

CHECKLIST FOR INCREASING BICULTURALISM IN TRANSRACIAL FAMILIES

The following questions should be asked to increase the biculturalism of the transracial family:

- 1) Does the child have a multicultural babysitter or respite provider?
- 2) Does the family have a multicultural faith environment?
- 3) Does the child have a multicultural physician?
- 4) Does the child attend a multicultural school or daycare?
- 5) Does the child have a multicultural mentor?
- 6) Does the foster or adoptive parent have a multicultural mentor?
- 7) Does the family live in a multicultural neighborhood?
- 8) Does the child have the opportunity to visit libraries or museums to learn about the child's culture of origin?
- 9) Does the child have access to reading material, books, magazines, poetry, videos, movies focused upon the child's culture of origin?
- 10) Does the child have multicultural toys that reflect the child's race and ethnicity? (dolls, superheroes, action and cartoon figures, lunch boxes)?
- 11) Does the family eat at multicultural restaurants?
- 12) Does the family cook or purchase multicultural foods or snacks?
- 13) Does the child learn about inventors, teachers, community members, actors, lawyers and others as role models in their ethnic group?
- 14) Does the child listen to multicultural music and/or familiar with multicultural musicians?
- 15) Does the child own any multicultural clothing or traditional dress?
- 16) Does the family participate in multicultural celebrations, holidays, community events?
- 17) Does the child have access to a multicultural playground and multicultural friends?
- 18) Does the child have access to a multicultural barbershop, hair salon, and hairstyles?
- 19) Does the child participate in or frequently visit multicultural support groups or community centers?
- 20) Does the child participate in any sports activities or on a team with multicultural students?
- 21) Does the child participate in multicultural camps, boy scouts, girl scouts troops?
- 22) Does the child have other multicultural families who they can visit for dinner or hangout with?
- 23) Does the child have "extended" family members of others who can play the role of auntie, uncle, cousin, grandparents (ie, mom mom, memaw, or glam mom)?
- 24) Does the child have the opportunity to openly discuss multicultural issues or causes and freely express his/her opinion?
- 25) Does the child have the opportunity learn about the traditional language, artwork, dance, or practices of the child's culture of origin?