**2024 Masters**

**ISD 3**

**Scope & Topic Analysis**

Rahny Day

**Interaction**

Adoption is a fast growing industry that is not going anywhere anytime soon. There are a plethora of factors to consider that have positive and negative consequences. The reality is some of these are not intentional in any means. Since I’ve drawn from my own personal experiences, I understand that so much of the content is privy to those that have lived in these experiences and have a personal responsibility to hold themselves accountable .

**Intention**

There has to be a balance in the content. I did want there to be a heavy focus on one particular side of race education. It’s been a challenge to decide what to include, exclude, the ramifications of all my decisions and my justifications for doing so. Gray areas exist in every aspect of race education that sometimes just have to be learned through experience. So, there isn’t enough of a personal reference for adopters to build from.

**Introspection**

It’s very emotionally draining to reflect on my own experiences and have empathy for the adopters and adoptees as I read their own as I’ve compiled my resources for this intervention. I’ve had to address my own bias and have learned I need to continue to educate myself. I’ve also found a lot of gratitude for the way my own parents addressed these issues with so much grace not even knowing all of these complex elements. So, I fully know that “good people” are capable and still need to work on their own perspectives and skill sets to approach race education in an authentically ethical manner

| **Topic Analysis** |
| --- |

These are the various elements students will need to focus on. I took this approach because I found it the easiest to craft my learning objectives from this standpoint as well as any activities to facilitate the successful internalization of skill sets.

| **Specific Vocabulary** | Definition of race related concepts  ( not an exhaustive list)   * Race * Ethnicity * Assimilation * Code Switching * Racism * Discrimination * Coded Language * White Privilege/Fragility * Reculturation | * Triggers of incivility   + Retaliation ( provoked, offended, defensive)   + Justification toward uncivil behavior |
| --- | --- | --- |
| **Access to Cultural Identities** | * Mentors * Media * Literature * Peers | * Pressures expressed with upholding or understanding |
| **Racial Identity Formation** | Internalize the ways of its construction   * Influencing Factors   + Socialization Agent     - Primary     - Secondary     - Tertiary | * Understanding   + Understand historical history and influences on manifestations     - Values     - Social     - Beliefs     - perspectives * Explore   + Embrace identities * Affirm   + Acknowledging where identity lies * Integrate   + Understand how in manifests in other aspects of identity   + Identities are always shifting based on environment and other experiences |
| **Developmental Models** | * + Pre-encounter   + Encounter   + Immersion\_Emersion   + Internalization   + Internalization-Commitment   + Ethnic Identity Scales | Concept is crucial to internalize to fully leverage the techniques effectively.   * Discrimination   + Discern between “specific” and “similar” stimulus   + Goal: Respond differently to each   + Question: What is more likely to result in reinforcement or punishment? |
| **Importance of Racial Identity** | * Connection * Empathy * Self-Concept Development | All in relation to societal factors   * Sense of belonging * Perception of Self & Understanding Others * Coping Methods |

| **Verbal Info** | Verbalize the most effective methods to consistently create and implement constructive feedback by deconstructing their understanding of it |
| --- | --- |
| **Intellectual** | Discriminate: Between various processes based on the specific criteria (context)  Conceptualize: Address how background knowledge shapes goals and aids in identifying key concepts  Application: Explore and implementation multiple iterations of assessments guided with various criteria  Problem Solving: Select the most appropriate problem-solving approach based on context |
| **Cognition** | Analyze the significance of specific methods of providing feedback and their relation to its manifestation based on tools needed |
| **Motor** | Physical skills implemented to complete the tasks |

| **Audience** | **Behavior** | **Conditions of Task** | **Criteria of Task** |
| --- | --- | --- | --- |
| Parents of Transracial Adoption | Grasp an understanding of racial and ethnic identity for adoptee | * Home * Outside of Home | Build a framework to understand the impacts of racial and ethnic identity in transracial adoption to promote well-being of adoptee and further successful adoption. |

| **Learner Level/Characteristics** |
| --- |

| **Exdfdfasdfdsfdsfdsfdsfdfs External Instructional Event** | **Internal Processes** | **Planned Instructional Activities** | **Anticipated Learner’s Activities** |
| --- | --- | --- | --- |
| 1. **Gain Attention** | **Reception**  Learner is focused on event | Participants will go through an instructor lead orientation that outlines the following LO’s.   * Introduce training reason and monitor comprehension of goals * Emphasize importance of acquiring proficiency of skills within real world context * Illustrate available services and locations of feedback resources * Enhance understanding of how the processes can be adapted to individual preferences | Instructors will engage with participants in a “guided” capacity making sure to not dominate conversations in order for them to construct, extend, and apply their insights. |
| 1. **Inform learners of objective** | **Expectancy**  Adopters know the importance of internalizing foundations of racial and ethnic identities. | After informing adopters of objectives, LO’s will illustrate implications of ignoring the interplay of racial and ethnic identities of adoptees and steps to take in building this connection. | There is greater success for education since adoptees have been informed. |
| 1. **Stimulate Recall of Prior Knowledge** | **Retrieval to Working Memory**  Adopters access prior knowledge in relation to current content. | Instructors engage with adopters in a “guided” learning capacity to explore their knowledge.   1. What’s your current experience racial and ethnic identities? 2. What composes racial and ethnic identities? 3. What are the implications of not addressing racial and ethnic identities? 4. How do you determine the best approach to addressing racial and ethnic identities? | As adopters share their insights, the instructor and adopter are gathering a better awareness of their bias.  This also helps to gauge that the current framework for the intervention is taking shape as anticipated. |
| 1. **Present New Content** | **Selective Perception**  Adopters recognize new information and associated characteristics | During this step the instructor will implore a relevant activity to first illustrate how to open dialogues on race and ethnic identity.  The instructor will also pose a problem based scenario to relate skills to direct application.  It will highlight the function and components as succeeding steps to contextualize race and ethnic identity discussions. | Observations allow adoptees to conceptualize the foundations of authentic reflection to implement effective discussions on race and ethnic identities.  This is further aided by utilizing real world scenarios flexible in nature to reflect the diverse and occasional unexpected contexts. |
| 1. **Provide Learning Guidance** | **Semantic Coding**  Adoptees take an active role in utilizing new knowledge via resources provided and constructed during intervention | Resources supplied and created as a result of engaging, exploring, and explaining via various discussions shows adoptees how to categorize the competency needed.   * Displaying understand of racial concepts * Make direct connection to various contexts   + motivations   + influences | Adoptees are fully active in application of knowledge. This is accomplished by replicating the foundational steps of constructing authentic reflection on the interplay of race and ethnic identity in transracial and transnational adoptions. |
| 1. **Elicit Performance** | **Responding**  Adoptees demonstrate a level of proficiency through implementation | Intervention framework offers adoptees multiple means of assessment to track their current and emerging comprehension of authentic dialogue on racial and ethnic identities.  Adoptees will not gain understanding of more complex interplay of racial and ethnic concepts without measuring the outcomes of their current situations and implementation of methods. | Misconceptions via metacognition and implementation execution are illuminated.  This ensures adoptees will have to engage in realistic expectations to continually adjust and replicate the process for the desired outcomes. |
| 1. **Provide Feedback** | **Reinforcement**  Adoptees are supplied with direct feedback based on proficiency. | Feedback is immediate and specific to individualized learner goals and proficiency with regards to their situations. | Feedback functions to aid the adoptee make adjustments in real time. (specificity,immediacy)  It eliminates the chances of ineffective application of content and furthers effective “self” assessments. |
| 1. **Assess Performance** | **Retrieval & Reinforcement**  Adoptees retrieve knowledge to finish task and receive feedback | Instructors model a reliable framework of reflection in intervention on how to examine their meta-cognition, biases, and reasoning for conclusions. | Adoptees are able to evaluate the validity of their conclusions to further improve their proficiency. It’s an emphasis on the power of “ownership” to foster autonomy. |
| 1. **Enhance Retention/Transfer** | **Retrieval & Generalization**  Adopters will retain new information through application via real contexts | Adopters will utilize all resources to reference frameworks to start and continually engage in discussions on race and ethnic identities.  Instructional efforts to facilitate their targeted behavior will encourage continued engagement and further seeking new methods based on individual motivations and environments. | * Functions as benchmarks ( built in scaffolding) * Derived from all observations of past, current, and future experiences * Ability to create hypothetical scenarios to explore understanding * Freedom in experimentation of selecting problem solving methods ( no “one-size fits-all) |

| **Considerations for Feedback** |
| --- |

While this is not the sole focus of the workshops, highlighting additional ways to assess and respond thoughtfully may increase the chances of effective engagement in an inclusive conversation.

| **When to Provide Feedback** | * Immediacy   + Increased chance of building stronger associations with actions and outcome | * Decision making, choice * Assess how risk of the decision will illuminate the value   + Value in terms of choice   + Value as it is in nature |
| --- | --- | --- |
| **Ways to Implement Feedback Methods** | 1. Start with specific intent   Ex: “ I want to address..”  “Let’s share some thoughts on   * Shaping   + Reflect and celebrate breakthroughs in understanding, identifying, and application of concepts   + Organize behavior in attainable steps | General Principles   1. Timely 2. Specific 3. Objective  * Choose time wisely * Choose appropriate location * Focus on specific feedback model ( not an exhaustive list)   + Pendleton Rules   + STAR   + DESC   + 360 Degrees   *( These may be more advanced methods, so priority will be on the simplest method that will most likely be implemented more.)* |
| **How to Asses**  **Effectiveness Based on Outcome** | Understand ineffective characteristics of feedback   * Vague * Unfocused * Subjective vs Objective * Accusatory Language * Use of “You” vs “I” ( 1st person usage) * Unbalanced   + Negative vs Positive   + Talking Ratios   Concept is crucial to internalize to fully leverage the techniques effectively.   * Discrimination   + Discern between “specific” and “similar” perspectives   + Goal: Understand there may be different responses to specific intentions * Question: What is more likely to result in an effective or ineffective conversation? | Tracking   1. Check-Ins    1. Weekly    2. Bi-Weekly    3. Monthly    4. Daily    5. Quarterly 2. Anonymous Submissions    1. Adoption Forums    2. In Home Question Box 3. Checklists   Evaluate if feedback fundamentals were present for recipient and initiator.   * Specific * Goal Oriented * Objective * 1st Person * Balanced Delivery/Reception * Encourages Reflection * Opportunities for Improvement |
| **Methods of Feedback** | **Corrective Feedback**  **( not an exhaustive list)**  Very specific to illustrate “how” a behavior is perceived and affects others | * Recipients: How did they perceive intention in general and based on its manifestation. * Modify meta-cognition and schema for improvement * Reinforce expectations and error correction   + What is good?   + What needs improvement?   + How to improve? * Explicit: directly state * Clarification: Indicate message has/hasn’t been understood * Elicitation: Gain correct intention/understanding via inquiry   Constructive  Broader feedback based on ongoing development or performance |