



National Training and Development Curriculum

FOR FOSTER AND ADOPTIVE PARENTS



CULTURAL HUMILITY

FACILITATOR CLASSROOM GUIDE

Modified January 2022

PREPARATION

To prepare for this class, you should:

- Review the facilitator preparation information included in this **Guide** along with the handouts.
- Review the Resources for this theme found on CapLEARN (<https://learn.childwelfare.gov/>) or NTDC website (<https://ntdcportal.org/>).
- Develop an agenda that includes this theme and any other themes you will be conducting along with it during the class.
- Ensure that participants have a copy of the **Participant Resource Manual** and that it is accessible to them. This **Manual** will be used during all themes and will have handouts needed by participants. Facilitators should have copies of the handouts for the theme available in case participants do not bring their **Manual** to class. If the theme is being taught on a remote platform, facilitators should have the handouts available so that they can share in the chat and/or email to participants who do not have their **Manual**.
- Bring any materials you need for the activities.
- Review any videos or other electronic media used in this theme, if any, and plan the mechanics of how you will present them. Media for this theme are listed in the Materials and Handouts slide. Review the instructions for each media clip (e.g., to pause or stop at a particular time stamp). The videos can be played in different ways, including:
 - Play them from a flash drive or the computer's hard drive using a media player app
 - Link to them from CapLEARN or the NTDC website.
- Practice playing the media for the theme. Ensure that you have the files and apps you need, that your links and connections work, and that you know when to pause or stop the media clip if appropriate.
- If training on a remote platform, make sure all participants have the link available to access the class and that you have all videos, PPT's and handouts ready for use.
- If training in person, ensure that a room is available and set up, with the following:
 - Enough tables and chairs for all participants
 - Projector and screen (check that it works with the computer you will be using)
- Classroom activities have been adapted so that they can be done on a remote platform. Adaptations will be marked as follows so that they can be easily spotted throughout the Facilitator Classroom Guide: **Adaptation for Remote Platform**



MATERIALS AND HANDOUTS

FACILITATOR'S NOTE

- Participants are expected to have the **Participant Resource Manual** available for every session.

MATERIALS NEEDED

You will need the following if conducting the session in the classroom:

- A screen and projector (test before the session with the computer and cables you will use)
- A flipchart or whiteboard and markers for several of the activities. A flipchart with a sticky backing on each sheet may be useful and will allow you to post completed flipchart sheets on the wall for reference.
- Name tent cards (use the name tent cards made during the Introduction and Welcome theme)

You will need the following if conducting the session via a remote platform:

- Access to a strong internet connection
- A back-up plan in the event your internet and/or computer do not work
- A computer that has the ability to connect to a remote platform- Zoom is recommended

HANDOUTS

Have the following handouts accessible. Participants will have all handouts listed below in their **Participant Resource Manual**:

- Handout #1: A Glossary of Terms on Sexual Orientation and Gender Identity Expression (SOGIE)
- Handout #2: Enhancing Your Toolbox: Conversations that Ally
- Handout #3: NTDC Parent Tip Sheet: Cultural Humility

VIDEOS AND PODCASTS

None for this theme.

EVALUATION

There is a pre- and post-survey available for every theme. If the facilitator wants to use these evaluation tools, they will need to be downloaded from the NTDC website or CapLEARN and provided to participants. Participants will need to complete the pre-survey prior to the theme and the post-survey upon completion of the theme. If conducting the class on a remote platform, the facilitator will need to put the surveys into an online format such as survey monkey.



THEME AND COMPETENCIES

FACILITATOR'S NOTE

Before beginning, review the theme and competencies. You will not read these aloud to participants. Participants can access all competencies in their **Participant Resource Manual**.

Theme: Cultural Humility

Obtain an overview of cultural humility; recognize the importance of honoring and incorporating children's cultural identity and respecting families from varying races, religions, ethnicities, and economic statuses; have an awareness of sexual orientation, gender identity, and expression issues; learn strategies for parents who are fostering or adopting to respectfully navigate differences in values from children and families; and to acknowledge imbalances of power and inequities.

Competencies

Knowledge

- Know strategies that can be used to respectfully navigate differences in values of children and parents' intersecting identities
- Understand the meaning and importance of cultural humility and cultural responsiveness when fostering/adopting children when interacting with or talking about families.
- Identify ways in which the family who is fostering or adopting may be culturally responsive when parenting children whose culture and identity is similar or different than their own.

Attitudes

- Believe responding respectfully to similarities and differences in race, ethnicity, economic status, sexual orientation and gender is critical to healthy child development.
- Open to honoring and respecting children and their families from varying backgrounds.
- Believe children should be allowed to maintain areas of difference from mine, now and as they develop.

Skill

- Demonstrate care and concern for youth and families without regard to any differences of values on such issues.



SUGGESTED THEME AGENDA

FACILITATOR'S NOTE

This slide shows a suggested agenda and timing for this theme. Before the session, please review this agenda and incorporate it into your overall agenda for this and any other themes you are conducting along with it.

AGENDA

This theme is divided into five sections. This content is based on approximately 1 hour of classroom material.

Prior to the Session start time	Color Wheel of Emotions exercise
5 minutes	Section 1: Introduction: Cultural Humility
20 minutes	Section 2: How are Identity and Culture Connected?
10 minutes	Section 3: Experiences and Expectations
20 minutes	Section 4: Practicing Cultural Humility
5 minutes	Section 5: Wrap-Up

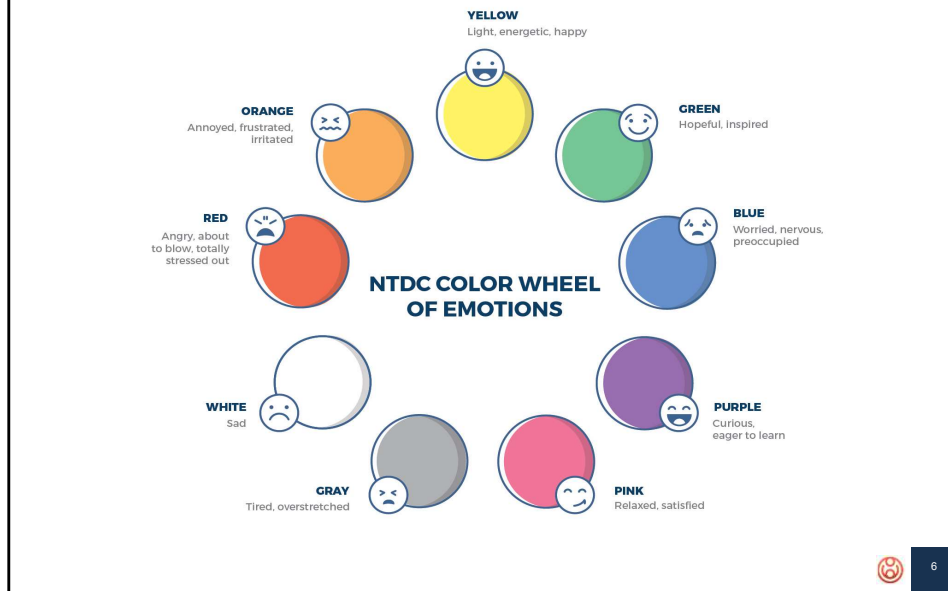
BEFORE YOU BEGIN CLASS

Before discussing the Color Wheel of Emotions and covering the content of this theme, you should do the following:

- Make any announcements that are needed regarding the training, timing of training, or process to become a foster or adoptive parent.
- Take out the **Participant Resource Manual** and direct participants to this theme in their **Manual**. Remind participants that the Competencies for today’s theme are in their **Manual**.
- Review the agenda for the theme. Facilitators should add a slide to the PPT deck that includes the agenda so that they can review it with participants. Make sure to include start and end times and any breaks that will be taken during the session.
- Encourage participants to be engaged and active learners.
- Encourage participants to contact you in between classes with any questions and/or concerns. (Prior to class, list the name(s) of the facilitators on the board with contact information.)
- Remind participants to put out their name tents (these can either be made by the participants during the first class or the agency can print out name tents and provide them to the participants at the first class). If conducting the class on a remote platform, remind participants to type their first and last names in their screen box.



WELCOME TO THE NATIONAL TRAINING AND DEVELOPMENT CURRICULUM FOR FOSTER AND ADOPTIVE PARENTS



FACILITATOR'S NOTE

Have this slide showing onscreen as participants assemble for the first class of the day. As participants come in, welcome them back and ask them to take a few minutes to do a self-check using the Color Wheel. **NOTE:** The Color Wheel should only be done one time per day; before the first theme of the day. If combining several themes together on one day, facilitate the Color Wheel at the beginning of the first class of the day as participants are coming into the room.

SAY

Welcome back. We are so glad that you have taken time out of your day to join us for another exciting learning opportunity. As you recall, tuning in to how you're doing on a daily basis may not be something everyone here is used to, but this type of regular self-check is critical for parents who are adopting or fostering children who may have experienced trauma, separation, or loss, as it will be helpful to become and stay aware of your own state of mind. It may seem like a simple exercise but be assured that knowing how we're doing on any given day strengthens our ability to know when and how we need to get support and/or need a different balance. Doing this type of check in will also help us to teach and/or model this skill for children! Please take a moment to look at the color wheel and jot down on paper the color(s) that you are currently feeling.

DO

Wait a little while to give participants time to complete the Color Wheel.



SAY

Now that everybody has had the opportunity to do a quick check in, would someone like to share what color(s) they landed on today for the Color Wheel?

DO

Call on someone who volunteers to share their color(s). If a challenging emotion or feeling is shared, thank the person and acknowledge their courage in sharing, pause for a moment, encourage everyone to take a deep breath, and transition to beginning the theme.





**National Training and
Development Curriculum**
FOR FOSTER AND ADOPTIVE PARENTS



CULTURAL HUMILITY

Modified January 2022

7

FACILITATOR'S NOTE

Show this slide briefly just before you start the theme.

SAY

Let's get started! Welcome to the Cultural Humility theme.





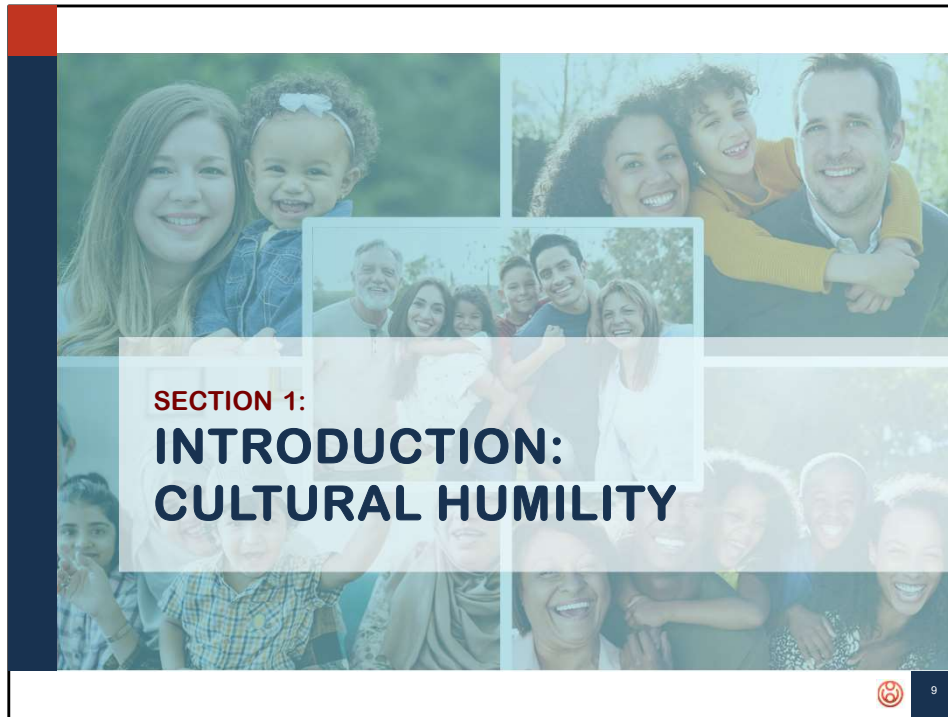
FACILITATOR'S NOTE

The opening quote slide should only be used for the first theme of the day. If combining several themes together on one day, the opening quote slide would only be shown after the Color Wheel at the beginning of the first theme. It is important to always emphasize with this slide that this type of parenting involves lifelong learning and it will be critical for families to be invested in their own learning before and after a child is placed in their home.

PARAPHRASE

We are excited to share this lesson with all of you today. We are going to start with Cultural Humility. As the slide states, this information will help to develop your capacity to support children and families. This type of parenting will require continuous learning. So, let's dive in and see what important information we have to share with you today.





FACILITATOR'S NOTE

We know that people generally feel most comfortable with what is familiar. At any time in this theme, participants may become uncomfortable or start to disconnect. Pause any time it seems needed to acknowledge discomfort and thank them for staying present and open. Reinforce how children in foster care or who are adopted often live their lives with a sense of discomfort related to issues of identity and culture as well, which is why we are all working so hard to understand what they need.

PARAPHRASE

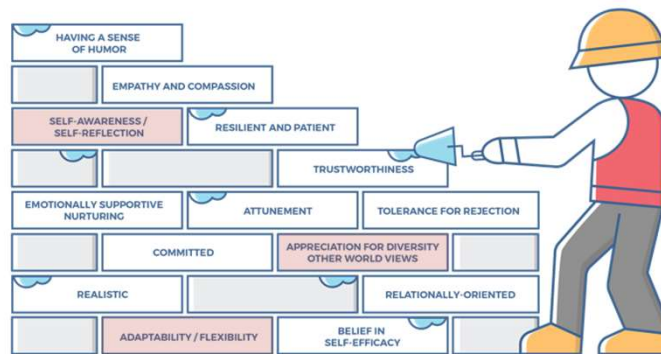
This theme focuses on the importance of identity, culture, and cultural humility.

All children have certain core needs in common when they come to your home. They need to feel safe and valued, and to feel a sense of belonging.

- Even when their basic needs are met, children may continue to feel a lack of belonging. Children need to feel supported in staying connected with people, places, and things that they care about, while also helping them to adjust to what is currently happening in their lives. They may need our help in talking about and making sense of it all.
- Children may feel overwhelmed in their new environments even when they are safe. They will need the support of caring adults to sort out confusing emotions connected with loss, divided loyalties, and guilt. Parents need to talk openly with children about these confusing feelings, and parents may need to strengthen skills in knowing how to help a child who feels they do not belong, begin to feel like they do belong.
- Parents need to be aware that they may have different views from their foster children around identity and cultural issues and should communicate to the case manager when a conflict of values cannot be resolved or managed within the family.

- The children you parent may come from a different background or culture than yours. This will require parents who foster or adopt to be extra mindful of when the child needs support. For example, their peers may see them as different, exclude, or bully them because of things like appearance, race/ethnicity, “foster child” status, sexual orientation, or because they had a first language other than English.

CHARACTERISTICS OF SUCCESSFUL FOSTER AND ADOPTIVE PARENTS



10

FACILITATOR'S NOTE

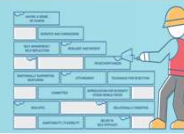
This slide is shown at the start of each theme. Although the graphic will remain the same, the bricks that are colored in red will change based on the characteristics that will be touched upon in this theme. The characteristics were obtained from a review of literature, stakeholder interviews, and review of existing curricula. We want families to become very acquainted with these characteristics throughout the training. It is important to note that in addition to the characteristics that are highlighted in red, there may be additional characteristics that are touched upon during the theme. Facilitators should try to connect these characteristics to the content they are sharing throughout the training. Remind participants that their **Participant Resource Manual** contains the definitions for these characteristics.

SAY

Before we get into the content let's look at the 14 characteristics of successful foster and adoptive parents. When you took your self-assessment, you were asked about these characteristics.



CHARACTERISTICS FOR CULTURAL HUMILITY



Self-Awareness/Self-Reflection:

- Parents can identify why they have responded to a child in a certain way.
- Parents can identify what was good, bad, and different about the way they were raised, while adjusting their own parenting to meet a child's needs.
- Parents can identify and forgive themselves for having negative feelings towards a child.
- Parents know their own history of experiencing loss and being hurt, and can identify how they might bring that into their parenting in negative ways if they are not careful.



11

FACILITATOR'S NOTE

Move to the next slide after reviewing this one, then ask the question after reading all 3 Characteristics.

SAY

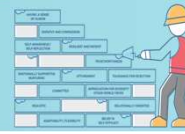
The Cultural Humility theme will cover the following characteristics:

- Self-Awareness/Self-Reflection
- Appreciation for Diversity/Other World Views
- Adaptability/Flexibility

Take a moment to think back to how you assessed yourself with these characteristics. It is important as you start this journey to assess your characteristics as they are qualities that can strengthen your ability to successfully parent a child who is in foster care or has been adopted.



CHARACTERISTICS FOR CULTURAL



Appreciation for Diversity/Other World Views:

- Parents understand and demonstrate respect towards a child who brings a different set of values with them.
- Parents can reconcile that the child's behaviors and values may not align with their personal values and that this will feel uncomfortable and at times, feel wrong. Parents know that if not resolved, this can be a real source of discontent, tension, and conflict in the parenting of the child.

Adaptability / Flexibility:

- Parents are willing and able to make changes in their parenting style/responses in order to be accommodating, encouraging, and supportive to the physical, emotional, and cognitive needs of the child.
- Parents share the responsibility of caring for the child and are not restricted by stereotypical or societal roles/expectations.
- Parents can acknowledge when something is not working and are able to try a different approach, modify their expectations, or seek support.



12

SAY

Now that we have reviewed the definitions, why do you think these specific characteristics are important to understanding a child that you may foster or adopt?

Reinforce:

- Self-awareness/Self-reflection:
 - How we talk and think about culture is impacted by our life experiences. It will be important for us to step outside our own experiences and expectations to focus on the child's needs and values.
 - It's not unusual for topics about culture to evoke strong opinions. It's important to have an open mind and support the child with what is important to them, even if it doesn't feel familiar and comfortable at first.
 - If a parent finds themselves in a situation that cannot be resolved within the family then they should communicate this with the child's Case Manager.
- Appreciation for Diversity/Other World Views:
 - Children who have experienced loss and trauma have a critical need to develop healthy identities. When we value the views and experiences of the child and their family, we show the child that we value who they are.
 - When we appreciate diversity, we show children that we care for all parts of them. This helps them feel pride in who they are and what they bring to the world.
- Adaptability/Flexibility
 - It will be important to get to know children and their culture(s) so that families can blend the child's culture with their own.





FACILITATOR'S NOTE

This section will take approximately 20 minutes.

SAY

We'll start with a discussion about culture and identity.

PARAPHRASE

- A person's identity evolves throughout their life, though much of a person's identity develops during childhood and adolescence.
- A child's race, ethnicity, and culture, as well as the people they have connected with in their past and present, shape their identity.
- Part of your job as a parent will be to reinforce their identity and self-worth by supporting the child and their cultural identity.



ASK

Let's pick this apart. First, what is identity?

DO

- Encourage participants to share their thoughts about identity.
- Facilitate a discussion around participants' thoughts and ideas.
- Write the ideas on a flipchart or whiteboard.
- Reinforce the points in the list below, highlighting any that participants bring up. If any points are not covered by participants, bring them up yourself.

Key Points to Reinforce:

- In some cultures, 'I' is a capital letter because of the importance placed on the sense of an individual self. In other cultures, identity may be perceived more collectively, such as being a member of a family or group.
- Identity shapes the definition of who we are as a person.
- Identity begins to form very early in life. (As an example: children learn gender and skin color differences by preschool.)
- Identity continues to evolve and broaden over time, with a peak time for identity exploration and development occurring in adolescence.



SAY

A big part of our identity comes from the people we are connected to, both biologically and emotionally, and from our life experiences.

Now, let's think about and share some things that play a role in our sense of identity?

DO

- Continue to facilitate the discussion.
- Write participants' ideas on the flipchart or whiteboard.
- Allow about 1 minute of discussion, then continue the discussion on the next slide.
- If participants don't mention, be sure to include:
 - A person's name
 - Family stories/history
 - Family values
 - Immigration stories
 - Sexual orientation, gender identity and expression (SOGIE)

SAY

Let's talk about a few of these.

Let's start with names. Our names and where they come from can be a very important part of our identity.

ASK

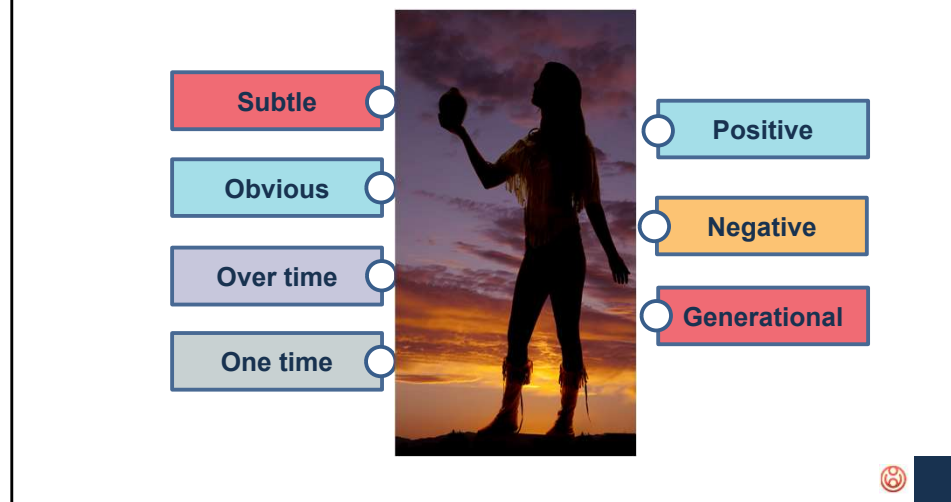
Maybe some of you were given the name of a relative, or your name came from a place, song, or experience that was special to your parents. Does anybody have a quick story to share about the significance of a name in your family? For example, how your parents chose your name or how a child's name in your family was chosen?

PARAPHRASE

There are so many things that make up our identity. Another part of our identity is our sexual identity. Yes, we all do have sexual identities! These days, there's a lot of talk amongst young people about their sexual identities and it can feel complicated to many of us! We created a Right-Time Theme on it for this topic for this very reason. Also check out Handout #1: A Glossary of Terms on Sexual Orientation and Gender Identity Expression (SOGIE) in your **Participant Resource Manual**. Like all areas of identity, it's important that we are able to talk about this because all children and teens have sexual identities, so we need to develop an awareness and understanding in this area, too.



IMPACT OF EXPERIENCES AND MESSAGES ON IDENTITY



FACILITATOR'S NOTE

Use this slide to reinforce key points.

PARAPHRASE

Good job identifying some of the things that help form our identity. Of course, our families, our friends, and our culture are all key ingredients in shaping our identity.

Additionally, a big part of our Identity is developed through experiences or messages we receive:

- Subtle or obvious messages that we get from others or society.
- One time or over a long time.
- More positive (like I am a successful student) or negative (like I am a terrible singer).
- Unfortunately, children who have experienced trauma, separation, or loss have often received more negative than positive messages about who they are.

Sometimes, a person doesn't even have to experience the negativity directly. Their identity is impacted by hearing stories or feeling the strong emotions from their family's experiences. Some family experiences can be extremely painful, and they are passed on in families to children who are born later through stories and emotions. This is known as intergenerational trauma. This kind of trauma can affect how children see or feel about themselves, even though the trauma happened to their family and not them directly. Another experience that can impact a child or teen's identity is when there has been a community or collective trauma to the people that the child or teenager identifies with.

When people have experienced an atrocity as a group, this is known as historical trauma.

DO

Use an example of a historical trauma that may have occurred in your state, tribe, or community. Some examples may be:

- Slavery
- Land being taken from American Indian/ Alaska Native people, or their children being sent off in masses to boarding schools
- War
- The Holocaust
- Genocide in countries around the world

SAY

The effects of these past traumas and losses can become part of a person's identity, sometimes without the person even being conscious of it. Many of the children you will parent will have identities impacted by individual, intergenerational, and historical traumas.



CULTURE

The values, beliefs, systems of language, communication and practices that people share in common that can be used to define them as a collective.

(Thought Co.)



17

FACILITATOR'S NOTE

This theme is meant to focus on overall cultures. While it touches on race, it does not focus on race, racism, and related issues. If the conversation becomes focused on race and related issues, validate it, but redirect participants to the Parenting in Racially and Culturally Diverse Families theme because you will not have enough time to focus on race in this short theme.

PARAPHRASE

As we've been discussing, what's happening in the world around children is a strong influence on how their identity will develop. Culture is one of the most profound influences, because it surrounds us all the time. In the Parenting in Racially and Culturally Diverse Families theme, we will target our discussion to the experience of multiracial and multicultural children and families. In this theme, we're putting our focus on supporting children with their cultural backgrounds and developing identities.

Let's look at a definition of culture so we're all on the same page for our discussion. There are many ways to define culture. One definition of culture is on the slide. Let's use this as a springboard to come up with our own thoughts about what makes up culture and how we express it.

DO

Write or have a volunteer write responses on a white board/flip chart.



Adaptation for Remote Platform

Have the co-facilitator or a volunteer write responses in the chat.

ASK

What do you think makes up culture/what are some examples of how we express culture?

Reinforce:

- Customs
- Traditions
- Family
- Food
- Language
- Music
- Arts
- Literature
- Music
- Dance
- Theater

Let's keep our definition broad. We can refer to ethnic and racial cultures, and also to a range of cultures in children and family's lives, such as the economic circumstances that surround them like wealth or poverty. We can also refer to culture related to one's gender identity and/or sexual orientation. All of these cultural components impact our identity, sometimes without us even realizing it.



SHARED CULTURAL EXPERIENCES



PARAPHRASE

In addition to individual experiences, shared cultural experiences impact the identity of a developing person. For example, most cultures have rites of passages as teens move from childhood to adulthood.

ASK

What examples can you think of for teenagers going through rites of passage?

FACILITATOR'S NOTE

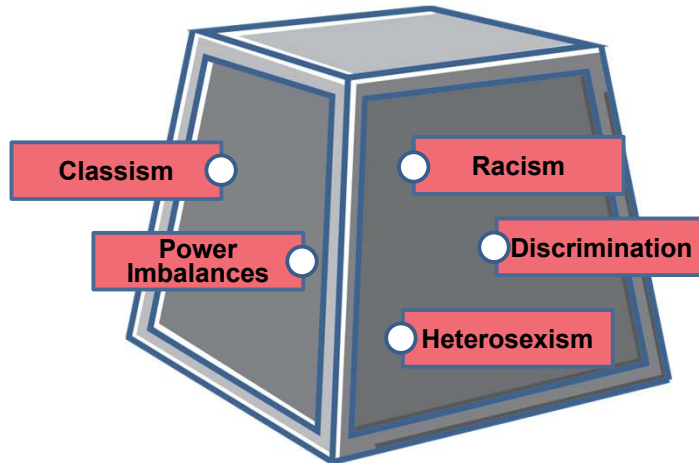
Validate examples of "U.S.-centric" rites of passage like school graduations, getting a first job, getting a driver's license, etc. Be sure to also include rites of passage from a broad diversity of cultures, such as Quinceañeras from Central/South American cultures, Bar & Bat mitzvahs in Judaism, or coming-of-age ceremonies that are done in tribal nations.

PARAPHRASE

Because of what they represent, these rites of passage help teenagers feel more mature, capable, and ready to take on the next step in their lives.

How a child or teen perceives their family and immediate community's culture is critical to developing their identity. It's also important to realize that how others view the culture, in all the ways that we've defined, is also taken in by the child or teen. That outside view also becomes part of their identity. When positive, this combination can allow for a positive sense of belonging and pride.

THE “ISMS”



19

PARAPHRASE

The views and actions of others can also have a negative impact. It is important to be aware of the ways the children you will be caring for, and their families, might have experienced forces that have negatively impacted their identity. Things like classism, racism, heterosexism, discrimination, power and privilege differences may have affected their lives in negative ways. Often, children who are in foster care have experienced many of these ISM's given the stigma and powerlessness that happens along this painful journey.

As we think about supporting children who have spent time in foster care or with multiple caregivers, it's important for us to recognize that they have been bombarded by a slew of ISM's. We need to understand the collective weight of this and how these ISM's multiply risks for children who have already experienced loss and trauma.

A particular ISM for some children and teens that we need to be aware of stems from their sexual orientation and/or the way they express their gender. What we have learned is that these children are at high risk for being bullied, running away, homelessness, and drug use due to feelings of rejection and lack of support. One way to protect youth from these risks is for their families to actively show acceptance and support for all parts of who they are. Any parent who is unable to demonstrate acceptance and support for a child's sexuality should work with the Case Manager to assist in finding a more suitable placement that can meet the child's needs.

It will be important for you to be able to see, acknowledge, address, and help buffer the effects of any or all “isms” the child or teen you have agreed to foster or adopt might be facing.



19

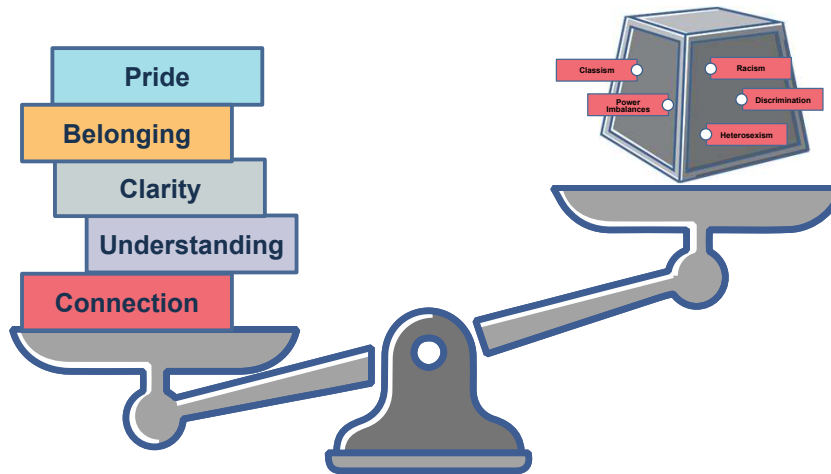
We understand it can get tricky, so we'll do an activity in a few minutes to practice talking with a child about when they are feeling like they don't belong or are not feeling good about themselves and who they are.

FACILITATOR NOTE

To get more in depth in this area, families can be referred to the Right-Time Theme, Sexual Development and Identity to learn more. For this theme, the focus is on the weight of both individual and collective ISM's and the impact of not being accepted.



CULTURAL CONNECTIONS TIP THE SCALE



20

PARAPHRASE

First, let's reflect on self-worth:

- A person's culture and identity will impact not only how a person views themselves, but also how they *feel* about themselves, or their "self-worth."
- As you now know, children who have experienced separations, loss, and trauma have already had many hits to their feelings of worth.
- To improve self-worth and the behaviors that result, it is valuable to help children and teenagers feel a sense of pride and belonging. One powerful way to do this is to connect them to their culture of origin and those cultures they feel they belong to.
- When we do or say nothing about the child or teen's culture, the result is *not* neutral. We unknowingly run the risk of sending the message that their culture is not okay with us, and therefore, that they (as a person) are not okay with us.

Getting to know and understand more about the child's culture(s) and that of their family is a meaningful task for parents who will be fostering or adopting, and you'll likely need some extra tools to do that.



TOOLS



➤ **Cultural Responsiveness:**

Learning from another and acting respectfully

➤ **Cultural Competence:**

Effectively Interacting with people from other cultures

➤ **Cultural Humility:**

A humble and respectful attitude toward individuals of other cultures that pushes one to challenge their own cultural biases, realize they cannot possibly know everything about other cultures and approach learning about other cultures as a lifelong process.*

*Adapted: [Cultural humility: Essential foundation for clinical researchers](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043) www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043



21

FACILITATOR'S NOTE

While this area of content is not intended to provoke discussion, be sure you are familiar with these concepts so that you have a fuller understanding and can address any questions regarding the definitions slide.

It may be useful to know, according to Georgetown University's National Center on Cultural Competence, there is no one definition of cultural competence, as definitions of cultural competence have evolved from diverse perspectives, interests, and needs.

PARAPHRASE

Let's talk about tools you will need to sharpen in your toolbox to support children. The first is Cultural Responsiveness. For this class, we're going to describe this as "learning from another and acting respectfully." An example might be showing interest about holiday traditions a child and family have by asking them about their traditions and then incorporating the child's traditions into your family traditions. Often, these traditions are influenced by their cultural heritage, so this is a good way to keep that connection.

Cultural Competence is the next tool. The definition we're going to use in this class is "effectively interacting with people from other cultures." In the holiday example we were just using, if you learn that a child and family have particular traditions, cultural competence would be understanding and respecting the traditions the child has when they're with you. This might include having a visit at certain times so the family can honor a particular tradition together.



The third tool is Cultural Humility. We're going to define this as "a humble and respectful attitude toward individuals of other cultures that pushes one to challenge their own cultural biases, realize they cannot possibly know everything about other cultures, and approach learning about other cultures as a lifelong goal and process." Being thoughtful to start conversations about each child and family's traditions and being open to understanding and valuing them even if they're different from your own, is an example of cultural humility.

Cultural Responsiveness, Cultural Competence, and Cultural Humility are a powerful combination of tools for parents who will be fostering and adopting as you use them to help a child feel comfortable with you and in their new environment.





FACILITATOR'S NOTE

This section will take approximately 10 minutes.

PARAPHRASE

Let's reflect for a few minutes on how our experiences affect our expectations.

CULTURAL CLASHES



23

PARAPHRASE

When a new family comes together, it is not unusual for there to be cultural misunderstandings if they come from different cultural backgrounds and experiences. Misunderstandings can happen because our cultural understanding of the way things should be is a byproduct of our experiences. Whether we realize it or not, the culture(s) that surrounded us shaped and continues to shape our views and expectations about so many things.

As we all know, human beings have a natural bias toward things we are familiar with because it simply feels more comfortable and most of us prefer our comfort zones. This can create a cultural clash because our first instinct may be to distance or judge when there is discomfort over a difference. But a cultural clash can also be an opportunity to bring people closer together as they work to understand one another. It is important that parents who are fostering or adopting have **self-awareness** and **self-reflection** to do this, as well as **adaptability and flexibility** (characteristics) to make any changes.

It will be critical for families who are fostering or adopting to have humility in handling any cultural clashes so they can be used to build connections rather than break them down.



WHAT DOES
THIS IMAGE
BRING UP
FOR YOU?



24

ASK

Let's use an example. Quickly, without thinking, throw out one word to describe your first thoughts about what this image brings up for you?

Responses may include:

- Holidays/Christmas
- Joy/cheer
- Drama
- Family
- Traditions
- Fights
- Presents
- Stress
- Memories of childhood
- Religion
- Consumerism/commercialism
- Warmth

DO

Quickly verbally reinforce the words in responses or write them on a flip chart if you have time. A volunteer could also be asked to scribe.

Adaptation for Remote Platform

Have the co-facilitator or a volunteer write responses in the chat.



PARAPHRASE

For those of you who responded positively to this image, it likely means you had positive experiences with trees with presents under them. Do you think all children who will come into your home will have had the same experiences of trees with presents that you have had? Maybe they celebrated a holiday with an outing to a fast-food restaurant or they did not celebrate that holiday at all. Perhaps poverty may have affected how the family celebrated or maybe they were of a religion that did not celebrate the same holidays. In any of these cases, what might it feel like for a child or teen if their experience with a family who is fostering or adopting is a tree with lots of presents? For example, what if a Jewish child came into a Christian home?

Reinforce any range of responses, including:

- Uncomfortable because it is different from what they are used to
- Good because they have lots of new toys to play with
- Rejecting of the presents
- Confused
- Guilty (they are getting more than their family members are or for practicing a different tradition)
- Missing family
- Insisting/wanting to do what they're used to
- Sad
- Wanting to share the nice things with their family
- All of the above

ASK

Using your cultural humility skills, what might the parent who is fostering or adopting be able to do with this possible culture clash?

- Don't approach the situation from a "right or wrong" stance but see it as an opportunity to practice cultural humility and to learn something from and about the child.
- If children don't seem happy with the gifts, rather than being upset, adults can start a discussion to learn more about the child's background and to validate their feelings.
- Parents can keep the tradition of having a tree and presents and also use it as an opportunity for connection with a child to ask what traditions they would like to bring into the family.

PARAPHRASE

Using "Both/And" rather than "Either/Or" thinking shows everyone's experiences and expectations have value and will eventually allow people to feel that all are included and welcome in this home.





FACILITATOR'S NOTE

This section will take approximately 20 minutes.

PARAPHRASE

As children get older, you will be able to talk more in depth about their culture(s) and developing identities. These conversations may not always be easy, and you may not know how to support them, especially if they are expressing things that are uncomfortable for you. Yet, it will be critical to support them, and they will likely be hoping for more than just words.

While the topics may get complicated, your role can be simplified into what they need from you. The main things they need from you in these talks is for you to listen, learn and understand.

CONVERSATION TIPS FROM TEENS

1. Stay engaged in conversations by simply listening.
2. Stay open to explorations, rather than trying to guide.
3. Listen for understanding, rather than to support your own conclusions.
4. Look at what the child is doing right in the situation, not what's wrong with them or it.
5. Engage and affirm, rather than trying to fix or change.
6. Tolerate some degree of discomfort when you're deeply listening.
7. Accept not having closure after a conversation.

*Adapted from Freechild.org (Listening to Young People)



26

FACILITATOR'S NOTE

This slide sets up the role-play activity that follows.


SAY

We're going to be practicing how to have conversations with children about their culture(s) and developing identities in a few minutes. To get us thinking, here are a few tips that teens have shared that help them feel that adults are not only hearing them but also giving support or encouragement about who they are or who they are becoming. This kind of affirmation is incredibly important to teenager's developing identity and to strengthen their self-worth, especially for those who have experienced trauma and loss.

DO


Ask a volunteer to read the seven points on the slide aloud. (Alternatively, you can have seven participants each read one point.)





ALLYING

1. Listen carefully and, keep your:
 - Attitude open
 - Language affirming
 - Child the priority
2. Acknowledge their feelings and experiences
3. Brainstorm possible action plans

 27

PARAPHRASE

These tips teach us that helping older children and teens feel like you truly have their back is a thoughtful, active process. It will require many conversations, not just one. The stage beyond just giving verbal support to children and teens is called being an ally. Being an ally is more powerful than general support because it is a more active process that goes beyond making it okay for a child to explore an identity or culture on their own. When an adult allies, they stand beside the child in each step of their journey. Allying includes:

- Listening carefully while keeping your attitude open, language affirming, and the child as the priority in each of these conversations
- Acknowledging their feelings and experiences
- Brainstorming possible action plans that they can take themselves or those that they need your help with

It's important for action plans to come last or an action step may or may not be needed. The first two steps are always important so that children and teens feel validated in their daily experiences. In some cases, that will be enough, in others, they will need your help to brainstorm their own action plan. Some plans may be better with your involvement, and this is something for you and the child or teen to talk about and decide on together.

Now let's see what allying looks like. We're going to need some volunteers who don't mind reading.

FACILITATOR'S NOTE

The following role-play activity is designed to reinforce the skill of allying. Be sure you read

Handout #2: Enhancing Your Toolbox: Conversations that Ally in advance to choose which scenario(s) you will have the group practice. Facilitators should select the most appropriate scenario based on training needs and goals. Allow about 12 minutes for the entire activity.

Adaptation for Remote Platform

Ask for volunteers to do a role play while the large group stays together. The volunteers will need to have their copy of Handout #2, so they can read the script. Processing with the large group can happen during the activity or at the end through the chat function.

DO

- Choose the role plays for the class to practice, one at a time (You can choose to do between 1 and 3, depending on your time)
- Have two volunteers come to the front of the room with Handout #2: Enhancing Your Toolbox: Conversations that Ally to read each script
- Point out which scenario they are to read from the handout
- Have the volunteers choose who will be the parent and who will play the child in their scenario
- For those playing the child, instruct them to act like a real child.
- For those playing the parent, remind them their body language and tone of voice is also sending messages
- Leave the slide up so the class can refer to the allying steps during the role plays
- Ask the volunteers to read their script aloud
- Thank the volunteers for reading and send them back to their seat
- Process the role play in the large group
- Call up the next set of volunteers and repeat the process with another scenario as time permits

Scripts For Enhancing Your Toolbox Activity:

Scenario #1: Mariana, age 12

Child: School sucks

Parent: Sometimes it does. Sounds like you didn't have a great day.

Child: Obviously not! After you dropped me off at school, the kids made fun of me 'cause you're a different color than me!

Parent: Oh, that's awful, I'm so sorry! People can be so mean.

Child: They kept teasing me about it and told me that I would never really be part of the family because I look so different from you.

Parent: That must be so painful to hear even if they are totally wrong. How terrible!

Child: It does feel terrible. Sometimes I wonder if it could be true.

Parent: I see why you would wonder that, it's natural. It couldn't be further from the truth though. I am so proud of who you are and your being in the family makes our family's life better.

Child: Are you sure? Maybe a kid who looks like you wouldn't have all these problems.

Parent: I can't imagine our life without you or every single thing that you have brought into our family including the fact that we are now a family with one than one race. You are our



child, beautiful exactly as you are, I wouldn't want one percent of your looks changed for anything in the world.

Child: I'm sick of those kids.

Parent: You're right, let's spend some more time with the kids from your dance classes, the kids there will understand you better. And some of those families don't all look like each other either. We need more people that look like us around!

Scenario #2: Jessica, age 14

Child: (crying) Everybody on Instagram is making fun of me and saying mean things.

Parent: Oh no, honey, that's awful. What's it about?

Child: It's because my girlfriend and I held hands today at lunch.

Parent: Oh Jessica, how cruel! You have a right to hold hands like everybody else at school.

Child: I don't know what to say to them, am I weird because I like girls, not boys?"

Parent: Absolutely not! Some girls have liked girls instead of boys from the beginning of time. You're great just the way you are. Do you want me to talk to someone at the school or this kid's parents?

Child: No, I got this Mom. I know you've got my back. I'm gonna try talking to the kid who started it first. Or maybe I'll send a message to everyone. If I need your help, I'll let you know.

Parent: Ok, well think about it and let's talk after dinner about the pros and cons of sending a message to everyone if you decide to do that.

Child: Ok, maybe that's a bit much. I'll start with the kid first.

Parent: I'll check in with you tomorrow after school to see how you're feeling about how it went. I wish this didn't have to happen and sorry to say this may not be the last time. The world is not educated enough. I'm here whenever you need me, and we'll keep figuring it out together.

Scenario #3: Paul, age 16

Child: I feel so different than the other kids at school and on my team.

Parent: Oh, that's hard. Glad we're talking about it though. What's making you feel different right now?

Child: The food here doesn't look like what I'm used to. I like rice for breakfast, not cereal.

Parent: Oh no, I'm sorry I didn't realize that sooner. That would be very uncomfortable for anyone! You've probably been hungry every day, this is my mistake.

Child: Anyway, I can't eat much food like this, and I don't even care that the kids call me skinny.

Parent: This is definitely something we can fix. I want you to join me in making the shopping list and I'd better learn some new recipes! I was just used to what I'm used to, but maybe I'll like your food even better.

Child: That's nice of you but that's not the only thing. When I get lonely like this, I wish I had someone to talk to in the language my family uses at home. But I never hear that around here, and my teacher keeps saying how perfect my English is. So, I'm thinking I should just forget it all and work harder to fit in. What do you think?

Parent: No, no, no. It's not your job to fit in. It's your job to be you. I'm so thankful we're talking about it so I can find more people and places where you can speak your language. It

makes me sad to realize you haven't been able to do that. How hard on you. You deserve so much more and the more we keep talking about it, the more we can get there!

DO

Take a moment at the end of each role play to process the activity with the volunteers or class with questions like:

- How do you think this helped the child feel?
- Do you think this was easy or hard for the parent and why?
- Did you notice any a particular tone of voice or body language that showed the parents feelings?

Reinforce the three steps of allying when you hear them in participant responses.

PARAPHRASE

Whether it be growing up in a racially or culturally diverse family or talking about their sexual identity, these are challenging situations for children to navigate on their own. It will take practice, but it is critical that you learn to be an ally for children like Jessica, Mariana, and Paul, so that you show you are truly supportive of their developing identity and can help them to sort it out with their peers and the world around them.



ALLYING



28

FACILITATOR'S NOTE

This slide is intended to wrap-up the role-play activity.

PARAPHRASE

It is not important to say exactly the perfect thing in these conversations or that you have all the answers. The important thing here is to affirm the child's feelings and to provide support to the child in dealing with the challenges before them.

When we ally with children and teens on their developing identity over time, this active adult participation can result in an improved sense of belonging, freedom, and pride for the child, which can positively impact the child's overall well-being. We want them to feel proud and strong in who they uniquely are! Allying with children and teens also builds the relationship with the adult who is willing to go there with them which is a huge plus.



REFLECTION/ RELEVANCE



29

FACILITATOR'S NOTE

Participants should do this activity at home.

SAY

Having cultural humility means that we will always be growing. Take a moment to reflect at home this week about what would help you to be more prepared to parent children from cultures and backgrounds that are different from yours.

To help guide your thoughts, there are sample statements in your **Participant Resource Manual** you can use.

FACILITATOR'S NOTE

For your reference, the statements in the **Participant Resource Manual** are:

How I would like to become more prepared to take children from cultures and backgrounds that are different from mine:

- Educate myself about _____.
- Educate family members about _____.
- I will stay open by _____.
- Expand my social network by _____.





FACILITATOR'S NOTE

This section will take approximately 5 minutes.

PARAPHRASE

Now, it's time to wrap up. Before we do, I want to briefly highlight the key points from this theme:

- Children come from various backgrounds, beliefs, values, cultures, and perspectives that will be meaningful to them, if not now, in the future. A parent who is fostering or adopting should be working to include these things into the family to help the child feel welcome and valued.
- We all benefit by learning and listening more. For tips check out Handout #3: NTDC Parent Tip Sheet: Cultural Humility in your Participant Resource Manual.
- Our personal expectations and experiences will impact our view on many of the things that will come up in parenting conversations. To have effective and meaningful conversations with the child, we will need to move beyond our own experiences to see the world through the child's eyes so we can acknowledge their perspective.
- You will need to be self-aware, appreciate diversity and other world views, and be adaptable in order to successfully promote a child's positive identity when their culture and/or race is different than our own.

LIFELONG LEARNING



31

SAY

It is critical that as you go through this journey, you continue to enhance your knowledge and skills. It is important that you continue your own learning by taking advantage of resources that are available to you. This theme has resources that will help you continue to learn more about this topic. One suggested resource is an article **How to Honor Your Child's Birth Family** by Tony Hynes, Training Specialist and adopted person.

You can find the resources on the NTDC website or in CapLEARN.





FACILITATOR'S NOTE

The closing quote above and the paraphrase section below will be done only once per day, after the last theme presented for the day. If you are moving on to another theme invite them to take a break, stretch, or breathe, before moving on to the next theme.

If closing for the day:

- Thank everyone for attending and for their thoughtful participation and attention. Remind the participants that although this training may seem long, it is critical for them to gather the knowledge, attitude, and skills that are needed as they embark on this journey because they ultimately will play a huge role in the lives of children and families.
- If in person, collect the name tents or have them tuck them into their **Participant Resource Manual** to bring back to the next class.

PARAPHRASE

Close out the day by covering the below topics:

- Remind participants of the date/time for the next class and let participants know if there are any changes to the location.
- Encourage participants to contact you (or other facilitators) if they have any questions or concerns.
- Review the themes that will be covered during the next class.
- If in person, remind participants to take their **Participant Resource Manual** with them and to bring them to the next session. If using a remote platform, remind participants to have the **Participant Resource Manual** available for the next class.



For more information, visit:
ntdcportal.org

33



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