

HANDOUTS FOR MODULE 5:

SEARCH FOR IDENTITY AND TRANSRACIAL ADOPTION

PARENT SESSION 1

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PARENT SESSION 4, CHILD SESSION 4, and JOINT SESSION

HANDOUT 50: POSITIVE RESPONSES TO DISCRIMINATION SITUATIONS

COMMON CHILDREN'S QUESTIONS ABOUT IDENTITY

What did my birth mother look like?	What did my birth father look like?
What did they do for work?	Do I have any brothers/sisters?
What color eyes does my birth mother have?	How tall were they?
What sports did they play?	What instrument did they play?
What was their favorite food?	Did they speak another language?
Did my birth mother/birth father know each other well?	What color is their skin?
Are they left/right handed?	Hair: Curly or straight?
Were my birth parents dating each other?	Where did they live?
Did they do drugs?	Did they abuse me?
Did you meet them?	

MY CHILD'S IDENTITY

My child has attributes from birth parents, attributes from us as adoptive parents, and attributes that are unique and special only to the child.

Things **I KNOW** child got from birth parents

1. _____
2. _____
3. _____
4. _____

Things **I SUSPECT OR THINK** child got from birth parents

1. _____
2. _____
3. _____
4. _____

Things child got from me/us as adoptive parents

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things unique to child alone

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

MY SELF CHART

I have parts of me from my birth parents, parts of me from my adoptive parents, and parts of me that are unique and special only to me.

Things I KNOW I got from my birth parents:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things I SUSPECT OR THINK I got from my birth parents:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things I got from my adoptive parents:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things unique to me alone:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

SUPPORTING MY CHILD'S RACIAL/ETHNIC IDENTITY

Ways I/We Already Support Child's Racial/Ethnic Identity

1. _____
2. _____
3. _____
4. _____
5. _____

New Ways I/We Can Support Child's Racial/Ethnic Identity

1. _____
2. _____
3. _____
4. _____
5. _____

OUR JOINT TRANSRACIAL FAMILY IDENTITY

Current shared traditions

1. _____
2. _____
3. _____
4. _____
5. _____

Possible new joint traditions

1. _____
2. _____
3. _____
4. _____
5. _____

BOOKS ABOUT DIVERSE FAMILIES

- *All Kinds of Families* by Norma Simon
- *Rosie's Family: An Adoption Story* by Lori Rosove
- *We're Different, We're the Same* by Bobbi Jane Kates
- *Horace* by Holly Keller
- *Families Are Different* by Nina Pellegrini
- *The Colors of Us* by Karen Katz
- *The Family Book* by Todd Parr

POSITIVE RESPONSES TO DISCRIMINATION SITUATIONS

- **Psychoeducation**—(1) discussing differences in a nonjudgmental and normalizing manner, e.g., “There are many colors of skin and they are all beautiful. My skin is different from yours, but just as good as yours,” “There are all kinds of families. Some have two moms, some have a mom and a dad, some have two dads, and some have one parent. In my family, I have two parents who love each other, and they’re both moms.”

(2) explaining prejudice, e.g., “Some people may be prejudiced—they might not know people who are different from themselves. So they might have wrong ideas about or be scared of people who are different from them.”
- **Ignoring**—walking away;
- **Seeking adult help**—telling trusted adult such as parent or teacher what happened;
- **Sharing feelings**—letting the person know that what they said hurt your feelings;
- (For older children)—**Journaling or drawing about the incident** at home (with or without parent involvement);
- **Positive self-talk**—examples might be “I like myself just the way I am,” “It’s OK to be different from others; it doesn’t make me any less good (smart, caring, special, etc.) than other kids.”