

International Adoptees

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Linguistic Development

Children begin acquiring language at birth.

In standardized language tests, international adoptees often score below their peers who match in socioeconomic status.

International adoptees' brains process their native adoptive language similarly to second-language speakers.

Linguistic development is heavily tied to general child development, making early experiences crucial.

What Teachers Can Do

Provide additional linguistic support for international adoptees.

Continue to read the latest research regarding linguistic development.

Don't assume international adoptees are second-language speakers.

Provide a multicultural standpoint.

Source:

Genesee, F., & Delcamero, A. (Eds.). (2010). Starting Over ~ The Language Development in Internationally-Adopted Children. Trends in Language Acquisition Research, 18.

Culture and Identity

What Teachers Can Do

Don't assume international adoptees identify with their culture of birth.

Be a voice for international adoptees, but listen too.

Educate yourself on proper language when discussing identities.

Remember that being an adoptee is not the whole of an identity.

International adoptees are often stigmatized.

Identity development continues into adolescence.

Identity building begins in early childhood.

International adoptees struggle with their 'opposing' identities.

Source:

An International Adoptees Identity Introduction to Special Issue: Adoptees' Ethnic Identity Within Family and Social Contexts: The Transracial Adoption Paradox: History, Research, and Counseling Implications of Cultural Socialization ~ Richard W. Lee, 2009

Bullying and Discrimination

Bullying = seeking to harm, intimidate, or coerce (someone perceived as vulnerable).

International adoptees have difficulty coping with emotions.

International adoptees are more susceptible to psychological problems.

Discrimination = the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

What Teachers Can Do

Recognize bullying and discrimination.

Have patience with adoptees.

Do not compare victims of bullying with one another.

Often remind the classroom of respect.

Source:

Nguyen, H. H. L., Ayde, G., Jackson, K., & Zorita, P. (2015). International and Transracial Adoptees Experiences of Racism and Racial Discrimination and Personal Coping Styles. https://repository.knu.edu/bitstreams/158752/content/nguyen_ssu_00106_14963.pdf

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