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Memory Skills of Post- Institutionalized Internationally Adopted Children

The rates of children adopted into the U.S. has tripled since the 1990s. Consequently, there a greater need to understand more about IA children's developmental outcomes following adoption. Relative to general physical, cognitive and linguistic outcomes, far less is known about specific forms of IA children's cognitive outcomes, such as their memory skills. The goal of this study is to understand more about IA children's memory skills and how individual differences in age, age of age of adoption, language and working memory abilities relate to children's performance on two memory tasks. XX children (M age = ; X female) adopted from institutional care participated in this study. All participants completed the Clinical Evaluation of Language Fundamentals-4, which was used to evaluate their receptive and expressive language abilities and their general working memory skills. Children also completed a nine-step sequencing task which assessed their memory for picture sequences and a primacy/recency task. Analyses will focus on determining the factors which are most predictive of IA children's memory skills. Academic implications of these findings will be discussed.

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