

Thematic Review from Interviews of Caregiver Factors Related to Placement Stability and Permanence for Children and Youth Experiencing Foster Care or Adoption

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Major Themes from Kinship, Foster Care, and Young Adult Interviews

Table 1: Demographics of Respondents							
Code	Age	Gender	Type of Placement	# of Years Since Placement/ Age Adopted	State	Marriage Status	Race
101	40+	Female	Kinship	15 years	WA	Married	White
102		Male	Kinship	1.5 years	UT	Married	White
103	early 30's	Female	Kinship	3.5 years	WI	Single	African American
105	mid 30's	Female	Kinship	6 years	CO/ AZ	Married	White
106		Female	Kinship	2 years	NJ	Married	White
110		Female	Foster Care	3 years	NC	Married	White
111	44	Female	Foster/Adopt	16 years	Multiple	Single	White
113	52	Female	Foster/Adopt	10 years	NC	Single	African American
114	late 30's	Female	Foster/Adopt	3.5 years	MA	Not legally married, partners	White
115	late 40's/early 50's	Male	Foster Care	4 years	CA	Married	Asian
116	early 30's	Female	Foster Care	3 years	VT	Single	White
117		Female	Foster Care	4 years	NM	Married	White
119		Female	Foster Care	14 years	FL	Married	Latino
120	28	Male	Young Adult - Foster Care	13	MO	N/A	African American
121	26	Female	Young Adult - Foster Care	aged out	MN	N/A	White
124	21	Female	Young Adult - Foster Care	16	TX	N/A	Latino
126	22	Female	Young Adult - Both	N/A	MD	N/A	White
127		Female	Kinship	6 months	OR	Married	African American
128	50's	Female	Kinship	8 months	NV	Single	White
131	50's	Female	Foster Care	22 years	MO	Married	African American
133	50	Female	Kinship	4 years	ND	Married	White

Table 2: Characteristics				
	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)	Number of Kinship Responses (n)
Characteristic		227	21	108
<i>Access to supports</i>		4	2	0
<i>Connection</i>	includes ability to make attachments	4	4	3
<i>Flexibility</i>	at home and at work	36	15	12
<i>Love/loving</i>	expressing and showing love	10	9	3
<i>Understanding</i>	includes perspective taking, communicating empathy	32	8	19
<i>Acceptance</i>	includes nonjudgmental	5	4	2
<i>Commitment</i>		10	4	0
<i>Compassion</i>	includes compassion for bio family	13	8	8
<i>Feeling safe</i>		15	5	10
<i>Honesty</i>		4	3	3
<i>Motivating</i>		4	3	4
<i>Nurturing</i>		3	2	2
<i>Openness</i>		7	4	3
<i>Partner support</i>	having strong partner support in co-parenting, male role models	9	5	3
<i>Patience</i>		11	7	7
<i>Reassurance</i>		4	3	4
<i>Sense of humor</i>		4	3	1
<i>Treat as your own</i>	being able to treat the child as your own	6	3	2
<i>Normalcy</i>	keeping a sense of normalcy in the child's world	3	2	0
<i>Trust</i>		11	4	0

Table 3: Competencies				
	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)	Number of Kinship Responses (n)
Competency		390	21	135
Knowledge		63	14	7
<i>Child development knowledge</i>		9	3	1

Table 3: Competencies

<i>Understanding grief</i>		3	2	0
<i>Mental health knowledge</i>	<i>"If you don't- if you don't have any idea or background or information of how that affects the child's brain or what kinds of things could you be seeing, then it all is just like, "Oh this child is just acting up, and they're just acting up, and they're just acting up." Until you really look at it through, "Well why wouldn't I think that that child would be acting out?"</i>	27	9	1
<i>Understanding trauma</i>	<i>"I didn't- I didn't understand the depth of, um, traumatic experiences that a child could've faced since my upbringing, um, was from a two parent loving family, um, that didn't face those kind of hardships. So I guess didn't have, um, the social, um ... the social emotional knowledge I guess of- of what a child went through. So it was very hard to relate at first when I started to their situation. Um, maybe if there were some educational videos or, um, you know, exploring kind of more of different areas than I lived in. Like more urban areas. Um, that could've helped me understand how a child would live, you know. Coming from a suburban area I- I- I really ... I just couldn't relate to the children."</i>	24	8	1
<i>OK making mistakes</i>		1	1	0
<i>Preventing negative behaviors</i>		1	1	0
<i>Understanding/meeting the child's needs</i>	<i>"Um, I don't know. Just relational understanding that, you know, even though you don't understand how they got to that specific point in their life that maybe their children were taken away, you are there to help, um, be a support and, you know, fix the problem instead of add more stress by, you know, negativity."</i>	3	2	0

Table 3: Competencies

<p><i>Compatibility of family to child</i></p>	<p><i>"In a relationship, if the child already has a relationship with this person and they, um, you know, if th- that- that's, that's important too. It's, I think it would be better to try and put the child with somebody that they already know in the family, than a whole nother family member that has probably passed on a little tension and everything. But when, that this child has no idea who you are and you, and he-, I'm stuck with you because you passed the test but I love my auntie over here that I've been knowing my whole life. But I, she can't get me because of something that happened five years ago. You know, stuff like that is important. Especially when you dealing with a child that already been traumatized and then you give them to a complete stranger, even if it's family or not. That's more traumatizing (laughs)."</i></p>	<p>4</p>	<p>2</p>	<p>3</p>
<p><i>Continuity of care</i></p>	<p><i>"I think that, first of all I wanna say on the record, I think it's very important to try to do relative before foster care for cultural reasons and just keeping it in the family reasons. And with that being said, I think that some of the regulations that's preventing relatives to get their family, needs to be reevaluated."</i></p>	<p>23</p>	<p>5</p>	<p>0</p>
<p><i>Lack of cultural competence</i></p>	<p><i>"I lost actually a lot of my Spanish speaking. I, um, I didn't have anyone to speak to and back when I was in the system, we weren't, I had multiple, multiple, multiple homes and shelters and groups homes that told us we were not allowed to speak Spanish, so, um, we lost it a lot, I lost a lot of my Spanish."</i></p>	<p>8</p>	<p>3</p>	<p>0</p>

Table 3: Competencies

<i>Cultural competence</i>	<i>"we are a transracial family, um, and so both my husband and I really are hyper-conscious about sort of like how white privilege and oppression plays out. Uh, we are a sort of family that is deeply invested in social justice, so we really are conscious about the way sexism, misogyny, racism, um, immigration issues all play out in our family and, you know, because our son is Mexican, we have to be conscious of that. Uh, having a diverse community, having a community that reflects our son, um, hav- you know, especially in California, we did have Mexi- friends who were of Mexican heritage who really could, uh, connect with our son and support his identity as Mexican. Uh, [inaudible 00:15:16], um, and then, also, you know, our own relationship, and, you know, our own ability to talk through conflict and, uh, support each other."</i>	29	5	0
<i>Cultural competence</i>	<i>"we are a transracial family, um, and so both my husband and I really are hyper-conscious about sort of like how white privilege and oppression plays out. Uh, we are a sort of family that is deeply invested in social justice, so we really are conscious about the way sexism, misogyny, racism, um, immigration issues all play out in our family and, you know, because our son is Mexican, we have to be conscious of that. Uh, having a diverse community, having a community that reflects our son, um, hav- you know, especially in California, we did have Mexi- friends who were of Mexican heritage who really could, uh, connect with our son and support his identity as Mexican. Uh, [inaudible 00:15:16], um, and then, also, you know, our own relationship, and, you know, our own ability to talk through conflict and, uh, support each other."</i>	29	5	0

Table 3: Competencies

Respect family dynamics	<i>"Took me a long time to learn that it was okay, if I thought my child was struggling because he was missing his mom, that it was better to address the fact that he was missing his mom than to try to distract him with something else or-"</i>	15	5	10
Safe environment	<i>"And at the time it was annoying, and it was a challenge to me, but it really started to help me break down my own barriers and start to feel safe and secure in that family. And really allowed me to feel okay being adopted into that family when the time came. So re- it was really mu- it was very much that verbal confirmation and then following it up with her actions."</i>	10	5	0
Skills	includes family management skills, conflict, problem solving, communication, empathy,	155	20	50
<i>Ability to maintain attentiveness</i>		44	10	5
<i>Accepting and loving</i>		6	2	0
<i>Attachment behaviors</i>		14	2	0
<i>Skills to deal with rejection</i>		3	1	0
<i>Resource seeking</i>		14	7	5
<i>Asking for help</i>		21	9	7
<i>Therapy / counselor</i>		15	5	6
<i>Boundaries</i>		4	3	2
<i>Controlling temper</i>		7	3	2
<i>Effective Communication</i>		17	6	2
<i>Listening</i>		12	8	3
<i>Reunification with family</i>		4	3	1
<i>Setting boundaries/structure/routine</i>		15	4	0
<i>Social Emotional Learning</i>		9	3	1
<i>Accountability</i>		4	1	0
<i>Consistency</i>		13	7	3

Table 3: Competencies				
Support	<i>"in, in the evolution of, of who you are as a foster parenting, as a foster parent, um, you know, when you're thinking about high quality of life and wellbeing for, for the kids in your, and stability for the kids in your care, um, it is a lonely road for a lot of people. It's, um, and to set up supports, just a couple really solid supports, that will be willing, out the gate, to bend with you as, as you, as you flex and, um, and learn."</i>	85	17	22
<i>Have a network/ support group</i>		38	12	15
<i>Interacting with birth family effectively</i>		41	9	2
<i>Respecting birth family</i>		12	6	1
<i>Managing difficult behavior</i>		10	5	5
<i>Understanding child's behavior challenge</i>		8	4	5
<i>Sibling support</i>		2	2	0

Table 4: Training				
	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)	Number of Kinship Responses (n)
Training		413	21	183
Suggested topics		200	20	74
<i>Respite care options</i>	also information about camps	3	2	2
<i>Skills training</i>		7	4	2
<i>Adjusting expectations</i>		12	6	9
<i>Normal behavior</i>	clarity about what normal behavior is	3	2	2
<i>Sexual Orientation/Gender Identity</i>		2	2	0
<i>Trauma training</i>	includes trauma informed approaches, understanding trauma	76	19	26
<i>How to navigate confidentiality</i>		3	2	0
<i>Empathy</i>	includes dealing with emotions and grief	3	3	1
<i>Understanding court process</i>		12	7	1

Table 4: Training

<i>Advocacy</i>		4	3	0
<i>Brain development</i>		3	1	0
<i>Concurrent planning and training</i>		3	1	3
<i>Child development</i>		26	8	10
<i>Connective parenting</i>		4	1	4
<i>Cultural identity</i>		6	3	0
<i>Difficult behaviors</i>		4	2	0
<i>Discipline techniques</i>		9	7	4
<i>Ineffective parenting</i>		5	4	3
<i>Logistical organization</i>	includes timelines for foster and adopt, information about rights as a foster parent	9	2	3
<i>Mental health training</i>	broad range including issues related to specific mental health needs	6	5	4
<i>Nurtured heart approach</i>	this is a particular approach	3	1	3
<i>Navigating the system</i>		7	6	1
<i>Role of the foster parent</i>		3	3	1
<i>Safety challenges</i>	includes internet safety	6	2	0
<i>Navigating school systems</i>	includes understanding special education	3	1	0
<i>Unrealistic expectations</i>		19	8	5
<i>Working and communicating with birth parents</i>		12	10	2
Training Process Suggestions		136	19	61
<i>Experienced adoptive/foster parents</i>	<i>"Okay. Change ... Okay. I would have, um, more panel discussion. I would- I would have foster families, adoptive families be part of trainings. I would, um, you know, invite them to come back for service hours or, you know, even."</i>	9	6	0
<i>Not going to be normal</i>	<i>"First, I think that there wasn't going to be a normal, we weren't gonna, like, be able to just, um, give them stability and then they would be normal. Um, that traditional parenting, I guess second, that traditional parenting was not gonna work at all, um ..."</i>	3	3	3

Table 4: Training

<i>Sharing personal experiences</i>	<i>"I think that there's a lot to be said from in- from face-to-face interactions with those that have gone through it. I think that that, a peer-to-peer model is extremely important. So, if it were me, I would expose foster adoptive potential parents to others who have successfully done it. And others who have, who have given up. Um, and really talking through why that is."</i>	21	8	8
<i>Better access to training</i>		34	10	15
<i>Better pre-service training</i>		3	2	0
<i>Credible trainers</i>		5	3	1
<i>Good pre-service training</i>		3	2	0
<i>Good trainers</i>		6	4	4
<i>Pre-service training needed</i>		8	4	3
<i>Good training practices</i>		3	2	1
<i>Hearing from others going through the process</i>		3	3	1
<i>Lack of kinship training</i>		8	3	7
<i>Lack of training</i>		12	4	11
<i>Separate training for foster and adoptive</i>		3	2	0
<i>Training for birth parents</i>		13	7	7
Training formats		47	15	24
Internet		3	1	0
<i>One-on-one in home</i>	includes coaching	5	3	2
<i>Online training</i>	includes online support	12	6	3
<i>Providing resources</i>	<i>"have specific training for kinship providers. I mean, the general training I think everyone should go through, but, I don't know with ... I, it's going to sound bad because that sounds like more work, but I feel like kinship providers need to have specialized training, even if it's only a couple hours, on these other unique things you're going to have come up; these are all the relationship dynamics that are all going to change, and this is how, um ... And just specifically dealing with kinship providers and resources that are available to them."</i>	9	3	8

Table 4: Training				
<i>Reading books</i>		7	4	4
<i>Variety of options</i>	this asks for a variety of modes to be offered	6	4	5
<i>Webinars</i>	<i>"I mean I've read so many books. You know, like ... I don't know. Adopting Another Child, Common Sense Parenting. Um, you know, I think Common Sense Parenting I must've got the most out of."</i>	8	6	2

Table 5: Capacity				
	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)	Number of Kinship Responses (n)
Capacity		113	18	66
Birth family connections	The capacity to maintain positive and fulfilling connections with the birth family	15	6	2
Kinship care	The capacity to maintain positive and fulfilling connections through placement with family members. All youth provided	3	1	0
Time commitment	Capacity to put time into training and family management	12	4	10
Advocating for the child	<i>"you do yourself and those children a disservice if you don't speak up for them."</i>	19	9	8
Calm & patient	Finding those times that worked by being calm and patient in response to behaviors	8	5	2
Community of support	<i>"I think they were ... I think it was sort of at the end of age two that I started saying, "I need to figure out if what I'm going through is what other people are going through." So then I started seeking out, you know, a support system."</i>	11	5	7
Happy child	<i>"To see the kids happy and, you know, coming out of their shells. That was always really good."</i>	4	4	4

Table 6: Challenges

	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)	Number of Kinship Responses (n)
Challenges		205	20	88
Bio family challenges		59	16	35
<i>Understand family dynamics</i>		31	8	25
<i>Biological families held to same standard</i>		3	2	0
<i>Communicating with bio family</i>		5	3	0
<i>Disruptive home visits</i>		8	3	5
<i>Traumatic visits</i>		4	1	3
<i>Keeping siblings together/connected</i>		2	2	0
Personal challenges		10	8	3
<i>Emotional stress</i>		4	4	3
<i>Self-care</i>		5	4	0
System challenges		80	18	32
<i>24-hour crisis access</i>		4	4	2
<i>Lack of family background information</i>		17	10	7
<i>Lack of medical information</i>		2	2	0
<i>Lack of pre-service training</i>		15	5	7
<i>Lack of program/system support</i>		25	11	12
<i>Ineffective training</i>		9	4	3
<i>School challenges</i>		15	1	0
<i>System demands interfere with kids' participation in prosocial activities</i>		3	1	3
Youth challenges		55	11	20
<i>Child's fabricating stories</i>		4	1	4
<i>Need to grieve</i>		4	1	0
<i>Need to make independent decisions</i>		3	1	0
<i>Adjust to living arrangements</i>		22	7	10
<i>Behavioral problems</i>		6	4	1
<i>Permanency kids perspective</i>		3	2	0
<i>Food security</i>		5	1	5
<i>Frequent moves</i>		5	3	0
<i>Trauma informed needs</i>		4	1	0

Major Themes from Intercountry/Private Domestic Adoption Interviews

Please note: Themes are bolded, subthemes are italicized. Themes/subthemes were not included this report if they had less than 3 total references

Table 1: Demographics of Respondents

Code	Youth/Adoptive Parent	Type of Placement	Age	Location of Training/Adoption	# of Years Since Placement/Age Adopted	Gender	Marriage Status	Race	Education
301	Youth	Private Domestic	24	GA	Newborn	Female	N/A	White	N/A
302	Youth	Private Domestic	27	CA	6 months	Female	N/A	White	N/A
303	Youth	Intercountry (Russia)	27	CA	5.5 years	Female	N/A	White	N/A
304	Youth	Intercountry (Korea)	24	NE	5 months	Male	N/A	Asian	N/A
305	Adoptive Parent	Private Domestic	N/A	FL	7 years	Female	Married	Caucasian	Post HS
306	Adoptive Parent	Intercountry (Serbia)	N/A	DC	2 years	Female	Single	Caucasian	Post HS
307	Adoptive Parent	Intercountry (Brazil)	N/A	VA	3 years	Male	Married	Caucasian	Post HS
308	Adoptive Parent	Private Domestic	N/A	DC	4.5 months	Female	Married	Caucasian	Post HS
309	Adoptive Parent	Intercountry (Burundi)	N/A	TX	2 years	Female	Married	Caucasian	Post HS
310	Adoptive Parent	Private Domestic	N/A	VA	3 years	Female	Married	Caucasian	Post HS
311	Adoptive Parent	Private Domestic	N/A	AL	1.5 years	Female	Married	Caucasian	High School
312	Adoptive Parent	Private Domestic	N/A	CO	7 years, 4 years, 4 months	Female	Married	Caucasian	Post HS
313	Adoptive Parent	Intercountry (Kyrgyzstan)	N/A	CA	3 years	Male	Married	Caucasian	Post HS
314	Adoptive Parent	Private Domestic	N/A	TX	1.5 years	Male	Married	African American	Post HS

Table 2: Characteristics

	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)
Characteristic		211	14
Attitudes/Beliefs about families		9	6
<i>Belief of love the child</i>	<i>"unconditional love"</i>	3	3
<i>Positive Outlook</i>	<i>"You, you have to have a big picture perspective on this. You've gotta know where you want it to go, and you've gotta know where you're trying to go and how you're getting there, um, or, or it's gonna seem like you're doing nothing."</i>	4	2

Table 2: Characteristics

Access to Resources		12	7
<i>Economic Resources</i>	Having the financial resources to support the child while having time to support them emotionally as well.	3	3
<i>Resources</i>	Access to resources such as counseling, therapy, and helpful information	7	4
Access to Supports		39	12
<i>Able to ask for help</i>	<i>"we're gonna humble ourselves and ask for help when we need it."</i>	3	3
<i>Counseling</i>	Access to reactive attachment therapy and psychotherapy	3	2
<i>Importance of supports</i>	<i>"I would say, um, a huge thing is provid- um, finding a great support group. Um, whether that's an adoption support group, whether that's um, through a church or a different entity that they belong to, um, to help them talk through those hard issues and-and primarily someone that has been through a similar situation."</i>	6	4
<i>Types of support</i>	Supports ranged from pediatrician, therapists, experienced adoptive parents, support groups, and friendships with families with same age children.	24	9
Belief in high power	<i>"really doing what we felt like the Lord wanted us to do"</i>	8	4
Belief in self-efficacy		8	5
<i>Self-efficacy</i>	Believing in your own ability to make decisions and positively impact the youth's life.	5	4
Healthy Family Functioning		16	4

Table 2: Characteristics

<i>Healthy Family Characteristics</i>	Healthy family functioning includes creating bonding time with your partner and having good communication, establishing boundaries, rules, and seeking out marriage counseling if needed.	10	4
<i>Stress on marriage</i>	<i>"I mean, parenting in general, right, tests your marriage. I don't have any biological children of my own, but I know plenty who do, um, and, and, you know, paren-parenting just strains marriages, um, so, learning how to communicate with each other through that is something that, um, that we had to learn, big."</i>	5	1
Important Skills		100	14
<i>Compassion</i>	<i>"I've become a much more empathetic individual"</i> <i>"recognizing that every child will see their story differently"</i>	5	5
<i>Determination</i>	<i>"I think just, uh, with that, comes the understanding that it's not always gonna be easy. Um, it'll kinda be hills and valleys in terms of, um, there'll be great moments, there will be some tougher moments. But in the end, understanding that it's gonna be worth it and that you're really making a difference in the lives of, um, the children, so."</i>	10	4
<i>Emotionally Supportive</i>	Meet the emotional needs of the child/youth	4	2
<i>Empathetic</i>	<i>"made me a lot more understanding of, just what they're going through. "</i>	5	3
<i>Flexibility</i>	<i>"being adaptive and being able to do things quickly and adapt to change, um, at a moment's notice."</i>	20	7

Table 2: Characteristics

<i>Honest</i>	Being honest with the child in an age appropriate way about their birth story	6	3
<i>Openness</i>	Openness to the child/youth birth journey, openness to help and resources, openness to youth's identity.	22	10
<i>Patience</i>	<i>"just having patience. That, um, all kids are different. So, some kids are gonna, um, come along at a different pace than others. Um, I guess, just, uh, having different backgrounds and, um, just histories, will just kinda play a part in that. That, um, just having the patience with the child is gonna really be, be helpful in that situation."</i>	19	8
<i>Self-aware</i>	<i>"We're gonna admit when we mess up, uh, and, and we're gonna, we're gonna fight for this thing."</i>	7	3
Motivation to adopt		10	7
<i>Motivation/Attitude towards foster/adoption</i>	<i>"they're dedicated to their children like their, their children's lives more so because being a parent is a part of their own identity"</i>	7	5
<i>Willingness to adopt</i>	<i>"willing to accept uh, the child and, and treat them as your own child."</i>	3	3
Sense of Humor	<i>"just being able to laugh at yourself in a lot of ways is really helpful"</i>	7	3
Tolerance for Rejection	<i>"It's okay to um, be asked questions. Um, it's okay, um, you know, just because a child has questions about their birth story or their own personal journey, doesn't meant that they don't love you or don't respect you."</i>	6	4

Table 3: Competencies

	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)
Competency		440	14
Ability to Maintain Attentiveness		106	14
<i>Attachment Behaviors</i>	Attachment behaviors include creating a safe, nurturing environment that meets the needs of the child while supporting independence and growth.	52	14
<i>Loving and Accepting</i>	"Dedicated to child and where child "is""	23	10
<i>Shared Power</i>	Allowing the child/youth to participate in decision making through a collaborative process.	5	5
<i>Structure</i>	"Created a stable environment with routine"	18	7
<i>Understanding child's needs</i>	"Look at the child's needs, not the parents' needs. Really know the child. "	15	10
Behavior Management		33	11
<i>Ability to self-regulate</i>	"They never reacted out of anger and that was a huge thing. They never disciplined us out of anger. They always like took a breather, calmed themselves down, they, they, they, then they came back to us when they were calm after some sort of a disagreement or an aggressive behavior regarding,"	8	8
<i>Boundary Setting</i>	Setting age appropriate boundaries.	3	2
<i>Consistency</i>	"So that you know as a kid, like my parents are going to follow through with what they tell me you know?"	4	2
<i>Difficult Behavior</i>	Difficult behavior was defined as expression of anger, hitting, scratching, and biting	3	1

Table 3: Competencies

<p><i>Ineffective</i></p>	<p><i>"I don't think I've been able to effectively manage his behavior, as taking privileges away doesn't work. I think for a kid who has spent a large part of his life having essentially nothing, taking away privileges isn't a big deal."</i></p>	<p>6</p>	<p>4</p>
<p><i>Reason for behavior</i></p>	<p><i>"And so, I would say, understanding where the child is coming from. Um, really getting to the root of the issue of why they're saying those particular things. Um, for example, something that I've talked about a lot is if a child says, "You're not my real parents," um, I would you know ... We encourage um, a family to sit down and say, "Well, what does a real family look like? What do real parents look like? Um, you know, you have two sets of parents." So really, um, just talking through um, kind of what is said and what that behavior is and trying to get to a root of why that behavior is happening or why someone said something in-in particular. So, um, I first would say, don't take it personally. Um, sometimes it's just a defense mechanism and sometimes, you know, uh, behaviors are really um, they're not uh ... Behaviors don't happen because the child is trying to be bad. Um, not always."</i></p>	<p>6</p>	<p>4</p>
<p><i>Time-in</i></p>	<p>Using inclusionary methods of discipline rather that exclusionary.</p>	<p>3</p>	<p>3</p>

Table 3: Competencies

Birth Family Connections		53	11
<i>Acceptance</i>	<i>"I think it's so important to show that respect and love for where they came from. Um, you know, whether you have an open or closed adoption that child needs to know that you respect and honor where they came from"</i>	8	3
<i>Challenges</i>	Challenges included maintaining international birth connections, maintaining birth family relations with biological parents who are resistant, and setting boundaries with birth families.	7	5
<i>Communication</i>	<i>"I think something that's so important is to really talk about um, the child's birth story. Talk about if they have any birth siblings. Talk about their birth family, what they were like. Um, really make um ... Really, so like, um, understanding ... So, something that is important is having any medical or social background information, if at all possible. Um, I- that's ideal, um, for any adopted kiddo and so, being aware of um, for example, if their birth mother or birth father, um, liked to read or were interested in music, or different things like that."</i>	12	3

Table 3: Competencies

<i>Cultural Connection</i>	<i>"I think being willing to ask and let them be the authority on their own, um, culture was, was big, because it gave her a sense of connection to, uh, our son, and, um, being willing to share that with him, you, and, and she knows best, and she's, we're local, so we're blessed in that way, but if, even if we weren't, then it was like oh, okay, these are the things that, that, um, she's involved in and now we can go do those things in our, see if there's anything like that in our area, and, you know, then be able to reference her in those scenarios."</i>	6	4
<i>Desire to maintain birth connections</i>	Importance of maintaining sibling connections.	3	1
<i>Importance of open adoptions</i>	Includes parents' support of birth connections, keeping siblings together, and understanding the importance to the birth parents.	13	5
<i>Open to the possibility</i>	<i>"would also- I would also say, um, you know, level of openness not only with a child's birth parents, um, or birth family, but um, with-with the child in, um, in general. Um, so even if there isn't an open relationship with the family, being open to um, talking to their child or foster child, um, about their adoption, about their experience, what-whatever that may look like. Just having that open level of communication there."</i>	8	3

Table 3: Competencies

Cultural Competence		73	12
<i>Identity</i>	<p><i>"Inferiority complex so and this actually affects absolute, aspect of life, personal, emotional, spiritual and social and, um, it can be detrimental for the parent, they don't understand, they assume the child feels grateful, but the child still feels unworthy, still feels inferior to other children, to family members even to parents, things like that. Mm-hmm (affirmative)."</i></p>	35	9
<i>Importance</i>	<p><i>"Yeah. Um, I think just, it's natural for kids to, uh, be curious about what their culture is. That kinda how they identify with it, especially when they're adopted. Um, it's just something that's kind of inevitable, I feel like. And in terms of the parents, um, kinda walking alongside them, I think it's important for them to share that same curiosity and to be willing to dive deeper into, uh, anything that the child has questions with or is kinda struggling with.</i></p> <p><i>Um, I think it's just, uh, it's a great, um, it's a great way for both parties, the child and the parents, to really go out and understand, um, what the, I guess how they identify with their other culture and what they can learn from it."</i></p>	12	7

Table 3: Competencies

<p><i>Items from culture</i></p>	<p>Bringing in items from culture <i>"We're adopting from Liberia and they encourage you to really, one, celebrate like the different, the food that they ate when they were in Liberia and bring it into your regular diet as well. And then to celebrate different holidays from the country they go to. And talk about their country and let them know like the more they recognize that, you know, that they feel tied to who, those who look like them and, you know, and where they come from, the more self worth they gain from it. And I've seen it with [child], the same with my daughter."</i></p>	<p>4</p>	<p>4</p>
<p><i>Preferred language</i></p>	<p><i>"speaking to them in their language... my mom learned Russian to be able to speak to her children and that caused a huge amount of safety kind of for our family. "</i></p>	<p>4</p>	<p>3</p>
<p><i>Socialization with culture</i></p>	<p><i>"I mentioned, making those connections with different people within that particular culture. Um, that can also mean, you know, um, like I said, having ... So, for example, if you have an African American child and you're a Caucasian family, um, you know, h-helping that child, you know, for example, with their hair. Taking them to the appropriate, like, hair dresser or um, helping them connect to different kiddos, um, with the same ethnic background as themselves. Uh, really just broadening, um, your support group. Um, just kind of dif- ... I mean, there's different ways. I think it-it's so um, dependent upon where the child lives, if he lives in a diverse, cultural area, or if there's um, a lack of diversity there, whatever that may look like. Being, you know, even just being open to maybe moving to a more culturally diverse area."</i></p>	<p>17</p>	<p>6</p>

Table 3: Competencies

Table 3: Competencies			
Developmental Stages		13	8
<i>Expectations based on age/development</i>	Understanding how expectations of the child/youth will change based on development.	7	6
<i>Knowledge of</i>	<i>"I'm the type of parent that would take the trainings from placement all the way 'til they're, you know, teenagers. I know a lot of families wouldn't probably, but, um, I think it definitely changes as they grow older"</i>	4	4
Effective Communication		92	14
<i>Adoption/birth story</i>	<i>"I think first and foremost, no matter when a child comes to a home, whether it's um, at birth or if it's, if they're five-year-old- five years old or years old, whatever that may look like. Knowing that their story doesn't start when they enter that home. Um, you know, for example, for infant adoptions, that child's story doesn't co- um, start when that child goes home from the hospital with the adoptive family. It starts when that child has been conceived. They have a story that starts with their birth family and so, just being aware of um, the birth family and what that looks like for them with that. Um, essentially what those roots look like for that adopted child, um, or foster child."</i>	15	7
<i>Impact on children</i>	<i>"I think for me growing up, um, not having that level of openness or um, just feeling that I could ask questions, that made me feel like um, you know, those questions weren't worthy or they were wrong to ask. Whereas, you know, they're really important to ask if you have questions."</i>	10	5

Table 3: Competencies

<i>Listening to child</i>	Listening to what the child wants and what information they would like. Keeping communication open to encourage the child to ask any questions.	14	6
<i>Non verbal</i>	Being aware of body language and how it may conflict with verbal communication. In addition, being able to use non-verbal communication to youth that speak other languages.	7	5
<i>Open communication</i>	<i>"having that level of openness in talking about that story and being open for questions and asking how they're doing and asking about their story. Um, and letting them be in charge of their story, too. So as a child, um, gets older, um, allowing them to tell their story to others if-if someone asks, or whatever that may look like for them."</i>	25	7
<i>Partner communication</i>	<i>"marriage and partner training, like learning how to communicate with each other through parenting and communicate about parenting is huge, um. It can solve, it can save you a lot of trouble. "</i>	4	2
<i>With others around adoption</i>	<i>"one of the biggest challenges has been, um, being able to tactfully respond to people acting very intrusive and inappropriate questions. That only gets more difficult the older my son gets and I can only imagine, you know, when he's older to really understand what people are saying and what they're talking about. But that has been a, a huge issue and just people making such a big deal about him being adopted."</i>	13	4

Table 3: Competencies

<p><i>Shared power</i></p>	<p><i>"Always giving the child a choice, explain to a child that this behavior is wrong and then saying to this child what is the best, um, punishment or the best discipline that we can, that you think you deserve for this specific behavior and giving the child a little bit of responsibility for their own behavior rather than putting a collar, a leash on the child, yanking the leash and making the child submit to an authoritative voice that they actually don't actually respect or consider as an authority because they were just adopted or they were adopted, but they were not themselves respected by the parents. Giving the children a choice on how their discipline goes, helping the child understand that the behavior is wrong, but that there's no fear in the discipline, the discipline makes you stronger, there shouldn't be any threats, there shouldn't be any disrespectful from the parents."</i></p>	<p>7</p>	<p>5</p>
<p>Grief and Loss</p>	<p>Grief and loss from the parent's perspective of not being able to conceive a child, the loss experienced by the youth, and the loss experienced by biological parents.</p>	<p>11</p>	<p>3</p>
<p>Self-care</p>		<p>12</p>	<p>7</p>
<p><i>Ability to self-regulate</i></p>	<p><i>"You really have to step back and not let your child bring you into their emotions. You have to pull back so you can, you can think-"</i></p>	<p>11</p>	<p>7</p>
<p>Setting boundaries</p>	<p>Setting boundaries around adoption story, keeping confidentiality of the child and birth families with communication with people outside the family and extended family members.</p>	<p>4</p>	<p>2</p>

Table 3: Competencies

Table 3: Competencies			
Social and Emotional Health		23	10
<i>Coping</i>	The ability to self-regulate, parent and child	6	3
<i>Importance of Social and Emotional Health</i>	<i>"I really wouldn't say it's any different than a biological parent, they just need to, to you know, emotionally and financially support their kid throughout childhood and then through you know college or whatever their, their vocation training was."</i>	6	5
<i>Modeling</i>	<i>"I wanna model for you what that means so that when you mess up, you can do the same thing. Um, because I, I don't want you living your life thinking that you never mistakes, or I don't want you living your life not knowing how to say you're sorry-"</i>	8	6
<i>Problem solving</i>	<i>"And so, I would say, understanding where the child is coming from. Um, really getting to the root of the issue of why they're saying those particular things. Um, for example, something that I've talked about a lot is if a child says, "You're not my real parents," um, I would you know ... We encourage um, a family to sit down and say, "Well, what does a real family look like? What do real parents look like? Um, you know, you have two sets of parents." So really, um, just talking through um, kind of what is said and what that behavior is and trying to get to a root of why that behavior is happening or why someone said something in-in particular. So, um, I first would say, don't take it personally. Um, sometimes it's just a defense mechanism and sometimes, you know, uh, behaviors are really um, they're not uh ... Behaviors don't happen because the child is trying to be bad. Um, not always."</i>	3	3
Trauma Knowledge		29	9
<i>Impact of trauma on development</i>	How trauma impacts behavior and requires different responses from the parents.	8	5

Table 3: Competencies

<i>Trauma history</i>	<i>"When they adopt, before they adopt, they should be aware of the problems and when they adopt, going back to the first, uh, thing about accepting a child, they shouldn't make the child problems, um, make the child a problem if that makes sense."</i>	11	6
<i>Understanding strong emotions</i>	<i>"It, it seems like the schism happens at a such a young age, which was something that I, I knew about, um, but un- un- until you see it, man, it's hard to, it's hard to explain to somebody what that looks like"</i>	8	3
Value Learning		39	11
<i>Internet resources</i>	Internet resources such as blogs, researching topics, and utilizing forums.	3	2
<i>Longterm training seekers</i>	<i>"I'm the type of parent that would take the trainings from placement all the way 'til they're, you know, teenagers. I know a lot of families wouldn't probably, but, um, I think it definitely changes as they grow older"</i>	9	7
<i>Reading</i>	Utilizing books on adoption as references.	19	7
<i>Self-guided</i>	Training that allowed the parent to self-guide themselves through modules and information gathering.	5	3

Table 4: Capacity

	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)
Capacity		5	4
Self-regulating: parent/child	The parents ability to self-regulate while assisting the child/youth in their own self-regulation.	3	2

Topic 5: Training

	Notes/Definitions/Quotes	Total References (n)	Number of Interviews that Referenced (n)
Training		221	12
Behavior Management		8	1
<i>Understanding behavior: anger and resentment</i>	Training on how to manage difficult behaviors and emotions.	4	1
Cultural Competency		5	4
<i>How and when to do it</i>	Specialized training to meet the cultural needs of the youth	3	3
Helpful		58	11
<i>Attachment training</i>	Attachment training was helpful such as baby massages and other activities that promote bonding.	6	4
<i>Books</i>	Case studies, references, and child books	3	2
<i>Personal Stories</i>	Personal stories from adoptive parents that convey situations and responses to youth behavior and emotions, as well as managing their own emotions.	16	10
<i>Personal Stories: importance</i>	<i>"You know, some of them are really heartbreaking stories, but it kind of prepared you for a worst case scenario. But then all of the stories, everything worked out the way that it supposed to work out. And, um, and I just thought that, that was just in-, incredibly helpful for us."</i>	4	2
<i>Podcasts</i>		3	2
<i>Removing ignorance</i>		3	1
<i>Re-watching video/webinars</i>	<i>" I watched a lot of trainings that she's done. I still watch those. I still will go back and-and re-watch her ... a lot her-her webinars and things like that."</i>	3	2

Topic 5: Training

Post Adoption	Continued communication that offers training and support groups for post adoption.	5	3
Pre-service: description	Ranged from internet, agency training, books	11	4
Resources	"The Adoption Handbook" "The Connected Child" "Parenting With Love and Logic" "I'm Chocolate, You're Vanilla" "The Out of Sync Child"	8	4
Suggestions		101	11
<i>Birth Families</i>	Setting boundaries, how to include extended birth families, how to deal with social media, basic communication between birth and adoptive families	17	6
<i>Communicating adoption story</i>	Training on how to communicate the adoption story with the youth.	5	3
<i>Cover basics and beyond of parenting</i>	<i>"just parenting basics, you know. Um, I know a lot of people who adopt already have children, but a great number of them don't have kids at all. So, um, literally, I feel these sounds of parenting 101, "Are you ready for this? Are you prepared for this? You know, um, tell me how you're gonna deal with the situation when this happens and this happens."</i>	3	3
<i>Cultural competence tools</i>	Trainings about the country of origin, interracial adoptions, and how to help the youth with their cultural identity	10	5

Topic 5: Training

<i>Expert guest speakers</i>	<i>"Like if they brought together foster and adoptive parents. Like the experienced ones who've raised the children to adulthood, and then the new ones who are just getting into it. Groups like that could probably be beneficial if they all you know, talked amongst themselves and, and learned strategies for how to approach different ... Like maybe difficult topics and how to deal with just raising a child in a general sense too."</i>	6	4
<i>How to deal with difficult situations</i>	<i>"how to deal with some more difficult situations."</i>	3	2
<i>Information on adoption process</i>	<i>"Expectations of timing of adoption process: how long it would take and what to expect in-country and how to prepare for this"</i>	3	3
<i>Medical issues/drug exposure and DD</i>	In depth training on medical issues, fetal alcohol syndrome, drug exposure, and DD	9	3
<i>Support</i>	<i>"Not done through any formal means, but might be a benefit in the future just to have ongoing activities or to build some kind of relationship with the other people so you have that network and the support moving forward."</i>	5	4
<i>Training process and throughout</i>	Have training after being matched with a child, continued support, and offered trainings throughout.	11	6
<i>Use technology</i>		9	6
Trauma training			
<i>Trauma training</i>	Training on the impact of trauma on the child	9	2

Major Themes from Tribal Foster / Adoption Interviews

Please note: Themes are bolded, subthemes are italicized. Themes/subthemes were not included this report if they had less than 3 total references

Table 1: Demographics									
Code	Expertise/Role	Tribal Affiliation	Kinship	Age	Gender	Marital Status	Education Level	Region	State
201	DSHS Tribal Liaison	Colville	N/A	N/A	Female	N/A	N/A	PNW	WA
202	Director of Family Services	Little River Band of Ottawa Indians of Michigan	N/A	N/A	Male	N/A	N/A		MI
203	Social Worker, CPS AK	Inupiaq	N/A	N/A	Female	N/A	N/A	A/I	AK
205	Foster Home Recruitment	Cherokee Nation of OK	N/A	N/A	Male	N/A	N/A	PLA/SE	
208	Kinship caregiver (guardianship) - guardianship began when child was 3	Spokane/Coeur d'Alene	Yes		Female	Single while raising child	Post HS	PNW	
211	Kinship Caregiver - amount of time unknown	Oneida	Yes		Female	Married	N/A	PLA	MI
212	Kinship / Foster Care Parent (~1 year) - unclear what relationship to child is	Navajo	Via marriage only	N/A	Female	Married	Post HS (BSW)	PLA/SE	OK
213	Youth	Pottowatomie	No	20	Male	N/A	High School	PLA/SE	CA/OK
214	Youth	Duwamish	No	22	Male	N/A		PNW	WA
216	Youth/ Aged out of care (kinship placement)	Hopi, identify as TEWA	Yes		Female	Single	Post HS		AZ
217	Foster Parent/Legal Guardian for 2 years	Hopi, Cherokee, Navajo	No	N/A	Female	Single	Post HS	SW	AZ

Table 2: Characteristics			
Codes Applied Combined	# of Times	# of People	Definitions / Comments
Ability to Parent Children with Disabilities	0	0	Exhibits patience, resilience and understand how to empower someone who faces physical, mental and/or emotional challenges. Has resources and ability to provide opportunities and access for a child with special needs.
Therapies & Interventions	1	1	
TOTALS:	1	1	
Adaptive to Change	0	0	Ability to be flexible, to learn new skills and find new resources as situations shift over time and place, willingness to adjust and let old attitudes and habits go.

Table 2: Characteristics

Ability to focus on the long term, end game	17	3	
Being Flexible, specifically	1	1	
TOTALS:	18	4	
Appreciation for Diversity & Other World Views	8	4	Comprehends that there are different perspectives and opinions about the world, politically, economically, culturally, spiritually and that each have value and merit; Ability to learn, be open-minded and embrace diversity; ability to reflect on their own positionalities and associate where they derive from.
TOTALS:	8	4	
Creative	3	3	Imaginative, able to think outside the box, able to formulate new ideas, also artistic, musical, etc.
Musical, specifically	1	1	Going to Concerts; Supporting Instruments &/or Vocal Training, etc.
Theater, Movies, Acting, Etc.	1	1	
TOTALS:	5	5	
Embraces Learning	5	4	Shows a willingness to learn new things and learn together with others, including children in their care. Does not assume they have all the answers all the time.
Formal Education / Training	18	6	Having a degree and/or training in a field that included pertinent curriculum such as social work, psychology, child development, etc.
Informal Education / Training	10	4	Including reading and accessing available resources; Also work or other life experiences; Also seeking information from others, professionals, etc.
Life Skills	3	2	
Parenting Class, specifically	1	1	
TOTALS:	37	17	
Experience with Foster Children	7	4	Has already had exposure to the foster care system, had children in the home previously and/or worked in the system where they have had contact with foster care youth for an extended period of time.
Ability to Help the Child Understand What is Happening, specifically	2	1	
In-Patient Mental Health Facilities, specifically	6	2	
Out of State, specifically	1	1	
Multiple Placements, specifically	21	4	
Stability & Permanency, specifically	9	2	
Willingness to Maintain Connections w/ "Family" & Peers	7	2	

Table 2: Characteristics

Residential Placements, specifically	7	3	
TOTALS:	60	19	
Friendly	5	2	Is kind, affectionate and open to others
welcoming, specifically	2	1	
Generous	4	2	Is giving of their time and resources, appreciates the process of reciprocity but does not base their giving on the expectation of the "return on investment".
Specifically Related to Holidays & B-Days	1	1	Gifts but more importantly making the child feel "normal", taken care of...
Time, specifically	11	3	Is able to support the child with appointments (doctors, school, social worker, etc.) and with activities (sports, extra-curricular, educational, etc.)
TOTALS:	23	9	
Good Listener	5	3	Able to provide attention and time, to allow the child to share and communicate, to hear what another person is saying and delay feedback or response until the other person has fully been given the time to talk.
Empower the child to talk, specifically	16	4	
Understanding, specifically	5	4	
TOTALS:	26	11	
Good Sense of Humor	6	2	Able to see laugh and see humor in all things, not easily offended and does not take things too seriously, is able to laugh at themselves and others appropriately.
Sarcastic, specifically	1	1	
TOTALS:	7	3	
Patience	17	7	The capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset; able to focus on long term goals and outcomes rather than be reactive to immediate situations especially in relation to the emotions of a child who has experienced trauma and/or is in the process of healing.
TOTALS:	17	7	
Positive View of Parenting / Enjoys Parenting	19	6	Finds joy and fulfillment in the role of parenting, is comfortable with the process of learning and developing and is able to focus on the long term benefits and rewards to get beyond short term struggles and barriers.
Encouragement, specifically	3	2	
Other children present in the home, specifically	7	4	
Treating Children Equally, Without Preference	8	3	
Previous Parenting Experience, specifically	4	4	

Supporting the Individual Needs of Each Child	8	2	"Not being forced into a box"
TOTALS:	49	21	
Table 2: Characteristics			
Resilient (Able to Handle Stress, Strong)	33	7	Capacity to work through challenges and difficult times, is resourceful and able to problem solve, understands their own strengths and weaknesses and seeks assistance when needed.
Ability to NOT Respond Reactively to Bad Behavior	17	7	Holding one's temper, taking time to evaluate, making an effort to de-escalate and listen to the child before getting angry or passing judgement
Able to Access Resources, specifically	5	3	
Financially Resourceful	7	4	Not necessarily wealth but able to provide enough to make the child(ren) feel secure and cared for.
Helping the Child Feel Safe, specifically	2	1	
Utilizing Support Systems, specifically	3	3	
TOTALS:	67	25	
Respectful	7	4	Comprehends, appreciates and complies with cultural protocols, shows deference to tribal elders and leaders, shows humility and practices equity.
Able to Communicate Effectively	12	3	
TOTALS:	19	7	
Self Reflective	6	3	Has a capacity to think about one's own thoughts, actions, character, and motives; ability to identify their own lens and recognize that others may a different viewpoint; able to analyze one's feelings, triggers and opinions in context and make adjustments if applicable.
TOTALS:	6	3	
Strong Cultural Identity	17	7	Exposed to and/or comprehends the importance of tribal identity, connectedness, history, places, songs, dances, traditions, protocols, and ceremonies; Is comfortable and knowledgeable when seeking connections to tribal community members and cultural leaders; Understands the complexity and diversity within Native communities and respects tribal rules, customs and sovereignty. Participates in tribal community and activities.
Able to Provide Cultural Continuity	25	7	
Active Lifestyle that Includes Cultural Activities	20	7	Additional activities also are: camping, hunting, fishing, sports, etc.
TOTALS:	62	21	
Tolerant (Accepting & Inclusive)	8	4	Willingness to allow the existence of opinions and behaviors that one does not necessarily agree with and/or are different from one's own. Comfortable and embracing of new and different ideas and experiences.
"Open Mind", specifically	3	3	
Teaches Child(ren) NOT to Bully, specifically	2	1	
Social Justice, specifically	1	1	

TOTALS:	14	9	
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Table 3: Competencies

Codes Applied Combined	# of Times	# of People	Definitions / Comments
AIAN/FN/HN Family, Kinship & Community Structures	25	7	Comprehends that family, kinship & community are different for AIAN/FN/HN populations and are tribally specific; Understands and respects the need for continuity and connectedness with the community and extended family, particularly aunts/uncles and grandparents (who transfer cultural knowledge) and siblings which may include cousins; Recognizes and appreciates the value of community elders who are responsible for multigenerational transferring of cultur and traditions; Appreciates that AIAN/FN/NH families may not follow the western, nuclear model including accepting that plants, animlas and other environmental materials are considered relatives as well.
Community member's responsibility for the children	5	3	
How to Maintain/Navigate Bio-Parent/Family Relationships	21	4	
Specifically if Parental Rights are Terminated	5	1	
Role of Grandparents / Elders Specifically	17	8	
The Individuals Role & Responsibility to the Community/Tribe	13	4	
TOTALS:	86	27	
AIAN/FN/NH Learning Styles, Pedagogies, Cosmologies & Methodologies	4	3	Understands that there are different learning and communication styles; Appreciation for storytelling as a teaching modality; Comprehends the diversity of motivations to learning; Understands holistic teaching approaches; Comfortable with the concepts of the medicine wheel and other indigenous pedagogies; Awareness and appreciation of traditional knowledge and science; Willingness to utilize experiential, hands-on and artistic methods and modalities; Recognition of the historical context of education and federal policies toward AIAN/FN/NH populations that have resulted in distrust and disengagement.
Intergenerational Learning/Teaching, specifically	8	3	
Stories & Oral Traditions, specifically	3	2	
TOTALS:	15	8	
Alternative/Diverse Discipline Strategies	4	4	Understands that there are cross-cultural differences in child rearing practices; Familiar with AIAN/FN/NH child rearing philosophies; Respects the autonomy of the child; Utilizes positive reinforcement & non-harsh discipline methods;

			Understands pro-active versus re-active strategies for child development; Close monitoring of child and peer associations.
Table 3: Competencies			
Ability to Direct/Redirect the Child's Energy	2	2	Not getting drawn into the "games", but helping the child identify their process; divert negative energy and strategies in a more positive direction
TOTALS:	6	6	
Child-rearing Practices, Child Development & Behavior Management	36	9	Understands basic stages in child development; knowledgeable in different child rearing techniques and discipline strategies; competent in basic parent/child communication and age appropriate behaviors; Familiar with evidence-based interventions and strategies for addressing behavior.
Educational Expectations / Advocacy, specifically	13	5	How trauma and experiences, family situations, etc. impact educational progress...
Dealing with Anger & Violent Behavior	27	4	
Dealing with Bullying, specifically	1	1	
Early Childhood, specifically	6	4	
Impact of Trauma	23	9	How it might impeded development; Recognizing the Needs of a Child Dealing with Trauma, such as needing to feel safe again...
Adverse Childhood Experiences, Specifically	21	8	
Abandonment, Neglect, & Poverty	3	3	
Siblings "Parenting" Siblings, specifically	3	1	
Death of a Parent, specifically	3	1	
Sexual Abuse, specifically	4	2	
Trauma Response (Acting Out)	23	7	Running Away, Self-harm, Self-Medication, Replication (such as acting out sexually or violently)
Self-Harm, specifically	5	2	
Knowledge of Interventions & Techniques	15	4	
Mental Health Issues, specifically	6	3	
Physical Abuse, specifically	2	2	
Substance Abuse / Addiction	20	7	
Fetal Alcohol Syndrome, specifically	2	1	
Suicidality, specifically	2	2	
Teens, specifically	19	6	
TOTALS:	234	81	

Table 3: Competencies

Cultural Competency, Humility & Respect	34	7	Understands the historical facts from an AIAN/FN/HN perspective and acknowledges the gap in current education regarding AIAN/FN/HN peoples; Recognizes the diversity of perspectives and experiences including acknowledging complexity of biracial identities; Is aware of the misrepresentations and stereotypes of AIAN/FN/HN people; Committed to addressing and eliminating discrimination against AIAN/FN/HN people; Recognizes and supports tribal sovereignty; Comprehends that there is such a thing as "protocol", respects and follows it accordingly; Practices respect and humility; Empowers the community member's rights to process cultural knowledge; Understands their place in any given cultural context and willing to ask for appropriate clarification and assistance; Able to facilitate cultural continuity for the child in their care including activities such as dancing, singing, drumming, pow wows, potlach, canoe journeys, beading, weaving, sweat lodges, food & medicine harvesting, etc.
Colonization, specifically	4	2	
Cultural Participation / Revitalization	21	7	
Fostering a Strong Identity, specifically	9	6	
Geography & Environment	5	2	Urban vs. Rural, Particularly the difference of living on the reservation; Specifics of the Place, the environment and resources where the cosmology was formed.
Mixed Identities, specifically	9	3	
Balancing more than one Tribe, specifically	6	2	
Spirituality	19	6	
Honoring the Ancestors, specifically	3	2	
Understanding Racism, specifically	3	2	
TOTALS:	113	39	
Economy of Generosity & Reciprocity	2	1	Being able to have a conversation with your child about race, especially if you, as the parent, are from a different race and specifically if you are (white) from the dominant race. Are you able to even recognize the signs of a child who is experiencing racism from school, peers, etc.
TOTALS:	2	1	
Education/Life Skills	5	2	Understands the difference between "gifting" or economies of generosity and reciprocity; Comprehends the concept of moral and responsible stewardship of resources, particularly the environment; Recognizes and appreciates the difference between "we" and "I" cultural structures; Understands and respects the 7th generation philosophy.

Table 3: Competencies

Able to identify what motivates the child and foster that skill or talent	3	2	Supports the educational and life skills development needs of the child in their care; Understands the challenge of "walking in two worlds" and dealing with pressures of assimilation and acculturation; Able to facilitate and assist in the school learning plan; Able and willing to advocate on behalf of the child in the educational systems; Understands the relationship to mentoring and modeling of positive learning behaviors; Able to organize and facilitate learning activities.
Writing Skills, specifically	1	1	
Adjusting to Change & Transitions, specifically	2	2	
Budgeting/Finances, Specifically	1	1	
Dealing with Learning Disabilities, specifically	1	1	
ADD & ADHD, specifically	1	1	
Writing Skills, specifically	1	1	
TOTALS:	15	11	
History, Law & Policy	6	3	Understands the impact of settler-colonialism on AIAN/FN/HN peoples; Recognizes the concepts of collective trauma, intergenerational trauma, and historical trauma; Acknowledges the exposure to racism, warfare, genocide, violence and catastrophic disease and their relationship to laws and policies; Recognizes the tensions and implications of the ICWA and other policy regarding AIAN/FN/HN populations that have a direct relationship to the situation of the youth in care, their family and tribal community.
Boarding Schools, specifically	5	3	
Faith-based Organizations	1	1	
Historical & Intergenerational Traumas Specifically	19	7	
IHS & Other Tribal Medical Organizations	1	1	
Sovereignty & ICWA	17	4	Understanding why it is important to keep tribal children in tribal homes; to work with the tribe as an ally for the child
TOTALS:	49	19	
Health & Wellness from an AIAN/FN/HN Perspective	39	9	Understands the roles of different family members/relatives, community elders/leaders, and healers in approaches to AIAN/FN/HN health and wellness; Able to participate in wrap-around services with multiple stakeholders in the care of the child; Comprehends the balanced relationship between the physical, mental and/or spiritual aspects of health and wellness; Understands the need for traditional, tribal specific foods and medicines; Knowledge of the tribal resources and how to access them such as Indian Health Services; Knowledgeable regarding the impact of poverty, risk factors and trauma on health and wellness; Understands that

			AIAN/FN/HN health and wellness is about the whole community and environment, not just about the individual.
Epigenetics, specifically	2	2	Epigenetics, specifically
Table 3: Competencies			
Individual Trauma	40	7	Individual Trauma
Coping Strategies as Strengths/Resilience	9	4	Coping Strategies as Strengths/Resilience
Domestic Violence, specifically	2	1	May or may not include time in a shelter, i.e. homelessness/displacement
Homelessness / Experience in Shelter(s)	2	1	Not specifically related to domestic violence as far as what was disclosed in the transcript
Racism	10	4	Including Institutional Racism
Isolation	1	1	
Sex Trafficking, specifically	1	1	
The Child Welfare System as Trauma	1	1	
LGBTQ Issues, specifically	14	5	Non-binary gender identities in AIAN/FN/HN cultures, 2-spirit identities, etc.; How to advocate for the child and support their needs
Strengths-based Perspective, specifically	6	3	
Connectedness, specifically	3	1	
TOTALS:	130	40	
Parent Child Relationship Building & Bonding	1	1	Understands the importance of play; Adept in open communication; Able to create and implement a long-term plan to address attachment issues; Competent expressing emotions & empathy.
Aging Out, Transition to Self-Reliance, specifically	1	1	
Balancing Relationship w/ BIO Parent/Family, Reunification, specifically	20	7	
Labeling, specifically	2	1	Especially in adoption or permanency, who is called "mom/dad", how do you refer to bio-parents...
Balancing Relationship w/ Siblings	2	2	Balancing Relationship w/ Siblings
TOTALS:	26	12	
Self-Care, Stress Coping & Support System	13	4	Understands the need for and has a strategy for self-care; has evaluated their own strengths and weaknesses; Has identified resources and support systems; Has developed excellent problem solving techniques.
TOTALS:	13	4	

Table 4: Capacity / Barriers

Codes Applied Combined	# of Times	# of People	
Availability of On-Going "On-Call" / "Hotline" Support	1	1	
100%, High Percentage of Children w/ Trauma &/or Mental Health Issues	1	1	
Case Workers Over Loaded/Over Worked, specifically	2	1	
Conflicting Priorities	5	4	Safety of the Child versus Preferenceing Tribal Connections or kinship guardians because the grandparents or kin are not as "ideal" as other options (the "perfect" nuclear, middle-class family), etc.
Specifically Referring to Fostering for \$\$	8	3	
Cost of (Specific) Curriculum	1	1	A curriculum was mentioned that costs \$1,600!
Financial Assistance/Barriers, specifically	5	3	Particularly for kinship/guardianship care-givers and particularly when keeping multiple children(siblings) together. Also, need assistance with Back to School, Holidays, Birthdays, Etc.
High Percentage of Children w/ Trauma &/or Mental Health Issues	2	2	
Kinship/Guardian Caregiver NOT Trained	3	1	Not able to provide resources, tools, strategies, interventions, help, etc. for the child
Mental Health Services, specifically	5	3	
Need to Acknowledge the Gaps in Knowledge/Education	10	4	As it pertains to Indian Country, most people do not know (are not taught in school) the basics of history, treaties, the diversity, the reality of indigenous people. Some people were barely taught about the pilgrims and "Indians" and they have no clue about the complex relationships THROUGHOUT time between the tribes and the federal and/or state governments and where that all stands today.
Quality of Training	2	2	Not going deep enough, not covering everything that needs to be covered, online training may not adequately assess someone's competence!
Post Training Resources & Support	3	2	
Prevention, Assistance to Bio-Families	2	2	Can we help families before their kids end up in the system in the first place...
Resource Materials & Programs, specifically	9	4	
Role of Case Worker vs Care Giver	2	2	Tension between expectations of care giver being responsible for the wellness of the child, including taking them to cultural/tribal

			activities as opposed to the case worker taking on that role...
Table 4: Capacity / Barriers			
Support Groups (Beyond Training)	3	2	
Supporting a Reward System	5	1	Maybe for both the youth and the caregivers for meeting goals and meeting indicators of success
Systemic Barriers	2	1	
Closed Files / Confidentiality Rules, etc.	4	3	Isolates the foster/adoptive parents from familial resources and information about the child.
Access to Details & History of the Child	3	3	Physical, mental and other issues that need to be specifically addressed; medical records; educational records; records of adults, siblings, etc. we have been a part of the child's life...
Conflict Between Cultural Norms	4	3	Different understandings of parenting, not just styles and child-rearing but also the roles of family members. The system relies on Western concepts of the nuclear family that are not necessarily the same in AIAN/FN/NH communities...
Not Having Trust in Law Enforcement, specifically	3	1	Due to Racism; Racial Profiling; Having to teach your child (of color) how to deal with the police...
Preventing Licensing for Questionable Reason(s)	6	1	Particularly pertaining to kinship/guardianship and Native caregivers, possible discrimination
Tribal Parents (Same Race Homes)	4	3	
Developing More Kinship/Guardianship Capacity	2	1	
Tribe's Ability to Respond & Enforce ICWA	4	3	
Tribes Having Their Own Child Welfare System	11	4	
Case Workers, specifically	3	2	
Tribe's Relationship with Non-tribal Case Workers, the State System, etc.	4	3	
Tutoring & Educational Resources/Support, specifically	3	1	offering culture camps; community events to outreach to foster kids/families; Materials & Resources that kids/families can use at home, etc.
Using Foster Care as a Means to Adoption	1	1	"Some case workers facilitate this, behind the scenes..."

Table 5: Training			
Codes Applied Combined	# of Times	# of People	Definitions / Comments
Specifically Pertaining to Training Programs	0	0	
Cultural Competency was Included / Should Include	29	8	
Humility, specifically	1	1	
Pertaining to Religion, specifically (Humility)	2	2	Ability to support the child's spiritual needs, particularly culture as spiritual, even when/if it conflicts with one's own religious views or participation.
Should be Adaptable to Specific Tribe	12	5	
Comment About "Pan-Indian" Curriculum, specifically	7	2	
Diversity of AIAN/FN/HH Identity Should be Included	10	6	
Mixed / Bi-racial Families	2	1	
Understanding Internalized Oppression	4	1	Lateral Violence & Lateral Discrimination
Ancestry / Heritage / Lineage	3	2	Including enrollment vs descent
Understanding Clanship, specifically	3	1	
Geography & Environment	10	3	Reservation / Tribal Jurisdiction vs off-reservation; urban vs rural (which often is associated with reservation vs non-reservation) Also the importance of specific "place", the environment and resources that the cosmology is formed.
Urban vs Rural	2	1	Specifically, as it relates to the reservation of specific tribes
Fostering a Strong Identity, specifically	2	2	
Historical Trauma, specifically	11	5	
Intergenerational Trauma, specifically	5	3	
Strengths-based Perspective, Resiliency	6	3	
Disproportionality, specifically	2	1	
TOTALS:	111	47	
Intergenerational Trauma, specifically	5	3	
Strengths-based Perspective, Resiliency	6	3	
Disproportionality, specifically	2	1	
TOTALS:	111	47	
Specific Trainings (Tribal) That Were Mentioned	0	0	

Positive Indian Parenting (Little River Band)	1	1	
PRIDE Training, specifically	2	1	
Table 5: Training			
Seven Grandfather's	!	1	
Three Precious Miracles (Hopi-Tewa)	1	1	
Healthy Families Curriculum (AK)	5	1	Developed through the Child Welfare Academy
Family Spirit Training	5	1	MI Inter-Tribal Counsel, based on curriculum created in conjunction with Johns Hopkins University
Knowing Who You Are Training, specifically (AK)	1	1	Developed by Casie Family Programs
TOTALS:	15	7	
General Suggestions for Training	0	0	
Include a lot of Group Work	5	2	Role Plays, Case Studies, Utilizing Other Parent's Experiences and Strategies, etc.
Experienced Parents as Teachers, specifically	2	1	
Using AIAN/FN/NH Pedagogy in the Training	2	1	Example: Four Elements/Medicine Wheel Curriculum
Utilizing Elders/Tribal Members in Training	12	5	
Real Examples, Case Studies, Scenarios, Etc.	10	3	
Be Honest & Truthful About the Reality & Expectations	15	5	Especially related to trauma, attachment issues, etc. but also the role of fostering versus adoption and the need to stay connected to the family & community.
Include Manuals / Materials (For Future Reference)	3	3	
TOTALS:	49	20	
Specific Topics Suggested			
Basics of Child Development & Parenting	4	3	
Alternative/Diverse Discipline Strategies	2	2	
Understanding the Unique Situation & Responsibility (AI/AN/FN/HN)	12	6	Specifically training prospective parents that they will have a responsibility to the tribe, community and extended family and to the development of the child's tribal identity.
ICWA, specifically	12	4	
How to Interact with the Tribe & Tribal Community	13	6	
Getting Appropriate Diagnosis, specifically	4	2	Particularly if there are not records and/or records are sealed, when and what is the process for specific tests: FAS, Disabilities, Mental Health, as well as specific traumas and injuries...
How to Develop Partnerships	8	3	Wrap-around services; creating a team of support for the child, including case worker(s), tribal representatives, family members, etc.

How to Keep Records	3	1	Medical & Educational but also Progress, Needs, Goals, Details about the child's life; How to help the child process by documenting what happens in their life...
Table 5: Training			
Medical & First Aid Training, specifically	8	2	Including record keeping strategies
Insurance Documents, specifically	4	1	Insurance Cards, Parental Permission Papers, etc.
How to Maintain/Navigate Bio-Parent/Family Relationships	36	6	
Racism 101	6	3	How to advocate for your child; to identify when they are experiencing racism; how to have conversations about racism; how to relate when you may be from the dominant race; Reflection on your own positions, attitudes and experience and how to advocate for a child that may be from a different race than you.
Identifying and Breaking Down Stereotypes, specifically	2	2	
Implicit Bias included	4	2	