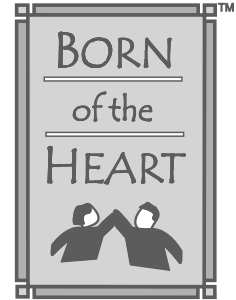


Families with Children from China—NW Presents:

Little Treasures



January 2011

Inside this issue:

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Seattle Chinese Garden

In Memoriam: Kathy Schoch

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Letter from FCC President Lara Peterson:

These days it seems that one busy season segues directly into another. It can be hard to remember to stop and take stock. The back to school frenzy is done, and the holidays are wrapping up. Looking back on the past few months, a lot has happened with FCC. We had a very successful Heritage camp late in the summer, thanks to the hard work of camp organizers, Stacy Choi and Terry

Jaenson. Read about it on page 14. We had another great turnout for our Autumn Moon Festival, held in the International District at Ocean City this year. Many thanks go out to all of the volunteers responsible for that event.

While we're on the subject of reflection, I also want to thank all of you who filled out our recent survey. Your responses are helping us to make FCC more relevant to our families, and helping us develop events and activities that meet our members' needs.

As we move through the holidays, many of us are focused on Hannukah and Christmas. But Chinese New Year is just around the corner, a little early this year. The Year of the Rabbit begins on February 3. Rabbit years are said to be years of conciliation and peace- a welcome change from the tumult of the Tiger year. FCC will hold its annual Chinese New Year celebration on January 30 at Eckstein Middle School. Get your tickets now at: <http://www.brownpapertickets.com/event/144487>

You can find the details for this and all of our other great activities at the FCC website:

www.fcc-nw.memberlodge.com

I hope to see you at one of our upcoming events. In the meantime, I wish you a very happy holiday season, and a peaceful new year. ■

**May 2011
Issue Deadline:**

March 15, 2011

Please send
submissions to
Newsletter Editor
Gemma Alexander at
gemmadee2003@yahoo.com

LITTLE TREASURES NEEDS YOU!

Are you a writer, editor or photographer?
Would you like to be?

Little Treasures welcomes input of all kinds. If you would like to see something in the newsletter, let us know. If you want to help out, but don't know what to do, let us know. We'll be happy to put you to work.



Email Gemma Alexander to get involved:
gemmadee2003@yahoo.com

OPPORTUNITY TO HOST CHINESE STUDENTS



Youth For Understanding USA
www.yfu-usa.org

Youth For Understanding (YFU) prepares young people for their responsibilities and opportunities in a changing, interdependent world.

YFU is currently seeking host families for Chinese students in the Seattle area for the 2010-2011 school year. Host families should be interested in teenagers and international students and have realistic expectations of what life with a teenager is like, provide a stable family unit and be able to provide for an additional member of the family including a separate bed, suitable study area, and three meals per day. You may view student profiles and learn more about hosting at:

www.yfuusa.org.

If you have any questions contact: Rebekah Fuss 206.201.3559 / rfuss@yfu.org

NEW FCC WEBSITE

www.fcc-nw.memberlodge.com

Manage your Membership Online If you aren't a current member or your membership has lapsed, please visit the Membership tab on our website to quickly and easily join! Member data is only visible to other paid members. You can choose what information you would like to share in our online directory.

Give Input We encourage members to raise issues, make suggestions and participate. If there is an activity that you believe would benefit our members, please let us know and we will be happy to help advertise, schedule or sponsor it.

Get Involved Our "events" page shows what great things are coming up that you and your family might enjoy. Get Chinese New Year tickets online now at <http://www.brownpapertickets.com/event/144487>

Get Informed Our "resources" page includes hundreds of links including Asian gifts, education, dance, language, support groups, government webpages, orphanage links, charitable organizations, and so much more.

UPCOMING EVENTS

First Mondays

Central Seattle FCC Playgroup
Greenlake Community Center Playroom,
3pm

Contact Jane at jcdirkse@yahoo.com to RSVP

January 8, 2011

FCC-NW Board Meeting
Carlene Camera's House, 5pm

FCC-NW is an entirely volunteer-run organization. All members are invited to attend a board meeting to learn more about what we do and how you can help keep our programs running. Address available from the members only online directory.

January 9, 2011

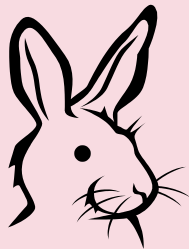
Film Screening and Discussion
Wing Luke Museum, 1:30 pm

Screening and discussion of the film, "Long Wait for Home," a documentary by Dr. Changfu Chang. Admission is free to members, \$5 to nonmembers. Onsite childcare by donation to support 2011 Teen Service Trip.

January 30, 2011

Chinese New Year
Eckstein Middle School,
10:00am—2:00pm

Ring in the Year of the Rabbit at FCC-NW's Annual Chinese New Year Event. Registration starts at 9:30 AM. Come join the fun and enjoy the activities including dance performances, children's carnival, photography by Yuen Lui, vendors and information booths, crafts and more. We will offer a teen room again this year for anyone over 12 years old, and will also offer a quiet room for taking a break from the activity.



Purchase advance tickets at <http://www.brownpapertickets.com/event/144487>. Use discount code **rabbit2011** to receive your member ticket price of \$5.00 pp. \$10 for non members. For more information visit our website at www.fcc-nw.memberlodge.com

FCC-NW SPONSORS POPULAR NEW YOUTH ACTIVITIES

Two summer youth activities were a hit with attendees! In June a small group enjoyed cosmic bowling at Spin Alley and dined on pizza afterwards. July's activity was a tour of the Tsue Chong Noodle Factory. We watched noodles being made for local restaurants, as well as seeing how fortune cookies got their fortune. After munching on "unfortunate" cookies, we headed to Jade Garden for dim sum. All of the attendees agreed that we would love to repeat this trip! Thank you Jan, for helping pave the way.

Mark your calendar! The next youth activity is open to all FCC members, ages 4 to 104. Get ready for the winter holidays by making a present. We will "Paint the Town" on Sunday, November 21 from 6 to 8PM at, yep, Paint the Town in the University Village in Seattle. Since this is an after hours party we will have the store to ourselves, so this is a perfect opportunity to try it out if you haven't before. Many pieces, including figurines, bowls, plates, and ornaments, are between \$10 and \$30. Finished items will be ready for you to pick up at Paint the Town one week later. An assortment of healthy (and a few not so) snacks will be provided to help your creative muse. Please reserve your spot soon, as this is sure to be a popular event!

Want to see more youth activities? Help plan or sponsor one! If you are willing to host an event (basically make sure you are there), we can offer more fun activities in a wider range of locations. Horseback riding in Woodinville? Jump planet in Bellevue? Swimming in Shoreline? You can make it happen! Call Alyson for more details.

Interested? Contact Alyson for more details:

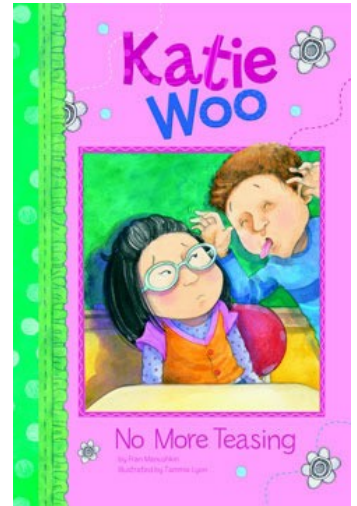
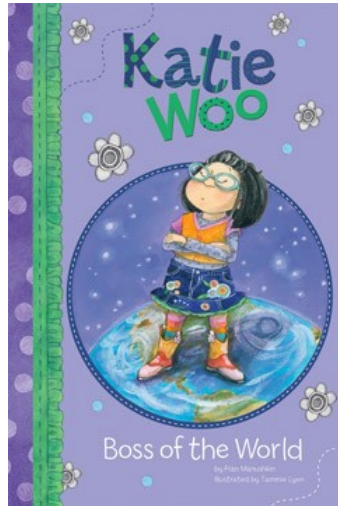
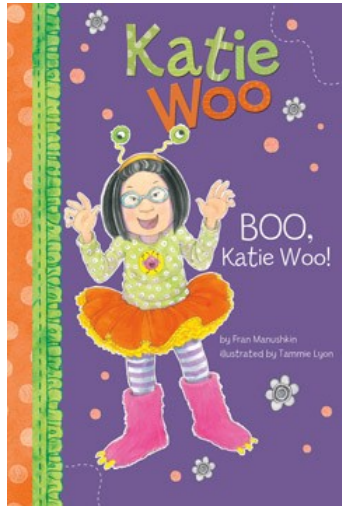
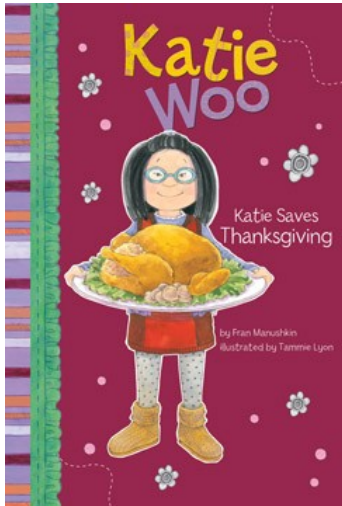
Alyson (206) 523-8280

alysok81@yahoo.com

EASY-TO-READ BOOKS: KATIE WOO

Educational publisher, Capstone Press has released sixteen titles from the Katie Woo series. These are the first easy-to-read books about a Chinese-American. Many of them are available as inexpensive \$3.95 paperbacks, and all are available online at Amazon and Barnes & Noble. Written by Fran Manushkin, they deal with universal situations in childhood, including: being teased, moving to a new home, being bossy, and spending the night away from home.

The covers for the new titles for Halloween and Thanksgiving are below as well as books about being teased and being bossy.



Welcome to Mei Magazine! Mei (May) means beautiful in Mandarin Chinese. This quarterly, glossy publication is a wholesome and age-appropriate magazine with a special emphasis on issues specific to Chinese adoptees ages seven to fourteen.

Why Mei?

Mei girls need to see themselves and each other in print! They deserve a forum where they can share in their special sisterhood.

Mei's Promise...

Mei is full of the most engaging, fun and inspiring content.

Mei is designed beautifully for girls who are beautiful on the inside and out.

Mei enlists the help of Asian-American role models and adult adoptees.

Mei is a place where girls can go for the answers they cannot get anywhere else.



LEARNING THE LANGUAGE:

UNDERSTANDING HOW OLDER ADOPTED CHILDREN LEARN ENGLISH

by Carrie Howard

When our daughter Mei joined our family from China at the age of 8, she was fluent in Mandarin, with a slight regional accent. She knew the English alphabet, which she had learned in school as a basis for pinyin, and she could say "hello" and "okay" in English, but that was it.

Five years later, she is an A student in her 8th grade classes, she is a published poet, and she has forgotten most of her Mandarin vocabulary. By all appearances, she is a typical American teenager. But sometimes schoolwork is still a challenge; she becomes frustrated trying to understand texts containing complex explanations and abstract concepts, and the irregularities of English grammar confound her when she is writing.

Language learning

Language acquisition in older adopted children is a complicated process. Most of the studies on how children learn a language have involved either young children who are learning to speak their first language or children in immigrant families learning a second language. Fortunately, at least two researchers -- Boris Gindis, Ph.D., a developmental psychologist in New York, and Sharon Glennen, Ph.D., Professor in the Department of Audiology, Speech Language Pathology & Deaf Studies at Towson University in Maryland -- are studying cognitive development in post-institutionalized children. Their work, which has primarily involved children adopted from Russia and Eastern Europe, sheds light on adopted children's language struggles.

Children who arrive in the United States knowing Chinese typically lose their fluency in their first language quickly, at the same time that they are rapidly picking up English. Dr. Gindis has found that preschool-age children adopted into English-speaking homes lose expressive language -- the ability to speak their first language-- within three months, and their receptive language -- the ability to understand that language -- about two months after that. This is because they acquire language by

a process known as subtractive learning. Completely immersed in English, they must learn to speak well enough to have their needs met by their new families in order to survive. Because Chinese no longer serves a purpose, they soon forget it unless its use is reinforced.

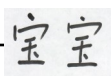
Monolingual learners

Thus older adopted children tend to go from being monolingual in one language (Chinese) to monolingual in a different language (English) very quickly. In contrast, children in immigrant families, who hear and use English at school and their native language at home, are able to add a second language over time and may become truly bilingual, because both languages serve a purpose in their lives.

For this reason, ELL (English Language Learner) or English as a Second Language (ESL) programs, which are geared toward bilingual children of immigrants, are not especially well suited to older adopted children. These classes may help ease the transition to American school, but instruction methods geared toward bilingual students may be ineffective, and at any rate, adopted children learn English so quickly that ELL instruction soon becomes superfluous. Being classified as an ELL student may simply give newly adopted children a bit of space in which to catch up. It took the pressure off Mei not to be expected to read the same books or learn the same spelling words as her new classmates for the first couple of years. At the same time, she learned English primarily by talking and reading with her new family.

Theoretically, it should be possible to help a child retain his or her first language by reinforcing it through classes in Mandarin (or Cantonese) and by providing opportunities to converse with native speakers. In practice, this is a very difficult proposition. A child must hear -- and use -- a language for significant portions of each day in order to stay flu-

(Continued on page 6)



Language Acquisition, continued

(Continued from page 5)

ent, and school, sports, and other activities make this more and more difficult as time goes on. (In fact, Dr. Gindis believes that it may impede a child's development and cause undue stress to attempt to retain the first language while the child is learning the second.)

Mei listened to Mandarin-language CDs and DVDs when she first arrived, and she has always taken weekly language classes; she remained fluent in Mandarin for several years, which was longer than we expected. Nevertheless, she eventually lost much of her Mandarin vocabulary. (Our hope is that her brain is still "wired" for Mandarin and that she would pick it up quickly if she needed it again.)

Academic skills

The speed with which children become conversational in English can give the impression that a child who has been in this country a year or two truly speaks English like a native. This impression is deceptive. It is possible for children adopted from China to carry on conversations in English with family and friends, make jokes, and use slang, and yet have difficulty with schoolwork years after arriving home. This is because there are two parts to language learning: communicative (or social) mastery, and cognitive (or academic) mastery.

Internationally adopted children typically achieve communicative mastery of English within six to 12 months. Dr. Glennen has found that even older children are largely caught up in receptive language within a year or two and expressive language within two to three years. However, acquiring academic fluency may take five to nine years or more. The nuances of English, the irregularities and idioms to which native speakers don't give a second thought, are much more difficult to master. The process of gaining academic mastery may be further hampered by the lingering effects of early deprivation, inadequate formal schooling, and developmental delays.

Thus a child may have trouble reading textbooks and writing essays long after having "graduated" from an ELL program. Parents should be

prepared to advocate for their children to receive the extra academic support they need to succeed in school, or obtain private tutoring on their own.

Speech difficulties

Language and speech are distinct aspects of communication. Language is the ability to understand and express words in standard fashion; speech is the ability to articulate and pronounce words intelligibly. Most children adopted from China at an older age will, of course, have a noticeable accent when first speaking English. It may take some time for a child to learn sounds that were not present in his or her first language; for example, the English "th" sound is not present in Mandarin, and children may substitute an "s" or "z" sound.

A speech disorder is typically diagnosed only if a child had difficulty with a particular sound in his or her previous language as well as in English. Conditions such as repaired cleft lip/cleft palate can predispose a child to speech problems. Speech disorders aside, studies have shown that children who learn a second language before puberty will eventually speak it without a detectable accent, while those learning a language after puberty will always have some accent.

How parents can help

If you suspect that your child has a speech or language disorder, you can seek professional help through your local school district or your child's physician. Dr. Glennen advises waiting parents to try to find out as much as possible about the child's speech and language skills in his or her first language. If caregivers report that the child has significant delays in the first language, parents should be prepared to seek intervention as soon as they arrive home. Otherwise, parents can wait a few months to give the child a chance to acclimate and begin making attempts to speak English.

(Continued on page 7)

Language Acquisition, continued

For the most part, time and patience will resolve language difficulties. Parents can help support their older child's language development in much the same way they would help a young baby:

- Learn key phrases in Mandarin or Cantonese, use an electronic translator, or use simple sign language to help ease children over the rough first days when they may become frustrated at their inability to communicate with you.

- Read and sing to your child often. Nursery rhymes and lullabies are a great place to start, even with an older child.

- Narrate your daily life. Carry on a running commentary about daily objects and activities -- "Now I'm going to feed the dog" -- no matter how silly it makes you feel. Your child will pick up on more than you might imagine.

- Instead of correcting your child's grammar, repeat and gently rephrase his or her sentence and add details to help build vocabulary.

Carrie Howard writes frequently about adoption and parenting. She lives in the Seattle area with her husband and three daughters, who were adopted from China.

Resources

Language Development in Internationally Adopted Children (Dr. Sharon Glennen): <http://pages.towson.edu/sglennen/index.htm>

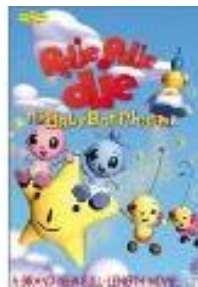
Center for Cognitive-Developmental Assessment and Remediation (Dr. Boris Gindis): <http://www.bgcenter.com/>

■

Rolie Polie Olie: Baby Bot Chase

With so many misguided movies about adoption around, it is good to have one to share that hits the mark in telling an aspect of the adoption story. If you or your young children wonder about adoption, I'd like to recommend the movie: *Rolie Polie Olie: Baby Bot Chase*. I love the references to forever families and how happily the Olie family accepts the fun and frolic and love of adding twins to an already busy family. It is a sweet movie. I hope you and yours enjoy it too.

Here's the Amazon review:



An ill-fated attempt to capture a wishing star as a gift for their parents leads Rolie and Zowie into a musical outer space venture that brings a pair of lost twins into their lives in the multicolored robotic family's second feature-length outing. The baby bots have inadvertently left their dwelling, a fantasy foster home more akin to amusement park than institution.

When Rolie and Zowie bring the misplaced babies back to their home planet, Mom and Dad are willing to give up the Family Fun Day Parade in order to track down the "mothership." The intergalactic road trip results in the discovery that the infants need a good adoptive home. The parents offer verbal agreement (no red tape or exorbitant fees here!) and it's back home in time for the parade in this sweetly unjaded 68-minute movie from the folks at Disney Playhouse. (Ages 2 to 7) --*Kimberly Heinrichs*



PARTNER FOR CHILDREN IN CHINA

WACAP's monthly giving program, **Partner for Children**, provides funding for WACAP's work for the children left behind - children who are older, sibling, and/or have medical issues. For as little as \$25 per month, you can help to ensure that these children are not forgotten and that we have funding available for WACAP's ongoing work for Chinese children, as well

JEAN MACLEOD'S ADOPTION TOOLBOX

What's in an Adoption Toolbox? YOU.



Simple (and scary!): PARENTS are the POWER-TOOLS in an Adoption Toolbox, and with a little knowledge, awareness and application, we can make a huge difference within our families and in the lives of our adopted children. Adoption-parenting addresses the extra layer our children carry. It's

a perfectly normal extra layer, given an adopted child's life circumstances, but it's an extra layer that I wasn't told about or prepared for when I went through the international adoption process for the first time, fourteen years ago.

I discovered that I had to help my daughter from China with her feelings, particularly with painful, troubling feelings, and that there were no easy tools to get us through neatly and cleanly. I found my new mom Toolbox all right, but it was entirely filled with something I never dreamed of having to use- the tool called "DO THE PARENT-CHILD EMOTIONAL WORK"

If I wanted to help my daughter with her anxiety, with the ghosts from her past, then together we had to examine her adoption grief and anger, and really face the depth of her pain before she could rebuild a stronger sense of herself. I had to treat my daughter's CORE ISSUES, not just the symptoms, and I had to awaken my own emotions about what had happened to her. I needed to really listen to my child tell me about love and loss, and the unhealed spaces in her heart.



Tough, unpleasant stuff, but facing the issues together ultimately provided us with a family bond forged on empathy, understanding, love and acceptance. Our adopted children may come to us with an extra layer of life experience, but we can USE our knowledge of adoption-related issues to embrace the invisible, and to build and maintain a solid parent-child relationship.

Knowledge really is power, and *knowledge applied* is what powerful adoption-parenting is all about.

Welcome to your Adoption Toolbox.

Jean MacLeod's Adoption Toolbox is an online adoption parenting resource available at <http://www.adoptiontoolbox.com>. The website contains articles by MacLeod on adoption parenting, links to educational and support resources, information about upcoming workshops, a page dedicated to the special concerns of tweens and teens, and book reviews. ■



PANEL: LIVING & WORKING IN CHINA

On a beautiful fall Saturday we had our first attempt at holding a panel discussion on living and working in China. We thank Carolyn Brenner for being our guinea pig and critic, and we hope to repeat this event with much more notice! One of our panel members, Linda Bevis, is soon to release a book about her adventures in China, so we are planning on coordinating our next event with its release, possibly at a book store.

GROUNDBREAKING STUDY PROVIDES IMPORTANT NEW INSIGHTS ON IDENTITY ISSUES IN ADOPTION

In November, 2009, the Evan B. Donaldson Adoption Institute released a major study on identity formation for adopted persons, a groundbreaking work that provides significant new information and insights that can be used to improve laws, policies and practices – as well as public understanding – on a range of issues relating to adoption, particularly across racial lines.

The study, launched with funding from the Kellogg Foundation, is the centerpiece of a 112-page report entitled “Beyond Culture Camp: Promoting Positive Identity Formation in Adoption.” It is the broadest, most extensive examination of adult adoptive identity to date, based on input from the primary experts on the subject: adults who were adopted as children. Central findings include:

➤ **Adoption becomes an increasingly significant aspect of identity** for most adopted people – and **race/ethnicity grows in importance for adoptees of color** – throughout childhood and into adulthood. These findings raise questions about some current attitudes, practices and policies predicated on the notion that these factors diminish in importance after adolescence.

➤ **Adoption-related teasing and bias are a reality for many adoptees**, but more so for Whites – who experienced the most negative behavior and comments from extended family and childhood friends. **Race trumped adoption for adopted persons of color**; i.e., a large majority experienced race-based discrimination rather than (or in addition to) adoption-related negativity.

➤ A significant majority of **transracially adopted adults reported considering themselves to be or wanting to be White as children** – a stark message to parents and professionals, though most eventually grew to identify themselves as members of their racial/ethnic group. Even as adults, a minority have not reconciled their racial identity.

➤ The most effective strategies for achieving positive identity formation are “lived experiences” – in particular, **travel to native country and attending racially diverse schools** for the transracial adoptees. A majority of adopted adults in both categories said they had searched for their roots in some way.

Among the key recommendations, based on this research, are:

- Expand preparation and post-placement support for parents adopting across race and culture.
- Develop empirically based practices and resources to prepare transracially and transculturally adopted youth to cope with racial bias.
- Promote laws, policies and practices that facilitate access to information for adopted individuals.
- Educate parents, teachers, practitioners and the media about adoption’s realities to erase stigmas and stereotypes, minimize adoption-related bias, and improve children’s experiences.

“Tens of millions of people in our country are already directly connected to adoption, and tens of thousands of additional children are waiting for permanent families,” said Adam Pertman, the Adoption Institute’s Executive Director. “Our goal for this research is ambitious: to improve all their lives in practical ways today – even as we utilize the new information and insights from the findings to make adoption itself an increasingly knowledge-based, healthy and ethical institution into the future.”

The survey at the core of this research was completed by 468 adult adoptees. For comparison purposes, we focused on the two largest, most homogeneous cohorts within the total group: 179 Korean-born respondents and 156 American-born Caucasian respondents, all adopted by two White parents.

While one cohort of transracial adoptees (Korean Americans) is at the heart of the study, it is important to note that an extensive Adoption Institute review of decades of relevant literature, as well as the Institute’s examination of transracial adoption from foster care (see “Finding Homes for African American Children” at http://adoptioninstitute.org/research/2008_05_mepa.php), make clear many of the findings and recommendations in this new report apply to other adopted persons and families as well.

The Evan B. Donaldson Adoption Institute is an independent, nonpartisan, national nonprofit that is the pre-eminent research, policy and education organization in its field. Its mission is “to provide leadership and support to improve laws, policies, and practices – through sound research, education and advocacy – to enhance the lives of everyone touched by adoption.” For more information about “Beyond Culture Camp” or to schedule an interview with Executive Director Adam Pertman, email apertman@adoptioninstitute.org or call 617-763-0134. To read or download a copy of the full report, go to www.adoptioninstitute.org.

TEEN

BOTTLES FOR BABIES IN CHINA

Hey FCC-NW!

A few months ago, I wrote a piece in the newsletter describing my ambitious cleft palate project. To give a recap and background to you all, let me tell you about how the project came about.

Being adopted, I always wanted to help my birth country and give back to the orphanages and babies that need so much, and often have so little. You all probably know about the poor conditions in most Chinese orphanages, and resources like electricity, plumbing, and heat are lacking in many. Even more important, the well-being of the babies living there is of utmost importance, and when babies don't have proper care, it is detrimental to their health and early childhood experience. From going to China, once in third grade, and last year with FCC, I have experienced firsthand the conditions in several orphanages, including mine, and have been inspired ever since to help change lives for babies.

When I was in China in 2009 with FCC teens and parents, one of the experiences that was hard to watch was the struggle babies with cleft palates endured when trying to take in milk and formula. The orphanages utilized the standard baby bottle which made it extremely hard for the cleft baby to suck and take in nutrition, thus resulting in regurgitation from the amount of air vs. actual formula being acquired. This process was very hard to watch, and when I returned from China, I immediately got on my computer and started doing research on cleft palate. That's when I found these special bottles, for just under 2 dollars apiece. I set an ambitious goal of purchasing 1000 bottles to send to the orphanages that so desperately needed these bottles for their babies. I collaborated with Love without Boundaries, which has connections with FCC-NW, and they agreed to ship the bottles to the orphanages.

The project was very intense, and required creating a network of individuals who would be crucial in carrying out the endeavor and a lot of presentations and speaking engagements to groups in the community. This project really utilized many skill sets, and I encourage other teens to seriously consider undertaking a project of their choosing that will help them grow. I utilized various presentation props such as a power point, pictures, a display board with FAQ's and a 5 foot tall bottle thermometer that documented my progress. If you came into the auditorium at culture camp, you may have seen me standing next to a giant bottle.

I'd like to applaud the FCC-NW community for being extremely supportive of my ambitious project. So many of you have been very generous in your contributions toward this goal of 1000 bottles. It was truly heartwarming to see the organization I have spent my entire life with behind me in this project. I cannot tell you how grateful I am to the FCC board, its affiliates, and parents of the organization's community.

With the project at an end, I am excited to announce that I have exceeded my goal of 1000 bottles, and am happy to tell all of you that I have raised \$2,455.15, which is the equivalent of over 1,225 cleft palate bottles. It has been an eventful four months, but I cannot wait to write the check to Love without Boundaries to purchase the bottles. Thank you for helping me get there. Who knows, your bottles may help change lives for future sons and daughters of new adopted families of FCC! Thank you!

Happy Fall!

Julia Tombari



CORNER

STATE DEPARTMENT FUNDS FCC TEEN'S MANDARIN STUDIES IN SHANGHAI

By Tian Kisch

The scene is not unlike the end of a typical school day: teenagers wave goodbye after the last class lets out, discuss homework and assignments while waiting at the bus stop, and then go their separate ways. But this is not a typical school day; it's the middle of July. And in order to cross the street to get to the bus stop we have to weave through bicyclists, street vendors, and moped-riders who seem to think that the lines on the streets are just for decoration. And our discussions about homework aren't in English---instead we speak in Chinese.

This is Shanghai, after all.



Tian Kisch and a classmate enjoy Starbucks in Shanghai

When the U.S. State Department sent my acceptance letter to the NSLI-Y program last spring I was too elated for words. I applied for the National Security Language Initiative for Youth (NSLI-Y) in November of the previous year, and after a long waiting period and a nerve-wracking telephone interview, the fact that I had been accepted was almost too unreal to believe. The NSLI-Y Scholarship is a merit-based, full-grant scholarship that allows high school students to study a critical foreign language abroad. The language choices vary from Hindi to Russian to Arabic to Mandarin (just to name a few!) and students are able to say whether they prefer a summer, semester, or year program. I applied to the Chinese summer program and was accepted as one of twenty-four other high school students across the nation to study in Shanghai for six weeks over the summer in a program facilitated through the University of Delaware. Perhaps the most appealing part about this scholarship was that literally everything was paid for---international and domestic airfare, lodging, food, travel expenses, and all the costs for the pre-departure orientation held in Washington, D.C. a few weeks before we left for Shanghai. As an aspiring international relations and Chinese language double major, the NSLI-Y Scholarship was a perfect fit.

(Continued on page 18)

TEEN BOARD OPENING

Our very successful teen board is seeking a teen who will be entering the 8th or 9th grade in the fall. Teens work together to develop programming for the teens of FCC. In this next year the teens will plan for the 2011 teen service trip, fundraise for a teen scholarship fund, and plan general events for teens. We're looking for a teen who enjoys service, and is willing to develop their own leadership skills. If you are interested or have questions please contact the FCC teen coordinator- Deb Tombari at 206 524 6837.

2011 TEEN SERVICE TRIP TO CHINA

The teens are planning again for the next service trip to work in orphanages in China. Parents and teens at least 13 by June 1, 2011 are welcome to attend. Call Deb Tombari at 206 524 6837 with questions.

Renew Your Membership Online and Avoid Long Lines at Chinese New Year!

Greetings FCC-NW Members! We are thrilled to announce the launch of our new ONLINE membership renewal! With online membership registration, we are able to provide our members with instant access to all current FCC-NW members through the secure online directory. This directory is only accessible to other current members of the organization through the secure log-in.

If you have not renewed yet for 2010, you'll be receiving a separate email inviting you to renew your FCC-NW membership. If you have renewed, THANK YOU! Feel free to begin exploring the new website and member directory.

In addition to the wonderful benefit of giving our members access to each other anytime, anyplace, there are many other exciting features we'll be utilizing in the coming months, such as event registration, blogging, discussion forums, and an event calendar. Watch for new features to be rolled out in the coming months.

To activate your account, please do the following:

1. Go to <http://fcc-nw.memberlodge.com>
2. Username: Log in using the email address you are receiving this message at; this is the address we have on file for you and was used to create your account. You may change it once you have signed in for the first time.
3. Password: You have been given the temporary password **fccnw**. Once you log in for the first time, change your password.
4. If for some reason you cannot log in, click "Forgot Password" under the login boxes and walk through that process.

If you are having difficulties logging in, please contact FCC-NW membership coordinator Carlene Camera carlenecam-era@comcast.net

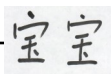
Host a Foreign Exchange Student This Fall!

Dear FCC Members,

My name is Natasha and I am an adoptive mother of a beautiful Korean daughter. I am also a Regional Director for CIEE, the Council on International Educational Exchange, in Washington and Oregon. My own family has enjoyed hosting exchange students of all nationalities, including Asian students, as it has increased our understanding of the region in which our daughter was born. Hosting Korean students has afforded our daughter an opportunity to explore questions about her cultural background and has strengthened her sense of self and pride in her Korean heritage. We have many Chinese high school exchange students for whom we are looking for caring, open host families for the upcoming school year. My own experience as both an adoptive and host mother led me to reach out to you to determine if your or someone in your group might be willing to and able to host one of our wonderful students.

We accept all kinds of families – the main requirements are love and patience! Your family will not only gain a new family member, you will also learn about a different culture, its values and traditions, language, food, and more. My own family has been hosting for five years now and we feel so fortunate to have 'family' all around the world as a result- in Ukraine, Thailand, Japan, Germany, S. Korea, and Tajikistan! We have two options for hosting. One is a short term (2-8 week) commitment in which a family welcomes a student and helps introduce them to the community while the Local Coordinator continues to work to secure a permanent family. The second is, of course, the traditional 10 month hosting arrangement.

Our students have the appropriate visa, medical insurance, and pay for all of their own expenses, with the exception of food and utilities. If you are not in the position right now to host a student we would greatly appreciate your help in forwarding this along to your network of friends and family. The students are arriving in August and are on a 10 month program. Please feel free to call me at any time at 866.583.0332 and for more information visit our website at www.ciee.org/highschool.



SONGS FOR ADOPTIVE FAMILIES: SAME SAME

CHICAGO, Nov. 16, 2010 /PRNewswire

SONGS FOR ADOPTIVE FAMILIES

Chicago-area singer/songwriter Chuck Kent announced today he will be partnering with World Vision in the months of November and December through the sales of his CD of adoption songs titled "Same/Same: Songs for Adoptive Families," to help renew awareness that support of orphans continues to be a critical need, not only through adoption, but also via in-country programs such as those from World Vision.

November is National Adoption Month in the U.S. and November 20 is National Adoption Day. Kent said that during November and December he will be donating to World Vision for their global humanitarian work with all kinds of children and families.

Angela Appleton, Corporate Relations Director, World Vision, calls the CD of adoption songs "another creative way to give. We're always touched when our supporters reach out in new ways to help us help children." Kent said, "My hope is that, particularly, adoptive families will see this as a fun, easy way to help children everywhere."

"This seems the right time to do this not only because of National Adoption Month but also as a chance for meaningful holiday gifts to adoptive families," Kent said.

ABOUT THE "SAME/SAME" ALBUM

According to **Adoptive Families magazine** "... the catchy tunes and clever lyrics put to music how children think and feel about adoption ... songs perceptively tap into common issues, such as invasive questions, worrying about permanence, and testing parental limits." The CD of 11 adoption songs can be purchased through links on the

website <http://www.samesamecd.com>.



ABOUT WORLD VISION

World Vision is a Christian humanitarian organization dedicated to working with children, families and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. World Vision serves all people, regardless of religion, race, ethnicity or gender.

ABOUT CHUCK KENT

The singer/songwriter and his adoptive family live in the Chicago area where he runs the creative marketing agency Creative on **Call, Inc.** - <http://www.creativeoncall.com>. He is a proud supporter of World Vision; these proceeds will go to help the children and families it serve. ■



I cannot say enough wonderful things about these songs by Chuck Kent. They empower children touched by adoption, in a musical way, to know that they have "real" parents, to know they are the same as their family, and they have their own story. It really allows kids to talk about how a family comes together. This CD is not just for kids, I love it also! Can I give it 10 stars? - Linda Leatherman

Forte International Exchange Association

Forte International Exchange Association (FIEA) is a non-profit designated by the State Department to be engaged in student exchange programs.

FIEA students come to study abroad in the U.S. for either one semester (5 months) or for one academic year (10 months). Host families are expected to provide a loving and caring environment, while providing support, guidance and love to the student. Families who have finished hosting always rave about what a rewarding experience it has been for everyone in the family. From the lasting bonds that have formed to experiencing another country's culture in your own home, most families always gain cultural awareness from their exchange student.

In the past, families with adopted children from China have hosted FIEA exchange students. By hosting a Chinese student, you are able to immerse your child with the culture and language of their native country. Exchange students are always eager to share their culture and customs with their host families.

If you know of a family who would be interested in hosting, please contact Stan Zhu at stanz@forteexchange.org.

Hosting a Chinese student would be a great experience for families to get to know first hand, the culture of China.

For more information and to view our students' profiles, please feel free to visit our website: www.forteexchange.org

FIEA also has a new program placing high school English teachers in Shanghai, China for one semester or one full academic year. The school will provide round trip airfare, room and board on campus, and 4,000RMB per month pocket money. Seniors and retired couples are encouraged to apply. If interested, please submit your resume to stanz@forteexchange.org.

FCC Heritage Camp at Camp Casey, Whidbey Island

Sunny skies, warm sea breezes and lots of enthusiasm made the annual FCC Heritage Camp weekend a rousing success. 100 children and 80 adults enjoyed the weekend of varied activities and the joy of spending time with multi-ethnic families.

The weekend started with the Friday night potluck, the flashlight hunt in the somewhat darkened gym and a performance by the Melody Dance Institute in traditional Chinese costume. After an early morning breakfast on Saturday, all gathered to listen to Cheryl Chow explain the history of and experiences gained by participation in the Chinese Girls Drill Team. Several members of the Drill Team showed their precision marching moves and spoke about what being in the Drill Team means to them.

Later, kids gathered to decorate zucchinis for the somewhat unusual Dragon boat races. The variety of approaches to setting the wheels and decorating the vegetable was fun to participate in and observe. The crafts involving Chinese themes were a hit with children and adults alike, as was the dumpling cooking class. Teens spent time learning hair techniques and enjoying the chance to socialize and share music. The marketplace gave children an opportunity to spend some of their funds on fun items to use at camp or to save as treasures to remember the event. The swim time at the pool offered a welcomed relief from the sun. The traditional Parade of Provinces and Salmon Barbecue followed by marshmallow roasting and singing and the Skate and Scoot in the gym, ended the days events with a lovely sunset adding to fun of the day.

On Sunday a Chinese Idol talent show was held, and all who wished were able to display their talents. There was more time to relax and just enjoy the setting. Children spent much of their time experiencing the freedom to roam the grounds on bicycles, scooters, on foot or with kites or pails and shovels to dig on the beach.

The hard work of camp organizers, Stacy Choi and Terry Jaenson, was evident throughout the weekend. Thanks to Laura Knapp for T-shirt production and to all the other parent and child volunteers who took part in making the camp run smoothly.

Sharing Chinese culture, being with other families and having the joy of a bit more space away from parents than can usually be allowed in home life, is what makes the Camp Casey experience a joy. The happy faces of children and parents throughout the weekend, were a sure sign of a success.

Master Artisans Create Seattle Chinese Garden's First Courtyard

Sandy Marvinney

The Seattle Chinese Garden was abuzz with activity this summer. A team of 21 master artisans arrived from China in early August to complete construction of the Garden's first major structure — Knowing the Spring Courtyard. Using traditional methods and materials shipped from China, the stone carvers, woodworkers, and other skilled craftsmen will construct a grand ceremonial gate, tile-roofed walkways along the perimeter, and intricate leak (peek-through) windows. The expansive courtyard will include all the essential components of a Chinese garden, including rockery, a small water feature, and plants native to China.



Artisans from Chongqing, China

The courtyard will open to the public in late November, with formal dedication in spring 2011 when the trees and shrubs are settled in and abloom. But you don't have to wait that long for a peek. Visitors can see the artisans at work during the three-month construction period, including Thursday, Friday, and Saturday mornings, with a docent program and site tour beginning at 10 am. Check the SCG website www.seattlechinesegarden.org for details.

"Our garden honors Chinese culture and enriches our own," said Jon Geiger, president of the Seattle Chinese Garden Society. "We have been working extraordinarily hard to reach this milestone. It's been a true grassroots effort among our long-time advocates and new supporters."

Knowing the Spring Courtyard and Song Mei Ting, a small open-aired demonstration pavilion built a decade ago, are just the beginning for the Seattle Chinese Garden, which has a terrific site on a ridge in West Seattle, bordered by a green belt and adjacent to the South Seattle Community College arboretum, another community treasure.



A woodworker from Chongqing carves ornaments for the garden

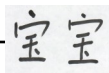
Architects and landscape designers in Seattle's sister city, Chongqing, created the master plan for a 4.6-acre garden in the Sichuan style, which includes more natural elements and open space than is possible in the urban scholar's gardens of eastern China. It will feature a stream rushing through a rocky gorge into a lake, bamboo and pine groves, and small open pavilions designed for enjoying the sights and sounds of nature. A three-story "Floating Clouds Pavilion" will offer sweeping views of the Cascades, Olympics, Elliott Bay, and downtown Seattle. Visitors also will enjoy a teahouse by a lotus pond and cultural programs and community events at a large "Gathering Together Hall." That is the vision for the future.



Perforated 'Leak Window' in Knowing the Spring Pavilion

Until the full garden is built, Knowing the Spring Courtyard will be the hub of activity and a wonderful venue for seasonal festivals, penjing and flower displays, tea tastings and Sichuan food feasts, and programs ranging from music performances to tai chi and martial arts classes, and programs for children

(Continued on page 16)



Seattle Chinese Garden

(Continued from page 15)

and families. By spring 2011, expect to encounter and enjoy an array of vibrant Chinese cultural activities in a beautiful, traditional setting.

Join in the Fun and Excitement

The Seattle Chinese Garden welcomes volunteers with all kinds of skills and interests. Volunteers can become site guides, assist with public events or activities for the artisans, help with publicity, office work, or Chinese language translation, and even for tasks that can be done from your own home and computer. To learn more about volunteer activities, visit: www.seattlechinesegarden.org

and click the Volunteering link in the right column.



Paving the courtyard

Your Gift Will Help Complete the Courtyard

With major leadership gifts from the Municipality of Chongqing, the State of Washington, City of Seattle, King County, foundations, corporations, organizations, and private individuals, the Garden Society has raised close to 80 percent of the \$4.5 million cost of building the Knowing the Spring Courtyard. Fundraising continues through the construction period with a community brick campaign and other activities. You can contribute to courtyard completion by becoming a member of the SCGS or through a tax-deductible donation. Visit: www.seattlechinesegarden.org and click the Membership, Donate, or Brick Campaign links in the right column. ■

For more information:

Seattle Chinese Garden

206-764-5219 info@seattlechinesegarden.org

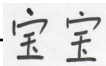


CHINESE LANGUAGE AND CULTURE LESSONS IN SOUTH KING COUNTY

South Puget Sound Chinese Language School in Des Moines has added an introductory language class. The school created by immigrant Chinese families to teach their children about the Chinese language and culture has added a new class to include students from non-Chinese families. In addition to the language classes, the school offers culture classes in: Arts and Crafts, Folk Dance, Kung Fu, Calligraphy, Chinese Musical Instruments, Chinese Chess and Lion Dance.

Classes are offered on Saturdays during the school year. The language class is 12:45 to 1:45 for young students, ages 6-10. The cost is \$150 for 15 one-hour classes. Culture classes are 11:30 a.m. to 12:30 p.m. and cost \$75 for 15 one-hour sessions. Spring Semester runs from January through May.

If you have any interest in the classes, please contact Colene Baker today for more information. She can be reached at 206-824-1335 or by email at cbaker1511@comcast.net.



TORRY HANSEN SHOULD HAVE SOUGHT HELP

By Patricia Cogen, reprinted from CNN.com

By all appearances, Torry Hansen returned her 7-year-old adopted son to Russia like a pair of pants that didn't fit. As a result, Russia is considering closing adoptions to American families.

The parents of internationally adopted children, like myself, and the agencies that work with them are horrified by the family's actions -- Torry Hansen's mother put the boy on a plane with a note -- but also empathetic: We know just how challenging and frustrating raising such a child can be.

But mainly, many are shocked that she apparently did not reach out for the help that is available. Torry Hansen wanted a child to love, her mother, Nancy Hansen, told The Associated Press. Unfortunately her expectations were a mismatch with reality.

Those realities are well known, widely discussed and fully documented in both popular and professional literature. Internationally adopted children follow a unique developmental path, displaying extreme behaviors as a matter of course, and require a unique approach -- a combination of therapy and education, intense patience and guidance -- that goes beyond traditional parenting. Knowing the tools of this trade is the responsibility of every parent who commits to raising an internationally adopted child. An adoption is a "final sale."

As a child therapist and a parent of two grown children -- one by birth, the other by adoption -- I know how difficult this process can be. When we first picked up our 3-year-old daughter, she had scars on her body; the orphanage denied knowledge of them. Her early behavior included screaming night terrors and fears of separation from me. She lost basic skills, such as toileting, dressing and feeding herself. She refused to talk -- although she understood everything we told her. She hoarded food, walked up to strangers and took their hand, joined up with Asian families (my husband and I are white), and was so easily overstimulated that even a trip to the grocery store was overwhelming; she apparently was afraid we might hand her off to some stranger.

I quickly learned that I had to anticipate my daughter's reactions and be willing to cut short social visits, park visits, birthday parties and shopping at the first sign that she was beginning to fall apart. I learned to prepare her for separation using a slinky to demonstrate "away" (pulling the slinky apart) and "back" -- pushing it back together to show her that I would come back for her.

When she entered elementary school, the slinky didn't work -- she needed someone other than me to take her to school to reduce the pain of separation. At 17 years old she recalled the tantrums she had refusing to go to school; she admitted that no matter what we

told her, she thought we would leave her there, as her birth family had left her at the orphanage.

This is a common scenario in international adoptions, which is why therapy, beginning early on, needs to become an accepted part of life -- a strategy to defuse larger problems down the road.

Internationally adopted children, especially if they are adopted over the age of 1 year, typically reject nurturing. Their development is often atypical: They can appear alternately overly mature or completely infantile. A year-old child will insist on holding her own bottle. A 7-year-old will hit, spit and scream.

The children act this way, usually, because of painful past experiences that always include loss of birth family and -- more likely than not -- various combinations of malnutrition, abuse and neglect. Some, like Hansen's adopted son, had alcoholic parents, and may have fetal alcohol syndrome or other drug related difficulties. They do not magically change once adopted.

In this boy's case, it appears that the child was in a pressure cooker, landing in a rural community with a family that was relatively new to the area and had few community connections.

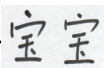
Imagine how you would feel if suddenly you were dropped in the middle of Russia, given a new set of clothes, a new name, some unfamiliar food, and told -- in Russian, which you don't understand -- "Adjust! You're the luckiest person in the world!"

Most adults would be in shock, confused, disoriented, frightened and angry, not to mention anxious about where the toilet was. With this in mind, Hansen's son's behavior -- even after a few months -- seems neither extreme nor surprising.

It can in fact take years for children like him to adjust to being part of a family and to express affection for parents. Initially adoption agencies and social workers must educate prospective parents, but ultimately parents need to educate themselves.

Google the words "international adoption" or "attachment" and you will find hundreds of sites offering information and support. You can chat with other adoptive parents with similar problems; you can search professional sites to find a local adoption therapist. And of course you can e-mail your adoption agency for help. Some excellent sites with extensive article libraries include, Dr. Boris Gindis' BGCenter, A4everFamily.org, and my own site, www.pattycogenparenting.info.

To be an effective, successful parent for a child like the Russian boy, you have to be willing to grow and change. If you feel the need to be in control of a situation most of the time, international adoption is not for you.



My trip to China with NSLI-Y was different than my previous two trips to my homeland. My family had taken the token heritage trip that many families with Chinese adoptees take back to China in the summer of 2004. We had a fantastic time visiting the orphanages that my little sister and I lived in, experiencing the striking differences between Chinese and American cultures, and taking pictures at all of the typical tourist spots. My second trip to China was through FCC-NW on the Teen China Volunteer Trip, where Chinese adopted teens and their parents worked in orphanages and foster homes around Beijing and Xian for three weeks---a truly life-changing experience that I will always remember.



Eating like a local.

The NSLI-Y Program in Shanghai was purely for study of the Chinese language and culture. For six weeks I was immersed in Mandarin. The other scholars and I spent a month living in the international student dorms at East China Normal University and two weeks living with a local Chinese host family. We went to class for six hours a day, beginning at 9 AM with a three hour language class, followed by a ninety minute long history and culture class. We then had individual tutoring and review of lessons with college students who had volunteered their time to help us fine-tune our Mandarin. The State Department doesn't fool around when it comes to language immersion---

we finished a language textbook by the end of six weeks and had also had an intense crash-course in Chinese history, from ancient times to the post-modern era. It was hard work, but completely worth it. To be surrounded by twenty-three other motivated students who were excited to be in China and to have this fantastic opportunity to learn Mandarin was amazing, and my Mandarin skills improved immensely.

As a Chinese adoptee, the NSLI-Y Program in Shanghai was especially significant. On the simplest level, I essentially played the part of a Shanghai native for six weeks. I took the city bus to and from the university while staying with my host family (a groundbreaking experience in and of itself---try riding a bus next time you go to China!), shopped for groceries at the local market, and studied syntax and vocabulary in the lobby of my dorm. I was not in a five-star hotel (at least for the majority of the time...we did take a five-day hiatus to Beijing for a short vacation) and I was not told by a tour guide where to go. I could independently travel and spend the evenings out with my host sister and her friends, I could leave the student dorms for a study break and take a walk around the university's park, and by the end of six weeks I could cross the street without looking like a *lao wai* ("foreigner"). Not only could I do all this, I could also pretend to be a native just because of my physical appearance. Although sometimes my Northface jacket and Puma tennis shoes gave me away for an American, oftentimes my black hair and almond eyes gave people enough reason to assume that I was just another regular Chinese girl. This turned out to be a double-edged sword: I wasn't gawked or pointed at while walking down the street like many of the other students on the program, but more often than not I found myself in awkward situations where it was presumed that I spoke fluent Mandarin---which I don't. People often thought I was the translator or tour guide when I was out shopping with Becca, my brown-eyed, curly-haired, 5'7 friend who was also on the program. They were always shocked when they addressed a question to me and she responded in perfect tones back!

One of the most memorable experiences on the trip actually revolved around the fact that I was adopted from China. While touring the Forbidden City on the program's trip to Beijing, I noticed a group of Europeans pushing Chinese children in strollers. Curiosity got the better of me, and as I stealthily eavesdropped on their conversations I heard them speak Spanish, a language that I had taken for five years and had just sat the AP exam for about a month before my departure. I introduced my-

One of many intense study sessions.



self as Chinese adoptee first in Spanish, then in Mandarin, and finally in English and through a combination of all three languages I told them my adoption story and how excited I was to meet another family with adopted children.

Living in China for six weeks gave me realistic insight into the daily life of a Chinese person, and as a Chinese adoptee this was invaluable. I developed my chopsticks skills, learned how to get around Shanghai without getting lost, and drastically improved my Mandarin. But most importantly I was able to truly appreciate my Chinese heritage and take pride in the fact that I was adopted from China. The NSLI-Y Program was more than a scholarship to study abroad; it was a phenomenal experience that I will never forget.

Tian Kisch is a Youth Board Member for FCC-NW and is currently a senior at Redmond High School. For more information on NSLI-Y Scholarships, contact Tian at tiankisch@gmail.com or visit <http://www.nsliforyouth.org>

IN MEMORIAM: KATHY SCHOCH

On Saturday, August 7, 2010, we lost our dear friend, Kathy Schoch, at the age of 57. Kathy, along with 4 other single moms and their China daughters, was part of a playgroup that started when the girls were toddlers and 10 years later has become extended family. Together we have celebrated many holidays, including Moon Festival, Easter, Halloween, and "Kathy's" holiday, Valentine's Day, and even traveled to China together in 2007. While we have shared many joys and sorrows with each other, we never imagined that we would lose a friend while we were so "young".

Kathy first held her daughter, Sara, in October 1998. She is from Bengbu in Anhui province. Sara has always been the center of Kathy's world and she was a devoted mother. Sara is 13 and is now cared for by her loving aunt, Vickie. This year Sara will finish her 8th grade year at Our Lady of the Lake School, where she has attended since Kindergarten. The school and church were immensely helpful in providing support to Sara and her aunt in the weeks following Kathy's short illness and death.

A fund has been set up for Sara to help with the enormous expenses. Donations to the Sara Schoch Benevolent Fund can be made at any US Bank branch. Thank you, FCC member Deborah Hill, for setting up this fund.

CALL FOR VOLUNTEERS!

Families With Children From China Northwest is an entirely volunteer-run organization. FCC-NW wants YOU to get involved to help make FCC events and programs better for all our members. Right now we especially need help with

- ◆ Heritage Camp
- ◆ Little Treasures newsletter

There is lots to do behind the scenes to keep the organization running. If you can only volunteer once or twice, volunteers are always needed for our major events.

Get involved and help make FCC-NW the best it can be!



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