if what was written were correct or to add a statement that were left out during the interview, then they were asked to affix their signature for their conforme.

Below is the Demographic Profile of the respondents:

Table 1

Profile of the 10 cases						
<i>Case #</i>	<i>Sex</i>	<i>Age</i>	<i>Sibling Position</i>	<i>Type of Adoption</i>	<i>SES</i>	<i>Type of Schooling</i>
1	M	11	Youngest	Legal	Middle	Public
2	M	13	Twins	Legal	Middle	Private
3	F	13	Only child	Simulation	Low	Public
4	F	13	Youngest	Legal	Upper	Private
5	M	12	Eldest	Legal	Upper	Private
6	F	8	Youngest	Simulation	Middle	Private
7	F	13	Twins	Unclear	Upper	Public
8	M	13	Only child	Simulation	Middle	Public
9	F	10	Eldest / 2	Simulation	Low	Public
10	M	13	Only child	Unclear	Low	Public



Data Analysis

The qualitative research entails that data collection and initial data analysis occur concurrently (Baxter and Jack, 2008). For this case study, immediately following each interview, the notes were typed and a case description was formulated. The interviews were transcribed verbatim from the audio recorder of the researcher. The transcribed interview were then analyzed for themes or issues. Data from the secondary sources were integrated with the primary source. A Within – Case Analysis uses thematic analysis to search for themes that emerge as being important to the description of the phenomenon. The process involves the identification of themes through careful reading and re-reading of the data. It is a form of pattern recognition within the data, where emerging themes become the categories for analysis. The thematic analysis both the data-driven inductive approach of Boyatzis (1998) and the deductive a priori template of codes approached outlined by Crabtree and Miller (1999). The coding process involved recognizing an important moment and encoding it prior to the process of interpretation. Encoding the information organizes the data to identify and develop themes from them. The code list was based on the research question and the theoretical framework.

A cross-case analysis approach was also applied which investigates categories, themes, and assertions. According to Creswell (1998), case analysis happens first where the detailed description of the case themes is identified. Then these themes are compared to the themes in the other cases called cross-case analysis. The advantage of this analysis is that it provides a means of organizing and combining the findings from a large, diverse body of research. This starts with the coding process which involves seeing an important



moment and encoding it prior to a process of interpretation. “A good code is one that captures the qualitative richness of the phenomenon” (Boyatzis, 1998 p.1). Encoding the information organizes the data to identify and develop themes from them.

Role of the Researcher

In qualitative case study research, the researcher is personally involved in the study. Hence, it is necessary to become aware and acknowledge personal biases and values that impacted the study that is reflected in the results. Likewise, the researcher’s personal history and motivation towards this study create the lens of personal perspective on the client, the process and on the results. The research topic, data collection, and analysis are all intertwined with the researcher’s self-perceptions and experiences. It is crucial for the researcher to present the known personal issues prior to the study to limit any biases.

Honestly, I am drawn to the field of adoption study since I am an adoptee. I was adopted at five days old and my adoptive family shared my adoption status with me at a very early age. In the beginning, my adoptive parents concealed to me who my birth parents were. They even tried to hide my birth records but as I matured, information about my birth family and unforeseen events made it possible to reveal my identity. I understand the issues that adoptees face and witnessed particularly, adoptive families that deal with issues regarding relative adoption. As I learn my history and my ancestry, I am shielded by a cloud of mystery of why this happened in my life. As I matured, I realized that creating the story of my history is not my work but reflecting and recognizing the plan of God, convincing myself that all this things happened to make me whole, to appreciate my



uniqueness and to thank God that I was given the opportunity to live life to the full. I pray that this study produces hope for a positive outcome among adopted children in general. I continue to review and explore my own adoption issues with other therapeutic professionals and supervisors and commit to further study the matter. I hope this endeavor can help others to find greater meaning and continue to research about how aggression influences the adoption status.

Methods of Validation

Various instruments were used in this study. One was a Personal Data Form, an instrument made by the researcher for collecting for demographic profiling of the participants such as; age, educational level, ordinal position, address, socio-economic status, adoption information. A simple medical history which is asked depending on the subject's availability at the guidance office. Finally, an Open ended-structured Interview Questionnaire – made and prepared by the researcher for both the parent and the adoptee, and a Checklist of Observation for the adviser or guidance counselor of the school. These instruments were validated by experts with whom the researcher asked their help by taking time to check and comment on the questionnaires.

The Open-Ended Structured Interview Questionnaire and Observation Checklist were validated by a pool of experts in the field of research. The instruments were rated by the validator as to whether the questions are Ethical, Unethical or Need Revision. A column was provided for the Suggestion and Remarks of the validators.



Ethical Considerations

As mentioned earlier in this study, adoption is a social, emotional, and legal process wherein children will not be raised by their biological parents but instead will become full, permanent, and legal members of another family. In such case, it involves the rights of three distinct "triad members": the biological parents, the adoptee, and the adoptive parents. Adoption is also a lifelong process. Ethical issues change over time as children who were adopted become adults and may choose to claim their right to know their genetic and historical identity. It is crucial to always bear in mind that working with adoption issues involves ethical acts to ensure the rights of all the involved parties at all points in the process. The most fundamental consideration in undertaking research involving children is deciding whether the research needs to be done if children need to be involved in it and in what capacity. Accordingly, at the very outset of the research process researchers need to engage with critical issues regarding the purpose of the research and the impact that participating in the research may have on children in terms of potential harm and possible benefits.

Another ethical issue is obtaining consent from parents/guardians and children. This is central to the research relationship and signals respect for the research participant's dignity, their capability to express their views and their right to have these heard in matters that affect them. Informed consent is an explicit agreement which requires participants to be informed about, and understand the research. This must be given voluntarily and be renegotiable, so that children may withdraw at any stage of the research process.



Also, respecting the privacy and confidentiality of children participating in research involves close consideration of several aspects: privacy with regard to how much information the child wants to reveal or share, and with whom; privacy in the processes of information gathering/data collection and storage that allows the exchange of information to be confidential to those involved; and privacy of the research participants so that they are not identifiable in the publication and dissemination of findings.

The guiding principles of justice, benefit and respect underpin the need for research participants to be properly acknowledged, adequately recompensed and given fair returns for their involvement.



CHAPTER 3

Findings and Discussion

Case Presentation

The following are case presentation with background information about the participants (with pseudonyms) which were gathered from primary sources based on the recorded interviews of the adoptees, caregivers/adoptive parents, and teachers. Also, the checklist that was given to the Teachers/Counselors on the Observed Aggressive Behaviors were incorporated in the data collection and analysis. This form was filled-in by their teacher/counselor about the respondents' behavior in the school. Another source of information was the Adoption Information Sheet which was distributed and filled-in by their adoptive parents. All the data collected were analyzed using Thematic Analysis, within and across-case analysis. Presented below is the case description for each participant.

Johnee

Johnee is an eleven (11) year old boy studying in a public school, the youngest child and has two older siblings who are the biological children of his adoptive parents. He is a nephew of his adopted mother. The adopting family belongs to the middle-class status.

During the interview with the adoptive mother, she mentioned that the child was just four (4) months old when his biological mother pleaded with her to adopt the boy because she is not capable of rearing her child since she was a solo parent and living in extreme poverty. She also recounted how her family discussed and evaluated the situation



of the boy before finally deciding to adopt him. She mentioned that the child was well loved by his new family.

Johnee is described as an introvert by his teacher, has low self-esteem according to his mother and is very shy according to both his adoptive mother and teacher as mentioned in the interview transcript.

The Behavior Checklist (see Table 7) which was given to his adviser/counselor, shows the boy exhibits aggressive behaviors such as Anxiety/Worry Problem, Mood Problem, and Attention Problem.

To further describe how this sub-type is manifested, - Anxiety/Worry Problems are indicated as - “Always worrying,” “Fear of separation,” and “Worries about parents leaving, Mood Problem behavior indicators were “Sudden change in energy level, “Isolates self “ and “Low self-esteem”. Lastly, for Attention Problems indicators were “Careless Mistake” and “Does not finish tasks”.

The problem of Johnee seems to stem in his knowledge and acceptance of his status as an adopted child. In an interview with her adoptive mother, she mentioned that although she is the relative of his adoptive son, he was much closer to his adoptive father and this closeness became an issue with his older siblings.

The two older siblings become jealous of the closeness between their real father and their adoptive brother, even their cousins noticed this closeness and added intrigues to rub in more fire to the situation. The boy mentioned this during his interview when he said: [Naiinis po sila sa akin dahil close ako sa papa ko parang nagseselos sila at parang di nila ako pinapansin.] “They are irritated with me because I am close to my father and it



seems like they are jealous, and they even ignore my presence.” This was also confirmed by her adoptive mother in a separate interview where she revealed that she had to explain to her other children that their little brother is their relative and that they should accept and love him more because by adoption he is now a real member of the family.

The adopted mother also had to explain to the other siblings why they were giving special attention to their adoptive brother. Also, she had to explain to his adoptive son his real status because she was worried that he might not understand the situation well and might learn from other sources a distorted version of the story and he might not be able to accept the reality. According to his mother: [Ah minsan po napapansin namin sa kanya lalo na pag may mga kaganapan sa amin parang pakiramdam niya na a-out of place siya”. Binibigyan namin sya ng time na oh, “Anak ito naman para sa yo paghahandaan ka namin”, wag ka maiingit sa ate at kuya ikaw rin kapantay sa kanila kaya wag mo isipin na iba ka, anak ka rin namin. Sumasagot naman ng “sige ma” gaganyan sya. Kaya lang minsan siguro napapa-isip siya bakit si kuya at si ate bakit parang mas special kay mama. Parang mas sulit na matuon sa kanya yung pansin. Minsan sa school niya maano rin siya... nagpapapansin... pinipilit naman naming na mabigyan siya ng halaga pero totally pantay naman kami sa lahat ng aming anak kaso di rin namin siya mapigilan mag isip].

She noticed that after the revelation of his real identity, he started to isolate himself by not joining and excusing himself during family reunions and other family gatherings and by pretending to be busy with other matters. She concluded that her son might be experiencing problems and issues of belongingness. This was confirmed by the son when he said: [Minsan po pakiramdam ko di naman ako parti ng pamilya kasi adopted lang



ako...] the above-mentioned statements were taken from the recorded interview of the parent and child.

Johnee problem of feeling “out of place” or “not belonging in the family” seems to be confirmed by the adoptive parent’s and adviser’s observation which is linked with his issues about his identity which is manifested in his behavior of isolating himself and exhibiting low self-esteem. According to Brodzinsky (1987), the adopted child’s identity is an essential issue because they may feel that they “do not fit in” (p. 11) with their adoptive families. This was attested by his adoptive mother’s statement who shared in the interview that she feels that her “son isolates himself because he does not feel part of the family” even when his parents try hard to make him feel loved and accepted. She also shared that she noticed the low self-esteem of his son, his being too shy and always needing to be pushed and given attention.

Verrier (2014), says that adoptees feel a separation in their lives because they feel a kind of genetic confusion. She added that no matter how delightful the adoptive mother is, the child will recognize that he is not the real parent, and this will make the child disoriented, frightened, irritated, unhappy, helpless, hopeless and alone as manifested in the behavior of Johnee as he isolates himself and likes being alone. He also shared his feelings of being frightened by the thought of being separated from his family.

According to Rickarby (2011) developmental psychologist attests that the stage of adolescence is a time of heightened distress because identity formation is built and established. Gagnon-Oosterwaal, et al. (2012) says that adoptees may suffer from a wide range of psychological effects on all stages of life especially the formation of the self.



Smith and Brodzinsky (1994) adds in their study about Stress and Coping of Adopted Children that adoption-related problems connect with the child's evaluation of adoption as being threatening, stigmatizing and involving loss thus heightened distress which activates coping efforts on the adoptees. Here, children become aware that adoption is viewed not only as family building but also as a family loss, thus leading the adoptee to feel distressed and the emergence of adjustment problems like in this case - isolation and low self-esteem.

Tarroja (2007), mentions three (3) factors that help deals with adoption-related issues, first, love and acceptance as the most important factor. Second, adoption openness as an essential ingredient to express their experiences which would help them deal with their situation. Third, a supportive environment such as shared decision, open communication, and support from parents, biological children as well as immediate relatives.

Isolation and low self-esteem are the covert aggressive manifestation of maladaptive behavior of case1. They are risk factors since in the long run, it can result in more overt maladaptive behaviors of aggression, which can result in harming the psychological well being of the person.

Another factor that was noticed by the researcher was that John's shyness acts as a buffer in exhibiting overt aggressive behavior. As his mother describes him as "sobrang mahiyain" from the Filipino trait which is "hiya or a sense of shame". This trait gives an uncomfortable feeling which accompanies awareness of being in a socially unacceptable position or performing a socially unacceptable action. "Hiya" serves as a controlling element. A person's behavior is socially restricted by his sense of hiya while public



behavior is censured or approved of by hiya. Here the value regulates Filipino social behavior so as not to be branded as “walang hiya”. Thus, this Filipino trait becomes an internalizing coping mechanism. The adopted child with this trait helps minimize or eliminate in acting out overt aggressive behavior.

Vice

Vice is a thirteen (13) year old boy who has an identical twin brother both are studying in a private school. He is the eldest of the twins and is seen as more responsible and mature while his twin was more [makulit] “annoying”. The socio-economic status of the family belongs to the middle-class bracket. The type of adoption is non-relative and was done legally.

According to the story related by the participant, their adoptive parents were childless. The biological father of the twins was among the circle of close friends of his adoptive father. There was a time when his biological father got sick, it was his adoptive father who took care of him. As a gift and reward for this gracious act, his biological father promised his adoptive father a child if he would accidentally impregnate a woman. The chance comes when his biological father had an extramarital relation and impregnated his partner, after much explanation and debate over the situation, both friends agreed to give a good future to the children through adoption. The twins were legally adopted, and the biological mother had no choice but to agree with the conditions of the two friends because if she opposes this will further complicate her situation. In the end, the twins were adopted by the childless couple. The twins easily adjusted with their new family and were extremely



loved by everyone. According to Vice, life has been smooth for the past 13 years except for the fact that he and his brother desires to meet their real parents. Although they feel guilty with this desire because they are afraid that he and his brother's desire might hurt the feeling of those who adopted them. This frustration on the part of Vice leads to the manifestation of aggression in the school context as observe in the checklist that was given to their teacher/counselor in which they were asked to check and observed maladaptive aggressive behaviors of the participant in the school setting. The result of the checklist reveals that Vice has manifested four (4) sub-type of Aggressive Behavior, namely, Attention Problem, with indicators "Does not finish tasks and Talks all the time", Oppositional Defiant Behavior with indicators - "Argues and Blames others for his own mistake," Mood Problem with indicators, "sudden change in energy level," and Anxiety/Worry with indicators "Fear of separation and Worries about parents leaving".

Vice problem seems to stem from the issue of separation and loss in the life of the adoptee. As earlier mentioned by Tarroja (2007) adoption involves many losses which include birth parent, birth and medical history, ancestry, etc. Brodzinsky and colleagues (1998) say that when children begin to understand that members of their birth family are alive, increased anxiety may occur and thoughts about being taken away from their adoptive family or being rescued may set forth. The desire to know the biological parent of Vice must be supported by the adoptive parents according to Sandoval (2005). In his study, (Borja, 1996) he mentions that the strong desire for many of his respondents to meet their biological parents has a strong influence on the adoptees' tendency to isolate one self from others. In Vice, isolation is compensated by the fact that he has a twin brother whom



he can share his feels with thus, this is manifested by his being talkative as observed by his teacher/counselor.

Brodzinsky et al. (1992), says many of this child may simply be denying or avoiding all thoughts and feelings associated with their birth family and the circumstances related to their relinquishment. As mentioned by Vice [kaya po ayaw ni inay makilala namin ang aming tutuong mga magulang ay baka lang daw po lalo lalala situation at di makakabuti sa amin...].

In this case, Tarroja (2007) says that the adoptive parent's response to disclosure must include an honest process wherein adoption circumstances were clearly explained as to how and why the child was relinquished, the identity of the birth parents and their whereabouts. Half disclosure can confuse the adopted child and might increase maladjustment.

Chambee

Chambee is a thirteen (13) year old girl from Capiz. She is the only daughter of her adoptive family. She is studying in a public school and her family belongs to the lower SES bracket. As mentioned by the adoptee, she was left in the care of her grandmother with her biological brother and sister. According to her biological mother, she decided to work in Manila because she was fed up with her husband, who was lazy, violent and did not have regular work. They were financially unstable, and money was hard in the province. When her mother left, she promised to send money to the kids through their grandmother, but she never sends nor has written about her whereabouts. With many



mouths to feed and no help to get from, her lola decided to look for her mother in Manila. She entrusted all her grandchildren to people she knew who would like to take them temporarily in their homes while she was away. It was never her intention to put her up for adoption. Because of her long absence, those who took Chambee, simulated her birth certificate making it appear that they were her biological parents. According to the participant, when she was growing up there were talks that her lola sold her to her adoptive parents. Because of this gossip the child rebelled. She got into all sort of fights and was a war freak. Finally, when her biological mother appeared, she was at first angry at her but later understood what had happened to her. Though she has forgiven her mother, she still is bitter about her grandmother selling her to her adoptive parents. This belief stained her relationship with her grandmother and until now she is still hostile with her.

A Checklist was given to the teacher and counselor in which they were asked to check and observed maladaptive aggressive behaviors of the participant in the school setting. The result of the checklist reveals that Chambee has manifested five (5) sub-type of Aggressive Behavior, namely, Attention Problem with indicators – “Talks all the time,” Oppositional Behavior Problem, with indicators such as - “Touchy/easily annoyed, Argues, Defiant, and Angry, Conduct Problem with indicators – “Bullies/threatens others and Starts fight,” Anxiety/Worry Problem with indicators - “Always worry, Fear of separation, and Avoid being alone.”

According to Lopez and Emmer (2002), an exhibition of aggressive behavior may gain popularity or high social status by demonstrating power or control. In the case of Chambee she mentioned that: [...kinukwento nila sa akin, noon daw kasi parang kulang



daw ako sa atensyon ... meron daw po akong kasing edad na lagi nilanghinaharot, lagi nilang nilalambing, tas inaaway ko daw po yun lagi tapos kung ano-ano daw po yung ginagawa ko para mapunta sa akin yung atensyon.] Also, [Minsan po hindi na po eh, kasi pag sa bahay ang bait tapos pagdating sa school dun ko na nailalabas kasi kulang ako sa atensyon].

Tarroja (2007) cited Borja's (1996) work which mentions the emergence of the following issues of adopted children's tendency to be alone and to a lesser degree their inclination for aggression and fighting, feelings of hurt, depression, and uncertainty, coupled with thoughts of abandonment and low self-concept.

In the study of Delos Reyes (2002), it shows that adoptive status does not result in poor or negative self-concept. In Chambee, she seems to struggle with her "amorpropio" a Spanish word which means self-love or a sense of self-esteem or self-respect which prevents a person from swallowing one's pride. It implies a vindictive reaction to questioning an individual's action, integrity or honor. It is not aroused by every insult or offensive remark but by those which hit at an individual's most highly valued attributes and if it is aroused, the impulse to hit back physically or verbally often overrides pakikisama and the desire to avoid violence.

The aggressive behavior of Chambee stems from her pride as mentioned in the beginning of the interview wherein she mentioned, [Kasi po kinakantyan po ako nung mga kabataan ganun, "ampon ka lang di ka totoong anak"] and [First po, nung hindi ko pa alam na ampon ako okay lang, pero nung nalaman ko na po dun ko po naisip na parang gusto ko na magrebelde kasi syempre ilang taon na po na tinago sa akin na ganun. Parang



pinagmukha akong tanga na proud na proud akong nanay ko talaga sila tas ganun...] In the study of Borja (1996), what was significant in his study was not finding out about the adoption but the manner the adoption was revealed to them. In Chambee, she was teased by her companions which made her very angry plus the continuous denial of her adopted parents. In the study of Grotevant and McRoy (1998) as cited by Brodzinsky et al (1998) says that in fully disclosed adoption, parents communicated more with their adoptee and displayed more empathy, showed greater acknowledgment, and confident of the parent – child relationship.

Marga

Marga is a thirteen (13) year old girl who was left behind as a baby at the Quezon Memorial Circle. Her parents could not be identified by authorities. It was a celebrated case since her finding and adoption story was publicized in the television. Her adoptive Lola was a former government official who wanted to adopt her but was not given permission by the DSWD due to her single status. It was her Lola's niece who adopted the child, though she remained under the custody of her Lola. She lived with her grandmother until her death. After which, she was sent back to her legally adopted parents and is adjusting with her new situation.

Her adoptive mother complains that she often wants to sleep in her classmates' house and is a little bit messy, but she praises her for her being polite and behaved at school and has not manifested any aggressive behavior nor was there any incident of reported



misbehavior at school. She was referred to the researcher by the guidance office because of her adoptive status.

The report of the checklist which was given to the advisers and counselor of the child reveals that Marga has not manifested any aggressive behaviors since their teacher/counselors did not check any indicators.

The situation of Marga presents to us a child who was completely abandoned and neglected. This experience speaks of what Bowlby (1952) termed as “maternal deprivation” or a more serious deprivation – a period of rejection. The research at the Tavistock Clinic says that the more the child experiences complete the deprivation the more ambivalent and anti-social he or she becomes. In this case, we see a child well adapted and well adjusted to her situation even when there is totally no information about her identity and her history.

Since the child have been passed to different significant person in her adoption story, from her grandmother to her legally adopted family. She seems to cope well because she uses the Filipino trait of “pakiramdaman” wherein the child tries to “test the ground” for the love from his new family. This is what Carandang (1987) mentions that the adopted children test his or her adoptive parents’ love... an important factor for a positive outcome among adopted children.

Richee

Richee is a twelve (12) years old boy adopted by the doctor-friend of his uncle. He is the eldest child and has a younger sister. His real father died early, and his biological



mother was not capable of raising them because of poverty and lack of education. It was his uncle who gave him to a trusted friend for adoption. He was adopted by a rich doctor who had an agreement with her biological mother that she can visit the child every month. At the beginning there was regular visitation, then it became fewer and fewer until it stopped. The child learned later that her mother remarried and had a new family. After that he was not interested to be with her mother and he was more excited to be legally adopted.

The boy was good and intelligent, always at the top of his class. During the interview, he mentioned that he was angry with his real father and that he hated his father's family because they belittled her mother which was the cause of their separation. This hatred made him promise to himself to make it good and be successful in the future. He also mentioned in the interview that one day he promised himself to return to his father's relative and show them that this was the kid whom you belittled and insulted.

The boy in the in-depth interview mentioned that he perfectly understood why he was given up by his mother but as he recalls his adoption story, the mother-son relationship changes and the feeling of understanding changes to confusion and a little of resentment. The longing to be with his mother diminishes with her few visitations until the interest literally vanishes when he finds out that his mother remarried.

The Behavior checklist indicates that Richee has not manifested any, aggressive behavior at school, in fact, he is a model of good behavior and a consistent honor student.

But during the interview with the respondent, it manifests a feeling of hatred and resentment which can be classified as a covert expression of aggression.



The Filipino word “Yabang” which means [labis na pagkilos, pananalita, at pagpapahalaga sa sarili upang makuha ang pansin ng iba] plus putting his “Best Foot Forward” attitude serves to act as an ideal version of oneself to impress others can be a buffer to the increasing covert aggression in Richee. His hatred to the family of his father and resent with his mother is overshadowed by his being a successful student and by his desire to be legally adopted by his adoptive family.

Heaven

Heaven is an eight (8) year old girl. She was adopted by a relative. Her adoptive mother is the eldest biological sister of her real father. Her adoptive mother witnessed how the child was neglected by his own brother and how he failed to properly rear the child. It was this point that she decided to adopt her niece. Heaven has two biological siblings and she was the only girl. Heaven was very beautiful, and her adoptive mother was worried that something might happen to her since he was left in the care of a male-dominated household. Her parents noticed that when she was in grade one, she was very close to his male classmates and she would join their company playing rough and unruly games. As she matures, she becomes gentler and has been observed to be playing with other female classmates. She mentioned to the researcher that she was a little bit confused about why she must be separated from her father and brothers.

The Checklist that was given to the teacher and counselor of the participant tells that Heaven has not manifested any aggressive behavior in school. This young child is just starting to understand the concept of adoption. She is still confused about the immensity



of the reality of her situation. Her “Pakikibagay” or adaption to the group or in this case to the adoptive family, secures her attachment and acceptance. Pakikibagay becomes a protective factor in this situation.

Super Twins

Super Twins is a thirteen (13) year old girl who has an identical twin sister. She is eldest among the two and was observed to be more responsible. She and her sister were both adopted by the doctor who assisted in giving birth to her biological mother. According to the doctor, the twins were very beautiful and cute, but their situation and family was disheartening and pitiable. The twins were the youngest child of a family of eight children and she felt compelled to help the distraught mother who was begging for assistance. This situation moved her to help the family by giving a better life to the kids by adopting them and giving financial assistance to the family. The twins were accommodated at the home of the doctor and were enrolled in a private school. They were permitted to visit their family during the weekends. It was an arrangement that was explained to the kids. The doctor made it clear from the beginning that they were not adopted but was accommodated and were given financial assistance. The twins were very grateful for this opportunity but for Super Twins, she was confused, and she misses her real family. She also questioned why they must be separated from their family.

The checklist reveals that Super Twins has manifested three (3) sub-type of Aggressive Behavior in school, namely, Attention Problem, with indicators like - “Careless



mistake / Does not finish tasks". Anxiety/Worry indicators are "Fear of separation and Worries about parents leaving" and Mood Problem like "Sudden change in energy level".

Tarroja (2007) explains that adoptive parents need to be steady and reassuring. In this case, there is a clear understanding that the child was not adopted but was just financially assisted. What confuses the adoptee is why they must be separated from the rest of the family. Borja (1996) talked about how adoptive parents' way of dealing with their adopted children influences the thoughts, feelings, and behaviors of their children. As mentioned by the adoptive parents, their situation was clearly explained to them, but it was not explained by the biological parents very well according to the child. [Sabi po ng mga magulang naming kailangan magsakripisyo muna kami at kailangan mahiwalay sa kanila kasi tinutulungan pa kami ni doktora...] Delos Reyes (2002) says that adoptive family relationships and communication style among family members buffer the negative impact of psychological factors on the self-esteem of adolescent adoptees.

The adopted child's need to belong to a family where she can connect and have an identity that this is her family. According to Super Twins, when she and her twin are with their biological family, their other siblings would question their presence and she and her sister would feel hurt and very sad. And, when they are with their adoptive family, they were not treated like family members, it is this case that the children cannot identify to which family they can belong, or worst is if they really have a family.

Here we can see the confusion of the children to the situation they were put into. There is a lack of belongingness and acceptance in both families and the kids and made to accept the situation. As Tarroja (2007) mentions, social support system for immediate



family, members particularly acceptance and support are significant factors that help children adjust better to their family situation.

Bayong

Bayong is a thirteen (13) year old boy who was sold to his adoptive parents. According to the story of his adoptive mother, the real father of the boy sold him to her sister who then informed about this boy. Since they were childless and planned to adopt in a local adoption center, they inquired about this boy and decided to adopt him instead. He was a good boy and had a lot of friends. As a child, he was very close to his mother. He was not doing well in school because he was attached to his barkada. His performance in school was below average boy but he manages to pass his subjects because he was very convincing and good at making “papapel” with her teachers. Her adoptive mother noticed that he was not close to his adoptive father even if he loves him very much. He would often shout and belittle him and was very rude to him even if his adopted father did not do anything. Her mother was worried about their relationship.

The checklist confirms some of what he disclosed about himself and reveals that Bayong has manifested Four (4) sub-type of Aggressive Behavior, namely, Attention Problem indicators like “Leaves sit when require to sit / Problems in waiting for turn / Talks all the time”. Oppositional Behavior Problem, indicators are - “Argues, Angry, Spiteful/mean, Blames others for his own mistake”. Anxiety/Worry indicators like “Always worry, Fear of separation, Avoid being alone, and Fear/ excessive worry about social situations.” Mood Problem with indicators such as “Overly proud”.



Bayong seems to be haunted by his past experiences since according to his adoptive parents he shows rudeness and is spiteful to his adopted father. They cannot understand why he shows so much anger to his father even if his father shows so much love. He also boasts too much about his self and is overly proud though he really does not excel in his studies. At an early age, he learned to drink with his barkada though he can handle himself when drunk. His rebellion seems to stem from the fact that he was sold [nilako po ako ng tatay ko] by his father and that his biological father is an addict.

Bayong says he goes well and has a good relationship with his barkada. A Filipino trait, Pakikisama serves as a buffer to his aggression. Through “pakikisama” he gains popularity and accepts social responsibility like leadership which is given to him by the group. Bowlby (1952) summarizes that separation of a child from his birth mother during the first five years of life is critical because it is the primary causes of delinquent character development.

Ceta

Ceta is a ten (10) year old girl who was adopted when she was a baby by her distant relatives. According to her adoptive mother, he and her husband were childless and have waited for four (4) years before being gifted with this child. Actually, they lost interest in having a child of their own because of the long wait. During those time they were considering adopting a child, but they were also a skeptic. It was during a vacation in the province that she was informed about a far distant relative who wanted to give away her child. At first, the mother was not interested because she knew the family, but when she



saw the child full of sores and in a pitiful condition, she decided to take her and bring her to Manila. After a year of medication, the child grew healthy even though she had skin asthma. They were happy and contented until her adoptive mother found out that she was pregnant. The mother explained well to her adoptive daughter about her condition and reassured her that her love for her was just the same as before. Ceta was very caring and loving toward her pregnant mother. She was delighted at the birth of her little sister.

A checklist was given to the teacher and counselor of the participant in which they were asked to check and observed maladaptive aggressive behaviors in the school setting. The result of the checklist reveals that Ceta has not manifested any sub-type of Aggressive Behavior.

In the interview with his mother, Super Twins is described as a very polite, studious and lovable child but it is unusual that every time her skin asthma attack it is triggered by a stressful event in the life of the child. According to the child, when she is angry she just “put it all in her heart” a Filipino value [Pagkimkim] wherein the person just does not react or receives everything inwardly which may be the coping activity of the child and buffers the maladjustment pattern of adopted children.

Brow

Brow is a 13 years old boy who has an abusive father and was engaged in selling prohibited drugs. According to what he related to the researcher, his biological father decided to bring all his children to Manila which included Brow who was just 4 months old. Upon reaching Manila, they were neglected and abandoned by their own father. This



situation leads her biological mother to give him up to her friend, who eventually become the adoptive mother. The biological mother abandoned his husband and brought the two older children to the province. The future adoptive mother pitied the situation of Brow and being forced to adopt the child upon consultation with the biological father and her own family, she took the child to his house and tried to be a good mother to him. The child grew up disturbed and was always involved in fights, his group mates were trouble-makers. During the interview, he mentioned that his adoptive mother was a nagger and did not trust him much. This is also the reason why the boy would walk out from his mother and stay frequently with his barkada. This irresponsible attitude made her mother a frequent visitor at the guidance and principal's office for conferences, lately, she was also invited at the police station because Brow was caught in a drug buy-bust operation.

To further give an in-depth description of Brow's maladaptive behavior at school, a checklist was given to the teacher/counselor of the respondent. The result of the checklist reveals that Brow has manifested five (5) sub-type of Aggressive Behavior namely; Attention Problem with indicators "Does not listen /does not finish tasks". Oppositional Behavior Problem with indicators like "Touchy, easily annoyed /Argues / Defiant / Angry / Tantrums". Conduct Problem like "Bullies / threatens /starts fights / forcibly stealing from others". Mood Problem like "Sudden change in energy level" and Anxiety/Worry like "Worries about parents leaving / Engages in repeated behavior"

In the transcription of the interview, the participant mentions that when he was younger, he was not really affected by his adoptive status. {Parang binalewala ko lang po kasi bata pa ako nun, parang hindi ko pa po alam ang ganon...} but, the moment he



understood what it meant to be adopted, he recounts [Parang ano, nagagalit po ako sa mga magulang ko...] [Ayaw ko po mag pakuha sa papa ko] [kinikimkim ko na lang lahat ng galit ko...] [Nag-cutting classes ako..] [Huminto ako sa pag-aaral ng two po ata three years] [Nag-rebelde po ako] [Hinanap ko tunay kong magulang] [Naging tambay po ako at naglalasing]

The negative experiences of Brow come from the fact that his early models were not role models. He came from a dysfunctional family system and those who adoptive him were also struggling with their family life. The Social Role theory of Kirk (1964) mentioned in the study Smith and Brodzinsky (1994), says “that the inability of adoptive parents to manage various “role handicaps” intrinsic to adoptive family life is the primary factor responsible for dysfunctional family patterns and symptomatic behavior among adopted children.”

Also, Brow seems to be frustrated by the fact that his family could not afford to sustain his college education because his adoptive parents were poor. Bloodsworth (1998), says that a relationship in which the child’s needs are consistently neglected becomes confused with himself as well as his environment. This feeling of neglect causes an individual to seek out others even if they don’t provide a healthy relationship and in this case, his friends were a bad influence in his life.



Table 2. Within Case Analysis - Manifestations of aggression, Influences, Issues and Intervention.

Case	How aggression was manifested?
1 (Johnnee)	Problem: Feeling out of place, not belonging to the family. Isolating himself and low self-esteem (hiya). Manifestation: <i>Overt Manifestation</i> - Umiiyak (cries); nagdadadog (growl or mutter) na parang mababasag ang pinggan, naiinis (irritated), lumalayo at gustong mapag-isa (isolation), <i>Covert Manifestation</i> - mababang tingin sa sarili (low self-esteem), mahiyain (shy), balisa (anxiety) at nag-aalala (worry). Influences: Kapag sunod sunod ang utos at nalilito ako (confusion). I get confused when instruction is confusing and continuous. Issues: Attachment Problem and Stress and Coping Issues Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.
2 (Vice)	Problem: Disclosure and search and reunion with the biological family. Manifestation: <i>Overt Manifestation:</i> Nagdadabog (growl or mutter). Influences: Sobrang pagka-inis (irritation) at kapag nalilito ako (confusion) and pakikisama (fellowship). Issues: Attachment Problem and Stress and Coping Issues.



	Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.
3 (Chambee)	Problem: Abandonment and low self-esteem. Manifestation: <i>Overt Manifestation:</i> Nag-rerebelde (rebellious), nagdadabog (growl or mutter) at nakikipag-away (fighting) Influences: Jealousy (selos at inggit) and Amor Propio. Issues: Attachment Problem and Risk and Protective Factor Issues. Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Protective factors may buffer the negative effects of the risk factors and may result in resilience in children
4 (Marga)	Problem: No biological history, confusion and adjustment. Manifestation: <i>Overt Manifestation:</i> Nagdadabog (growling or muttering) at gustong mapag-isa (isolation). Influences: Mahilig makitulog sa kaklase (adjustment problem). Issues: Stress and Coping Issues and Risk and Protective Factor Issues. Intervention: Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.



	Protective factors may buffer the negative effects of the risk factors and may result in resilience in children
5 (Richee)	Problem: Early childhood experience. Manifestation: <i>Covert Manifestation</i>: Feeling of hatred Influences: Kapag sunod sunod ang utos at nalilito ako (confusion). When instruction is confusing and continuous. Issues: Stress and Coping Issues. Intervention: Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.
6 (Heaven)	Problem: Confusion and guilt. Manifestation: <i>Overt Manifestation</i>: Nagdadabog (growling or muttering). Influences: Kapag sunod sunod ang utos at nalilito ako (confusion). When instruction is confusing and continuous. Issues: Attachment Problem. Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need.
7 (Super Twins)	Problem: Belongingness, acceptance and adjustment. Manifestation: <i>Overt Manifestation</i>: Nakikipagsabunutan (hair pulling) at nagdadabog (growling or muttering). Influences: Kapag sunod sunod ang utos at nalilito ako (confusion).



	When instruction is confusing and continuous. Issues: Attachment Problem and Stress and Coping Issues. Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.
8 (Bayong)	Problem: Early childhood experience and projection. Manifestation: <i>Overt Manifestation:</i> Nagdadabog (growling or muttering), nangangatwiran (reasoning) at naglalasing (drinking). Influences: Kapag sunod sunod ang utos at nakakarinig ako ng di magandang salita, nalilito ako (confusion). When instruction is confusing and continuous and when I hear unpleasant words. Issues: Attachment Problem, Stress and Coping Issues, and Risk and Protective Factor Issues. Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns. Protective factors may buffer the negative effects of the risk factors and may result in resilience in children
9 (Ceta)	Problem: Pent up emotions. Manifestation: <i>Overt Manifestation:</i> Nagdadabog (growling or muttering) at pagkikimkim (resentment).



	Influences: Kapag sunod sunod ang utos at nalilito ako (confusion). When instruction is confusing and continuous. Issues: Stress and Coping Issues. Intervention: Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns.
10 (Brow)	Problem: Acceptance, belongingness and attention problem. Manifestation: <i>Overt Manifestation</i>: Nag-cutting classes, nagdadabog (growling or muttering) at naglalasing (drinking). Influences: Kapag binubungangaan ako ng nanay ko dahil sa kawalan ng tiwala (trust issue). Issues: Attachment Problem, Stress and Coping Issues, and Risk and Protective Factor Issues. Intervention: The caregiver is experienced to be available, responsive and sensitive to the child's need. Children's adjustment to adoption is mediated by the way they understand and appraise adoption experience by their coping patterns. Protective factors may buffer the negative effects of the risk factors and may result in resilience in children



Table 3

Thematic Analysis of how the adoptees feel about of being adopted.

Case #	Transcription	Code	Themes
1 (Johnee)	“Okey lang naman po kasi nakakausap ko rin naman po tunay kong magulang.... Ayos lang naman po.”	2 Nakakausap Aayos lang	Open communication
2 (Vice)	“Masaya po, kasi po kung inadopt ka po tas imagine nyo po na at least kahit adopted ka pinag-aral ka pa rin po sa magandang school tas yun po masaya.”	2 Pinag-aral ka Magandang school	Educational Opportunities
3 (Chambee)	“First po, nung hindi ko pa alam na ampon ako okay lang, pero nung nalaman ko na po dun ko po naisip na	2 Magrebelde Parang	Anger



	parang gusto ko na magrebelde kasi syempre ilang taon na po na tinago sa akin naganun. Parang pinagmukha akong tanga na proud na proud akong nanay ko talaga sila tas ganun, tas nung huli na po medyo may isip na ako narealize ko na okay lang pala kasi mas maganda namanyung naging sitwasyon ko kung bakit nila ako inampon.”	pinagmukha akong tanga	
4 (Marga)	“So far parang its normal na lang po kasi, its nothing new na lang po kasi pagsinasabing adopted parang wala lang po sa akin.”	2 Normal na lang Parang wala lang	Indifferent
5 (Richee)	“I feel quite blessed for being adopted. Since I was adopted I feel blessed that I am able to have such a privilege to live in such higher financial status, activity be with my parents now I don’t think I regret being adopted by my parents right now.”	2 Blessed Privilege	Higher financial status
6 (Heaven)	“Ano pong ibig sabihin ng adopted? Masakit po.”	1 Masakit	Hurtful
7 (Super Twin)	“Minsan po malungkot kasi di ko po feel po at saka di ko po makapiling yung mga totoong magulang ko po pero okay na lang din kasi po may nag-aalaga po sa amin ng maayos.”	1 Okay na lang din	No choice Lack options
8 (Bayong)	“Nung una po parang nalungkot ako pero nung nalaman ko po yung mga nangyari po, masaya po ako ngayon dahil sila yung nag-adopt sa akin.”	1 Nalungkot	Sad disclosure
9 (Ceta)	“Ayun, medyo malungkot kasi malaman ko na adopted ako.”	2 Medyo malungkot Malaman ko na adopted ako	Sad disclosure
10 (Brow)	“Parang ano, hindi po ramdam yung totoong pagmamahal ng magulang.”	1	Artificial love



		Hindi po ramdam yung totoong pagamamahala	
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Insights:

Among the 10 cases, the responses to the question about "How do you feel being adopted?" Adoptees felt angry, hurt, indifferent, and feels artificial love from the parents and has no choice because they did not clearly understand the disclosure process.

There is a need for open communication which includes honest revelation, sincere compassion about the loss of the biological parents and understanding between the adoptee and the adopting parents regarding the adoption status. On the other hand, those with educational opportunities and high financial status felt otherwise.

Table 4

Thematic Analysis of how the adoptees share their adoption story.

Case #	Transcription	Code	Themes
1 (Johnee)	"Hindi ko na po tinanong, masaya po ako ganito."	1 Masaya po ako	Denial
2 (Vice)	"Syempre po kasi simula po baby kami adopted na po kami. May istorya po kasing kwento sa amin si inay bago po kami pumunta dito, okay lang po? Kwento ko po? Nung yung uncle po ng aming real father po is yung tatay namin ngayon ano po, noong magkasakit po yung real father naming si itay po mismo yung nagbayad po	2 Nagbayad Bibigyan	Reward/Pay back



	lahat ng mga gamot tapos yung real father po sabi po niya sa itay ko po ngayon na kapag nakadisgrasya daw po siya bibigyan daw po siya ng anak which is – kami nga po.		
3 (Chambee)	... kumbaga hindi naman talaga ipapaampon, kumbaga iiwanan lang muna, pansamantala sabi niya babalikan nya na lang kami kapag maayos na yung sitwasyon niya. Napaampon po ako noong mag pa-five po ako tapos kailangan ko na rin mag- kinder, yung mga nag-ampon sa akin gusto nila makapag-aral ako ng maayos... hindi nila makita yung live birth ko na X pero ano na sila na palitan yung pangalan ko, ang nangyari nag-ask sila dun sa mga taga municipio kung pwede ganito mangyari, yung nag papa-anak po pinirmahan yung...”	2 Hindi naman talaga ipapaampon liwanan lang muna	Dishonesty
4 (Marga)	I was found in Quezon City Memorial Circle under a bench by a security guard who gave me to my Lola which is Ms. X po then mymother now is her niece so that's why she was chosen to be my adopted mother.	2 Found Lola	Popular News trend
5 (Richee)	“When I was 8 years old my father died. I was left with my little sister and my mother cannot sustain us. She was forced to give me to my uncle. My uncle has this very close friend which he really trusts so he entrusted me to him. Basically at first the agreement was my mother will come to visit me every week so there is a schedule, but my mother's became very few. The real plan was that I was to be given to my foster dad, until my mother is able to sustain us, she will be more financially stable. And I'm very grateful for that. And I wasn't like the others. My dad never took away the	2 Cannot sustain Grateful	Poverty Grateful Hatred



	communication with my family, actually he was the one that pushed me to talk to them, which I did. It's just very complicated that my mom wasn't able to communicate with us. But we do understand her situation until now I'm very grateful living with my foster father. Until now I am waiting to be completely legal and to transfer all the names...		
6 (Heaven)	Ayaw ko lang po.	1 Ayaw	Ignorant Denial
7 (Super Twin)	Ayon po kay tita, yung una po nung pinanganak kami nakyutan daw po samin yung nagpaanak kay mama (si doktora), nung nalaman daw po nya na hindi po okay yung... masyado na raw po kaming marami kaya naisipan daw po niyang tulungan sila mama, kunin kaming dalawa para matulungan po.	1 matulungan	Compassion
8 (Bayong)	Opo, kasi po nung 1998 po, yung tunay kong mga magulang po samin ay mga adik po kasi, yung sa drugs po. Nung pinagbubuntis po ako ng nanay ko, nung lumabas ako, parang wala po kasi syang matirhan, kung saan-saan po sya tumitira tapos nilako po ako, nilako po ako ng magulang ko. Hanggang sa nakita po ako nung tita ko, na kapatid po ni Daddy. Sinabi po ni mama yung tita ko po, kay mommy na may iniikot na bata, ako po yun. So, wala po silang anak, eh mag-aadopt din naman po sila dun sa bahay bata po kaya sakto rin po pagdatingko.	2 Adik Nilako	Early exposure to violence and drugs
9 (Ceta)	Ano, sabi lang po nila,ano, sabi po nila binigay daw ako ng tatay pati ng mama tapos ano binigay daw po ako kay papa tapos namatay daw po yung nanay ko tapos namatay rin po si papa. Sabi, ayun lang po.	2 binigay namatay	Manner of disclosure



10 (Brow)	“Papa po kasi noon, nambababae tapos binubogbog si mama. Hindi niya po kayang pakainin kaming lahat kaya pinamigay na lang po ako.”	3 Nambababae Binubogbog Pinamigay	Early exposure to violence and drugs
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Insights:

The 10 adoptees have diverse answers on the sharing of their adoption story. Those with positive and encouraging adoption story felt more compassionate, grateful, and rewarding.

On the other hand, those who had negative and discouraging adoption story felt denial, dishonesty, and hatred due to early experience and exposure to violence.

Table 5. Thematic Analysis on the question, “Are you happy with your family now?”

Case #	Transcription	Code	Themes
1 (Johnee)	“ Okey lang naman po kasi nakakausap ko rin naman po tunay kong magulang.... Ayos lang naman po.”	3 Okey lang Aayos lang	Denial/ Compensatory
2 (Vice)	“ Masaya po , kasi po kung inadopt ka po tas imagine nyo po na at least kahit adopted ka pinag-aral ka pa rin po sa magandang school tas yun po masaya.”	3 at least pinag-aral ka magandang school	Compensatory Educational Opportunity
3 (Chambee)	“First po, nung hindi ko pa alam na ampon ako okay lang, pero nung nalaman ko na po dun ko po naisip na parang gusto ko na magrebelde kasi syempre ilang taon na po na tinago sa akin na ganun. Parang pinagmukha akong	2 Magrebelde pinagmukhang tanga	Anger



	tanga na proud na proud akong nanay ko talaga sila tas-ganun...		
4 (Marga)	“So far parang its normal na lang po kasi, its nothing new na lang po kasi pagsinasabing adopted parang wala lang po sa akin.”	3 Normal Nothing new Parang wala lang	Denial
5 (Richee)	“I feel quite blessed for being adopted. Since I was adopted I feel blessed that I am able to have such a privilege to live in such higher financial status, activity be with my parents now I don’t think I regret being adopted by my parents right now.”	3 Blessed Privilege Higher financial status	Blessed / Priviledge
6 (Heaven)	“Ano pong ibig sabihin ng adopted? Masakit po.”	1 Masakit	Hurtful
7 (Super Twin)	“Minsan po malungkot kasi di ko po feel po at saka di ko po makapiling yung mga totoong magulang ko po pero okay na lang din kasi po may nag-aalaga po samin ng maayos.”	2 Malungkot okay na lang din	Sad
8 (Bayong)	“Nung una po parang nalungkot ako pero nung nalaman ko po yung mga nangyari po, masaya po ako ngayon dahil sila yung nag-adopt sa’kin.”	1 parang nalungkot	Sad
9 (Ceta)	“Ayun, medyo malungkot kasi malaman ko na adopted ako.”	1 Medyo malungkot	Sad
10 (Brow)	“Parang ano, hindi po ramdam yung totoong pagmamahal ng magulang.”	1 Hindi po ramdam	No authentic love

Insights:

For the question, “Are you happy with your family now?” those who answered negatively like angry, in denial, are hurtful, are sad, and feeling of no authentic love lacks opportunities of genuine acceptance and belongingness, rather they feel everything as



compensatory. Those who answered positively feels blessed and privileged because of greater opportunities given to them.

Table 6. Thematic Analysis on the question: “Do you miss your biological family?”

Case #	Transcription	Code	Themes
1 (Johnee)	“Opo.”	1 Opo	Yes
2 (Vice)	“Para sa akin po, opo kasi kahit hidi ko po sila naging pamilya gusto ko rin sila makita in person po.”	1 Opo	Yes
3 (Chambee)	“Opo, pero nasa kanila na po ako at ang namimiss kongayon ay ang mga nag ampon sa akin.”	1 Opo	Yes
4 (Marga)	“No. I don’t but syempre parang curious na lang din po.”	2 No-curious	Curious
5 (Richee)	“Yes and no. I am satisfied with my family now.”	2 Yes and No-curious	Curious
6 (Heaven)	“Opo, namimiss ko po.”	1 Opo	Yes
7 (Super Twin)	“Opo, namimiss ko po.”	1 Opo	Yes
8 (Bayong)	“Minsan po naiisip ko po na kapag nagkatrabaho ako puntahan ko ang tunay kong family, dalawin at makita ko lang po kung ano hitsura...yung ganon po... lalo na yung mga kapatid ko po.”	1 Opo	Yes
9 (Ceta)	“Hindi po, pero curious ako makilala sila.”	2 Hindi po - curious	Curious
10 (Brow)	“Namimiss din po.”	1 Opo	Yes

Insights:



Almost all the adoptees miss their biological family and are curious as to their activities and have expressed the idea of reunification, but are shy (nahihiya) to share this feelings to their adoptive parents.

Over-all Insights & Suggested Intervention:

Johnee – deals with the adoption problems concerning low self- esteem with issues of belongingness and acceptance. According to Schofield and Beek (2006), an approachable mother creates a mutual positive reaction to his child from which attachment develops. As mentioned by his adoptive mother, the boy manifests overt aggression by “pagdadabog” or muttering and grawling. He manifests these behaviors when he feels confuse of his situation. Even his adoptive mother says that he is much closer to his father though she is the relative of the adoptee. This shows that the boy is not comfortable with his adoptive mother which reveals problem of belongingness and acceptance. Low self esteem is his way of coping with the reality of his being adopted and thi serves as a protective factor since he resort to “pagkikimkim” so that manifestation of overt behaviors were controlled.

Also, disclosure was not clear to the adoptee, which resulted in confusion. There is a need to clearly explain the adoption story so that the adoptee at the same time gradually process the situation and give time for acceptance.

Vice – dealt with the issue of separation and loss in the life of the adoptee and how the disclosure affected the behavior (he shows overt aggressions by “pagdadabog”) of the adoptee as observed by their teacher in the school. Dr. Carandang (1987) says that adoptees



must first question their identity, test their adoptive parent's love and to search and find their natural parents. In the case of Vice, he had to cope with the issue of half disclosure from his adoptive mother thus accepting even the statement that he does not need to know the identity of his biological parents which made him confuse and disoriented. This half disclosure made a stressful impact on the child, which resulted in a coping mechanism of overt manifestations of aggressive behavior. Disclosure was not clearly explained and elaborated, it should not have been a one-shot-deal.

Chambee – dealt with more serious cases of adoption problems, rebellion and overt manifestation of aggression (like “pagdadabog”) plus the influence of the family's condition like their financial status which aggravated the building up of aggressive behavior. Covert behaviors like “pagkimkim” can exist side by side with overt behaviors as in the case of Chambee. Her resentment led her to express more overt behaviors. And this coping has also become a protective factor mechanism.

Marga – dealt with the presence of covert aggressive behavior (like “pagkimkim”) and its influence in belonging to a rich family made it possible for the child to have a protective factor. Problems in adjustment were manifested by the adoptee since she was not able to bond at an early stage with her adoptive family. Being with her grandmother during her formative years made possible the opportunities for building relationship with the real adoptive family. Only during the death of the grandmother, did she began to build that attachment relationship. It is in this stage that both adoptive mother and adoptee are trying to find coping strategies to build relationships.



Richee – dealt with the influence of belonging to a rich and how a covert behavior such as “yabang” (putting our best oot forward) can control or buffer the building up of covertly aggressive behavior into positive creative outcome. His being “mayabang” (wantig to show off his best foot forward) become a protective factor and his way of coping with the reality of being an adoptee.

Heaven – dealt with how to manage the disclosure process so that at a very young age resiliency can be properly developed and guided. Children’s adjustment to adoption is mediated by the way they understand and appraise the adoption experience as mentioned in the stress and coping theory of Lazarus and Folkman (1984).

Super Twins – dealt with the confusion of the adoption arrangement and the non-acceptance of the other members of the biological family plus their status within the adopting family. Manifestation of covert behavior (like “pagkimkim”), No attachment was build either with the adoptive parents nor the biological parents.

Ceta – dealt with the manifestation of her skin asthma as a covert aggressive reaction. The Filipino trait “pagkimkim” helped buffered the outburst of aggressive behavior. Here, her coping mechanism of “pagkmkim” also became her protective factor.

Brow – Early traumatic experience has lead him to express overt aggression. As mentioned by Dr. Carandang, early exposure of children to violence and drugs” may potentially be a risk factor for the development of aggression and can predispose children to behave aggressively.

Synthesis:



Over-all within case analysis shows that among adopted children, problems concerning attachment connected to low self-esteem and issues of belongingness and acceptance are a common pattern which adoptees experiences. Also connected with this is the Stress and Coping issue wherein the adoptee's adjustment to adoption is mediated by the coping pattern they use to deal with adoption related stress. This coping mechanism then becomes Risks or Protective factors depending on how the children learns to adopt to his/her situation.

Table 7. Behavior Checklist according to the Teacher and Counselor.

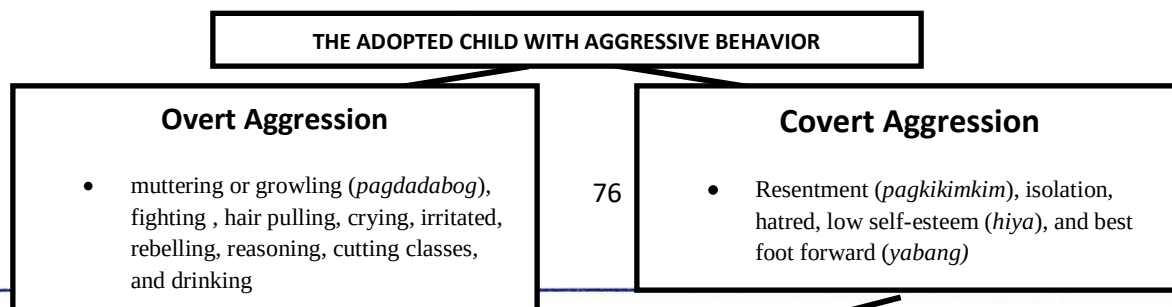
	According to the Teacher / Counselor Behavior Checklist
Case	How aggression was manifested based on Teacher's Check List
1 (Johne)	Attention – Careless mistake / Does not finish tasks Mood – Sudden change in energy level / Isolate self / Low self -esteem Anxiety/Worries – Always worries / Fear of separation /Worries about parents leaving
2 (Vice)	Attention – Does not finish task / Talks all the time Oppositional –Argues / Blames others for his own mistake Mood – Sudden change in energy level Anxiety Worry – Fear separation / Worries about parents leaving
3 (Chambee)	Attention – Talks all the time Oppositional – Touchy easily annoyed / Argues / Defiant / Angry Conduct – Bullies / threatens others / Starts fight Mood – Sudden change in energy level Anxiety Worry – Always worries / Fear separation / Avoid being alone



4 (Marga)	No manifestation of Aggressive behaviors
5 (Richee)	No manifestation of Aggressive behaviors
6 (Heaven)	No manifestation of Aggressive behaviors
7 (Super Twin)	Attention – Careless mistake / Does not finish tasks Oppositional – Argues Mood – Sudden change in energy level Anxiety Worry – Fear separation / Worries about parents leaving
8 (Bayong)	Attention – Leaves sit when require to sit / Problems in waiting turn / Talks all the time Oppositional –Argues / Angry /Spiteful/mean / Blames others for his own mistake Mood – Overly proud Anxiety Worry –Fear separation / Avoid being alone / Worries about parents leaving / Fear/excessive worry about social situations
9 (Ceta)	No manifestation of Aggressive behaviors
10 (Brow)	Attention - Does not listen / Does not finish task Opositional - Touchy, easily annoyed /Argues / Defiant / Angry / Tantrums Conduct - Bullies / threatens / starts fights / forcibly stealing from others Mood Problem - Sudden change in energy level Anxiety/Worry - Worries about parents leaving / Engages in repeated behavior”

The over-all insight and suggested intervention for this study took a somewhat different approach because of the framework presentation which is shown below. It consist of the identification of the type of aggressive manifestation the adoptee has expressed. Finding out the influences or factors involved in the formation of the type of aggression by considering the theories of Attachment, Stress and Coping and Risk & Protective factors. And finally selecting an Intervention Process such as: Rules Setting, Teacher Praise, Positive Reinforcement, Verbal Feedback, Stimulus change, Contingency Contract Modeling plus reinforcing imitation, Shaping, Systematic Social Skill Training, Self Monitoring or Self Control Training, Time out, Reponse Cost.

Figure 3. Intervention Framework





CHAPTER 4

Summary, Conclusion and Recommendations

Summary of Study

The study presented and described in-depth the aggressive behaviors manifested by 10 adopted children. How aggressive behavior manifested and what influenced the development of such maladaptive behavior? A qualitative design was chosen to give a descriptive and full understanding of the issue of aggression among adopted children. The case study method was utilized in investigating the different experiences of the 10 case



respondents. Multi-data collection techniques was done to make a rich and thorough description of the cases.

The goals of the study is to describe how aggression is manifested among the 10 adopted children and what influences them to act aggressively and to create a framework as an intervention process. By having knowledge about the experience of these cases, we developed a framework that will help them minimize or eliminate such maladaptive behaviors.

We were able to develop themes and discovered other factors influencing the manifestation of aggression and the buffers or protective factors that help these children to control or resort to overt aggressive tendencies. Some cultural traits and values like “hiya”, “pagkimkim”, “pakikisama”, “yabang” (best foot forward), and “pakikibagay” have emerged as buffers used by this children to pacify overt manifestation of aggression.

Summary of Findings

This study described at length and in detail how aggressive behavior from ages 7-13 years old were manifested and what have influenced these children to act this way and how to come up with an intervention framework from the results of the study.

The first question that was answered was how aggression was manifested among the 10 adopted children. The result show that there are 2 ways of showing aggression among the 10 cases. One is through an overt behavior such as, muttering, grawling, fighting, hair pulling, crying, irritated, rebelling, reasoning, cutting classes and drinking. Another type is covert behavior such as, resentment (pagkimkim), isolation, hatred, low



self esteem and putting your best foot forward (yabang). Covert aggressive behaviors are rarely detected or reported because they are not observable but were revealed or unearthed through the in-depth interview (see Table 2).

The second question that was answered was what influenced the aggressive behavior of these adoptees. The central themes that were formed through the analysis of the data that were manifested by the 10 adoptees reveals that maladaptive behaviors were due to the lack of acceptance and support from the adoptive family, poor family conditions and an unclear disclosure of the adoption story (see Table 2).

The theories of Attachment, Stress and Coping Theory, and Risk and Protective Factors were used to explain the development of a resilient and confident child by means of increasing and strengthening the attachment relationship, strong coping factors and increasing protective factors that will help them in their adjustment process (see Table 2).

Also, some cultural traits and values such as *hiya*, *pagkimkim*, *amor propio* and *pakikibagay/pakikisama* and *yabang* emerge and serves as buffers or control factor in the development of aggressive behavior or inappropriate behaviors.

With the above information and results that we gathered in the analysis, the third question as to what program can we develop to help improve the behavior of this adopted children led the researcher to come up with an intervention framework (Figure 3).

Limitations of the Study

The respondents were limited to 10 cases because of the scarcity of participants and the confidentiality involving adoption cases. The issue on adoption was only limited



to how maladaptive behavior such as aggressive behavior is manifested among adopted children and what influences this situation.

Conclusion

Despite the many studies about adopted children, not enough research has been done to lessen the development of aggressive maladaptive behaviors among these children. Adoption should give adopted children great opportunities, serve to increase a positive change and to give a hopeful future. Opportunities include a loving home, a caring environment and adoptive parents who can provide for their monetary needs as well as access to schooling.

This research has given as a sample description of what Filipino adopted children are presently experiencing. Among the 10 sample cases, 8 cases or 80% exhibits either overt or covert aggressive behaviors. The overt aggressive behavior is shown or manifested by means of muttering and growl (dabog) and the covert behavior such as resentment (pagkimkim) as described by the 10 respondents. It was also revealed that what influences these behaviors comes from their frustration of desiring to meet their biological family to learn more about the unclear disclosure of their status but at the same time being afraid that this desire might hurt their adoptive parents.

Rarely do we hear about positive outcomes from adopted children who are in situations where cases of aggression already exist. We need to increase protective factors that can strengthen the coping mechanism, resiliency and family relations of these children. We will need the cooperation of all entities that help shape the life of these adopted



children. It is important to consider in including their educators, counselors and other health care professionals to gain insight about why adopted children develop aggression and how this could lead to greater collaboration and action.

Despite the fact that these children seemed to be given special care and attention by their adoptive families, they are still at a great risk for behavioral and adjustment problems because adoption itself puts them into these uncertainties. These problems thus influence and interfere with their family life, school, and peer relationships since aggressive behavior may put the child and others in great danger.

The knowledge gained from this study allows researchers to understand the interplay of both the dynamics and role of the child's whole environment in planning intervention programs to minimize or eliminate factors that can still be present in making it a difficult adjustment process. In the end, the most important aspect is that every child must feel they are treated equally and fairly and not feeling discriminated nor left out. There must be a support system that they could fall back so that their well being is foremost upheld.

Recommendations

Based on the findings, the recommendation suggested for adopted children with aggressive behaviors and their families were formulated through a framework designed by the researcher (Figure 3) with the following explanation:

The present study suggest that among adopted children, they manifest aggression through either overt or covert behaviors. The manifestation of aggression is shown when they are put into stressful conditions associated with their family status which are linked to



their patterns of coping behavior. One of the most stressful moment in the life of the adoptee is during the time of revelation or the disclosure process. The interview with the adoptees reveals that their parents make this event a tell all and understand all - one event. As counselors and educators, we must remind our clients that this event is not a one time revelation or one-day activity but a life process. This event must unfold in a series of time period in such a time where the child can assimilate and understand what is adoption and its process. By having a clear and well-planned disclosure event, we prevent confusion which triggers aggressive behavior among adopted children.

Second, the adoptee must feel a nurturing, consistent and fair management strategies for their special needs. Identify clearly and in-depth the situation of their case and collaborate with the family and the school environment on how to execute the intervention framework suggested below (Figure 3). It begins with the counselor developing a trusting relationship. Explaining to the parent/teacher the extend of the aggressive behavior's effect on the adoptee and finding out what influences this kind of behavior among adoptee. Tracking them into what intervention plan they will follow, either the plan for covert behavior or for overt behaviors. Collaborating with the parents and the school as to what steps they will agree to do for the intervention process to pursue. We should be able also select a prevention program as indicated in the framework that must be helpful and particularly relevant for children with covert or overt conditions. And, since the present study involves only the three (3) Theories of Attachment, Stress and Coping plus the Theory of Protective and Risk Factors, it can also included in other future studies the Social Learning Theories which is also relevant but was not included in this study.



Attitudes presented in this study evidence the need for on going social skills training. The need to reinforce positive intrinsic child factors and good monitoring and parenting styles and family dynamics plus a nurturing environmental factors.

Third, prevention programs are designed to keep a problem from occurring, to prevent development of disorder and to promote the health and development of the adoptees who are as yet unaffected by dysfunction. Since this is a process, it is presumed that this program will not take effect on a time frame but on the experience and learning of each individual involved in the case of the child, patience and love in generous form is highly recommended. A collaborative activity and effort of the home and school.

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APPENDICES

Informed Consent Form

Philippine Normal University
Graduate Studies – MA Guidance and Counseling
Informed Consent for Participants

Title of Study:	CASE STUDY OF ADOPTED CHILDREN WITH AGGRESSIVE BEHAVIORS
Principal Investigator:	Sr. Evangeline F. Baluyut, SMdC
Faculty Supervisor:	Dr. Aurora B. Fulgencio



PLEASE READ THIS DOCUMENT CAREFULLY. YOUR SIGNATURE IS REQUIRED FOR PARTICIPATION IN THIS RESEARCH ENDEAVOR. IF YOU DESIRE A COPY OF THIS CONSENT FORM, YOU MAY REQUEST ONE AND WE WILL PROVIDE IT.

This is to inform you that all research participation in the activity is **voluntary**, and you have the right to withdraw at any time, without prejudice, should you object to the nature of the research. You are entitled to ask questions and to receive an explanation after your participation.

Description of the Study:

This is a whole day session study in which you will be asked to **fill out some questionnaires** and be **interviewed** regarding Child Adoption Studies.

Nature of Participation:

You will participate in 2 sessions. In the (first) session you will be asked to fill out some papers and after which your child and you (parents) will be interviewed separately.

Purpose of the Study:

To create a scholarly study about child adoption. This means we want to find out some general information about the benefits of child adoption and how and why manifestation of maladaptive aggressive behaviors appears in both relative and non-relative placement. We are only interested on the evaluation of these variables and NOT interested in any specific individual.

Possible Risks:

(e.g., for a questionnaire study...)



- a) When (filling out questionnaires,) you may (come across a question or answer choice) that you find unpleasant, upsetting, or otherwise objectionable. For instance, (a few of the questions may cause you to think about negative emotional states.)
- b) You may feel that you have performed poor on a test. For many of the activities, tests and questionnaires we are evaluating, there is no right or wrong answers. However, for some activities, it is to be expected that some people will do better than others on some of the tests. We encourage you to discuss this with the test administrator during the debriefing period, when all procedures have finished.
- c) You will be asked to provide confidential information about yourself.

Possible Benefits:

- a) When your participation is complete, you will be given an opportunity to learn about this research, which may be useful to you in your course or in understanding yourself and others.
- b) You will have an opportunity to contribute to psychological science by participating in this research.

Confidentiality:

You will be assigned a code number which will protect your identity. All data will be kept in secured files, in accord with the standards of the University, Federal regulations, and the Philippine Psychological Association. All identifying information will be removed from questionnaires as soon as your participation is complete. No one will be able to know which your questionnaire responses are. Finally, remember that it is no individual person's responses that interest us; we are studying the usefulness of the tests in question for people in general.

Opportunities to Question:



Any technical questions about this research may be directed to:

Principal Investigator:

Sr. Evangeline F. Baluyut, SMdC

Phone: 928-69-45

Any questions regarding your rights as a research participant or research-related injuries may be directed to ISU's

Office of Research, Ethics, and Compliance.

Opportunities to withdraw at will:

If you decide now or at any point to withdraw this consent or stop participating, you are free to do so at no penalty to yourself. You are free to skip specific questions and continue participating at no penalty.

Opportunities to be Informed of Results:

In all likelihood, the results will be fully available around _____ (date). Preliminary results will be available earlier. If you wish to be told the results of this research, please contact:

Principal Investigator: Sr. Evangeline F. Baluyut, SMdC

Phone: 928-69-45

He/she will either meet with you or direct you to where you can read a copy of the results. In addition, there is a chance that the results from this study will be published in a scientific psychology journal, which would be available in many libraries. In such an article, participants would be identified in general terms as undergraduate students at a large state university. Your signature below indicates that you voluntarily agree to participate in this study.

Dated this _____ day of (month) _____, 20 _____



Signature of Participant

Signature of Person Obtaining Consent

Adoption Information Sheet

Age: _____

Gender: M _____ F _____

Religion:

Catholic ____ Christian ____ INC ____ Moslem ____

Others (specify) _____

Kind of Adoption: Relative/Kinship Adoption _____

Non Relative Adoption _____

If you checked RELATIVE please circle your relation to the child

(a)Sister (b) brother (c) aunt (d) uncle



(e) Grandmother (f) Grandfather

Others (specify) _____

Type of School /Education

Private _____ Public _____

Sibling Position

_____ eldest _____ middle child _____ youngest

others (specify) _____

Socio-Economic Status

First Class _____ Middle Class _____ Poor _____

Check the highest education you have achieved:

Basic Education ____ Secondary ____ Vocational ____ Collegiate ____

Masters ____ Doctoral ____

Marital Status

Single ____ Solo ____ Married ____ Separated ____ Cohabiting ____

Parent's Interview Questionnaire Form:

1. How many children did you adopt?
2. Were they Relative or Non Relatives?
3. When did you decide to adopt a child/ what led you to adopt the child?
4. Do you think the child in your care feels like a member of your family?
5. How can you tell that the child feels a sense of belonging to your family?
6. Were you emotionally prepared to take this added responsibility?
7. Do you honestly feel you have sufficient financial resources to care for this child?



8. Do you feel you have received adequate training in preparation for the adoption?
9. In your opinion do you believe that blood relation can really help the adopted child be secure in his self-identity?
10. Were you ever called in the school/Guidance Office for a particular case like aggressive behavior manifested by your child? How many times were you called for the same problem?
11. According to the report of the teacher, how was the behavior manifested? Who started the provocation? Is the report of the teacher the same to what your son's report was regarding the incident?
12. How did you handle such behavior? Did you confront the child about it?
13. Have you enquired with your son if the provocation has something to do with his adoption status?
14. What advice did you give to the child?
15. How did you feel about the incident?

Child's Interview Questionnaire Form:

1. I'm Sr. Vangie and I will ask you some important questions and I hope you answer them honestly as possible.
2. What is your name? What grade are you?
3. How many brother\s and sister/s do you have?
4. Do you know why you are here?
5. How do you feel about being adopted?



6. Are you happy with your family now?
7. Do you miss your other family?
8. Can you share about your adoption story?
9. Were you ever called in the Principal's Office or Guidance Office because you showed aggressive behavior (like biting, kicking fighting or shouting at your classmates)?
10. What provoke you or made you do such a thing?
11. Do you always feel angry or mad even for no reason at all?
12. What action/behavior do you do when you feel angry or irritated?
13. Are you afraid that they (the school) will tell your parents about your behavior?
14. Do you like what you are doing (bad behavior)?
15. Are you aware of what you are doing or not?
16. How do you feel after you have hurt your classmate? Sad/
fearful/angry/vengeful/afraid

CHILD BEHAVIOR CHECKLIST

PUPIL'S NAME: _____

DATE: _____

Directions: Please circle YF = Yes for behavior that is manifested by the child frequently

YS = Yes for behavior that is manifested by the child sometimes

N = Not manifested by the child

ATTENTION

(When the symptoms did began: _____)



Careless mistake	YF	YS	N
Poor attention span	YF	YS	N
Does not listen	YF	YS	N
Does not finish tasks	YF	YS	N
Leaves sit when required to sit	YF	YS	N
Problems in waiting turn	YF	YS	N
Talks all the time	YF	YS	N
Interrupts	YF	YS	N

OPPOSITIONAL BEHAVIORS

(When the symptoms did began: _____)

Touchy, easily annoyed	YF	YS	N
Argues	YF	YS	N
Defiant	YF	YS	N
Angry	YF	YS	N
Tantrums	YF	YS	N
Bothers others deliberately	YF	YS	N
Spiteful/mean	YF	YS	N
Blames others for his own mistake	YF	YS	N

CONDUCT

(When the symptoms did began: _____)

Bullies/ threatens others	YF	YS	N
Starts fights	YF	YS	N
Used weapons	YF	YS	N
Physically cruel to people/animals	YF	YS	N
Forcibly stealing from others	YF	YS	N
Forces sexual activity	YF	YS	N
Sets fire deliberately	YF	YS	N

MOOD



(When the symptoms did began: _____)

Sudden change in energy level	YF	YS	N
Crying spells	YF	YS	N
Isolate self	YF	YS	N
Low self-esteem	YF	YS	N
Injures self	YF	YS	N
Rapid/hard to follow speech/thought	YF	YS	N
Overly Proud	YF	YS	N

ANXIETY/WORRY

(When the symptoms did began: _____)

Always worries	YF	YS	N
Fear of separation	YF	YS	N
Avoid being alone	YF	YS	N
Worries about parents leaving	YF	YS	N
Engages in repeated behavior	YF	YS	N
Excessive worry about everything	YF	YS	N
Fear/excessive worry about social situations	YF	YS	N

CHILD'S STRENGTHS:

In school setting:

In Social setting:

At home:

Special Interest and Hobbies:



Guidance Counselor: _____

Adviser: _____

Date: _____

COVER LETTER

March 7, 2018

Dear _____,

Praise be Jesus and Mary!

I am Sr. Evangeline F. Baluyut, SMdC a student of Philippine Normal University conducting my master thesis entitled: "Case Study of Adopted Children's Aggression, as partial fulfillment for my MA in Guidance and Counseling at the Philippine Normal University. In connection to this, may I request your child and the family to participate in



an in-depth interview regarding his/her experiences about adoption and the adoption story?
Rest assured that all data collected as part of the study will be kept confidential and that the published results will maintain that confidentiality. Participation is voluntary and you can withdraw at any time without any repercussion.

Thank you and God bless you and your family.

Respectfully yours,

Sr. Evangeline F. Baluyut, SMdC
Researcher

SAMPLE TRANSCRIPTS

Johnee (1)
01:08:05

Sr. Vangie: Lakasan mo lang boses mo anak para marinig ka. Ok good morning ako po si Sister Vangie. Anong pangalan mo anak?

Johnee: Johnee po.

Sr. Vangie: Johnee, meron lang akong mga itatanong sayo, tapos sana sagutin mo as honestly as possible.

Johnee: Sige po.



- Sr. Vangie: Itong pag-uusapan natin ay isa pananaliksik, research study siya tungkol sa mga adopted children. Gusto kong kasi makatulong sa mga pag-aaral tungkol sa mga batang inampon, lalo na kung may mga aggresibong pag-uugali na kailangan baguhin, bawasan o alisin upang mamuhay silang payapa. Sabi sa akin ng mama mo na alam mo na adopted ka? Tama ba yon? Ano nga rin po ang kumpletong pangalan mo?
- Johnee: Opo alam ko po at Johnee ang buong pangalan ko po.
- Sr. Vangie: What grade are you?
- Johnee: Grade 7 po.
- Sr. Vangie: Ilan kayong magkapatid?
- Johnee: Apat po, kakapanganak lang po nung isa.
- Sr. Vangie: Ano to? Yung sa totoo? O yung sa adopted?
- Johnee: Yung sa ano po, sa adopted.
- Sr. Vangie: Apat kayong magkakapatid?
- Johnee: Opo, ako po tas yung kuya ko yung ate ko tas yung anak po ng ate ko.
- Sr. Vangie: Ay... di kasali ang anak ng ate mo ... kayo lang talagang magkakapatid, tatlo kayo bale?
- Johnee: Opo.
- Sr. Vangie: Alam mo ba kung bakit ka nandito?
- Johnee: Po?
- Sr. Vangie: Kung bakit ka ma -iinterview? Naikwento sa yo?
- Johnee: Opo.



Sr. Vangie: Tungkol daw saan to?

Johnee: Sa ano lang daw po sa mga tunay ko pong nanay po tas tatay.

Sr. Vangie: Tungkol po sa pagiging adopted niyo.

Johnee: Opo.

Sr. Vangie: Yun ang pag-uusapan natin. Unang tanong po; Anong pakiramdam mo sa pagiging adopted mo? Yung talagang nararamdaman mo?

Johnee: Okay lang naman po, kasi nakakausap ko rin naman po tunay kong magulang eh

Sr. Vangie: Pag sinabi mong okay, anong ibig mong sabihin, pwede mong i-explain yun?

Johnee: Ayos lang naman po sakin

Sr. Vangie: Ayos lang? Di ka naman nagagalit? Di naman ba masama ang loob mo?

Johnee: Hindi naman po

Sr. Vangie: Are you happy with your family now?

Johnee: Yes po.

Sr. Vangie: Do you miss your other family?

Johnee: Opo.

Sr. Vangie: Alam mo ba yung adoption story mo, ang ibig kong sabihin, alam mo ba kung paano ka inadopt at kung bakit ka inadopt?

Johnee: Hindi po eh kasi po two months pa lang daw po ako sabi ni mama kinuha na po ako.

Sr. Vangie: Hindi mo natanong kung bakit?



- Johnee: Hindi po tas dito na po ako lumaki.
- Sr. Vangie: Pero di mo man lang naitanong kay mama kung bakit ka nasa kanila?
- Johnee: Hindi po.
- Sr. Vangie: Kung paano ka naadopt?
- Johnee: Hindi po.
- Sr. Vangie: Wala ka bang interes malaman? O gusto mo ring malaman?
- Johnee: Hindi naman po, masaya naman po ako kina mama at papa
- Sr. Vangie: Okay lang na di mo alam story mo?
- Johnee: Opo
- Sr. Vangie: Close ka ba sa mga kapatid mo?
- Johnee: Medyo po.
- Sr. vangie: Anong ibig sabihin ng medyo?
- Johnee: Minsan po kasi utos sila ng utos at minsan sabay sabay... parang galit po sila sa akin. Naiinis po sila sa akin dahil close ako sa papa ko parang nagseselos sila at parang di nila ako pinapansin
- Sr. Vangie: Paano mo nasabing galit sila.
- Johnee: Minsan po di nila ako pinapansin lalo na kapag kinakampihan ako ni papa.
- Sr. Vangie: Sa palagay mo... galit sila o nagseselos dahil kinakampihan ka ng papa mo?
- Johnee: Ewan ko po. Basta pakiramdam ko po parang galit sila. Minsan po pakiramdam ko di naman ako parti ng pamilya kasi adopted lang ako...
- Sr. Vangie: Bakit mo naman nasabi di ka parti ng pamilya?
- Johnee: Feeling ko lang po. Buti na lang nanjan po si mama at papa.



- Sr. Vangie: Dumako naman tayo sa school mo, meron bang instance na napatawag ka sa principal's office o sa guidance dahil nakipag-away ka?
- Johnee: Hindi pa po ako na guidance o principal.
- Sr. Vangie: Pero meron daw isang instance na yung nag react ka ata nung sinabihan ka na ampon ka nung grade 6 ka daw?
- Johnee: Hindi po, wala.
- Sr. Vangie: Nagalit ka daw kasi yung uncle mo sinabihan ka na adopted ka?
- Johnee: Yung tito ko po?
- Sr. Vangie: Opo tito mo.
- Johnee: Opo, nung sinabihan ako ng ganun- sinabi ko po kay mama.
- Sr. Vangie: Anong ba ang sinabi niya?
- Johnee: Na ampon lang daw po ako. Sinabi ko lang po kay mama tas nagalit sya.
- Sr. Vangie: Eh umiyak ka daw ng umiyak sabi ng mama mo.
- Johnee: Opo.
- Sr. Vangie: Bakit ka umiyak? nasaktan ka ba?
- Johnee: Opo.
- Sr. Vangie: Saan ka nasaktan nung sinabihan ka na ampon?
- Johnee: Yung sinabhan po ako
- Sr. Vangie: Na ampon?
- Johnee: Opo.
- Sr. Vangie: Pero diba alam mo naman na ampon ka?
- Johnee: Opo.



- Sr. Vangie: Bakit ka pa nasaktan nung nasabihan ka?
- Johnee: Ano po kasi eh nung pagkasabi niya sa akin nun parang ano sya sa kin -galit sya sa kin.
- Sr. Vangie: Bakit sya galit sa yo?
- Johnee: Siguro dahil close si papa sa akin...baka nagseselos.
- Sr. Vangie: Di ka naman nagtanong kung bakit siya galit?
- Johnee: Hindi po.
- Sr. Vangie: Basta natakot ka na lang?
- Johnee: Opo.
- Sr. Vangie: Paano ka magalit?
- Johnee: Naiinis lang po ako.
- Sr. Vangie: Hindi ka naman nagdadabog?
- Johnee: Minsan opo nag dadabog po.
- Sr. Vangie: Paano ang pagdadabog mo?
- Johnee: Yung parang ano po pag nagagalit ako... kunyari pag naghuhugas po.
- Sr. Vangie: Anong ibig mong sabihin?
- Johnee: Naghuhugas po ako tas nagagalit ako nilalakasan ko po.
- Sr. Vangie: Nilalakasan mo ang...?
- Johnee: Yung parang yung pinggan po mababasag ganun sinasabi nga sa akin “sige basagin mo”.
- Sr. Vangie: Di naman araw araw yun?
- Johnee: Di naman po.



- Sr. Vangie: Di ka naman naiinis?
- Johnee: Hindi po.
- Sr. Vangie: Yung palaging naiinis?
- Johnee: Hindi naman po.
- Sr. Vangie: Masayahin ka?
- Johnee: Opo.
- Sr. Vangie: Kumusta ang mga barkada mo?
- Johnee: Masaya po tapos palagi lang po lumalabas ng bahay para maglaro.
- Sr. Vangie: So ano yung mga kinakagalit mo?
- Johnee: Kapag inuutusan ako ng may ginagawa ako tapos po sabay sabay utos.
- Sr. Vangie: Sino yung madalas magutos sayo?
- Johnee: Lahat po lalo nap o yung ate at kuya ko.
- Sr. Vangie: Sabay sabay? Kasi bunso?
- Johnee: Opo.
- Sr. Vangie: Masunurin ka naman?
- Johnee: Opo.
- Sr. Vangie: Sumusunod ka dahil gusto mo oh, sumusunod ka dahil natatakot ka?
- Johnee: Gusto ko po.
- Sr. Vangie: Tapos uhm, meron na bang insidente na nakasakit ka ng kaklase mo? Ng Ate mo o mommy mo yung nagalit ka talaga sa kanila tas nasaktan mo?



Johnee: Wala po.

Sr. Vangie: Salamat po sa panahon. May gusto ka pa bang sabihin?

Johnee: Wala na po.

Transcript
Mama of Johnee
01:32:45

Sr. Vangie: Magandang umaga po, salamat po sa pakikilahok ninyo sa interview sa araw na eto. May mga itatanong lang po ako. Yung una pong tanong ko, ilang po ba ang mga ang mga naadopt ninyo?

Mama: Isa, sya lang po.

Sr. Vangie: Siya lang po ba ang inampon niyo?

Mama: Opo.

Sr. Vangie: Ito po ba ay relative/ kamag- anak o non-relative?

Mama: Relative po.



Sr. Vangie: Tapos po kelan niyo po naisipan na ampunin yung yung bata atsaka ano po ba yung pinagmulan ng desisyon nyo na ampunin sya?

Mama: Kasi po sister nagsimula yan nung hiniwalayan sila nung father, so hindi naman kaya ng mama nya na magpadede pa sa kanya gawa ng sanggol pa may dalawa pa syang kapatid, so pinagusapan naming magkapatid na sa amin muna yung bata at pagdating ng 7 years old papakilala sa kanila. Ang sabi ko naman sa kanila kung gusto ninyo kunin, pwede niyo naman kunin hindi ko naman ipinagbabawal yun, kasi ang importante lang para sa akin yung aspeto ng pagsasamahan ng magkakapatid kasi ang panget naman po kung aangkinin ko e may nanay siya, may mga kapatid syempre magtatanong pa rin po yun kaya mas maganda na sabi ko sa kanila kung gusto niyo kunin yung bunso ninyong kapatid andyan lang kausapin niyo lang ako kung gusto ninyo sa inyo, papayagan ko naman kayo.

Sr. Vangie: Thank you po sa sagot. Sa palagay nyo po ba nararamdaman kaya niya na parte siya ng pamilya nyo?

Mama: Ah minsan po napapansin namin sa kanya lalo na pag may mga kaganapan sa amin parang pakiramdam niya na a-out of place siya. Binibigyan namin sya ng time na oh, “nak ito naman para sa yo paghahandaan ka namin”, wag ka maiingit sa ate at kuya ikaw rin kapantay sa kanila kaya wag mo isipin na iba ka anak ka rin naming. Sumasagot naman ng “sige ma” gaganyan sya. Kaya lang minsan siguro napapaisip siya bakit si kuya at si ate bakit parang mas special kay mama. Parang mas sulit na matuon sa kanya yung



pansin. Minsan sa school niya maano rin siya... nagpapapansin... pinipilit naman naming na mabigyan siya ng halaga pero totally pantay naman kami sa lahat n gaming anak kaso di rin namin siya mapigilan mag isip.

Sr. Vangie: Sabi niyo feeling niya out of place siya... paano niyo naman po pinararamdam na belong sya sa family, ano ba yung nakikita niyo na, talagang magsasabi na tong batang to ramdam naman niya myembro sya ng pamilya namin, ano yung mga sign na siya ay kasama at hindi sya nahihiwalay.

Mama: Siguro po halimbawa ay yung sa pagtulog nya na katabi sya ng papa niya tapos sa umaga lagi siya hinahug tapos yung pag dumadating papa niya, kasi mas malapit sya sa papa niya eh totally sa papa siya malambing eh hindi sa akin kasi lagi rin akong wala.

Sr. Vangie: Lalaki kasi sya eh.

Mama: Oo, “ganyan ganyan” parang ramdam niya na siya yung pinaka bunso kaya nakikita rin minsan ng dalawa niyang kapatid, “mama si _____ binigyan ni papa ng ganyan kami wala”, “kasi anak bunso sya”, umaabot sa punto ng may pagseselos, pero di naman ganun siguro dahil mabait silang mga bata.

Sr. Vangie: Noong inampon ba niyo siya handa po ba kayo emotionally? Kasi sabi niyo nga napag-usapan ninyo pero emotionally ba talagang kaya niyo po ba ang responsibilidad ng pag-aampon?



- Mama: Opo ginawa ko naman po imbis stay-in ako sa trabaho ginawa ko po uwian na lang kasi syempre baby sya so kumuha ako ng taga-bantay sa araw, sa gabi kami mag-asawa naman nagbabantay.
- Sr. Vangie: Pakiramdam niyo po ba na handa kayo sa pag-aampon, talagang handang handa ba akong kunin itong batang ito?
- Mama: Pinaghandaan naman po sister, ano bang tawag dito, nung una aligaga ako kasi malalaki na po ang mga tunay kong anak ... jusko nasundan pa ng isa, nung unang una sister inaamin ko talaga parang.. parang sabi ko pumasok ulit ako sa umpisa, sa ganyan... pero noong umaabot na sya sa amin ng buwan parang naging kasiyahan sya sa amin, yung pinaka ano lang dun yung tumawag yung mama nya na “Sis, babayaran ka naming kukunin naming si bunso” sabi ko teka lang wala pa to sa ano, wala pa tong 7 years old ... sige sabi ko na lang sa kanya para hindi na lang mag-ano yung mama niya sabi ko pag-usapan natin... silang mag-asawa at ako, yung asawa ko po hindi sumama sa amin at yung bata ayaw humiwalay sa ama.
- Sr. Vangie: Talagang attached na yung bata sa inyo. Do you honestly feel, talagang nararamdaman niyo ho ba na sufficient yung financial resources niyo at kakayahan para buhayin siya? Sa palagay niyo ba kaya at sapat ang kung anong meron kayo ngayon para buhayin yung bata?
- Mama: Opo sister, talagang pinaghandaan, nung sila lang dalawa tama lang so parang nadtadtad ulit kami ng source ng pagkakakitaan syempre para sa kanya, kasi sabi ko nga kailangan na natin mag kayod pa kasi may isa pa



tayong alagain pa. May dalawa na masangat na, paano pa itong darating pa, sabi kong ganyan, sabi ng asawa ko kaya natin yan basta sama-sama lang tayo

Sr. Vangie: Okay po. Tapos sa palagay niyo, meron ba kayong supisyente training o preparation para sa pag-aadopt niyo sa kanya? Kasi usually po sa legal na paraan talagang may interview pa at imbestagahan pa kayo kung karapat-dapat kayong maging magulang ng bata, bale parang binigay lang siya sa inyo at walang legal na process na pinagdaanan.

Mama: Parang biglaan nga, nabigla nga ako.

Sr. Vangie: So biglaan sya.

Mama: Nabigla ako nasa trabaho ako tapos lilipad na ako mamayang alados kukunin ko yung bata tapos babalik ulit parang nagulat talaga ako parang hindi ako nakapaghandang pero gawa kasi na nakiki-usap yung nanay niya ganyan “sige na ate maawa ka naman kasi wala na ring gatas, tubig na lang tsaka asukal, ate tulungan mo naman ako”, “sige sige”, sabi ko so nung buhay pa yung amo ko talagang full support naman sa akin. Sige kunin mo dalhin mo rito at least maaalagaan mo.

Sr. Vangie: okay po.

Mama: Kaya sabi ko sige, nag-usap naman kami mag-asawa “ano kaya ba natin, baka hindi natin kaya, lalong mapariwara yung bata” kasi kami sister hindi kami basta papasok sa ganung sitwasyon.

Sr. Vangie: Tama po.



- Mama: Unang una kahit kadugo ko, syempre wala yung asawa ko naiisip ko baka maltratuhin, alam niyo naman sister di ba minsan hindi naman ganun ka ano yung asawa, pero sa awa ng Diyos napamahal sa kanya yung bata, at super close sila.
- Sr. Vangie: Sa opinion niyo po naniniwala ba kayo nay na ang kadugo o yung may relasyon sa inyo ay mas matutulungan at makatulong kayo sa batang inampon para maging kampante sya sa kanyang sarili. Makakatulong ba yun kadugo mo ang kakalakihan niya kesa yung dun sa hindi kamag-anak?
- Mama: Talaga sister malaking tulong yung sa kadugo kesa hindi kasi yung ugali palang parang nakikita mo na siya ... ganito yung kapatid ko, mga pag-uugali ganito ganyan ... kesa sa iba na di mo alam kung anong ugali mayron dahil di moa lam kung saan nanggaling.
- Sr. Vangie: Mas naiintindihan mo?
- Mama: Opo.
- Sr. Vangie: Tapos, kayo ho ba ay napatawag na sa skwela, sa guidance na merong nagawa yung bata. Yung may problema, may nagawa di mabuti yung anak nyo kaya napatawag kayo.
- Mama: Nung elementary napatawag ako sa guidance dahil nagkabungguan sila ng kanyang kaklase hindi naman yung may kung anong gulo, kundi natakot sila kasi nag collapse siya kaya ako pinatawag. Tinanong nila kung ano desisyon ko kung papa doctor ko o iuuwi ko kasi baka mapaano siya. Yun lang naman po sister minsan lang.



- Sr. Vangie: Pero hindi naman po kayo napatawag kahit minsan dahil sa misbehaviour?
- Mama: Opo, wala naman pong record na ganyan.
- Sr. Vangie: Gusto po talaga naming malaman kung yung mga batang ampon ay may galit o kung madalas ba silang napapaaway.
- Mama: Napapasama sa gulo? Sister, kahit tanungin niyo siya wala naman. Magsasabi yun sa inyo ng totoo. Nagpunta nga kami dito hindi naming alam kung paano ang interview-na gagawin eh, sabi niya “mama makakauwi pa ba tayo”, “oo may itatanong lang sa atin si sister” sabi ko, “tsaka hindi niya tayo aanuhin”, “baka hindi tayo makauwi ma”, haha sabi ko hindi.
- Sr. Vangie: Pero ano pong mga problema ang sa palagay niyo eh naeencounter niya sa pagiging adopted...
- Mama: Ay nako eh yung mga ganyan sister sa pag-aadopt talagang yung pag dedisiplina, minsan eh yung pag dedisiplina mo na puro palo, talagang totoo ang kasabihan nila lalong titigas ang ulo, pero kapag pinagsabihan mo sila na tagos sa puso’t isip nila mas epektib kesa sa puro bugbog. Hindi sila nakakaranas ng palo, talagang as in katulad nung nakikita natin ngayon sa telebisyon, jusko nakakaawa.
- Sr. Vangie: Kasi wala naman po yang nadanas na ganyan di ba kahit dun kaya dun sa sister mo napapalo sya?
- Mama: Ay baby pa sya sister binigay na sya sanggol pa.
- Sr. Vangie: Sabagay.



- Mama: Tsaka hindi ko sya naiwan dun sa kapatid ko na malaki na, kasi nung nagbakasyon kami ng dalawang beses balikan lang din, mga ano two weeks-three weeks silang nag babonding pero hindi naman siya napapalo kasi syempre bunso nila, puro sila bonding sa labas. Madalas naman niyang kausap mama nya, maganda na ang takbo ng buhay ng niya. Ang bata di naman kami maiwan dahil sa amin lumaki at close sa ama niya kasi kahit gani ganito lang ang trabaho ko labalabada, plantsa, manicure, pedicure, masahe lahat na, nakakapagpa graduate ako at matitino lahat ng anak ko.
- Sr. Vangie: So sariling sikap talaga...
- Mama: Opo. Ako pa lang yung may anak na nakatapos at talagang nakapag kolehiyo.
- Sr. Vangie: O kita mo maganda rin ang sharing mo ng yung blessing ang kwento mo ng pagmamahal at pagpapalaki. Salamat po.



CURRICULUM VITAE

Personal Information

Name: Sr. Evangeline F. Baluyut, SMdC
Present Address Sister Handmaids of Charity of St. Vincent de Paul
28 A Pansol Road, Barangay Pansol, Quezon City
Telephone Number (02) 928-69-45
Email Address sr.vangiebaluyut@gmail.com
Date of Birth February 24, 1969



Educational Attainment

Degree Obtained Master of Arts in Education (Guidance and Counseling)

Date Graduated

Institution Philippine Normal University

Degree Obtained AB Psychology

Date Graduated 2002

Institution Miriam College (formerly Maryknoll College)

Duties/Assignments

Designation School Principal

Institution Giovanni Battista Leonardi School – QC

Period Covered SY 2014 – 2018

Designation Guidance Counselor

Institution Mater Dei Academy – Tagaytay City

Period Covered SY 2012 – 2014

Designation School Principal

Institution Giovanni Battista Leonardi School – QC

Period Covered SY 2007 – 2012

Designation Asst. Principal – High School Department

Institution Mater Dei Academy – Tagaytay City

Period Covered SY 2012 – 2014