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Fostering racial and ethnic identity for transracial adoptees: The importance of culturally
competent transracial adoption training programs for white adoptive parents

by

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Introduction

Transracial adoption, which is the adoption of a child of a race or ethnicity different from the race or ethnicity of the adoptive parents, is a relatively new practice with the first reported case in the U.S. in 1948 (The Adoption History Project, n.d.). As such, there is a limited amount of academic research that is currently available studying the effects of this practice on the Transracial Adoptee (TRA) in their cultural, ethnic, and racial socialization processes and on how well they adjust to a racialized society outside of their adoptive family unit. Since the 1940s, an estimated one million children have been adopted internationally, most frequently to white parents (Hu, Zhou & Lee, 2017). In recent years as adult TRAs have come forward and shared their experiences growing up in a transracial adoptive home, the need for culturally competent training programs has come to light. Cultural competence in reference to transracial parenting can be defined as developing a “particular set of attitudes, knowledge, and skills into the ability to meet their children's unique racial and cultural needs” (Vonk, 2001, p. 248).

Currently, there are some training programs that exist for adoptive parents interested in adopting transracially, however, they are rarely mandatory and very few training programs have been studied or researched for effectiveness. Additionally, post-adoption support for adoptive parents to increase their cultural competence seems nonexistent and something that must be sought out by the parents themselves who may not recognize the need for more support in that area. Through this literature review, I will be presenting the current research about cultural competency in transracial adoption parenting, I will present a table I created compiling available cultural competency training programs for purchase on the internet, and I will argue the need for future research to be conducted to analyze the effectiveness of cultural competence training that

includes teaching cultural competence, racial awareness, cultural socialization, and racial socialization. In the next section, I will be describing the importance of adoptive parents to learn strategies to help their TRAs to develop a healthy racial-ethnic identity as well as the research showing the tendency of adoptive parents not developing adequate strategies to foster racial socialization. Next, I will detail the overwhelming parental influence on cultural and racial socialization and how TRAs with higher levels of racial socialization do not experience the same level of distress from the effects of racism. Finally, I will be describing tools for measuring parental cultural and racial socialization skills.

Developing Racial-Ethnic Identity

With much of the research available on transracial adoption focusing on parental perception of their skill in socialization practices and the racial discrimination their child faces, there is still much to learn about the most effective practices when it comes to white parents raising TRAs. Focusing on parental perception of their socialization practices is a limitation as one study showed that parents tended to report engaging in higher levels of socialization practices than their children reported (Hu, Zhou, & Lee, 2017). In an age of colorblindness, defined as “the denial of racial dynamics,” many white parents are unequipped to address the multifaceted ways in which racism, bias, and discrimination affect people of color in society, even (or especially) when it comes to their TRA (Lee, Crolley-Simic & Vonk, 2018; Morgan & Langrehr, 2019). In same race families of color, discussion of racial structures in society is a common practice in many homes and built within the family structure (Morgan & Langrehr, 2019). The awareness for these conversations and everyday interactions is lacking for many

white parents adopting transracially due to the unlikelihood of similar conversations such as these to be thought of as necessary in many white homes.

The development of a racial or ethnic identity comes about through racial awareness, cultural socialization, and racial socialization (Lee, Crolley-Simic & Vonk, 2018). Racial awareness is one's understanding of race in their own life and in other people's lives. Cultural socialization is the incorporation of important cultural values and practices in one's home, life, and identity. Racial socialization refers to one's skills and ability to cope with racial prejudice, bias, and discrimination (Lee, Crolley-Simic & Vonk). For this research, I am particularly interested in how adoptive parents can gain skills and awareness to better foster racial socialization for their TRA as it has been found that adoptive parent racial socialization works as a buffering variable for better mental health outcomes for adult TRAs as they are better equipped with healthy ways of coping in a racist society (Presseau, DeBlaere & Luu, 2019).

Current research supports that most white adoptive parents tend to think they are doing enough to promote their TRA's racial and ethnic development, often focusing on cultural festivals, making food from their child's culture, and providing books and movies related to the child's birth culture (Hu, Zhou, & Lee, 2017). However, access to these events, information, and media may be difficult for a family to access depending on location or socioeconomic status. Additionally, results indicate that TRA perceptions of their parent's racial-ethnic socialization are less than what parents tend to report (Hu, Zhou, & Lee). It has also been found that parental ethnic socialization tends to decrease as the TRA enters adolescence and beyond. This is concerning for a variety of reasons. First, focusing on cultural celebrations, food, and books tends to not go far enough to develop racial socialization and meaningful discussions of race,

racism, and coping skills when faced with racial discrimination. Second, racial socialization is particularly vital in the adolescent years as the TRA is experiencing more independence from their home life where they experience their families' white privilege to living in a society that treats them individually as minorities (Hu, Zhou, & Lee).

For parents aware of the need for either further training or any training at all, they must be largely dependent on their own further research or they must seek out training through other resources. There are a few training programs available for purchase through organizations and individuals that offer webinars, lectures, or video conferences that have positive reviews and seem to yield good results (Goller-Sojourner, C., n.d.; The North American Council on Adoptable Children [NACAC], n.d.; O'Connor, R., n.d.). However, this is arguably not enough for several reasons. First, parents must recognize the importance of further training and input from outside sources and then decide for themselves if they should purchase one of these training programs and which one to choose which is further complicated by the fact that there is not a wealth of resources to choose from. Second, the most comprehensive classes tend to range from \$200-\$300 with many different kinds of classes to choose from (Goller-Sojourner, C., n.d.). If a parent was to go through all of these training programs, which would likely be incredibly beneficial, they could potentially spend over \$1000. Additionally, there is little to practically no research looking at the effectiveness of the particular training programs or which kind of training tends to be most successful particularly given that different levels of racial socialization are needed through the course of the TRAs' life (Montgomery, 2019). Furthermore, different kinds of training programs may be useful for adoptive parents depending on the ethnicity or race of their TRA as racism and discrimination tend to manifest differently in society for different races.

For white adoptive parents, studies find that approximately 50% of agencies that facilitate transracial adoption provide cultural competency training for adoptive parents (Vonk & Angaran, 2003). While it is encouraging that there appears to be plenty of adoptive parents getting this training pre-adoption, there are many who are not and virtually none that have any form of agency provided cultural competency training post-adoption. The Hague Convention on the Protection of Children and Co-operation in Respect of Intercountry Adoption is an “international agreement to safeguard intercountry adoptions” and facilitates adoption from over 90 countries to the United States and others (U.S. Department of State - Bureau of Consular Affairs, n.d.). As a part of the Hague Conventions, adoptive parents are required to undergo a 10-hour pre-adoption which covers topics “about life within an orphanage, promoting healthy attachments, health, and development, transitions, becoming a multicultural adoptive family and highlights of travel” (Hague Training Online Courses, n.d.). It offers some amount of cultural competence training but this is not the main focus and has the same issues as listed above mainly, not enough scholarly research about the effectiveness of the training and no post-adoption training.

In sum, there is a wealth of research on the importance of cultivating a healthy racial and ethnic identity and for transracial adoptees, it is important that they are not excluded from this development due to having white parents. Additionally, the importance of creating effective, research-based training programs is to encourage white adoptive parents to implement healthy, age-appropriate, culturally responsive day to day interactions with their TRA as related to Bronfenbrenner’s ecological systems theory which posits a child’s development is shaped by the ‘layers’ of their environment. Under this theory, white adoptive parents with a strong racial

socialization foundation will be better equipped to provide an ecological system that will help support the TRA in their overall development through their racial and ethnic identity, racial awareness, cultural socialization, and racial socialization.

Parental influence on cultural and racial socialization

Culturally competent parenting in a transracial adoption is associated with better mental health outcomes for TRAs (Presseau, DeBlaere & Luu, 2019). White adoptive parents are more likely to engage in socialization practices with their TRA, such as going to cultural events or preparing ethnic food, however they are less likely to use racial socialization practices that would help equip their child with tools for how to cope with racism and discrimination (Presseau, DeBlaere & Luu). Studies have found a link between racial discrimination and psychological distress among people of color which can be mediated with proper support and tools to cope with discrimination (Presseau, DeBlaere & Luu). A study conducted by Presseau, DeBlaere and Luu in 2019, administered with adult TRA looked at how parental racial socialization works as a buffering variable against psychological distress caused by racism. They used surveys to assess the parameters of racial socialization, racial discrimination, psychological distress, and psychological well-being of 206 adult TRAs adopted by white parents (Presseau, DeBlaere & Luu). It was found that TRAs who had developed higher levels of racial socialization experienced moderated perceived effects of racial discrimination and distress while TRA with lower levels of racial socialization experienced more distress caused by racial discrimination (Presseau, DeBlaere & Luu). This clearly demonstrates the importance for white parents to have training and skill on how to help foster racial socialization in their adopted children to alleviate the distress caused by racial discrimination. Higher levels of racial socialization were related to

having more coping strategies to deal with discrimination and having the ability to be able to be open with and supported by loved ones about racism (Presseau, DeBlaere & Luu). It was also found that those living in more diverse neighborhoods were another moderating factor for higher levels of racial socialization (Presseau, DeBlaere & Luu). For parents adopting transracially, the community the child will be raised in should be considered of immense importance. A transracial child will already have the difficulties associated with being adopted and being of a different race or ethnicity than their adoptive parents, therefore, by surrounding the child with a more diverse community with opportunities to make friends and mentors that share their race or ethnicity can presumably have positive effects in their development. Presseau, DeBlaere and Luu also suggest that adoption agencies should implement mandatory psychoeducation for white parents adopting transracially to address topics of discrimination and racial socialization to encourage better mental health outcomes for TRAs (Presseau, DeBlaere & Luu). As this research has shown, TRAs learn much of their racial socialization skills from dialogue, everyday interactions and support/opportunities via their adoptive parents, if more parents have the training, knowledge, and skills necessary to foster this kind of environment, the outcomes for higher levels of racial socialization and well being will be more positive for this population.

Measuring parental cultural and racial socialization skills

Due to the implications of racial socialization skills leading to better mental health outcomes and the fact that parents are instrumental in helping their child develop these skills, it is necessary to ensure that white parents adopting transracially understand the importance and necessity of developing racial socialization skills. Particularly in an age where many white people claim to be colorblind, or believing that race should not and does not matter, white TRA

parents with these assumptions tend to be less likely to encourage racial socialization skills and less likely to perceive racism in society and the implications of racism in their adopted child's life. Combined with the fact that many white people's definition of racism only includes overt, malicious acts against people of color, more covert instances of discrimination and microaggressions are easily missed by white people who may not believe that these situations are racist and harmful (Morgan & Langrehr, 2019). In a study conducted by Morgan and Langrehr in 2019, a sample of 172 white parents who adopted children transracially, completed a series of questionnaires about their experiences (Morgan & Langrehr). This study aimed to gauge TRA parents' perceptions of covert racism in their child's life combined with their perceptions of adoption-stigma they experience to act as symbolic interactionism to better perceive nuanced forms of racial discrimination (Morgan & Langrehr). By looking at the symbolic interactionism of the biases and discrimination adoptive parents encounter as a "less legitimate" form of parenting compared to biological parenting, this study aimed to see if parental awareness of their own experiences of discrimination worked to help better understand nuanced forms of racial discrimination (Morgan & Langrehr). Studies show that people who experience discrimination from being a part of a stigmatized group tend to be able to better identify discrimination toward other stigmatized groups. The researchers hypothesized that parents who accurately identify microaggressions about adoption status with comments such as "it's a shame you couldn't have your own children," they would also be more aware of racial microaggressions such as comments like "where were you born?" which works to make the child feel as though they do not belong in their community (Morgan & Langrehr, p. 243-244). Many people with colorblind attitudes tend to be well-meaning and do not perceive the harm in statements and questions such

as these because they do not understand the devastating effects these microaggressions have on people in these groups. The questionnaire evaluated levels of colorblindness, adoption stigma, racist occurrences, racial microaggressions/institutional discrimination, and impression management (Morgan & Langrehr, 245-246). The impression management section was a control variable to gauge responses from parents trying to present themselves in an overly favorable light (Morgan & Langrehr, 244, 246).

Results of this study indicated that parents who had higher levels of perceptions of racial microaggressions and institutional discrimination scored lower on levels of colorblindness (Morgan & Langrehr, 2019). Parents who scored higher levels of impression management were also more likely to score higher on levels of colorblindness while less likely to accurately identify racial microaggressions and institutional discrimination as racism and less likely to identify instances of adoption stigma (Morgan & Langrehr). As an adoptive parent of a child of a different race, it is vital to be able to perceive racist experiences to support the child and teach them coping skills to deal with these occurrences. This study shows that having a colorblind attitude results in lower levels of identifying discrimination toward one's child of color. Therefore, this supports the claim that training programs to help white parents be more culturally competent in transracial adoption are extremely important and need to be implemented to better support TRAs. It is likely that parents who experience forms of discrimination about their adoption status were able to better understand other stigmatized groups and identify the forms of discrimination facing them (Morgan & Langrehr). Training to identify one's own experiences facing discrimination and education on white privilege in society would likely help TRA parents

to have a better understanding of racial discrimination leading to higher levels of racial socialization and better mental health outcomes for TRAs (Morgan & Langrehr).

The study conducted by Morgan and Langrehr succeeded in describing TRA parents' attitudes and awareness of racial discrimination, however, it did not have any measurement for what kind of racial socialization practices and coping skills are being used by adoptive parents and how successful those practices seem to be. Lee, Crolley-Simic and Vonk updated the Transracial Adoption Parenting Scale (TAPS) created in 2001 which tested attitudes toward racial and cultural issues related to racial awareness, multicultural planning, and survival skills (renamed "coping skills" in the updated version). Their work developed an updated scale called the Transracial Adoption Parenting Scale-Revised (TAPS-R) in 2018 which included the same dimensions as the TAPS as well as measuring what racial and cultural socialization practices were being used by TRA parents (Morgan & Langrehr). By better understanding what practices are being used by adoptive parents, service providers and cultural competency trainers will be able to identify what areas need improving as well as find patterns among families of what practices are most effective.

Completed surveys of the TAPS-R were collected from 310 TRA parents. The surveys measured racial awareness, multicultural planning, coping skills, integration, and colorblind racial attitudes (Morgan & Langrehr, 2019). The survey questions were on a 5-point Likert-type scale with 1 = *never*, 2 = *rarely*, 3 = *sometimes*, 4 = *very often*, 5 = *always* with a total possible score range from 50-250 with higher scores indicating higher levels of positive values and frequency of racial socialization practices (Morgan & Langrehr). Example questions of the racial awareness section include "I have thought about my motives for adopting a child of a different

race,” “I have thought about how my child and I have different racial experiences,” and “I have thought my love is not enough to protect my child from the effects of bias or discrimination” (Morgan & Langrehr, p. 499-500). The multicultural planning section included questions such as, “I have selected activities specifically to increase my child’s sense of belonging in a community that reflects his or her race or ethnicity,” “I have developed personal friendships with families and individuals who are racially similar to my child,” “I have tried to foster racial and ethnic pride in my child” (Morgan & Langrehr p. 499). The section measuring coping skills included questions like, “I have helped my child decide how to confront people who make racist comments,” “I have responded to insensitive remarks from family, friends, or neighbors about my child’s race,” and “I have encouraged my child to seek support and advice about coping with prejudice from adults who are racially or ethnically similar to him or her” (Morgan & Langrehr p. 499). Questions evaluating the level of integration included items like, “I have chosen child care providers, teachers, or other role models similar to my child’s race,” “One criterion that I have used in selecting schools for my child is racial diversity.” “My child and I have lived in a racially diverse neighborhood” (Morgan & Langrehr p. 500).

The TAPS-R was found to be a reliable measure of parenting awareness and skill (Lee, Crolley-Simic & Vonk, 2018). This scale is helpful for practitioners working with TRA families to identify the strengths and weaknesses of parental cultural and racial socialization skills (Lee, Crolley-Simic & Vonk). Additionally, the TAPS-R could be a very helpful tool for assessing the success of cultural competency training programs for TRA parents by administering this questionnaire pre and post-training.

Methods

To better understand what transracial adoption cultural competency training programs exist, I used Google to research available transracial adoption cultural competency training programs and created a table describing each training with specific parameters to evaluate each training. The search terms I used included “interracial adoption AND cultural competence training;” “interracial adoption AND parental training;” “interracial adoption AND training;” “race AND adoption training;” “race AND adoption;” “adoption AND cultural competency.” From the websites these searches produced, I read through the website in its entirety looking for available training programs as well as links to other websites and organizations to see if they provided training resources. In my search, I only included training programs that mentioned race or ethnicity or cultural competency in the description leaving out training programs geared toward other aspects of adoption that did not specifically mention race or ethnicity. Additionally, I only included training programs that were geared toward adoptive parents or prospective adoptive parents and did not include training programs geared toward service providers or social workers as that those demographics are not the focus of my research. Training program packages that consisted of multiple classes were excluded in the case that each training class could be purchased separately so as not to be redundant or skew pricing results. However, it is worth mentioning that some training packages were offered at a discount compared to purchasing each class separately. I only included training programs that are meant to be completed virtually such as through online training programs or through webinars or video chats or teleconferences. As such, I did not include training programs that were in-person only such as retreats or conferences as those were not readily available at any time and may not be accessible to attend in the future.

For each training program, I used seven parameters that I was interested in finding to compare training programs. For each training I listed the training title, the time commitment of the training, the training format, when the training is intended to be used (pre- or post-adoption), the targeted age of the TRA, whether or not the training mentions being tested for effectiveness (peer-reviewed), the race/ethnicity the training is geared toward, and any additional notes I found worth mentioning. To describe each training, I relied on the descriptions provided by the organization and did not complete the training myself. Due to this restriction, I did not include any training programs that did not provide an adequate description of the training. However, I did include training programs that did not explicitly mention a few of my parameters including time commitment, training format, pre- or post-adoption, or the age of the TRA and made note of that in the table.

Results

From my research, I included six websites with a total of forty training programs that fit the parameters I was researching. Each training program was only available through purchase with price ranging from \$10-\$500, with an average price of \$96.33 and a median price of \$35. The time commitment of the training programs were listed in 77.5% of the training programs with a range from 0.5 hours-4 hours, with an average time commitment of 1.45 hours and a median time commitment of 1.5 hours. Of the nine training programs not included in this sample, four did not list a time commitment at all and five of them stated they were designed to be completed over the course of twelve weeks. A variety of formats were used to administer the training programs which included eighteen webinars/recorded webinars, nine programs included exercises, planning, or coaching as well as a video or telephone conference, one program was a

how-to video, one was a self-assessment guide, one was group classes, and ten of the programs did not specify the format of the training. Of the training programs, ten were focused on pre-adoption training, nine were suitable for either pre- or post-adoption, twenty were geared toward post-adoption, and one training did not specify when the training is best suited to be implemented. Only 15% of the training programs listed included the age of the child that the training is best suited for. Of all of the training programs, only one listed that it was based on a peer-reviewed study of adult TRAs. Nine of the training programs fulfilled Hague requirements for adoption, nine other studies included the credentials of the person or persons administering the training program, while 52.5% did not list any kind of information regarding it being tested for effectiveness and seemed to rely on the prestige or credentials of the organization as a whole (while not explicitly stating this). Of the training programs, 47.5% were not geared toward a specific race/ethnicity and was more general cultural competency information. Training programs geared toward a specific race/ethnicity were most commonly geared toward Black/African American TRAs with 25% of the training programs, followed by Chinese/Asian TRAs with 10% of training programs geared toward them.

Discussion

The research demonstrates that there are resources available to adoptive parents of TRAs to help increase cultural competent parenting. This research also demonstrates some of the problems associated with these training programs. First, 100% of the training programs cost money. For some adoptive parents, this may pose a barrier to getting access to valuable training to be better parents to their TRA. Also, some parents may not realize the importance of strengthening or learning new skills about culturally competent parenting and the fact that these

training programs can cost up to \$500 may keep them from deciding to participate. Next, 47.5% of the training programs were not geared toward a specific race or ethnicity and 85% did not list the age of the child the training was best suited for. While this does not mean that there was not any specific information about particular races or ages in some of these training programs, it is important that training programs have information that is as specific to a child's situation as possible. Racial socialization skills needed and the manifestations of racism are often unique for different races and developing these skills looks vastly different for a 5-year-old than they do for an 18-year-old. Finally, 97.5% of the training programs did not list any kind of information supporting that it is based on peer-reviewed research that supports the effectiveness of the training program. Research must be done to test for the effectiveness of cultural competency programs for adoptive parents of TRAs. While cultural competency training programs for adoptive parents may not completely eradicate the struggles associated with adopting children of a different race or ethnicity than the parents, the education and tools provided through training programs are a start to having more adoptive parents having awareness of the complexities of interracial adoption.

Conclusion

With transracial adoption steadily increasing in the U.S., culturally competent parenting needs to be considered and taken seriously as we move forward. Detailed through this in-depth literature review, the claim was made about the importance of TRA parents learning strategies to foster healthy racial-ethnic identities as well as racial socialization. The importance of parental influence on these developments was shown along with research tools to measure parental cultural and racial socialization skills. Through the table of cultural competency programs, the

strengths and weaknesses were detailed and evaluated of the already available training programs. There is a need for more agency provided intervention strategies but also the need to know if they are successful. Future research should move into testing some of the already existing intervention strategies teaching cultural competency in interracial adoption and implementing research-supported training programs for prospective adoptive parents and resources provided post-adoption as well.

CULTURALLY COMPETENT ADOPTION TRAINING

Training website	Training title	Cost	Time Commitment	Format (interventions used)	Pre- or Post-adoption	Age Targeted	Peer Reviewed (Y/N)	Race/Ethnicity Targeted	Notes
https://www.adoptionlearningp.org/index.cfm	China: Her Land & People, History, Festivals, and Traditions	\$15	0.5 hours	? videos/slides?	pre- or Post-adoption	not specified	Hague	Chinese	Part of Hague Package
	China: Overview of the Adoption Process	\$15	0.5 hours	? videos/slides?	Pre-adoption	not specified	No.	Chinese	Overview of adoption process and general information and conditions about children awaiting adoption in China
	Conspicuous Families	\$30	1.5 hours	? videos/slides?	Focus on pre-adoption	not specified	Hague and other programs	General	Teaches skills for responding to insensitive comments, understanding your reactions and answers impact child, examine diversity and learn strategies to expand it, hear from adoptees and adoptive parents
	Basic Care and Styling of Black Girls' Hair	\$18	1 hour	recorded webinar	post adoption	not specified	No. from ORS Olive Oil Girls, a leading brand of ethnic hair products for girls	Black/African American	Teaches how to care for and style natural Black hair. Stresses importance of hair on girls' self confidence and esteem
	Beyond Culture Camp: A Guide for Parents	\$18	1 hour	recorded webinar	not specified	not specified	Based on study, Beyond Culture Camp: Promoting Healthy Identity Formation in Adoption of 450 adult adoptees reflecting on their experiences as an interracial adoptee	general	Discusses impact of transracial adoption on the child and strategies found from the study to promote a healthy sense of self. Discusses racial stereotypes and biases that parents may not have anticipated or experienced before.
	Color of Education	\$18	1 hour	recorded webinar	post adoption	early childhood/school aged children	No. Recorded discussion with a panel of educators.	Black/African American	Discusses the difficulties facing Black school children faced with societal stereotypes and prejudices. Teaches how to advocate for your child in the face of racial bias in the school setting.
	Perspectives on Transracial Adoption	\$18	1 hour	recorded webinar	post adoption	not specified	No. Recorded discussion with a panel of transracially placed adult adoptees	General	Panelists discuss questions posed from parents of transracially adopted children such as when and how to discuss race, how to ensure connection to birth culture, and suggestions for how to guide, support, and prepare the transracially adopted child
	Raising Black Boys	\$18	1 hour	recorded webinar	post adoption	not specified	No. Recorded discussion with a panel of adult transracially adopted Black men	Black/African American	Panelists discuss experiences growing up with white parents and experiences as fathers raising Black boys with concerns for safety and everyday fears. Discusses how transracial parents can support, guide and prepare their Black sons in a racist society. Answers questions from adoptive parents about how to have conversations about race with their child, protect their child from the hurt of stereotypes and exclusion, and how to address and confront insidious forms of racism
	Raising Black Girls	\$18	1 hour	recorded webinar	post adoption	not specified	No. Recorded discussion with a panel of Black women, some transracially adopted.	Black/African American	Panelists discuss experiences growing up as a Black woman and experiences as women raising Black girls with concerns for safety and everyday fears. Discusses how transracial parents can support, guide and prepare their Black daughters in a racist society. Answers questions from adoptive parents about low self-esteem around hair and body image, stereotypes facing Black girls, and how to raise strong, confident Black women.

CULTURALLY COMPETENT ADOPTION TRAINING

	Where They Once Called Home - Insights into Homeland Tours	\$18	1 hour	recorded webinar	post adoption	not specified	No. Recorded discussion with a panel of adoptees and parents who have taken homeland tours.	International adoptees	Panelists discuss the many decisions surrounding when and how to approach visiting the birth country of an adopted child. They discuss the right age of travel, preparing your child for these experiences, preparing yourself as the parent to support your child, and travel tips.
www.fosterparentcollegiate.com	Cultural Issues in Parenting	\$20	4 hours	?	pre adoption	Addresses multiple ages	No. Taught by Tanya Coakley, PhD	Addresses various identities including race, ethnicity, religion, and sexual orientation	This training is geared toward foster parents rather than adoptive parents. Addresses various identity statuses and how to be sensitive and supportive of the child in the home and in the community.
	Culturally Competent Parenting	\$10	2 hours	?	pre or post adoption	not specified	No. Taught by Tanya Coakley, PhD	General	Addresses the need to take cultural differences into account when parenting a child of a different race. Aims to equip parents with the skills to help children appreciate and maintain cultural identity, gain confidence in dealing with racism, and develop a healthy cultural identity.
www.pactadopt.org	Black Adoptee Voices	\$36	1.5 hours	Webinar	Post adoption	not specified	No.	Black/African American	Attend a live webinar from a panel of Black adopted adults talking about their experiences and understanding of their lives shaped by adoption
	LatinX Adoptee Voices	\$36	1.5 hours	Webinar	post adoption	not specified	No.	Latin X	Attend a live webinar from a panel of LatinX adopted adults talking about their experiences and understanding of their lives shaped by adoption
	Asian Adoptee Voices	\$36	1.5 hours	Webinar	post adoption	not specified	No.	Asian	Attend a live webinar from a panel of Asian adopted adults talking about their experiences and understanding of their lives shaped by adoption
	Racially Ambiguous, Biracial, and Multiracial Voices	\$36	1.5 hours	Webinar	post adoption	not specified	no.	Racially ambiguous, biracial, multiracial	This workshop discusses the challenges faced by racially ambiguous, biracial, and multiracial adoptees in a racialized world and discuss tools to support them
	Below the Surface	\$14.50	not specified	self-assessment guide	pre adoption	not specified	Fulfills Hague education requirements for international adoption	General	This self assessment guide helps adoptive families considering transracial adoption consider if transracial adoption is right for their family. It is designed to give parents feedback about how challenging transracial adoption will be for them based on their personality, lifestyle and attitude about race and knowledge of other races.
	Is Transracial Adoption the Right Choice for Our Family	\$500	not specified	self-assessment guide, real-life exercises, in person consultation with Pact staff	pre adoption	not specified	no. Fulfills Hague education requirements for international adoption	General. Meant to help prospective parents decide which race child they are best prepared to adopt	Designed to help parents who have already adopted transracially assess what they are doing well and what can be improved upon. Helps parents assess the current cultural diversity in their family and community life and assess what needs to be changed.
	Already Doing It - How Can We Do Better?	\$500	not specified	self-directed assignments to explore real-life scenarios to help create a plan with specific tasks to accomplish, three meetings, in person or by phone, with Pact staff, and check-ins as needed to help your children become proud, strong, culturally competent adults of color	post adoption	not specified	No.	General.	Designed to help parents who have already adopted transracially assess what they are doing well and what can be improved upon. Helps parents assess the current cultural diversity in their family and community life and assess what needs to be changed.

CULTURALLY COMPETENT ADOPTION TRAINING

A Developmental Approach to Transracial Adoption	\$35	1.5 - 2 hours	webinar	pre and post adoption	not specified	no.	General.	Designed to prepare prospective and parents who have already adopted transracially to be equipped to best parent a child of a different race. This webinar discusses racism, race, white privilege and interrogating their own whiteness and how that plays out in transracial adoption.
What Adopted Children (and their parents) Need to Know at Various Ages and Stages: Ages 2-5 years old	\$35	1.5 - 2 hours	webinar	post adoption	Ages 2-5 (preschool years)	no.	General	Designed for adopted children in preschool to help parents have the language and tools to discuss race and adoption in an age appropriate way to help create a strong identity in a positive way.
What Adopted Children (and their parents) Need to Know at Various Ages and Stages: Ages 6-9	\$35	1.5 - 2 hours	Webinar	post adoption	Ages 6-9 (elementary years)	no.	General	Designed for adopted children in elementary school to help parents have the language and tools to discuss race and adoption appropriate for the elementary school years when differences such as race and adoption status can make children uncomfortable and susceptible to teasing: Children at this stage tend to have more questions about adoption and identity.
What Adopted Children (and their parents) Need to Know at Various Ages and Stages: Ages 10-12	\$35	1.5 - 2 hours	Webinar	post adoption	Ages 10-12 (tween years)	no.	General	Designed to help adoptive parents explore issues of adoption, genetic, racial, and heritage status with their tween during this difficult stage when they are experiencing dramatic changes as they move toward greater independence.
What Adopted Children (and their parents) Need to Know at Various Ages and Stages: Ages 13-18	\$35	1.5 - 2 hours	Webinar	post adoption	Ages 13-19 (teen years)	no.	General	Designed to help parents explore issues of racial and adoption identity formation with their child in their teen years and gain tools and language for how to maintain a positive connection to their teen while also laying down boundaries. Discusses how to bolster self-esteem in their teens in the face of their fears and frustrations.
Culturally Relevant and Sensitive Adoption Language and Rituals	\$35	1.5 - 2 hours	Webinar	Pre or post adoption	not specified	no.	General	Designed to help parents learn about culturally relevant and sensitive language and rituals in the context of adoption.
Adopting from African Countries haquetrainingonline.org	\$40	2 hours	?	pre adoption	not specified	Hague	African	Includes in-depth information about adopting a child from a country in Africa with specifics of Burundi, Ethiopia, Democratic Republic of Congo, Uganda, and Ghana. It addresses issues of the effects of malnutrition, medical issues and diseases, why children are up for adoption in Africa, and cultural considerations when raising a child from Africa.
Becoming a Family Through Multicultural Adoption	\$40	2 hours	?	pre adoption	not specified	Hague	African	Provides families with information on the long-term implications for a family that has become multicultural through intercountry adoption.
Adopting from Eastern European Countries	\$40	2 hours	?	pre adoption	not specified	Hague	Eastern European	Provides families with information related to adopting a child from Eastern Europe with specifics of Latvia, Ukraine, Bulgaria, Poland, and most of all, Russia. It will discuss common issues of the effects of common medical issues, why children are up for adoption in Eastern Europe, and cultural considerations when raising a child from Eastern Europe

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<p>Adopting from Latin American Countries</p>	<p>\$40</p>	<p>2 hours</p>	<p>?</p>	<p>pre adoption</p>	<p>not specified</p>	<p>Hague</p>	<p>Latin American</p>	<p>Provides families with information related to adopting a child from Latin America and the Caribbean with specifics of Haiti and the Dominican Republic. It will discuss common issues of the effects of common medical issues and diseases and why children are up for adoption in Latin America and the Caribbean, and cultural considerations when raising a child from this area of the world.</p>
<p>adoptioncouncil.org Culture, Race, and Ethics in Adoption</p>	<p>\$25</p>	<p>1.5 hours</p>	<p>webinar</p>	<p>pre or post adoption</p>	<p>not specified</p>	<p>no.</p>	<p>general</p>	<p>A discussion of how to handle concerns of culture and race in adoption and how to navigate these concerns in a sensitive, direct and meaningful way</p>
<p>transracialfamilycoaching.com one-on-ones Options #1</p>	<p>\$75</p>	<p>1 hour</p>	<p>video chat/phone call with pre coaching questionnaire</p>	<p>pre or post adoption</p>	<p>not specified</p>	<p>no.</p>	<p>Black/African American</p>	<p>This training includes a pre coaching questionnaire and then a 55 minute video chat/phone call with Chad Goller-Sojourner (an adult transracial adoptee himself who started this program) about one of the listed coaching topics on the website including fostering transracial identities in non-diverse communities, transracial identity/strategic planning for the young adult, being black and male in America, dangerous until proven otherwise, among 20+ other topics</p>
<p>One-on-ones option #2</p>	<p>\$125</p>	<p>Over 1 hour</p>	<p>video chat/phone call with pre coaching questionnaire and post session report and supplemental materials and exercises</p>	<p>pre or post adoption</p>	<p>not specified</p>	<p>no</p>	<p>Black/African American</p>	<p>Same as previous training but with included post session report and supplemental materials and exercises</p>
<p>Group classes and ala carte coaching</p>	<p>\$225</p>	<p>?</p>	<p>group classes</p>	<p>pre or post adoption</p>	<p>not specified</p>	<p>no</p>	<p>Black/African American</p>	<p>group classes and ala carte coaching</p>
<p>introduction to identify</p>	<p>\$325</p>	<p>?, designed to be completed in 12 weeks</p>	<p>5 learning courses through narratives, essays, exercises, assessments, and 45 minute video/telephone conference</p>	<p>post adoption</p>	<p>not specified</p>	<p>no</p>	<p>general</p>	<p>this workshop provides an overview of identity, with an emphasis on ways in which adoptive parents' identities and identity development impacts that of their transracially adopted children. Includes discussions on whiteness and white spaces and ideals and the burden it places on transracial adoptees</p>
<p>introduction to transracial identity</p>	<p>\$325</p>	<p>?, designed to be completed in 12 weeks</p>	<p>5 learning courses through narratives, essays, exercises, assessments, and 45 minute video/telephone conference</p>	<p>post adoption</p>	<p>not specified</p>	<p>no</p>	<p>general</p>	<p>this workshop seeks to educate adoptive parents on the importance of their child developing a healthy transracial identity. Includes information about overcoming barriers to healthy transracial identity development, best practices for raising children of a different racial identity</p>
<p>Raising Black boys to become black ment</p>	<p>\$325</p>	<p>?, designed to be completed in 12 weeks</p>	<p>5 learning courses through narratives, essays, exercises, assessments, and 45 minute video/telephone conference</p>	<p>post adoption</p>	<p>not specified</p>	<p>no</p>	<p>black/African American</p>	<p>This workshop will explore the significant challenges associated with white parents raising black boys in a world where black skin alone is often seen as sufficient probable cause. It provides tips and strategies on engaging your sons in continuous and ongoing conversations about what it means to be both black and male in America. Includes instructions on how to develop potentially lifesaving prevention and engagement plans regarding police encounters</p>
<p>Introduction to prospective adoptive parenting</p>	<p>\$325</p>	<p>?, designed to be completed in 12 weeks</p>	<p>5 learning courses through narratives, essays, exercises, assessments, and 45 minute video/telephone conference</p>	<p>pre adoption</p>	<p>not specified</p>	<p>no</p>	<p>general</p>	<p>This workshop will equip prospective adoptive parents with information tools and suggestions to better understand and appreciate all that comes with adopting and raising a transracial child. It will also help parents make an informed decision as to whether transracial adoption is right for them and, more importantly, whether they, their family, and their environment is the right fit for a child of a different race.</p>

Introduction to newly Adoptive Parenting	\$325	?, designed to be completed in 12 weeks	5 learning courses through narratives, essays, exercises, assessments, and 45 minute video/telephone conference	post adoption	not specified	no	general	This workshop equips newly transracial adoptive parents about the unique obstacles and opportunities associated with parenting a child of another race, culture or ethnicity. This course aims to address matters often overlooked by adoption agency workshops as well as matters which only arise once the transracial family is intact. This workshop provides age appropriate insight, suggestions and tools for developing healthy same-race identities in young children as well as suggestions for older children.
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